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## ST. CATHERINE UNIVERSITY REQUEST FOR APPROVAL

**FOR THE USE OF HUMAN SUBJECTS IN RESEARCH APPLICATION**

**IRB Application Document Checklist**

The items listed below are the application, forms and supporting documents to be uploaded to Mentor IRB for your protocol/application submission. Consent forms and additional supporting documents may be uploaded to separately; see [Mentor IRB Directions](https://www2.stkate.edu/irb/mentorirb). For questions, contact the IRB Assistant at 651-690-6204 or [irb@stkate.edu](mailto:irb@stkate.edu).

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| --- | --- | --- |
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| X |  | IRB Application |
|  |  |  |
| X |  | PI Documentation/CITI Training for Investigator(s)\* |
|  |  |  |
|  |  | PI Documentation/CITI Training for Faculty Adviser (if applicable)\* |
|  |  |  |
| X |  | Informed consent form |
|  |  |  |
|  |  | Child assent form (if applicable) |
|  |  |  |
| X |  | Recruiting materials (phone script, fliers, ads, etc) |
|  |  |  |
| X |  | Survey/questionnaire(s), focus group or interview questions (if applicable) |
|  |  |  |
|  |  | Conflict of interest/financial interest disclosure (if applicable) |
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|  |  | Letter(s) of support (if you are conducting research at another agency, school, etc). |
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\*PI Documentation/CITI Training is the completion report received for fulfilling the required Human Subjects Research education requirements in CITI Program. Each person will need to upload their PI Documentation to their individual Mentor IRB account. Directions are located in Mentor IRB.

**IRB related Policies:**

Listed below as well as throughout the application are St. Catherine policies related to human Subjects research

* IRB Policy: [www.stkate.edu/pdfs/irb-human-subject-research-policy.pdf](https://www.stkate.edu/pdfs/irb-human-subject-research-policy.pdf)
* Intellectual Property Policy: [www.stkate.edu/pdfs/orsp-policy-intellectual-property.pdf](https://www.stkate.edu/pdfs/orsp-policy-intellectual-property.pdf)
* Research Misconduct Policy: [www.stkate.edu/pdfs/orsp-policy-research-misconduct.pdf](https://www.stkate.edu/pdfs/orsp-policy-research-misconduct.pdf)

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## ST. CATHERINE UNIVERSITY REQUEST FOR APPROVAL

**FOR THE USE OF HUMAN SUBJECTS IN RESEARCH APPLICATION**

Complete the following application in its entirety. You may excerpt material from your thesis or grant proposal, but your application should be relatively concise. Consent forms and additional supporting documents may be uploaded to separately; see [Mentor IRB Directions](https://www2.stkate.edu/irb/mentorirb). For questions, contact the IRB Assistant at 651-690-6204 or [irb@stkate.edu](mailto:irb@stkate.edu).

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| **Date of application:** | 28 October 2018 |

**Investigator name(s) and credentials (e.g., PhD, RN, etc.): (*List all co-investigators*)**

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| Jolanta Galloway, Registry of Interpreters for the Deaf Certified Interpreter and Transliterator  Jennifer Gibbons, Registry of Interpreters for the Deaf Certified Interpreter and Transliterator |

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| **Project Title:** | Returning to the hearth: finding the lost stories of deaf students, faculty and staff in interpreter training and education |

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| **Department:** | ASL and Interpreting Master of Arts in Interpreting Studies and Communication Equity |

**Level of Review:**

*In the Mentor IRB system, you must select the Review Type; selecting Exempt and Expedited will prompt additional questions for you to fill out. The default level of review is Full if not selected. For more information on the levels of review, go to the Mentor IRB Info page:* [*Determine*](https://www2.stkate.edu/irb/levels-review) *the Level of Review.*

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|  |  |  | **Exempt** |  | X | **Expedited** |  |  | **Full** |

**Has this research been reviewed by another IRB?**

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|  |  | **Yes** |  | X | **No** |

***If YES, you may not need to complete a St Kates IRB application and may be able to use your external IRB application instead. Please include a copy of the letter of approval and approved IRB application from the external IRB with your Mentor IRB submission, or indicate the status of your application here. Contact the IRB coordinator at*** [***IRB@stkate.edu***](mailto:IRB@stkate.edu) ***with any questions. Examples: “See attached” or “Pending approval”***

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**Will this research be reviewed by another IRB?**

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|  |  | **Yes** |  | X | **No** |

***If YES, please indicate your plans for review***

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**Note:***Cooperative Research is when a research protocol requires approval from outside institutions (e.g., a hospital IRB or other college/university) as well as St. Catherine University. Sometimes it is possible for an IRB to accept an external IRB’s review to reduce duplication of review effort. Contact the IRB coordinator at* [*IRB@stkate.edu*](mailto:IRB@stkate.edu) *if you have questions about cooperative research and how to determine when only one IRB will need to review your IRB application.**You can also reference the Cooperative Research Policy Addendum:*

1. **RESEARCH SUMMARY:** *Complete each section in clear, easy to read language that can be understood by a person unfamiliar with your research and your field*.
2. **Purpose of the research:** *Provide a clear, concise statement of your purpose*.

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| The goal of our research project is to explore the lived experiences of deaf students, faculty and staff in American Sign Language (ASL) /English interpreter education and training in the United States. In doing so, we aim to dismantle systems of barrier and marginalization in interpreter education and return interpreters to the hearths of the deaf communities. |

1. **Background:** *Provide a concise summary in 1 - 2 brief paragraphs to explain the importance of the research and how it fits with previous research*.

