

SEATTLE PACIFIC UNIVERSITY IRB APPLICATION FOR HUMAN SUBJECTS REVIEW

Title of project:

Rate a Recent Course: A ReCentering Psych Stats Exercise

Expected Start Date for Data Collection: 03/01/2020

Expected End Date for Data Collection: no end date (it will continue as an exercise in the course, indefinitely)

Name of Principal Investigators¹:

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Name of Co-Investigator(s)²:

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Faculty Sponsor Name: Lynette H Bikos, PhD, ABPP

Faculty Sponsor signature:  **Date:** 03/31/2020

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Directions: Please follow the guidelines available on the IRB website. Research that has more than minimal risk or includes vulnerable participants will be reviewed by the entire Institutional Review Board (IRB) or a subset of members. If your study requires further review, you will be notified. Please expect full IRB review to take at least a month. Check the website for IRB meeting dates.

****Please complete this application in another color to make your answers clearly visible.****

Complete all information:

1. Data Intent (Please respond Yes or No):

- a. Will the data you propose to collect potentially be used in future grant proposals?
Yes
- b. Will the data potentially be used in a future study? Yes
- c. Will the data potentially be used in teaching? Yes

Will the data potentially be published and/or presented in some public forum (e.g. guild conference, Twitter, videoconference)? Yes. The data should be considered open to the public because it is created as an exercise in the Open Educational Resource, ReCentering Psych Stats to teach about online surveys. The data (in part and/or in whole) may posted to open science repositories. This is detailed in the confidentiality section.

d.

¹ List SPU e-mails if SPU community member

² List all participating researchers. If PI is a student, the faculty / staff sponsor must be listed as a Co-investigator.

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- 2. Briefly and clearly state the purpose of your study? Please use clear, everyday language that is understandable to a non-specialist. Please do not write more than a page; this should be in the style of an abstract.**

The online survey is associated with the Open Educational Resource (OER), *ReCentering Psych Stats*. *ReCentering Psych Stats* (in progress). An expanded description of the OER is available at its website – but, in general, the OER is attempting to teach statistics (with R) in a socially responsive way that is useful for scientist-practitioners. Specifically, the data collected in this online survey will be used in a number of lessons such as

- importing Qualtrics data directly into R,
- preparing data (scrubbing and scoring),
- managing missing data,
- formatting surveys in Qualtrics, and
- ethical considerations regarding meta-data.

Members of the general public (“students”) who are using the *ReCentering Psych Stats* materials will be directed to this survey and asked to complete it before continuing with any of the lessons from which this data is used. It is an intentional, pedagogical, decision that students will be contributing to the dataset that will serve as the example of the lessons that utilize the data. Further, students/instructors are invited to use the data in homework assignments and for potential presentation/publication.

This survey is simultaneously designed as a research project and offered as data to those who are working through the *ReCentering Psych Stats* resource. The purpose is to explore the sense of belonging and felt bias/discrimination on campus as predicted by the degree to which a recently completed course has included elements of a socially responsive pedagogy.

- a. **Provide a brief (500 words or less) and clear literature-based rationale for your study addressing how the literature supports the purpose of your study and where your study fits within the literature.**

To center a variable in regression means to set its value at zero and interpret all other values in relation to this reference point. Regarding race and gender, researchers often center male and White at zero. Further, it is typical that research vignettes in statistics textbooks are similarly seated in a White, Western (frequently U.S.), heteronormative, able-bodied framework. The purpose of *ReCentering Psych Stats* is to create a set of open educational resources (OER) appropriate for the doctoral program, internship, and post-doctoral training that contribute to justice, equity, diversity, inclusion (JEDI), and social responsiveness. The OER will respond to deficits in statistics training for programs that produce psychologists from science-practitioner programs. These are identified in the next portion of the proposal.

Statistics in doctoral programs are frequently taught with fee-for-use programs (e.g., SPSS/AMOS, SAS, MPlus) that may not be readily available on internship or to the post-doctoral professional. In recent years, there has been an increase and improvement in *R packages* (e.g., *psych*, *lavaan*) used in analyses common to psychological research. Although R-based training materials are lagging behind, many graduate programs are transitioning to statistics training in R (free and open source). This is a challenge for post-doctoral psychologists who were trained with other software. The OER I am proposing would offer statistics training with R and be freely available on GitHub Pages (promoted through various OER referatories) under a Creative Commons Attribution - Non Commercial - Share Alike license [CC BY-NC-SA 4.0]. Principles of universal design will be used to enhance accessibility.

