ICS SR Protocol

Working Title: Wise practices – what we know about the design and implementation of Indigenous cultural safety training programs for service providers: a systematic review

Primary Research Question: What are the impacts of Indigenous cultural safety, competency or other educational interventions on non-Indigenous health and social service providers' knowledge, attitudes, and culturally safe practices

Secondary Research Questions: Are there specific training approaches, strategies, formats or content that are more impactful? If yes – for whom? And what are the areas of impact?

Refine and Finalize Search Strategy (preliminary search strategy attached below)

Conduct Search with Research Librarian
- Output of search summarized in the manuscript.

Screening:

- Level 1 – title and abstract screening
- Level 2 – full-text screening (see full text screening tool below)
    - 50/50 reviews and 10% for rater reliability

Data extraction:
- Finalization of data extraction tool (see appended draft data extraction tool)
- Data extraction

Synthesis:
For synthesis methods, see manuscript.

Preliminary Search Strategy:

An Information Specialist conducted database searches in Ovid Medline, Embase, PsycINFO, CINAHL, Cochrane Central Register of Controlled and Cochrane Database of Systematic Reviews, Bibliography of Native North America, Applied Social Sciences Index & Abstracts, ERIC (Education Resources Information Center), International Bibliography of the Social Sciences, PILOTS: Published International Literature On Traumatic Stress, ProQuest Dissertations & Theses Global, Sociological Abstracts, and Web of Science's Social Sciences Citation Index and Science Citation Index. The search strategies, adapted for each database, used a comprehensive combination of subject headings and keywords for the concepts of Indigenous people, cultural competence and health professionals' education. The databases searches were limited to English language records and the time period of 2006 to July 29, 2019. 2688 citations were retrieved, with a total of 1853 records following de-duplication in EndNote. A detailed Medline search strategy can be found in the appendix.

List any cited reference searching, grey literature searching etc.

Medline Search Strategy for Appendix:

Database: Ovid MEDLINE: Epub Ahead of Print, In-Process & Other Non-Indexed Citations, Ovid MEDLINE Daily and Ovid MEDLINE <1946-Present>
Search Strategy:
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1   american native continental ancestry group/ or alaska natives/ or indians, north american/ or inuits/
2   Oceanic Ancestry Group/
3   United States Indian Health Service/
4   Health Services, Indigenous/
5   (Aborigin* or Indigenous or Eskimo* or Inuit* or Inuk* or Metis or First Nations or First Nation or 1st nation or 1st nations or Native Canadian* or Native American* or Maori* or Pacific Islander* or American Indian* or Amerindian* or Native Alaska* or Alaska Native* or Native Hawaiian* or Torres Strait Islander* or on-reserve or off-reserve or tribal or autochtone* or amerindien* or indigene*).mp.
6   (indian or indians).ti,ab,kw.
7   India/
8   6 not 7
9   1 or 2 or 3 or 4 or 5 or 8
10   Cultural Competency/
11   Culturally Competent Care/
12   Transcultural Nursing/
13   cultural diversity/
14   cultural* competenc*.tw,kf.
15   cultural* safe*.tw,kf.
16   cultural awareness.tw,kf.
17   cultural* sensitiv*.tw,kf.
18   cultural* secur*.tw,kf.
19   cultural humility.tw,kf.
20   cross-cultural.tw,kf.
21   cultural* respect*.tw,kf.
22   anti-racis*.tw,kf.
23   antiracis*.tw,kf.

24   postcolonial*.tw,kf.
25   colonial*.tw,kf.
26   or/10-25
27   exp Health Personnel/
28   "Attitude of Health Personnel"/
29   "Internship and Residency"/
30   ((health* or medical or nurs* or hospital) adj2 (personnel or provider* or professional* or worker* or staff or specialist* or employee*)).tw,kf.
31   (doctor* or physician* or practitioner* or nurse* or clinician* or hospitalist* or dentist* or therapist* or physiotherapist* or occupational therapist* or psychologist* or psychiatrist* or counsel?or* or social worker* or midwi* or paramedic* or emergency medical technician* or pharmacist* or dietician* or medic* resident*).tw,kf.
32   or/27-31
33   Education/
34   curriculum/
35   competency-based education/
36   exp education, professional/
37   exp Inservice Training/
38   exp Teaching/
39   exp Teaching Materials/
40   exp Health Personnel/ed [Education]
41   cultural competency/ed
42   Transcultural Nursing/ed [Education]
43   exp Culture/ed [Education]
44   (training or education* or learn* or teach* or workshop* or curricul* or pedagog* or seminar*).tw,kf.
45   (professional development or staff development).tw,kf.
46   or/33-45
47   9 and 26 and 32 and 46
48   limit 47 to (english language and yr="2006 -Current")

Full Text Screening Tool:

	Yes	No	Unclear
Is the article specific to <u>Indigenous contexts</u> in what is now known as Canada, the United States, Australia, or New Zealand?			
Does the article explore <u>educational interventions (workshops, training, coursework, sessions, etc.)</u> that are designed/implemented to improve cultural safety, cultural competency, etc.?			
Does the article focus on education for <u>adult</u> learners who <u>provide services</u> (e.g. health services) to Indigenous peoples?			
Does the article include <u>information</u> a description of outcomes for the educational intervention (definition of outcome is broadly defined and can include, for example, microaggression scales, academic understanding, anti-racist measures etc.)?			