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| Historically, the education of ASL-English interpreters took place in deaf communities. In response to the passage of legislation requiring access for deaf people, and the subsequent growth of the field, the once community-based training of ASL interpreters has been replaced by academic institutions (Cokely, 2005; Wilson, 2011). With this transition, non-deaf individuals play a larger role in interpreter education. Theory and practice within the field of ASL/English interpreting is dominated by and geared towards non-deaf practitioners. This has resulted in systemic oppression of deaf people known as audism.  Scholarship has cast light upon the injustices deaf people experience in the face of theory and practice that does not recognize their deaf identity and culture (O'Brien, 2017). Those injustices are embodied in the practice of audism. In 1975, Tom Humphries defined audism as “the notion that one is superior based on one’s ability to hear or behave in the manner of one who hears” (Bauman, 2004, p. 240). Humphries also adds that audism rears its ugly head when individuals judge the intelligence of deaf people based on their use of majority culture’s (hearing) language ability. “It appears when the assumption is made that the deaf person’s happiness depends on acquiring fluency in the language of the hearing culture” (Bauman, 2004, p. 240).  As a result of audism and the absence of deaf ontologies and epistemologies, there has been a recognition in interpreter education of the need to find better ways to reconnect to its roots as a profession that grew out of deaf communities (Hall, Holcomb & Elliott, 2016). Having better understandings of the lived experiences of deaf students, faculty and staff in interpreter education is one step in helping to re-center deaf perspectives and experiences in the interpreting field (Eckert, 2010).  On August 8, 2015, the Registry of Interpreters for the Deaf (RID) placed a moratorium on the Certified Deaf Interpreter testing (RID, 2015). The testing for non-deaf interpreters continued. The Registry of Interpreters for the Deaf is the only nationally recognized credentialing entity of American Sign Language/English interpreters in the United States. For over three years, this moratorium has prevented deaf candidates from obtaining certification to work in the field of ASL/English Interpreting. The RID acknowledged on August 4, 2018, a growing divide between the governing body of interpreters and the community it serves (RID, 2018). Included in the announcement was the desire to restore a path to certification for deaf interpreters.  It has been suggested that increasing the number of practicing deaf interpreters within the voting membership of the RID would help rebuild the community-based practice of ASL/English interpreting and reduce division between the deaf and interpreting communities (Forrestal, 2015). On October 22, 2018, RID announced that a Provisional Deaf Interpreter Credential (PDIC) will be offered. “The PDIC is designed to temporarily credential those who have passed the written test associated with the CDI certification, but are unable to take the performance exam because it is in moratorium” (RID, 2018). With the path to certification open once again, the timing is perfect for research findings to help facilitate this endeavor. The researchers are responding to a very specific call of equity work to end the systemic oppression of audism in interpreter training and education.  **References**  Cokely, D. (2005). Shifting Positionality: A Critical Examination of the Turning Point in the Relationship of Interpreters and the Deaf Community. In *Sign Language Interpreting and Interpreter Education* (p. Sign Language Interpreting and Interpreter Education, Chapter 1). Oxford University Press.  Bauman, H. L. (2004, 04). Audism: Exploring the Metaphysics of Oppression. Journal of Deaf Studies and Deaf Education, 9(2), 239-246. doi:10.1093/deafed/enh025  Forestal, E. Deaf Interpreters: Shaping the Future of the Sign Language Interpreting Profession. (2017, June 01). Retrieved from https://streetleverage.com/live\_presentations/deaf-interpreters-shaping-the-future-of-the-sign-language-interpreting-profession/  Hall, W. C., Holcomb, T. K., Elliott, M. (2016). Using popular education with the oppressor class: Suggestions for sign language interpreter education. Critical Education, 7(13). Retrieved from<http://ojs.library.ubc.ca/index.php/criticaled/article/view/186129>  O'Brien, D. (2017) "Deaf-led Deaf Studies: Using Kaupapa Maori Principles to Guide the Development of Deaf Research Practices" in *Innovations in Deaf Studies: The Role of Deaf Scholars* eds. A. Kusters, M. DeMeulder, D. O'Brien. Oxford University Press.  Registry of Interpreters for the Deaf, Inc. (RID). (2018, August 04). Open Letter to the DHHDB Community. Retrieved from https://www.rid.org/2018/08/openletter-to-dhhdb-community/  Registry of Interpreters for the Deaf, Inc. (RID). (2015). RID Announces Moratorium on Certification. Retrieved from https://www.youtube.com/watch?v=Y6PM4a1tR7E  Wilson, M. (2011). Bypass. Retrieved from https://www.youtube.com/watch?v=rIym3UK9nw0 |

1. **Research Methods and Questions:** *Give a general description of the study design and specific methods you will use in your investigation. Specify all of your research questions and/or hypotheses. Reviewers will consider whether the information you are gathering is necessary to answer your research question(s), so this should be clear in your application.*