Training models in graduate psychology programs are commonly scholar-practitioner, scientist-practitioner, or clinical-scientist. An emerging model, the scientist-practitioner-advocacy training model incorporates social justice advocacy so that graduates are equipped to

recognize and address the sociocultural context of oppression and unjust distribution of resources and opportunities (Mallinckrodt et al., 2014). In statistics textbooks, the use of research vignettes engages the learner around a tangible scenario for identifying independent variables, dependent variables, covariates, and potential mechanisms of change. Many students recall examples in Field's (2012) popular text: beer goggles for two-way ANOVA, eating bushtucker foods for repeated measures, the interaction of looks*personality in speed dating for mixed design ANOVA.

In this OER, the majority of research vignettes will be from recently published articles where: (a) the author's identity is from a group where scholarship is historically marginalized (e.g., BIPOC, LGBTQ+, emerging nations), (b) the research has a JEDI/social responsibility focus, (b) the lesson's statistic is used in the article, and (c) the data is shared publicly or there is sufficient information in the article to simulate the data for the chapter example(s) and practice problem(s).

However, for a handful of lessons, students will contribute to a perpetually-in-progress survey where the primary constructs include:

- A "course evaluation" (including rating elements of decolonization) from a recent survey
- Degree of *belonging* on campus
- Degree of perceived discrimination/bias specific to members of five groups where identities have been marginalized
 - Black students
 - Non-Black students of color
 - LGBTQ+/gender-nonconforming students
 - International students
 - Students with disabilities

The specific variables collected and the a priori hypotheses will allow lessons and practice problems that include: importing data from Qualtrics; survey design; ethics around meta-data captured by online survey systems; psychometric evaluation of measures; and the evaluation of a number of complex models using regression, path analysis, factor analysis, and so forth.

b. Include supporting reference citations in an appendix.

[Hyperlink to reference list.](#)

3. On whom do you expect to collect data?

a. Women and / or Men both

b. Age range 18 to 95

c. Minimum number necessary to complete protocol 120

4. Who will recruit subjects? An invitation to the survey will be posted in the chapter(s) where the data is used in the worked example/research vignette. It is very possible that instructors who are using the [ReCentering](#) text will put the survey link in their course requirements. We have no control over who/how will do this.

5. Where will you recruit subjects?³ In the [ReCentering Psych Stats](#) Open Education Resource. At this point, the specific chapter(s) using the resource are not yet developed.

Additionally:

- a. Attach the prose for any verbal or electronic correspondence
- b. Attach any flyers or announcements for websites
- c. Attach a list of recruitment locations³

*We have not yet written the chapter(s) pointing to the resource. However, we anticipate a the text to read like this, **As part of this lesson you will be contributing to and utilizing data from an active, open-science survey. Before preceding with the lesson, please follow this link to complete the survey. Complete information about the survey (approved by SPU IRB #####, no expiration date)** is found in the informed consent at the beginning of the survey. While we think you will be more engaged with this lesson if you complete the survey, you are not required to complete it in order to use the ReCentering Psych Stats materials. Similarly, you can skip any items in the survey and/or discontinue the survey at any time. The survey will take a maximum of 15 minutes to complete.*

5. Is there a dual (e.g. Faculty/Student, Nurse/Client or Therapist/Client) relationship between the Investigators and the Participants? No.

If yes, please explain how coercion will be avoided.

6. Describe your protocol in a step-by-step way using concise, every-day language. A flow-chart may be useful for clarity.

Students using select chapters (yet to be written) in the [ReCentering Psych Stats](#) OER will be invited to first complete this survey. When they return to the lesson, their data will be included among all the data that will directly imported into the R, directly from Qualtrics.

Additionally:

- a. Clearly state what will participants be asked to do.

Students/participants will be asked to complete an online survey in Qualtrics.

- b. Where will the data be collected?

Data will be electronically collected on Qualtrics.

- c. How will the data be collected? (Attach verbal script if applicable)

Data will be collected in the Qualtrics program through the variety of item types (e.g., multiple choice, matrix, text-options, one narrative/qualitative short-answer). Identical copies of the survey are attached in both PDF (easy to read) and Word (in case you have edits you want us to see).

- d. Who will collect the data? Include training certificates in an appendix.

All data is collected online. The Principal Investigator will ensure that the survey responses are monitored so that inappropriate response (e.g., spam) are deleted.

