

FALL 2016

## **PATC 640: RESEARCH BASICS FOR HOSPITAL CHAPLAINS**

CLASS SESSIONS	Thurs Noon- 2 p.m. all dates
CLASS DATES	Aug. 25; Sept. 8, 15, 22, 29; Oct. 6, 13, 20, 27
CLASS LOCATION	PATC Classroom West Hospital 4 <sup>th</sup> Floor (unless otherwise noted)
INSTRUCTOR	Dr. Diane Dodd-McCue Associate Professor – Department of Patient Counseling (804) 828-3953 E-mail <a href="mailto:ddoddmccue@vcu.edu">ddoddmccue@vcu.edu</a>

PATC 640: RESEARCH BASICS FOR HOSPITAL CHAPLAINS COURSE DESCRIPTION is a 1 lecture hour, 1 credit hour course and is a mandatory requirement for the PATC MS degree. PATC 640 provides an overview of research basics within the context of hospital chaplaincy. PATC 640 emphasizes the methodological issues in health services research that involve hospital chaplains. PATC 640 is a prerequisite for PATC 641 and 642, which focus on the application of research methodological concepts covered in this course.

### **COURSE OBJECTIVES**

As health care professionals working within an environment of evidence-based care, hospital chaplains are increasingly asked to be informed consumers, informed producers of research, or both. PATC 640 Research Basics for Hospital Chaplains is a one-credit course that provides an overview of research basics within the context of hospital chaplaincy. Restated this course focuses on development of research literacy by chaplains. By the end of this course, students will be able to:

- Identify the methodological issues in health services research that involve hospital chaplains
- Identify and develop significant research questions/ issues and developing testable hypotheses based on clinical faculty input
- Identify library and internet information sources
- Understand measurement and evaluating measurement quality
- Understand research designs and evaluating their quality
- Demonstrate understanding of research methodology through review of terminology and critique of research studies

RESEARCH BASICS FOR HOSPITAL CHAPLAINS course objectives compliment the efforts of VCU's Program in Patient Counseling (and VCU's Center for Teaching Excellence) to enhance critical thinking. It addresses the Association of Profession Chaplains (APC) Standard 12, which outlines that chaplains seeking board certification for work in acute care facilities have research exposure; course content directly addresses this first level of research exposure, research literacy. It also compliments the mission of a current Templeton initiative to enhance research literacy among chaplains. The course objectives compliment research methods incorporated into quality improvement activities and enhance skills that promote chaplains' integration into interdisciplinary care teams. Additionally, course objectives support VCU's Center for Translational Research goals to nurture the generation and use of clinical and translational research.

Although this course is conducted in a traditional classroom setting, a class site is available on Blackboard and course information will be communicated via VCU email accounts and through Blackboard. Course materials and announcements will be posted on Blackboard. Hard copies of course materials and readings will be available from the professor upon request. However, it is the responsibility of the student to monitor assigned student email accounts and to use Blackboard for accessing class materials, readings, and announcements.

## EVALUATION

Evaluation is based on:

Class participation	20%
Library research exposure	20%
Terminology exercise	25%
Critique presentation	35%

A description of each of these categories appears later in the syllabus. Please note that a checklist to guide preparation of the research proposal will be provided at the first class session. Also note that the grade for any written assignment submitted late will be reduced by 10% of the grade initially assigned. The evaluation scale employed follows the standard ten percent increments: 100%-90%, A; 89%-80%, B; 79%-70%, C; etc.

## COURSE REQUIREMENTS

A description of each class assignment follows. The evaluation of each assignment previously appears in the syllabus. The tentative class schedule provides class session dates, which also relate to the due date of class assignments. Students and the professor will be completing a Class Contract, to be provided by the professor at the first class session, to acknowledge their understanding and obligations related to class activities described in this syllabus. This signed document is due by the start of **Session 2, 9-8-2016.**

**PARTICIPATION:** The expectation for students, regardless of level or status, is for informed participation in class sessions as well as in work sessions related to class assignments outside of class. Although the professor will provide an overview of key points and issues for each topic, students are responsible for generating questions and providing direction in a respectful, constructive manner. Respect is also exhibited by student contributions to a positive learning environment, which includes prompt attendance and attentiveness. Class time is protected from clinical responsibilities to ensure student attendance for the scheduled class session in its entirety.

**LIBRARY RESEARCH EXPOSURE:** Students are required to either (a.) attend and participate in a scheduled library tour or session at Tompkins-McCall or Cabell libraries or (b.) complete computer-based training on library tools that would enhance student research skills (i.e., PubMed or CINAHL database familiarity. RefWorks familiarity). Please refer to [www.library.vcu.edu/](http://www.library.vcu.edu/) for details on available tours, sessions, or tutorials. Please provide the professor with details of the specific activity selected for the Library Research Exposure by the second class session. There is no written requirement for this assignment; however, students will be asked to share with the class the focus of their exposure with the class and describe how it may enhance chaplain skills. This assignment should be completed by not later than **Session 6, October 6, 2016**, and early completion is advised.