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| **Returning to the hearth: finding the lost stories of deaf students, faculty and staff in interpreter training and education**  Via semi-structured interviews, the researchers aim to collect stories and lived experiences of deaf individuals. Research will be conducted utilizing reviews from researchers and literature that reflects the intersectionalities of deaf people. In an effort to honor a deaf-centric epistemology, we aim to collect the stories and lived experience of deaf students, faculty and staff in ASL/English Interpreter training and education. The researchers recognize their power and privilege as white and non-deaf women. To ensure recognition of identity politics, we aim to honor intersectionality, as coined by Crenshaw (1989), in all aspects of our research. We will utilize the method of critical collaborative ethnography to lift the deaf lived experiences. “Realizing a more deliberate and explicit collaborative ethnography implies resituating collaborative practice at every stage of the ethnographic process, from fieldwork to writing and back again” (Lassiter, 2005, p. 15). We will honor critical collaborative ethnography by utilizing ASL throughout the entirety of the study and analysis. ASL is also an embodied language, which means it is impossible to remove the person from the message. We feel that the ability to see the researchers use of ASL in recruitment, collection and analysis of data, is essential to creating space that is welcoming to potential deaf participants and in the spirit of a deaf-centric epistemology. To our knowledge, this type of research has not been conducted and is an important contribution to scholarship and equity work.    All candidates will be directed to an online demographic survey (see Appendix A**)**. Prior to administering the survey, consent will be obtained. The demographic survey will serve several purposes. Among those include the opportunity for participants, if they decide to continue in the study, to select which ethnic category or categories best describe them, to identify their involvement in ASL/English Interpreter training and education and to select days of the week and times of the day when they are usually available to participate in interviews. See Appendix B for Interview Script & Questions.    **References**  Crenshaw, Kimberle (1989). "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8.    Lassiter, L. E. (2005). The Chicago guide to collaborative ethnography. University of Chicago Press. |

1. **Expectations of Participants:** *Give a step by step description of all procedures that you will have participants do.  Attach any surveys, tests, instruments, interview questions, data collection forms, etc. that you will use with participants*.

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| Researchers will disseminate a demographic survey and conduct a semi-structured interview using open-ended questions. Each interview session is expected to be approximately 60 minutes. A follow-up interview may be needed if there are additional questions needed for clarification. The interview processes will be done in American Sign Language. |

**e. Estimated Time Commitment for Participants:**

|  |  |  |
| --- | --- | --- |
| 1  15 mins |  | **Number of sessions for each participant**  **Qualtrics survey to collect consent, demographic information and video participation** |
| 1 hour |  | **Time commitment per interview for each participant** |
| 1 hour 15 mins |  | **Total time commitment for each participant** |

**f.    Access to Existing Data:** *If you are analyzing existing data, records, or specimens, explain the source and type, means of access, and permission(s) to use them*. *If not accessing existing data, indicate “NA”*

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| N/A |

1. **SUBJECTS:** *Provide your best estimates below*.

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| --- | --- |
| 1. **Age Range of Subjects Included:** | Adults over the age of 18 |

### Number:

### (*Indicate a range, or maximum, if exceeded, you will need to submit an amendment)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 5-15 | Male |  |  | 5-15 | Female |  | 15-20 | Total |

1. **Target Population:** Describe your target population (the group you will be studying; e.g. seniors, children ages 9-12, healthy adults 18 or over, etc.)

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| --- |
| Our target population is deaf students, faculty and staff currently or formerly enrolled or currently or formerly employed in ASL/English interpreter education and training in the United States within the past ten years (no requirement of program completion). |

1. **Specific Exclusions:** *If women and/or minorities are to be excluded from the study, a clear rationale should be provided in section “f” below*.

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1. **Special Populations Included:** *Select any special population that will be the focus of your research*.

NOTE: *These groups require special consideration by federal regulatory agencies and by the IRB.*

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| --- | --- | --- | --- | --- | --- | --- |
|  | **Minors (under age 18)** | |  |  | **HIV/AIDS patients** | |
|  |  | |  |  |  | |
|  | **St. Catherine Employees** | |  |  | **Economically disadvantaged** | |
|  |  | |  |  |  | |
|  | **Students** | |  |  | **Educationally disadvantaged** | |
|  |  | |  |  |  | |
|  | **Pregnant women** | |  |  | **Hospital patients or outpatients** | |
|  |  | |  |  |  | |
|  | **Elderly/aged persons** | |  |  | **Prisoners** | |
|  |  | |  |  |  | |
|  | **Cognitively impaired persons** | |  |  |  | |
|  |  | |  |  |  | |
| X | **Minority group(s) and/or non-English speakers *(please specify)*** | | | | | **deaf ASL users** |
|  |  | |  |  |  | |
|  | **Other Special Characteristics and Special Populations** | | | | | |
| ***(please specify)*** | |  | | | | |

1. **Provide reasons for targeting or excluding any special populations listed above**.

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| This research aims to explore the lived experiences of deaf students, faculty and staff (current or former) in ASL/English interpreter training and education. |

1. **Do you have any conflict of interest (financial, personal, employment, dual-role) that could affect human subject participation or protection?** *Dual-role examples: faculty–student (does not apply to action research projects for education students), medical practitioner-patients, supervisor-direct reports, etc.*

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|  |  | **Yes** |  | X | **No** |

***If Yes, please indicate the steps you will take to minimize any undue influence in your research, recruitment and consent process. You can also reference the university Financial Conflict of Interest policy:*** [***https://www.stkate.edu/pdfs/orsp-policy-fcoi.pdf***](https://www.stkate.edu/pdfs/orsp-policy-fcoi.pdf)

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1. **rECRUITMENT: Location of Subjects** *(Select all that apply****)* :**

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| --- | --- | --- | --- | --- |
|  | **St. Catherine University students** | |  | |
|  |  | |  | |
|  | **School setting (PreK – 12)** | |  | |
|  |  | |  | |
|  | **Hospital or clinic** | |  | |
|  |  | |  | |
| X | **Other Institution *(Specify)*:** | |  | | --- | | Deaf Interpreter Council/Deaf Interpreter Conference, Post-secondary interpreter education and training programs (Associate, Bachelor, Master, PhD) Community-based Deaf Interpreter programs, Conference of Interpreter Trainers, RID Deaf Caucus section, electronic message boards via social media (NAOBI, NBDA). Chairpersons/Program Directors of each respective entity will be contacted and asked to share via their own confidential email list/university listserv/private social media pages. | | | |
|  |  | | |  |
|  | **None of the above *(Describe location of subjects)*:** | | |  |
|  |  | | | |