Training certificates for all members are in the appendix.

- e. If there are multiple options for participants (e.g. based on preliminary assessments), include a flowchart with clear tracks for each of the options.

As is made clear already in the IRB application, students using the [ReCentering Psych Stats OER](#) are only *invited* to participate. They may skip the invitation, discontinue at any time, and skip items.

7. List the equipment, surveys, and/or other measures you will be using.

Construct	Number of Items	Estimated Minutes	Citation(s)
Course description	9	2	Authors constructed
Instructor characteristics	5 items (repeated for # of instructors)	2	Authors constructed
Classmate characteristics	4	2	
Course evaluation items	24	6	Authors constructed – modeled after the course evaluation items in SPU’s Canvas system
Background information	3	1	Authors constructed
Campus Community (Hurtado & Carter, 1997)	3	1	Hurtado, S., & Carter, D. F. (1997). Effects of College Transition and Perceptions of the Campus Racial Climate on Latino College Students' Sense of Belonging, <i>Sociology of Education</i> , 70(4), 324-345.
Campus Climate for Students with Identities that have been historically marginalized (Szymanski & Bissonette, 2020)	30	10	Adapted from Szymanski, D.M. & Bissonette, C. (2020) Perceptions of the LGBTQ College Campus Climate Scale: Development and Psychometric Evaluation, <i>Journal of Homosexuality</i> , 67:10, 1412-1428, DOI: 10.1080/00918369.2019.1591788
Total	78	24	<i>The time estimates are based on the Qualtrics estimates and the experiences of 10 individuals (in the similar demographic)who piloted it for us ranged from 11 to 30 minutes.</i>

8. State clearly and concisely (in everyday language) how the protocol and measures fulfill the purpose of your study.

The protocol (use of Qualtrics with open access) allows students to contribute to an open dataset. A primary focus of the [ReCentering Psych Stats](#) OER to contribute to a socially responsive pedagogy for teaching statistics in psychology. Therefore, the questions chosen are specific to decolonizing a statistics criteria and the campus climate for students whose identities have been historically marginalized. The types of items included will allow students to practice with real-time data about the very topic that is the focus of the [ReCentering Psych Stats](#) OER.

When applicable include the following as appendices:

- a. Datasheets or observation forms.
- b. Coding protocol(s).
- c. Questionnaire(s). A word version (easily editable) is [in this document](#); a PDF is uploaded for ease of reading is included with the application..
- d. Documentation that you have permission to use or reproduce material for your study (e.g. copyrighted, patented). Citations are included. The two scales that are used were published in journals.

9. How long will the participant be involved in the study (give the maximum estimate

of time)?

- If there are multiple sessions, please list the time per session as well as the total time.
- If the study takes place over a particular time frame, please list the total time frame as well (e.g. 6 hours over 6 months).
- If the timeline varies for different participants, please attach a table that outlines the differences.

Protocol Description	# of Sessions	Time per Session	Time Frame (days, months?)	Total Time for this part of Protocol
Online questionnaire	1	While we estimate 24 minutes per session, the recorded times of 10 individuals (in the same demographic) who piloted it for us ranged between 11 and 30 minutes.	1 session (1 day)	Maximum of 30 minutes
			Total time	Maximum of 30 minutes

10. Risks:

- What are the potential risks--physical, psychological, social, legal or other—for the participants? We have integrated responses to items “a” and “b in the table presented in “b”.
- What is the likelihood and seriousness of each risk?

Potential risks	Likelihood	Seriousness
Respondents may feel temporarily uncomfortable answering some questions.	Low/Moderate	Low
An instructor may <i>require</i> students in a classroom to answer the items, then survey the items trying to identify responses of particular students. Because of this possibility, we ask for almost no identifying data that would single out individuals.	Very low	Moderate

- If beyond minimum risk, what other methods that do not involve risk were considered and why will they not be used?

Our **original design** asked for more personally identifying information. Because of the high risk of identification, we are not asking those questions.

Further, in the Qualtrics protocol, we have enabled the “anonymize response” option. This means that Qualtrics is **not** collecting or storing IP addresses, latitude, and longitude.

Our **original design** included “free response” items for some of the boxes labeled “Other.” Because of the risk that respondents might spam the survey with offensive responses (and these would be available to the general public), the only free-response items are content-restricted to numbers (no narrative responses allowed).

We estimate the **current** risk to be minimum and have not considered further

revisions.

d. How will you minimize potential risks?

