



Introducing Research in Level II Programs of CPE

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Workshop Objectives

At the completion of this workshop participants will:

- ❑ be aware of the current state of teaching about research in ACPE residency programs;
- ❑ be familiar with examples of syllabi that will help CPE residents develop research literacy and explore research involvement;
- ❑ be familiar with specific methodologies to incorporate research literacy basics in a CPE residency curriculum.

Making the Case

Standards of Practice for Professional Chaplains in Acute Care Settings



INTRODUCTION

Preamble: Chaplaincy care
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Section 1: Chaplaincy Ca
Standard 1, Assess
and/c
Standard 2, Deliver
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Standard 3, Docum
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Standard 4, Teamw
team
Standard 5, Ethical
and p

Standard 12: Research

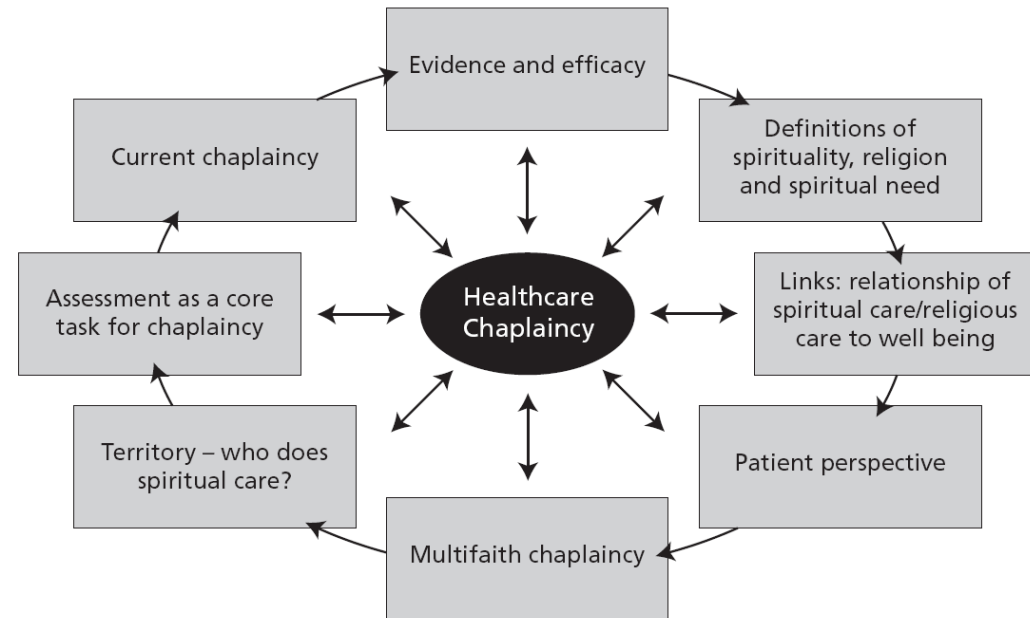
The chaplain practices evidence-based care including ongoing evaluation of new practices and when appropriate, contributes to or conducts research.

(<http://www.professionalchaplains.org>)

Making the Case

A research-literate chaplain has the ability to read, understand, and summarize a research study and to explain its relevance for his/her spiritual care.

4.4 Map of categories



Mowat H (2008). The potential for efficacy of healthcare chaplaincy and spiritual care provision in the NHS (UK): A scoping review of recent research. www.nhs-chaplaincy-collaboratives.com/efficacy0801.pdf

Making the Case

- Basic research literacy includes:

Attitudes about role of research in chaplaincy

- Recognize importance of research for chaplains
- Motivate to engage in research-related activities, including journal clubs, workshops, grand rounds

Behavior about research

- Reduce fear and avoidance of research-related activities
- Encourage curiosity and development of research questions
- Integrate research findings into professional practice

Knowledge

- Identify research databases and search existing literature
- Understand basic concepts needed to read and critically evaluate simple qualitative and quantitative research articles



Research Question Study #1

- To what extent are ACPE accredited residency programs educating students for research literacy and competence in support of Standard 12?