**NOTE:** *If subjects are recruited or research is conducted through an agency or institution other than St. Catherine University, submit either written or electronic documentation of approval and/or cooperation. An electronic version should be sent from the email system of that particular institution. The document should include the name of the PI, Title of the approved study, as well as the name and title of the appropriate administrator sending the approval. You should include an abstract/synopsis of your study when asking for approval from an external institution.*

1. **Recruitment Method:** *Describe how you will recruit your subjects? Attach a copy of any advertisement, flyer, letter, or statement that you will use for recruitment purposes.*

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| Individuals participating in this study will be recruited from throughout the United States.  **Recruitment Email**  An email offered in English (See Appendix C) and a video link offered in ASL will be distributed through directors of deaf interpreter training and education programs (e.g., Road to Deaf Interpreting) or deaf/interpreter membership organizations (e.g., National Black Deaf Advocates, Registry of Interpreters for the Deaf: Deaf Caucus, National Alliance of Black Interpreters, Conference of Interpreter Trainers).  Distribution/Posting on electronic message boards associated with the aforementioned entities, through administrators only. We will not have access to names of potential participants.  If 20 people or fewer respond to our recruitment email and fit the demographics of the participants we wish to study, they will all be interviewed. If we have more than 20 qualified respondents, we will use a research randomizer on <https://www.randomizer.org> to select 20 participants for interview. |

1. **Incentives:** *Will the subjects be offered inducements for participation? If yes, explain. Note: Please contact the ORSP office about the use of incentives within your research, as there are important university policies that fall outside of the protection of human subject,* [*orsp@stkate.edu*](mailto:orsp@stkate.edu) *or x6156*

*Incentive policy link*: [*https://www.stkate.edu/pdfs/participant-incentives-policy-and-procedures.pdf*](https://www.stkate.edu/pdfs/participant-incentives-policy-and-procedures.pdf)

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| N/A |

1. **RISKS AND BENEFITS OF PARTICIPATION**
2. **Select all that apply. Does the research involve:**

|  |  |
| --- | --- |
|  | **Use of private records (medical or educational records)** |
|  |  |
|  | **Possible invasion of privacy of the subjects and/or their family** |
|  |  |
|  | **Manipulation of psychological or social variables** |
|  |  |
|  | **Probing for personal or sensitive information in surveys or interviews** |
|  |  |
|  | **Use of deception** |
|  |  |
|  | **Presentation of materials which subjects might consider offensive, threatening or degrading** |
|  |  |
|  | **Risk of physical injury to subjects** |
|  |  |
| X | **Other risks:** |

1. **Risks: *Briefly describe the risks of participation in your study, if any. Describe the precautions taken to minimize these risks. Please use “no foreseeable risk” rather than no risks.***

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| Participants may reveal sensitive information which may be potentially troubling as they may have had unpleasant experiences in interpreter education and training. Researchers will remind participants that they can withdraw at any time. With the permission of the respondents, the interviews will be recorded in Zoom and only accessible via the two researchers and their advisors. All information will remain password protected. In order to minimize risk, the names of participants will not be used in the labeling of videos or the transcripts that are created from the video. Participants will have the opportunity to choose their own pseudonym that they prefer we use in reference to them for the purpose of this study. Additionally, their images will not be shown to anyone other than the researchers and their advisors. Any direct quotes of participants will be re-signed by a sign model/deaf interpreter. |

1. **Benefits:** *List any anticipated direct benefits to your subjects. If none, state that here and in the consent form.*

**1. Direct Benefits:** *List any anticipated direct benefits to your subjects. If none, state that here and in the consent form.*

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| There are no direct benefits to participants as a result of participation in this study. |

**2**.**Other Benefits:** *List any potential benefits of this research to society, including your field of*

*Study.*

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| Results of this study may benefit interpreter trainers and the interpreting profession at large. Information about the lived experience of deaf students, faculty and staff in ASL/English Interpreter training and education may serve to improve the experiences of current and future deaf students, faculty and staff. |

1. **Risk/Benefit Ratio:** *Justify the statement that the potential benefits (including direct and other benefits) of this research study outweigh any probable risks*.

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| While there are no direct benefits to participation in this study, the overall impact of ASL/English interpreter education and training may be great, which in turn would improve the relationship between the interpreting community and the deaf community positively.  All references to participants will be only by the pseudonym they choose in order to minimize risk. The possible justice gained by improvements to the interpreting field far outweigh the possible risks to participants. |

1. **Deception:** *The use of deception in research poses particular risks and should only be used if necessary, to accomplish the research, and when risks are minimized as much as possible. The researcher should not use deception when it would affect the subject’s willingness to participate in the study (e.g, physical risks, unpleasant emotional or physical experiences, etc)*.

**Will you be using deception in your research?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Yes** |  | **X** | **No** |

***If yes, justify why the deceptive techniques are necessary in terms of study’s scientific, educational or applied value. Explain what other alternatives were considered that do not use deception and why they would not meet the researcher’s objective. Attach a copy of a debriefing statement explaining the deception to participants*.**

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| N/A |

1. **CONFIDENTIALITY OF DATA**
2. **Will your data be anonymous?**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | **Yes** |  | **X** | **No** |

(*Anonymous data means that the researcher cannot identify subjects from their data, while confidential data means that the researcher can identify a subject’s response but promises not to do so publicly*.)