We included the following statement in the informed consent:

Please consider the following before consenting to participate in this study.

You will be asked to identify a recent course and evaluate it. Although we are intentionally limiting the personally identifying information that is collected, you will be asked to provide a bit of information about your background. You will be also asked to rate belongingness on your college campus for yourself as well as for individuals with historically marginalized identities. It is possible that these topics may be uncomfortable.

The data you provide will be immediately and permanently visible to others who are using the ReCentering Psych Stats resource. This includes the timestamps associated with when you took the survey and your survey responses. All of this data is (exported together as one row per person) will be available to all who access the data. In short, it is available to the public. If you are assigned this survey as a classroom of students -- all taking it at the same time -- the information you provide about yourself could make your responses identifiable. If this concerns you, please skip items as necessary.

11. Benefits:

a. What are the potential DIRECT benefits that may be gained by any individual participant for his/her participation?

Students using the [ReCentering Psych Stats](#) OER will be able to experience “both sides” of the survey-based research experience as participant and researcher. As indicated in the informed consent, while there are no direct benefits for participating in the study, there are potential indirect benefits because they will be “growing” the research database and will have access to this database as well as permission to use the data for their learning experiences.

b. What are the potential benefits to society in general as a result of the planned work?

The project at large is hopeful that it will contribute to an socially responsive pedagogy and a scientist-practitioner-advocate approach to training in graduate statistics and research methods.

12. Confidentiality:

a. How will you maintain the confidentiality of participant information?

The responses to this survey are intentionally public. A lesson in ReCentering Psych Stats provides the API token for importing the raw data into R. While the survey is anonymous, the limited demographic information that is collected and timestamps associated with starting and submitting the survey means that one’s identity could potentially (but not likely) be recognized by others. In the survey design, the “anonymize response” option is enabled. This means that Qualtrics is not collecting or storing IP addresses, latitude, and longitude.

b. How and where will you store the consent forms for the three years that SPU requires consent forms to be stored? (Students must leave consent forms with their faculty advisor.)

Informed consent is a part of the Qualtrics system and is stored, indefinitely, along with the data in Qualtrics.

- c. If the data are subject to HIPAA, how will you de-identify medical data?
The data are not subject to HIPAA.

13. Funding:

a. Will you be giving monetary or academic credit for participation?

Yes / **No**

i. What is the exact amount you will be paying each participant? **NA**

ii. What is the total amount you expect to pay for all participants? **NA**

iii. What is the exact amount of credit that will be awarded to participants? **NA**

b. How will you pay for the monetary compensation? **NA**

i. If through a sponsor, include a copy of a grant award, contract, budget and equity interest documentation.

ii. If the contract, budget or equity interest changes during the research project, the researcher must notify the IRB. This includes the termination of a contract, a supplement to a contract, or an extension.

c. Do you have to pay for permission to use any of the equipment, surveys or other measures you will be using? **NA**

i. How much do you have to pay? **NA**

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d. **Please explain how you will pay for the equipment, surveys, other measures, or other study components.**

i. If through a sponsor, include a copy of a grant award, contract, budget and equity interest documentation.

ii. If the contract, budget or equity interest changes during the research project, the researcher must notify the IRB. This includes the termination of a contract, a supplement to a contract, or an extension.

e. Do you need to declare a conflict of interest based on your funding? **NA**

14. Consent Documentation

Assume documented informed consent is required for your research proposal. *You must complete the consent checklist on the next page and include it in your application package for each consent or assent form.*

SPU's IRB Committee will inform you as to whether this will be waived for your particular research.

Please note: All hard copies of informed consent will be stamped by the IRB upon approval. Only stamped IRB consent forms can be used by the PIs.

In the event of electronic informed consent (e.g. electronic survey), the SPU IRB # and expiration date must be included

- a. If working with vulnerable populations (children, prisoners, mentally ill, intellectually disabled) describe how consent (e.g. prisoner) or assent (i.e. children) will be obtained. **This will require full IRB review and approval.**
- b. Please note when you plan to work with children, that you must include a form for Parental Consent in addition to the Children's Assent Form. This will require Full IRB review and approval.

15. Deception:

If any deception (i.e., withholding of complete information) is required for the validity of this activity, explain why this is necessary and attach a debriefing statement (see sample on IRB website). Additionally attach procedures and script for the debriefing process.

This will require full IRB review and approval.

There is no deception.