Results by the Numbers

	Yes	Some	No
□ CPE Centers	3 (14%)	5 (24%)	13 (62%)
□ CPE Systems	0 (0%)	2 (40%)	3 (60%)
□ All Programs	3 (12%)	7 (27%)	16 (62%)

All results were independently coded by 3 members of research team (88% initial agreement)

Differences were resolved among discussion of entire team

Issues Identified

- ❑ One myth expressed by multiple persons was that RESEARCH EDUCATION only means students conduct a large project or randomized study.
- ❑ A number of centers made opportunities for learning research basics available, but application was either inconsistent or optional.
- ❑ Some supervisors expressed that research education was beyond the program goals of a “first year residency”.
- ❑ A few supervisors thought that more research was needed to demonstrate efficacy of CPE for training of healthcare chaplains.

Study #2 Model Practices

- IRB approval at each institution
- Non experimental descriptive design using semi-structured interviews and a purposeful sample
- Selected from centers identified in study 1, identified by ACPE Research Committee Chair, identified through publications
- Inclusion criteria: meet learning objective of research literacy; substantive teaching (time, content, activities); required of all residents; one full year completed
- Contacted 21 centers, interviewed 15, and 11 met inclusion criteria

Similarities

- Aim: research literacy
- Current practice developed over time (often longer than expected)
- Presence of a research champion
- Associated with academic medical center or system with organizational culture of research/evidence based practice
- Institutional resources (people)
- Methods employed: content based didactics; journal articles; application to verbatim material; journal clubs; literature reviews; applied research (question, data collection, etc.)



Differences

- Time commitment
- Complexity
- Supervisor Involvement



Challenges

- Availability of personnel resources to support program
- Time management
- Competing priorities
- Supervisor involvement



Five ways to Incorporate Research

- Didactic Series
- Journal Clubs
- Research Article Critiques
- Developing Literature Reviews
- Clinical Pathways

Didactic Content Examples

- Research Types (Qualitative vs. Quantitative/Descriptive vs. Interventional)
- Nomenclature
- Developing a Research Question
- Library Database Searches and Literature Reviews
- Use of Tools, Measures, Surveys
- Research Ethics, IRBs (Training Modules)
- Dissemination and Writing for Research

Didactic Content Scorecard

Advantages

- Easy to organize
- Easy to incorporate
- Limited investment
- Time controlled

Disadvantages

- Resource dependent
- Passive



Journal Clubs

- Focus on selected research or research-related article
- Emphasis on relevance to chaplaincy
- Emphasis on process of conducting study

Journal Club Scoreboard

Advantages

- Easy to organize
- Limited resource demands
- Article selection tailored to interests of audience
- Group interaction
- Responsibility need not fall on one individual

Disadvantages

- Leadership may vary
- Assumes everyone prepared to participate
- Level of participation may not reflect informed participation



Research Article Critiques

- Focus on selected research article
- Emphasis on research methodology
- Reliance on established or agreed upon critique format

Critique Scoreboard

Advantages

- Systematic review using established, relevant criteria
- Criteria compliment those used in refereed article and grant proposal reviews
- Group interaction

Disadvantages

- Requires baseline familiarity with research terminology
- Assumes individual providing critique is informed, knowledgeable
- Greater time commitment than journal club



Developing Literature Reviews

- Focus on topic of interest and relevance
- Builds on effective reference research skills
- Complements critical thinking skills
- Allows creativity in developing themes across research thread

Literature Review Scorecard

Advantages

- Reinforces effective research skills
- Provides opportunity to gain in depth understanding of status of specific topic
- Provides experience helpful in writing articles and grant proposal

Disadvantages

- Assumes access to reference resources
- Usually solo project
- Demands synthesis and thematic identification
- Implies strong writing skills
- More time consuming than journal club or critique



Spiritual Pathway Project

- ❑ Focuses on evidence based practice
- ❑ Simulates participation in quality improvement initiatives
- ❑ Teaches basic research skills such as data collection
- ❑ Provides opportunity for public presentation and dissemination of new information
- ❑ Enhances inter-professional dialogue