**TERMINOLOGY EXERCISE:** A class exercise (scheduled for **Session 7, October 13, 2016**) will assess student knowledge of basic research terminology and on-line research tools. Students will be provided the list of terms for

which they are responsible by no later than the first class session. The terms will be defined and emphasized during subsequent class sessions. Definitions of terms are also available in all editions of Polit and Beck, Nursing Research Principles and Methods. A copy of this text will be provided for reference.

**CRITIQUE PRESENTATION:** The critique presentation is an opportunity to demonstrate understanding of the major research methods issues discussed during this course and to display their confidence in assessing research merits with others. The critique presentation is designed for student teams to “test their wings” by critiquing a research article of their choice. Each student team should consist of no more than three members; each team member is responsible for demonstrating research literacy by participating in the team’s presentation of an oral critique of a research article and conducting a discussion of the article’s strengths and weaknesses at the final class session. This session will also be open to any interested faculty and other students. The critique should be guided by the research methods topic-specific questions that appear in the Research Checklist, which will be provided students by no later than the first class session. (The Research Checklist will be referred to frequently during class sessions. In addition, **Session 8, October 20, 2016** will serve as a “test drive” of research study critique. The “test drive” critique is a class activity, facilitated by the professor using a focal article, to familiarize students with the critique process. This class session will be conducted in SAHP distance classroom 310, 1<sup>st</sup> Floor West Hospital, or a classroom with comparable technological resources, to provide access to Power Point displays.)

The rationale for evaluation of research methods issues should be well supported by students’ presentations. The critique should include Power Point slides and handouts are desired. The anticipated time for the research critique is a maximum of 20 minutes per article, and is scheduled for Session **9, October 27, 2016**. (presentation and class discussion). (This class session will be conducted in SAHP distance classroom 310, 1<sup>st</sup> Floor West Hospital, or a classroom with comparable technological resources, to provide access to Power Point displays.)

The article used as the focus of critique may be selected from a collection of research articles provided by the professor or may be an article chosen by the student team as deemed appropriate by the professor. The selection of articles used as the focus of critique presentation is due by the second class session.

## REQUIRED READINGS

All assigned readings are available on line through either the ACPE Research Network or VCU libraries site (PubMed). They are also available on the course Blackboard site. Please note that assigned readings may be deleted or added, at the professor’s discretion, in response to class interest or publication of more recent relevant articles. However, any changes will not represent substantive revision of the quantity of the assigned readings.

Ehman, J. (2003). Introducing students to pastoral care research: Thoughts on discussing epistemological questions. Fall 2003 Newsletter, Fall 2003 ACPE Research Network Newsletter, (<http://www.acperesearch.net/Fall03.html>).

Fitchett, G. (2002). Health care chaplaincy as a research-informed profession: how we get there, Journal of Health Care Chaplaincy, 12 (1/2):67-72.

Coughlin et al. (2007). Step-by-Step Guide to Critiquing Research. Part 1: Quantitative Research. British Journal of Nursing. 16(11):658-663.

Maciejewski et al. (2011). Synonyms in Health Services Research Methodology. Medical Care Research and Review. 68(2):158-178.

Koenig, H.G., (2011). "Chapter 3: A Research Agenda for the Field," in *Spirituality and Health Research*, West Conshocken, PA: Templeton Press., pp. 47-74.

Law et al., (1998). Guidelines for Critical Review Form: Quantitative Studies.

Berlinger, N. (2008). The Nature of Chaplaincy and the Goals of QI: Patient-Centered Care as Professional Responsibility, Hastings Center Report, 38 (6), 30-33.

Vandercreek, L., Bender, H., and Jordan, M.R., (1994)." Chapter 4: Creating the Question," in *Research in Pastoral Care and Counseling- Quantitative and Qualitative Approaches*, Eugene, OR: Wipf and Stock Publishers, pp. 33-42.

Mehta, A et al, (2009). Palliative care: a need for a family systems approach. Palliative and Supportive Care, 7(2):235-43.

Letts et al. (2007). Guideline for Critical Reviews Form: Qualitative Studies (Version 2.0).

Carey et al. (2011). Organ Procurement and Health Care Chaplaincy in Australia. Journal of Religion and Health, 50:743-759.

Tartaglia, A., et al. (2013). Teaching Research in Clinical Pastoral Education: A Survey of Model Practices. Journal of Pastoral Care and Counseling, 67(1):1-14.

Johnson, E. et al. (2013). Mapping the literature of health care chaplaincy. Journal of Medical Library Association, 101(3):199-204.