1. ***How will you maintain anonymity/confidentiality of the information obtained from your subjects*?**

*Interview Example: I will assign pseudonyms to each interview participant. I will de-identify the data and store the key separate from the recordings and transcripts. I will have the transcriptionist sign a confidentiality statement*

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| The data will be collected and translated/analyzed by the researchers. All data will utilize de-identifying labels and use of pseudonyms for participants. Participants will have the option of creating their own pseudonym if they so choose.  Any direct quotes used in publications and/or presentations will be re-signed in ASL by a deaf interpreter. |

1. **Data Storage:** *Where will the data be kept, and who will have access to it during that time*? *Examples: I will store audio files and electronic files on a password protected computer or cloud (indicate which; please avoid using flash drives as they are the one of the hardest 'tools' to protect and one of the easiest to exploit or lose, it is suggested to encrypt data on the cloud such as use a file password). I will store all paper files in a secure location (a locked filing cabinet) that is accessible only to myself and my advisor.*

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| The raw data and documentation will be stored electronically on password protected computers and shared between PIs using a Google Drive folder, Zoom, and GoReact.  Zoom is an online platform that allows for recording of American Sign Language (ASL) videos. GoReact is an online platform that allows for recordings and storage of American Sign Language videos to be analyzed and coded. All programs recently referenced are password protected. |

1. **Data Destruction*:*** *How long will it be kept? What is the date when original data will be destroyed? (All studies must specify a date when original data that could be linked back to a subject’s identity will be destroyed. Data that is stripped of all identifiers may be kept indefinitely). Example: I will destroy all records from the study within six months of the conclusion of the study but no later than June 2017.*

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| We will destroy all video recordings from this study on or by November 30, 2019. |

1. **Availability of Data:** *Will data identifying subjects be made available to anyone other than you or your advisor? If yes, please explain who will receive the data, and justify the need*. *Example: The data will only be available to me and my advisor.*

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| The data will only be available to the researchers and their advisors. Our advisors are Dr. Octavian Robinson and Dr. Erica Alley who are full time faculty of the MAISCE program |

1. **Official Records:** *Will the data become a part of the medical or school record? If yes, explain*.

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| N/A |

1. **INFORMED CONSENT**
   1. **How will you gain consent?** *State what you will say to the subjects to explain your research*.

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| Researchers will offer consent forms in ASL and English (see appendix E). |

* 1. **Consent Document:** *Attach the consent or assent form or text of oral statement. A template is available in Mentor IRB. Example: “See attached”*

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| See Appendix E for Participant Consent Form |

* 1. **Timing of Consent Process:** *Note: In studies with significant risk or volunteer burden, the IRB may require that subjects be given an interim period of 24 hours or more before agreeing to participate in a study*

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| N/A |

* 1. **Assurance of Participant Understanding:** *How you will assess that the subject understands what they have been asked to do* (Note: *It is not sufficient to simply ask a yes/no question, such as “do you understand what you are being asked to do?”)*

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| Researchers willoffer consent forms in both ASL and English. Additionally, the participants will be read a script at the beginning of the interview (see appendix B) to clarify any statements or answer questions as needed.  See Appendix E for Participant Consent Form |

1. **CITI TRAINING –** *Work with your faculty advisor or contact* [*IRB@stkates.edu*](mailto:IRB@stkates.edu) *if you have any questions about whether you should complete additional training modules within CITI. You can also reference the HSR Mandatory Education Policy:* [*https://www.stkate.edu/pdfs/irb-human-subject-research-education.pdf*](https://www.stkate.edu/pdfs/irb-human-subject-research-education.pdf)
   1. **Select all the CITI training courses/modules you completed:**

|  |  |  |
| --- | --- | --- |
| **REQUIRED COURSE:** | | |
| **Human Subject Research Training Course – only one course is required** | | |
|  |  |  |
|  | **X** | **Human Subject Research - Social & Behavioral Research Investigators** |
|  |  | |
|  |  | **Human Subject Research - Education Action Research Program** |
|  |  | |
|  |  | **Human Subject Research - Biomedical Research Investigators** |
|  |  |  |
|  |  | |
| **OPTIONAL MODULES:** | | |
|  |  | |
|  | Financial Conflict of Interest Course (suggested if you answered YES to Section 2 part g) | |
|  |  | |
|  | Avoiding Group Harms - U.S. Research Perspectives (suggested if you checked any special populations in Section 2 part e) | |
|  |  | |
|  | **International Research (suggested for PIs doing research outside of the US that is NOT federally funded)** | |
|  |  | |
|  | **International Studies (suggested for PIs doing research outside of the US that IS federally funded)** | |
|  |  | |
|  | **Cultural Competence in Research (suggested when conducting research across cultures, i.e. with a population that is culturally different from one's own)** | |
|  |  | |
|  | **Internet Based Research (suggested for PIs using internet resources during their research (outside of recruitment) – Skype, survey tools, internet activity monitoring, etc)** | |
|  |  | |
|  | **Other (prisoners, pregnant women, children):** | |

1. **ASSURANCES**

**By submitting this application, the researcher certifies that:**

* **The information furnished concerning the procedures to be taken for the protection of human subjects is correct.**
* **The investigator has read the IRB policies and to the best of his/her knowledge, is complying with Federal regulations and St. Catherine University IRB Policy governing human subjects in research.**
* **The investigator will seek and obtain prior written approval from the IRB for any substantive modification in the proposal, including, but not limited to changes in cooperating investigators, procedures and subject population.**
* **The investigator will promptly report in writing to the IRB any unexpected or otherwise significant adverse events that occur in the course of the study.**
* **The investigator will promptly report in writing to the IRB and to the subjects any significant findings which develop during the course of the study which may affect the risks and benefits to the subjects who participate in the study.**
* **The research will not be initiated until the IRB provides written approval.**
* **The term of approval will be for one year. To extend the study beyond that term, a new application must be submitted.**
* **The research, once approved, is subject to continuing review and approval by the IRB.**
* **The researcher will comply with all requests from the IRB to report on the status of the study and will maintain records of the research according to IRB guidelines.**
* **If these conditions are not met, approval of this research may be suspended.**