Spiritual Pathway Scorecard

Advantages

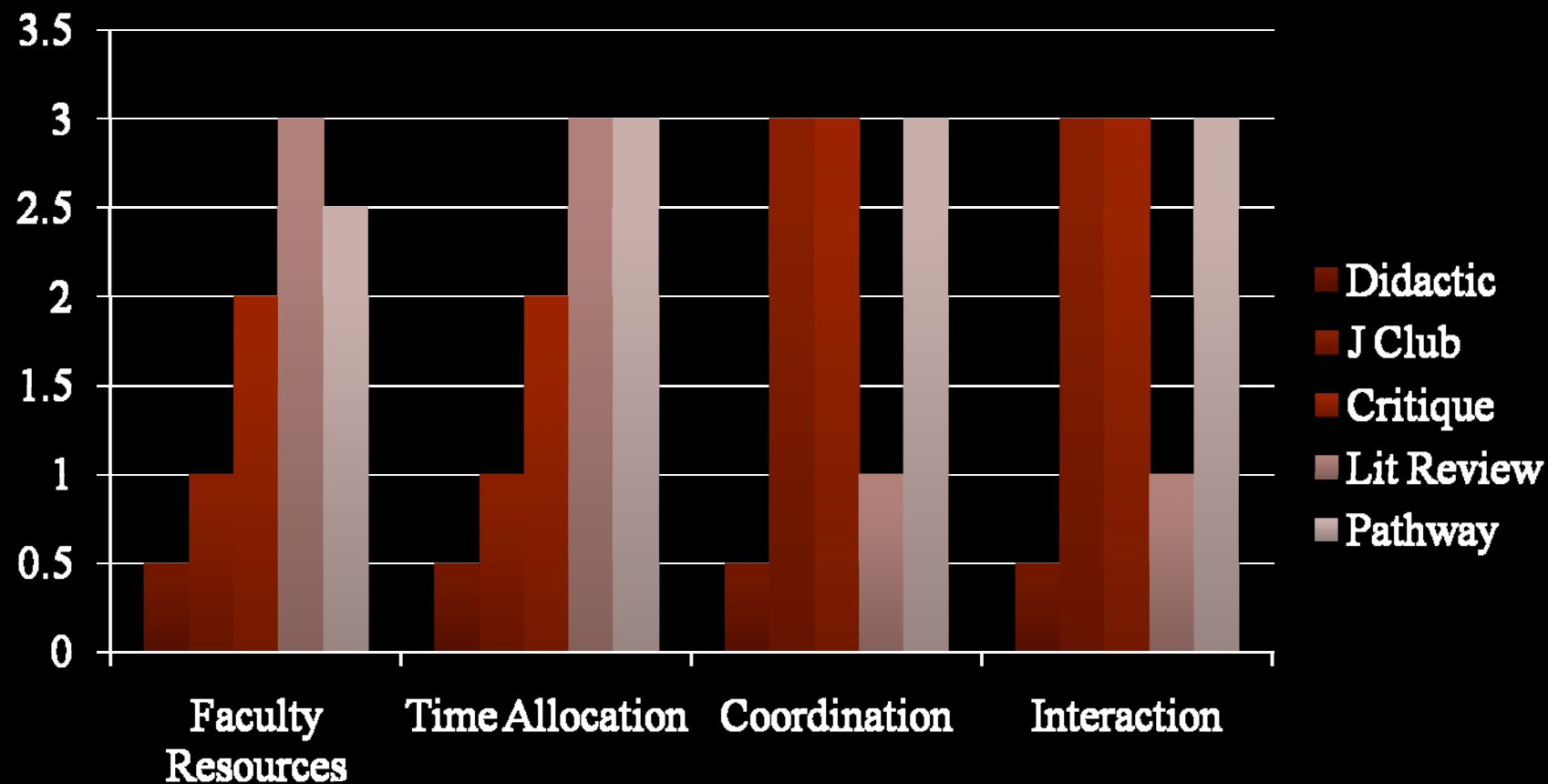
- Student choice focused
- Promotes evidence based thinking
- Encourages accountability to peers and colleagues
- Requires development of time management skills
- Improves writing for publication skills

Disadvantages

- Time intensive
- Supervisor Dependent
- Increases academic demands- amount and speed of curriculum
- Sophistication level may need IRB approval