16. Responsible Conduct of Research:

You must provide (ATTACHED TO THIS APPLICATION) copies of RCR training (within the past five years) for all researchers who will have direct contact with research participants or who will see any identifiable data.

You can complete authorized training through the following on-line training site:

<http://phrp.nihtraining.com/users/login.php>

Informed Consent Required Elements Checklist

Complete if you have documented informed consent as part of your study
(Type **NA** if item is not applicable to your study.)

12.5 Flesh Kincaid Reading level ____ Provide the reading level associated with the informed consent (Do a Spell Check with Readability Options checked). Is this level appropriate for the participants?
Given that we expect that graduate students will be taking the survey, this is appropriate.

Investigators

Consent forms must state **who is conducting the research**, provide contact information for anyone who will collect data and clearly labeled that the research is sponsored by SPU. The IRB encourages the use of SPU logo or letterhead.

Purpose

- Use of word "study," "research," "evaluation" or "investigation" to describe activity
- An informed explanation of the **purpose** of the research
- Explanation for why the participant was invited to participate in the study
- Number of participants expected to participate in the study

Procedures

- A description of the **procedures** to be followed
- Identification of any **experimental treatments, procedures, or devices**
- NA** disclosure of any appropriate **alternative procedures** or courses of treatment
- NA** The **location(s)** where the procedures will be done
- The expected total **duration** of participation and that of each phase of multi-phase protocols

Risks

A description of the reasonably foreseeable **risks** and discomforts, or a statement that the research does not involve risks beyond those encountered in everyday life, as appropriate.

Emergency Medical / Psychological Treatment

- NA** Studies involving exercise testing or supervised physical activity include emergency policies and procedures.
- NA** An explanation of any **costs** to the subject for research-related procedures, hospital stays, use of equipment, lost compensation or insurance, or extraordinary transportation requirements
- NA** As appropriate, an explanation as to whether any **compensation** or **medical treatment** is available if injury occurs, what it would consist of (if any), or where further information may be obtained.

Benefits

A description of possible direct **benefits** to each subject, which may reasonably be expected from the research, or a statement that individual subjects may not directly benefit from participation though there may be benefits to general knowledge or to society.

Confidentiality

A statement describing the extent to which **confidentiality** of records identifying subjects will be maintained, including who will have access to and the methods for securing such records.

Compensation

NA An explanation of any **gratuities** for participation and, if appropriate, procedures to **prorate** amounts for subjects who withdraw before completing the research protocol

Who to Contact

- The name(s), title(s), local toll-free telephone number(s), and e-mail addresses of the **person(s) to contact for answers to questions about the research**, including those for the responsible project investigator, if different
- An invitation to contact the **IRB Office** (IRB@SPU.edu) for **information about the rights of human subjects** in SPU- approved research.
- NA** As appropriate, the name(s), title(s), and daytime and evening telephone number(s) of the **person(s) to contact in the event of a research-related injury, adverse effect, or complaint**

Participation and Alternatives to Participation

- A statement that participation is **voluntary**
- NA** A statement that **subjects may refuse to participate or may discontinue participation** at any time during the project without penalty or loss of benefits to which they are otherwise entitled
- For surveys and interviews, a statement that subjects may **skip any questions** they don't wish to answer
- No language through which subjects are made to **waive any legal rights**, including any release of the university or its agents from liability or negligence

Near the Signature Line

A statement that **participants will be given a copy** of the consent form

After IRB Approval

Will do! SPU IRB number and expiration date are placed on informed consent and any other recruitment material.

Please note: All hard copies of informed consent will be stamped by the IRB upon approval. Only stamped IRB consent forms [and recruitment posters] can be used by the PIs.

References

- Field, A. P. (2012). *Discovering statistics using R*. Sage.
- Hurtado, S., & Carter, D. F. (1997). Effects of college transition and perceptions of the campus racial climate on Latino college students' sense of belonging. *Sociology of Education*, 70(4), 324–345. <https://doi.org/10.2307/2673270>
- Mallinckrodt, B., Miles, J. R., & Levy, J. J. (2014). The scientist-practitioner-advocate model: Addressing contemporary training needs for social justice advocacy. *Training and Education in Professional Psychology*, 8(4), 303–311. <https://doi.org/10.1037/tep0000045>
- Szymanski, D. M., & Bissonette, D. (2020). Perceptions of the LGBTQ College Campus Climate Scale: Development and Psychometric Evaluation. *Journal of Homosexuality*, 67(10), 1412–1428. <https://doi.org/10.1080/00918369.2019.1591788>