- If all yes, include
- If one no, exclude

Data Extraction Form for Indigenous Cultural Safety Education for Healthcare Providers

Reviewer Name:			
Study Characteristics			*p.*
Type of publication (manuscript, report, etc.)			
Type of study (quantitative, qualitative, mixed methods)			
Study Design (RCT, quasi-experimental, qualitative)			
Location and time frame			
Aim of the study			
Population	*Healthcare Providers*	*Comparator (if applicable)*	*p.*
Discipline			
Sampling & recruitment method			
Inclusion and exclusion criteria			
Data sources (primary/secondary data)			

Notes:		

Cultural Safety	*Healthcare Providers*	*Comparator*
Does the article user a definition of cultural safety, competency or sensitivity that includes addressing/eliminating anti-Indigenous racism, bias and/or stereotyping?		
Does the article discuss or recommend the use of an anti-racist focus in the design and/or implementation of cultural safety, competency, etc. interventions?		
Notes:		

Intervention		*Page*
Type of intervention: psychological, psychosocial, educational and alternative interventions		
Cultural component to intervention		
Brief Name: name/phrase that describes intervention		
Why: describe rationale, goal, theory or elements essential to the intervention		
What - Materials: Describe any physical or informational materials used in the intervention, including those provided to participants or used in intervention delivery or in training of intervention providers. Provide information on where the materials can be accessed (e.g. online appendix, URL).		

Procedures: Describe each of the procedures, activities, and/or processes used in the intervention, including any enabling or support activities.		
Who: For each category of intervention provider (e.g. psychologist, nursing assistant), describe their expertise, background and any specific training given.		
How: Describe the modes of delivery (e.g. face-to-face or by some other mechanism, such as internet or telephone) of the intervention and whether it was provided individually or in a group.		
Where: Describe the type(s) of location(s) where the intervention occurred, including any necessary infrastructure or relevant features.		
When and How: Describe the number of times the intervention was delivered and over what period of time including the number of sessions, their schedule, and their duration, intensity or dose.		
Tailoring: If the intervention was planned to be personalised, titrated or adapted, then describe what, why, when, and how.		
Modifications: If the intervention was modified during the course of the study, describe the changes (what, why, when, and how).		
How well: Planned: If intervention adherence or fidelity was assessed, describe how and by		

whom, and if any strategies were used to maintain or improve fidelity, describe them.		
Actual: If intervention adherence or fidelity was assessed, describe the extent to which the intervention was delivered as planned.		
Evaluation		*p.*
Study methodology description (quant/qual, theoretical framework)		
Data collection tools/methods		
Outcome measure description (primary and secondary)		
Outcome specific to client level change (y/n)		
Outcome specific to institutional level change (y/n)		
Notes:		

Results			*p.*
	HCP	*Comparators*	
Cultural safety outcome			
Other outcome			

Other Information	
Authors' conclusions/theories by the author(s)	

Critical appraisal tool

Local community relevance of method and measures (score out of 4)

Did the measures of success reflect local Indigenous community understandings of success?	(Yes = 2, Partial = 1, No = 0) **Yes**: evidence provided explicitly in the text (look for: where did evaluation take place, who collected evaluation data?) **Partial**: hints of including local community values/beliefs/knowledge systems in text and therefore assumption made by reviewers that	

	evidence is present **No**: nothing was said or author(s) indicated that success was not defined by the community	
Had methods and tools been tested and validated previously in a similar Indigenous context and reviewed for relevance by appropriate community members?	(Yes = 2, Partial = 1, No = 0) **Yes**: evidence is provided explicitly in text **Partial**: hints of using a tool that has been used in Indigenous contexts and therefore assumption made by reviewers that evidence is present **No**: nothing was said or author(s) said that the evaluation method/tool has not been used before in Indigenous contexts	
Rigour and internal validity of the evaluation method (score out of 4)		
Do the quantitative or qualitative methods meet relevant rigour and internal validity?	(Excellent = 4, Fair = 3, Barely Acceptable = 2, Poor = 1) Is the study design appropriate for evaluation research question(s)? Are the conclusions supported and justified by the results? **Quantitative** Is the sample size described and justified? Are the instruments/tools already validated? Are threats to validity addressed (such as confounding factors)? **Qualitative** Are the participants selected using appropriate strategies (such as purposive sample or until saturation is reached)? Is there accurate and adequate documentation of the KT effects described?	
Strength of the evidence (score out of 4)		
Is the evidence strong?	(Excellent = 4, Fair = 3, Barely Acceptable = 2, Poor = 1) **Quantitative** Does the evidence have adequate power and statistical significance? Is the response rate reasonable**?** **Qualitative** Are there major and convincing themes from triangulation, and/or member checking?	
Notes		