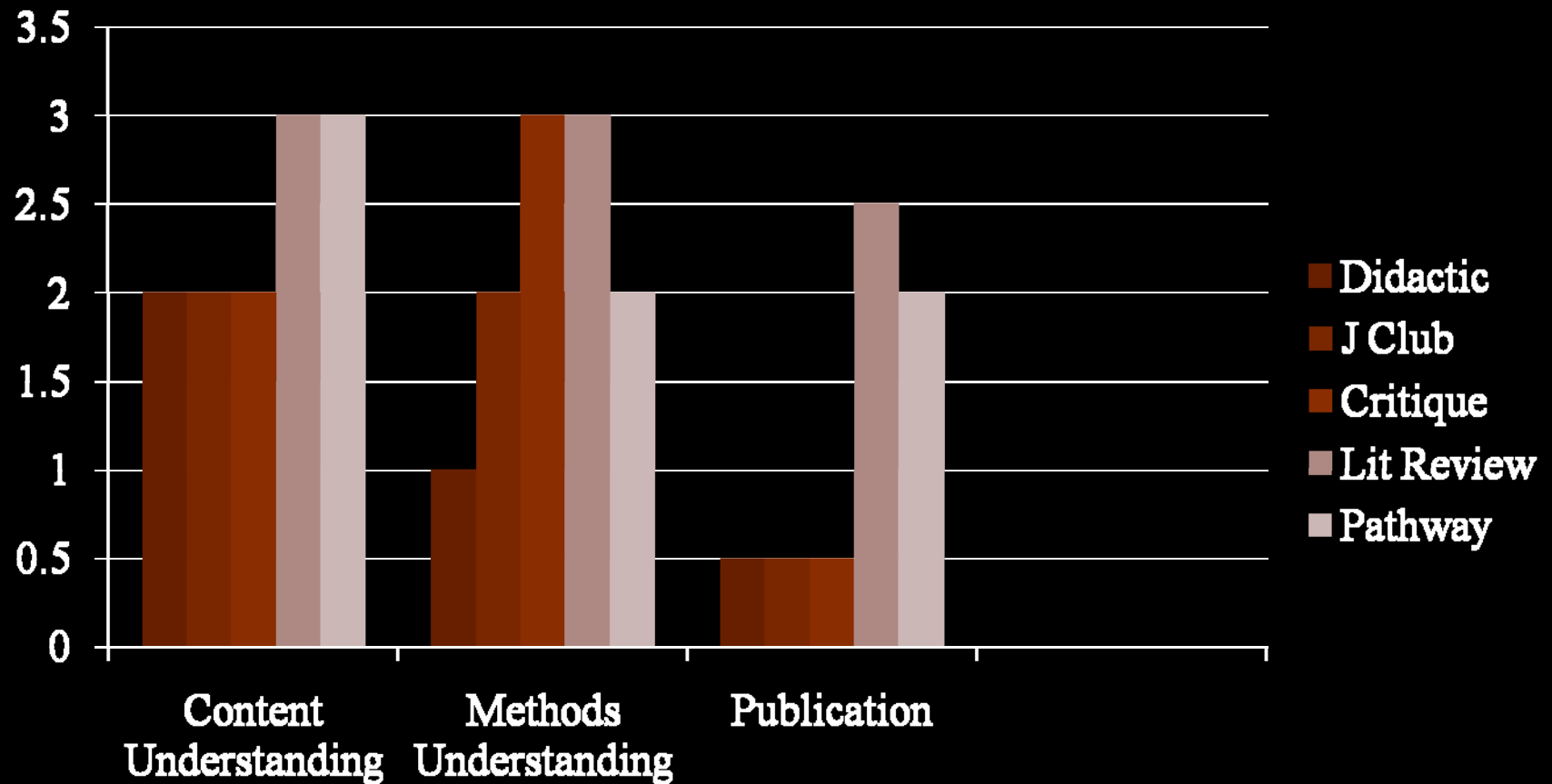
Quick Comparisons:

(High-low level of commitment)



The Potential for.....

(High-low level of result)



Resources

- ❑ ACPE Research Network Page
- ❑ APC Webinars
- ❑ Journal of Healthcare Chaplaincy
- ❑ *Teaching Research in CPE: A Survey of Model Practices*, JPCCC, Spring 2013.
- ❑ *A Primer for Pastoral Care*, VandeCreek, JPC Publications, 1988.



Thank you for your interest

- Questions?
- Comments?
- Please contact us