

Cultural adaptation, Hebrew translation, and reliability of the physical therapy graduation questionnaire

Tamar Jacob PT, MPH, PhD¹, Ofira Einstein PT, PhD²,
Dr. Silvi Frenkel-Toledo PT, PhD³

¹ Prof. Physical Therapy Department, Faculty of Health Sciences, Ariel University, Ariel, Israel

² Prof. Physical Therapy Department, Dean of the Faculty of Health Sciences, Ariel University, Ariel, Israel

³ Head of the Physical Therapy Department, Faculty of Health Sciences, Ariel University, Ariel, Israel

Abstract

Introduction: Student evaluation of the curriculum upon graduation is an important part of controlling the quality of academic curricula. However, the current student evaluation of the curriculum in physical therapy (PT) in Israel is partial. Evaluation of curricula by graduates in medical schools has been very common in the United States (US). It is conducted by the Association of American Medical College (AAMC) across the country using the Medical School Graduation Questionnaire (GQ). Recently, the PT-GQ was adapted from the GQ. The questionnaire addresses five domains: 1. General satisfaction; 2. Contribution of the curriculum to practical experience; 3. Learning environment; 4. Students experience; and 5. Students' characteristics.

Aims: 1. Culturally and professionally adapt the Medical School Graduation Questionnaire (GQ) and translate it into Hebrew. 2. Evaluate the reliability of the questionnaire's Hebrew version and the internal consistency of three included sub-questionnaires.

Methods: A cultural and professional adaptation of the GQ was carried out. The adapted version was translated into Hebrew in a process of translation and back-translation. The study population consisted of graduates from the years 2021-2022. Forty-five graduates participated in the study to test the internal stability of sub-questionnaires, and 32 participated in the test-retest reliability study. The participants filled out an online questionnaire twice with a time interval of about two weeks. Cronbach's α test was used to evaluate the internal stability of three sub-questionnaires. The Intra-class Correlation (ICC) test evaluated the reliability of continuous variables. The Kappa test was used to evaluate the reliability of categorical variables.

Results: The final version of the adapted questionnaire includes 196 items combined into 46 questions. The ICC coefficients of the sub-questionnaires 'Learning environment', 'Professionalism', and 'Oldenburg Burnout Inventory' were 0.701, 0.794 and 0.774, respectively. Their and 0.872, respectively. The Kappa values of individual items ranged between 0.115 and 0.721. Graduates noted that the questionnaire is too long.

The main limitations of the study are a small number of participants and a positive asymmetric distribution of most of the answers on the assessment scales.

Discussion and Conclusion: The current study indicates that the three sub questionnaires of the Hebrew version of the GQ are reliable which is in line with the reliability of the AAMC GQ sub questionnaires. The reliability of individual items varied. The questionnaire should be shortened. Further studies should investigate its adaptation to other PT schools and other health professions.

Keywords: Physical therapy, curriculum evaluation, graduates' evaluation, translation, reliability