#### Source Materials and Research Terminology:

Note: A wide assortment of research-focused programs is sponsored across the VCU campus. Sponsors include, but are not limited to, VCU's Institutional Review Board (IRB), Office of Sponsored Programs (OSP), Center for Clinical and Translational Research/Research Incubator, Qualitative Research Interest Group, Center for Teaching Excellence, and more. These are good opportunities for both consumers and producers of research.

Although several research methodology texts were used in the development of course materials, students will find the following helpful in providing an overview of course topics and research terminology:

Polit and Beck, Nursing Research Principles and Methods, (any edition), Philadelphia: Lippincott, (Note: copies of this text -this and earlier editions- are available from the professor.)

#### Other:

The following are not assigned readings. They are recommended for review if additional information is desired on general and specific issues. Note that resources recommended for review with a specific focus represent materials that correspond with a specific class topic or assignment.

Recommended For Review: General Research Focus

<http://www.research.vcu.edu/irb>

<http://www.citiprogram.org>

<http://www.vcuhealth.org/hipaa>

<http://www.acperesearch.net/>

(Note: The ACPE Research Network site is an excellent resource for chaplains interested in and conducting research.)

Health Care Chaplaincy Research Primer (official title *An Invitation to Chaplaincy Research: Entering the Process*), Gary Myers, Ed., Spring 2014 and available as a Course Document on PATC640 BB site.

Myers, W., (2000). Research in Ministry: A Primer for the Doctor of Ministry Programs, 3<sup>rd</sup>. ed., Chicago: Exploration Press of Chicago Theological Seminary.

VandeCreek, L. (1988). A Research Primer for Pastoral Care and Counseling, Journal of Pastoral Care Publications, Inc.

VandeCreek, L., Bender, H. and Jordan. M.R., (1994). Research in Pastoral Care and Counseling- Quantitative and Qualitative Approaches, Eugene, Oregon: Wipf and Stock, Publishers. (Note: The 1994 book is an update of VandeCreek's 1988 edition, which is Part One of this volume.)

Any books in Sage Publications expansive series on research methods.

UNIVERSITY POLICIES APPLICABLE TO THIS COURSE and UNIVERSITY POLICY INFORMATION

Is available at [go.vcu.edu/syllabus](http://go.vcu.edu/syllabus) and available on the course BB site.

## PATC 640 RESEARCH BASICS FOR HOSPITAL CHAPLAINS

### FALL 2016 TENTATIVE CLASS SCHEDULE

An introduction to Fall 2016 PATC research classes, PATC 640 and 641, is scheduled for August 25. RESEARCH BASICS FOR HOSPITAL CHAPLAINS is scheduled to meet on designated Thursdays from 12:30- 2 p.m. Fall 2016 class session dates are Sept. 8, 15, 22, 29; October 6, 13, 20, 27. Class sessions will be held in the in 4th Floor West Hospital classroom. The schedule and class location is subject to change based on the discretion of the professor, to accommodate guest speakers in this and other PATC classes. **However, an effort will be made so that any changes will not significantly alter the nature and magnitude of assignments, and any altered class times will remain during the block of time protected for coursework on Thursdays.** Any changes will be communicated to students via email and Blackboard.

Date	Topic	Assignment
Add-Drop Period Ends 8-31-2016		
Session 1 8-25-2016	Course Overview	
Session 2 9-8-2016	Research Questions Theory-Hypothesis Links <b>Library Research Exposure Selection Due</b> <b>Critique Teams Selected</b> <b>Class Contract Due</b>	Tartaglia and Dodd-McCue, 2012 Ehmann, 2003 Fitchett, 2002
Session 3 9-15-2016	Literature Reviews Exploring Library and Internet Research <b>Article Selection Due</b> Source: Polit and Beck, Chpt 4	Coughlan et al, 2007 Maciejewski et al, 2011 Koenig, 2011 Johnson et al., 2013
Session 4 9-22-2016	Measurement Source: Polit and Beck, Chpts. 15-17	Law et al, 1998 Berlinger, 2008 VandeCreek et al., 1994
Session 5 9-29-2016	TML Resource Overview Taliaia Tarver, TML PATC liaison	
Session 6 10-6-2016	Research Design <b>Library Research Exposure Selection Completed</b>	Group Critique Article TBA Mehta et al, 2009 Letts et al, 2007 Carey et al, 2011

Session 7 10-13-2016	<b>Terminology Exercise</b>	Review terminology definitions; definitions available in Polit and Beck as well as any number of research basics texts and from online sources
Session 8 10-20-2016	Research Article Critique Test Drive	TBA
Session 8 10-27-2016	<b>Research Article Critique Presentations</b>	Note: this session is open to all interested members of the department
Fall 2016 Withdraw Date 11-4-2016		