

(Updated) Medical Student Interactions with Patients with Speech Impairments (PSIs)

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Why am I being asked to take part in this research study?

You are invited to participate in this study because we are trying to learn more about: how well medical students are trained to communicate with patients that have speech impairments, and how we can improve our curriculum in the future regarding these types of interactions.

You were selected as a possible participant in this study because you are currently enrolled as a Texas A&M School of Medicine student. You must be 18 years of age or older to participate.

Why is this research being done?

The survey is designed to assess TAMU School of Medicine students' self-perceived confidence in clinical interactions with PSIs. The survey will include questions about interactions with PSIs before and during medical school, perception of the curriculum's adequacy in preparing students for these interactions, perceived efficacy of communication strategies learned during medical school, and overall confidence and comfort working with this patient demographic.

How long will the research last?

It will take about 10 minutes.

What happens if I say "Yes, I want to be in this research"?

If you decide to participate, please answer the survey questions to the best of your ability.

What happens if I do not want to be in this research?

Your participation in this study is voluntary. You can decide not to participate in this research and it will not be held against you. You can leave the study at any time.

Is there any way being in this study could harm me?

There are no sensitive questions in this survey that should cause discomfort. However, you can skip any question you do not wish to answer, or exit the survey at any point.

What happens to the information collected for the research?

Efforts will be made to limit the use and disclosure of your personal information, including research study and other records, to people who have a need to review this information. We cannot promise complete privacy. Organizations that may inspect

and copy your information include the TAMU HRPP/IRB and other representatives of this institution.

Your information will be kept confidential to the extent allowed by law. The results of the research study may be published but your identity will remain confidential.

You may view the survey host's confidentiality policy at: <https://policies.google.com/privacy>

No direct personal identifiers will be collected.

What else do I need to know? Who can I talk to?

Please feel free to ask questions regarding this study. You may contact Glori Das if you have additional questions or concerns at (210) 241-7167 and gloridas100@tamu.edu.

You may also contact the Human Research Protection Program at Texas A&M University (which is a group of people who review the research to protect your rights) by phone at 1-979-458-4067, toll free at 1-855-795-8636, or by email at irb@tamu.edu for:

- additional help with any questions about the research
- voicing concerns or complaints about the research
- obtaining answers to questions about your rights as a research participant
- concerns in the event the research staff could not be reached
- the desire to talk to someone other than the research staff

If you want a copy of this consent for your records, you can print it from the screen.

If you wish to participate, please click the **"Yes"** button and you will be taken to the survey.

If you do not wish to participate in this study, please select **"No"** or exit your browser.

* Indicates required question

1. Do you agree to the above terms of informed consent for this survey? *

Mark only one oval.

Yes

No

Objective 1: Understand the composition of our sample.

2. What year student are you? (Students taking research/other gap years— answer with the year of medical curriculum you most recently completed). *

Mark only one oval.

- MS1
- MS2
- MS3
- MS4

3. What campus did you most recently take medical school classes at? (Not necessarily the assigned clinical campus--i.e. some students assigned to Houston rotations may still be at BCS). *

Mark only one oval.

- BCS
- Dallas
- Round Rock
- Temple
- Houston Willowbrook
- Houston Methodist—EnMed
- Houston Methodist—MD/PhD

4. How old are you? *

5. What gender do you identify as? *

Mark only one oval.

- Cisgender Female
- Transgender Female
- Cisgender Male
- Transgender Male
- Nonbinary
- Prefer not to answer

6. What race(s) do you identify as? Choose all that apply. *

Check all that apply.

- White
- Hispanic
- Asian
- Black or African American
- Unknown
- Native Hawaiian or Pacific Islander
- Prefer not to answer

Objective 2: Assess how much experience our students had in interacting with patients with speech impairments (PSIs) before entering medical school. PSIs are defined as any persons who have physical difficulty producing speech sounds (i.e. dysarthria, expressive aphasia, apraxia of speech, etc.)

7. Before entering medical school, what opportunities did you have to interact with or observe interactions with patients with speech impairments (PSIs)? If none, enter N/A. *

- 8. Before entering medical school, what training did you receive for how to interact with PSIs? Please estimate the number of hours of each training type (i.e. formal lecture, on-the-job training, videos, online modules, etc.). If none, enter N/A *

- 9. Before entering medical school, what communication strategies did you find most helpful when working with PSIs? If none, enter N/A *

Objective 3: Identify when during the four-year curriculum our students receive exposure to PSIs.

- 10. During medical school, what opportunities did you have to interact with or observe interactions with PSIs? If none, enter N/A. *

11. During medical school, what training did you receive for how to interact with PSIs? *
Estimate the number of hours of each training type. If none, enter N/A.

12. During medical school, what communication strategies (i.e. talking more slowly, relying on family members, letter board, etc.) If none, enter N/A. *

Objective 4: Assess students' attitudes, confidence levels, and competencies regarding these interactions.

13. I have never considered how the dynamics of clinical encounters change when working with PSIs. *

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

14. The idea of talking to people who can't verbally reply is intimidating. *

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

15. I can clinically evaluate a PSI with help from others (family members, speech-language pathologists, nurses, physicians, etc.) *

Mark only one oval.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

16. I can clinically evaluate a PSI without help from others (family members, speech-language pathologists, nurses, physicians, etc.) *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Objective 5: Evaluate if and how students' attitudes toward interacting with PSIs change during medical school.

17. My experiences in medical school have made me less nervous about future encounters with PSIs. *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

18. The medical school curriculum has taught me communication techniques that can help me better serve PSIs (i.e. speaking slowly in short sentences, providing words/pictures for PSIs to point to, allowing the PSI to write if physically capable). *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Objective 6: Assess student perspectives on optimal methods and timings of PSI training.

19. All pre-clerkship students should receive formal training (i.e. lectures, quizzes, reading materials, OSCEs) on how to communicate with PSIs. *

Mark only one oval.

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

20. Please describe what type of formal training (i.e. lectures, quizzes, reading materials, OSCEs) you think pre-clerkship students would most benefit from. *

21. All pre-clerkship students should experience simulated interactions with standardized speech-impaired patients. *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

22. PSI training can be deferred until clerkship (ONLY ANSWER IF M3/M4). *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly Agree
- Have not started clerkship yet

23. Please provide the rationale for your answer to the above question (ONLY ANSWER IF M3/M4). *

Objective 7: Identify aspects of PSI-medical student communication training the researchers did not think to address.

24. Please provide any additional thoughts you have on PSI-medical student communication training. *

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