Appendices

Appendix A

Demographic Survey ASL

<http://stkate.az1.qualtrics.com/jfe/form/SV_eFkuz0KQRWGzI21>

Demographic Survey

See attached

Appendix B

Interview Script & Questions:

See attached

Appendix C

Recruitment Email ASL

YouTube Link: <https://www.youtube.com/watch?v=QRNW2lKvDvg>

Recruitment Email

See attached

Appendix D

Video Release Form ASL

YouTube Link: <https://youtu.be/ORdADTBoZyA>

Video Release Form

See attached

Appendix E

Participant Consent Form ASL

YouTube Link: <https://youtu.be/LwWI3f3PFdY>

Participant Consent Form

See attached

Appendix F

Request for Distribution of Participant Recruitment Materials Email and Video Link

YouTube Link: <https://www.youtube.com/watch?v=_GLe--HEOj0>

Request for Distribution of Participant Recruitment Materials Email and Video Link

See attached

**Appendix A Demographic Survey:**

Prior to administering the survey, consent will be obtained.

This demographic survey is on Qualtrics at <https://stkate.az1.qualtrics.com/jfe/form/SV_eFkuz0KQRWGzI21> or via this

Qualtrics QR Code:



For your convenience, here are the Demographics Questions

Are you or were you a student, faculty or staff in any interpreter education or training in the United States?

* yes
* no

Do you identify as... (check all that apply)

* deaf
* Deaf
* deaf disabled
* deafblind
* non-deaf
* hard of hearing
* coda
* prefer not to answer

Do you utilize American Sign Language (ASL) to communicate?

* yes
* no

Do you utilize Black American Sign Language (Black ASL) to communicate?

* yes
* no

Racial/Ethnic Identity: (Choose any/all that you identify with)

* African-American
* Alaska Native
* American Indian
* Asian-American
* Black
* Caucasian
* Chicano/Chicana
* European-American
* Hispanic
* Indigenous
* Latino/Latina/Latinx
* Mexican-American
* Native American
* Pacific Islander
* White
* Prefer not to answer

Gender Identity

* female
* male
* transgender female
* transgender male
* gender queer
* non-binary
* agender
* other
* prefer not to answer

What is your age?

* 18-25 years
* 26-35 years
* 36-45 years
* 46-55 years
* 56+ years
* Prefer not to answer

Q11

In which US region do you live?

* New England: CT, ME, MA, NH, RI, VT
* Mid-Atlantic: NJ, NY, PA
* East North Central: IN, IL, MI, OH, WI
* West North Central: IA, KS, MN, MO, NE, ND, SD
* South Atlantic: DE, DC, FL, GA, MD, NC, SC, VA, WV
* East South Central: AL, KY, MS, TN
* West South Central: AR, LA, OK,, TX
* Mountain: AZ, CO, ID, NM, MT, UT, NV, WY
* Pacific: AK, CA, HI, OR, WA
* Puerto Rico

What is your highest level of education?

* High school diploma or GED
* Bachelor's Degree
* Master's Degree
* Doctoral Degree

Are you Deaf parented?

* yes
* No

I have a webcam and high speed internet connection to be able to join a video conference in a private location.

* Yes
* Maybe
* No

I agree to participate in this interview via online video conference platform Zoom

* Yes
* Maybe
* No

**Appendix B Interview Script & Questions:**

**Interview Script**

To ensure that all of the participants in this study receive the exact same information, I/we need to read/sign from this script, O.K.?

Thank you for your participation in this research study on *Returning to the hearth: finding the lost stories of deaf students, faculty and staff in interpreter training and education*. Jennifer and I/Jolanta and I are honored that you chose to participate in this research.

Before we begin, I want to ask if you have any questions about any of the forms that you recently filled out.

Today you will be answering interview questions. Any and all information collected will be kept confidential and only accessed by the researchers. All references to you will be only by the pseudonym you choose. Demographic information, including your gender and your years of experience as a student/faculty/staff, may be shared to describe the source of data generated from your recorded responses.

Your participation in this interview should take less than one hour. If you feel you need a break at any time, please let me know. Ready to begin?

Great! Let’s begin.

*Are you a student, staff or faculty member?*

STUDENTS-

Why did you enroll or participate in an interpreter training/education program?

Are you a working interpreter? If yes, how did the education or training you attended prepare you for the work you do now.

Would you recommend other deaf interpreters attend an interpreter training/education program? Why or Why not?

What did you like best about your program?

What did you find the most challenging, about your program?

What support systems were in place?

Can you tell me about a time when you asked for support from your university/program?

Were there other deaf students in your class/training? Yes or No. Describe that experience.

What was your experience with language (ASL or English) and how was it utilized and valued?

Can you tell me about a time when you when ASL was used effectively in your program?

Can you tell me about a time when you when ASL was not used effectively in your program?"

Describe the curriculum.

What were the benefits of attending an education or training program?

STAFF/FACULTY

Are you currently working at an interpreter training or education program?

What led you to work in an interpreter training or education program?

Describe your current position?

How long have you worked/did you work there?

Have you had/worked with deaf students? Describe that experience.

Would you recommend deaf interpreters enroll in an interpreter training program? Why or Why not?

What did you like best about your program?

What did you find the most challenging about working in an ITP/IEP?

Can you tell me about a time when support systems were in place for you as a deaf faculty/staff member?

Are/Were there other deaf staff/faculty in your program/training? Yes or No. Describe that experience.

Can you tell me about a time when ASL or English language was utilized and valued?

Describe the curriculum.

What were the benefits of teaching/working in an ITP/IEP?

Would you recommend your job to other Deaf people in your field? Why or why not?

**Appendix C Recruitment Email:**

**Recruitment Email**

Dear (Insert Name Here),

Our names are Jolanta Galloway and Jennifer Gibbons. We are graduate students in the Master of Arts in Interpreting Studies and Communication Equity at St. Catherine University. We are conducting our research on *Returning to the hearth: finding the lost stories of deaf students, faculty and staff in interpreter training and education.* We would like to conduct interviews with deaf faculty, staff and students who have attended or worked in interpreter training and/or education programs from 2009 to 2019. There is no requirement for completion or graduation from training/program. We aim to utilize this research to address barriers in interpreter education and training. It is our hope that by identifying and breaking down these barriers, interpreter education and training can return to the hearths of deaf communities.

**Interviews will be conducted in American Sign Language.**

As part of our study, we will be interviewing deaf students, faculty and staff who either currently or previously have been enrolled in or instructed in interpreter training and/or education programs. We are requesting your participation in the study.

**Examples of (but not limited to) possible participants:**

*If you were in any of the following positions for only a short time, we would still like to interview you*

**Adjunct Instructors**

**Administrative Assistants**

**ASL Language Tutor**

**Community Engagement Specialist**

**Faculty**

**Lab Assistants**

**Lab Instructors**

**Program Assistant**

**Students**

**Staff**

If you agree, we will select a date and time for an interview. Our discussion will take approximately one hour. It is possible that we may contact you at a later date with follow up questions. All information shared during this discussion will remain strictly confidential per Institution Review Board approval (INSERT NUMBER HERE).

If you are interested in participating, would you please fill out the following survey and consent form:

We will follow up with you via email explaining that you will be contacted within two weeks to find a date and time for participation in this study. Our outcomes will be published in American Sign Language and will be available to the public. We will protect confidentiality by utilizing deaf interpreters to demonstrate quotes from participants that are highlighted in our findings.

This study has been approved by the St. Catherine University Institutional Review Board #1174. If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) at the following:

**Institutional Review Board Chair**

Dr. John Schmitt

jsschmitt@stkate.edu

651.690.7739

**Institutional Review Board**

[irb@stkate.edu](mailto:irb@stkate.edu)

651.690.6204 (V/VRS)

**Research Advisor, Dr. Octavian Robinson**

oerobinson150@stkate.edu

**Academic Advisor, Dr. Erica Alley**

612.255.3386 Videophone

[elalley@stkate.edu](mailto:elalley@stkate.edu)

Thank you for your consideration and we look forward to contact from you.

**Jolanta Galloway**

*Jolanta Galloway*

*Candidate Master of Arts in Interpreting Studies and Communication Equity*

*781-462-7104 mobile/text/facetime*

*jrgalloway997@stkate.edu*

*Pronouns: she/her/hers*

**Jennifer Gibbons**

*Jennifer Gibbons*

*Candidate Master of Arts in Interpreting Studies and Communication Equity*

*617-780-7549 mobile/text/facetime*

*jagibbons614@stkate.edu*

*Pronouns: she/her/hers*

**Appendix D Video Release Form:**

<https://stkate.az1.qualtrics.com/jfe/form/SV_eFkuz0KQRWGzI21>

Qualtrics QR Code:



**Video Release Form**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ agree to be video-recorded as part of my participation in the study

*Returning to the hearth: finding the lost stories of deaf students, faculty and staff in interpreter education and training* conducted by Jennifer Gibbons and Jolanta Galloway. I understand that the video recording will be labeled using a chosen pseudonym and kept secure online via Google Drive with password protection.  I understand that the video recording will be kept by the researchers and used for research purposes. The video will not be shown to others without my written permission. If requested to be seen by others, the only potential others would be our research advisor, Dr. Octavian Robinson and our academic advisor, Dr. Erica Alley.

Please read the following and check those for which you give consent. Please note: you cannot participate in the study if you are unwilling to be video-recorded. We will destroy all video recordings from this study on or by November 30, 2019.

𑂽𝅴 **YES,** I give permission to be recorded during the interview process

𑂽𝅴 **YES,** I give permission to be contacted if the researchers would like to request my videotaped data to be used in scholarly presentations and publications. I will approve any videotaped data that will be used (i.e. the researchers will contact me and show me the clip(s) to be used).

Signature of participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of researcher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix E Participant Consent Form:**

<https://stkate.az1.qualtrics.com/jfe/form/SV_eFkuz0KQRWGzI21>

Qualtrics QR Code:



**Participant Consent Form**

You are being asked to take part in a research study *Returning to the hearth: finding the lost stories of deaf students, faculty and staff in interpreter education and training.* We are asking you to take part because you responded to our call for participants through (Fill in entity here\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_).

**What we will ask you to do:**

If you agree to be in this study, we will ask you to complete a demographic survey and will conduct an interview with you. The interview will include questions about your lived experience as a deaf person in ASL/English Interpreter education and training. We will ask questions about your experiences with curriculum, instructors, language use, support services, overall quality of the training, and other relevant questions that may help us better understand your experience.

The interview will take about 60 minutes to complete. With your permission, we would also like to video record the interview via Zoom. While we are conducting the study, all materials will be stored in Google Drive with password protection. Jennifer Gibbons and Jolanta Galloway will have access to the password protected Google Drive. The researchers Academic Advisor, Dr. Octavian Robinson and Research Advisor, Dr. Erica Alley may have access to the videos. All videos will be destroyed on or by November 30, 2019. After the study is conducted all videos will be destroyed. All videos will be destroyed on or by November 30, 2019. All personal information will be removed from any reports or publications unless you prefer otherwise.

**Risks and Benefits:**

There is the risk that you may find some of the questions about your training/educational experience to be sensitive. Possible benefits would be an overall better understanding of the lived experience of deaf individuals in Interpreter training and education. In addition, we aim to break and dismantle systems of barrier and marginalization in interpreter education and return interpreters to the hearth of the deaf communities.

**Compensation:**

None.

**Your answers will be confidential.**

The records of this study will be kept private. In any sort of public report, we will not include any information that will make it possible to identify you. If you would like to choose your own pseudonym, you are welcome to do so. While we are conducting the study, all materials will be stored in Google Drive with password protection. The researchers, Jennifer Gibbons and Jolanta Galloway will have access to the password protected Google Drive. After the study is conducted all videos will be destroyed. The researchers Academic Advisor, Dr. Octavian Robinson and Research Advisor, Dr. Erica Alley may have access to the videos. All videos will be destroyed on or by November 30, 2019. All personal information will be removed from any reports or publications unless you prefer otherwise. We will use excerpts from the videos as quotes and will utilize a deaf interpreter, to protect identity, to represent those quotes. All videos will be destroyed on or by November 30, 2019.

**Taking part is voluntary:**

Taking part in this interview is completely voluntary. You may skip any questions that you do not want to answer. If you decide not to take part or to skip some of the questions, you are free to do so. If you decide to take part, you are free to withdraw at any time before the completion of the interview.

**If you have questions:**

The researchers conducting this study are Jennifer Gibbons and Jolanta Galloway.

Please ask any questions you have now. If you have questions later, you may contact us at any time:

***Jennifer Gibbons*** at jagibbons614@stkate.edu or 617.780.7549 (text/FaceTime/ MarcoPolo)

***Jolanta Galloway*** at jrgalloway997@stkate.edu or 781.462.7104 (text/FaceTime/MarcoPolo)

If you have any questions or concerns regarding your rights as a subject in this study, you may contact the following:

**Institutional Review Board Chair**

Dr. John Schmitt

jsschmitt@stkate.edu

651.690.7739

**Institutional Review Board**

[irb@stkate.edu](mailto:irb@stkate.edu)

651.690.6204 (V/VRS)

**Research Advisor, Dr. Octavian Robinson**

oerobinson150@stkate.edu

**Academic Advisor, Dr. Erica Alley**

612.255.3386 Videophone

[elalley@stkate.edu](mailto:elalley@stkate.edu)

*You will be given a copy of this form to keep for your records.*

**Statement of Consent:** I have read the above information and have received answers to any questions I asked. I consent to take part in the study.

Your Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Name (printed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In addition to agreeing to participate, I also consent to having the interview video recorded.

Your Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of person obtaining consent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Printed name of person obtaining consent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*This consent form will be kept by the researcher for at least three years beyond the end of the study.*

**Appendix F Request for Distribution of Participant Recruitment Materials Email and Video Link**

**Request for Distribution of Participant**

**Recruitment Materials Email and Video Link**

Dear [Insert Organization Name Here],

Our names are Jolanta Galloway and Jennifer Gibbons. We are graduate students in the Master of Arts in Interpreting Studies and Communication Equity at St. Catherine University. We are conducting our research on *Returning to the hearth: finding the lost stories of deaf students, faculty and staff in interpreter training and education*. As part of our study, we will be interviewing deaf students, faculty and staff who either currently or previously have been enrolled in, instructed in or worked in interpreter training and/or education programs (no requirement for completion or graduation). We have identified [Insert name of Organization] as an organization whose members may fall within our targeted population for research. We are requesting that [Insert Name of Organization] distribute our request for participants via your organization’s listserv and/or social media pages. The recruitment letter we wish to have distributed is attached below for your review in both English and ASL.

<https://docs.google.com/document/d/1DZpJEUogdatoKDmDD4-30VCt8hCAaS82m3ywrtohgLE/edit>

If you agree to send out our recruitment letter, please let us know by responding to this email. Once we have approval from the St. Catherine University Institutional Review Board, we will follow up with you via this same email to let you know it is time to distribute our recruitment materials. If you have any questions or concerns about this study, you may contact the chair of the Institutional Review Board (IRB), Dr. John Schmitt at [jsschmitt@stkate.edu](mailto:jsschmitt@stkate.edu) or 651.690.6204 (V/VRS) or VP Dr. Erica Alley at 612-255-3386.

Thank you for your consideration and we look forward to hearing from you.

Sincerely,

Jolanta Galloway

Jennifer Gibbons

**Jolanta Galloway**

*Jolanta Galloway*

*Candidate Master of Arts in Interpreting Studies and Communication Equity*

*781-462-7104 mobile/text/facetime*

*jrgalloway997@stkate.edu*

*Pronouns: she/her/hers*

**Jennifer Gibbons**

*Jennifer Gibbons*

*Candidate Master of Arts in Interpreting Studies and Communication Equity*

*617-780-7549 mobile/text/facetime*

*jagibbons614@stkate.edu*

*Pronouns: she/her/hers*