

PATC 640 RESEARCH BASICS FOR HOSPITAL CHAPLAINS

VCU Department of Patient Counseling

CLASS SESSIONS Thurs 12:30-1:30 p.m.
CLASS LOCATION PATC Classroom,, West Hospital 4th Floor
INSTRUCTOR

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 551 (PATC640) 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. Specific learning objectives include:

- Identifying the methodological issues in health services research that involve hospital chaplains
- Identifying significant research questions/ issues and developing testable hypotheses based on clinical faculty input
- Identifying library and internet information sources
- Understanding measurement and evaluating measurement quality
- Understanding research designs and evaluating their quality
- Demonstrating 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 also 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.** These objectives also compliment activities sponsored by VCU's Center for Translational Research 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. Course materials and announcements will be posted on Blackboard; in addition, hard copies of course materials and readings will be available from the professor. It is the responsibility of the student to use Blackboard for accessing class materials and readings.)**

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

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.

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/ 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.

TERMINOLOGY EXERCISE: A class exercise (scheduled for Session 4) 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.

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 students to “test their wings” by critiquing a research article of their choice. Each student is responsible for demonstrating research literacy by presenting 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.) The rationale for evaluation of research methods issues should be well supported by students’ presentations. The critique should include Power Point slides and handouts, is desired. The anticipated time for the research critique is a maximum of 20 minutes per article, and is scheduled for the final class session. (presentation and class discussion

The article used as the focus of critique may be selected for a collection of research articles provided by the professor or may be an article chosen by the student, as deemed appropriate by the professor. The selection of articles used as the focus of critique 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.

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.

Vandercreeke, 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: QualitativeStudies (Version 2.0).

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

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 (2008), Nursing Research Principles and Methods. Philadelphia: Lippincott, Eighth Edition. Chapters which correspond to class topics include 4,8,10,15,16,17. (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/>

Myers, W., (2000). Research in Ministry: A Primer for the Doctor of Ministry Programs, 3rd. 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.

Any issues of American Journal of Evaluation.

UNIVERSITY POLICIES APPLICABLE TO THIS COURSE

Email Policy

Electronic mail or "email" is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost effective and environmentally aware manner. This policy ensures that all students have access to this important form of communication. It ensures students can be reached through a standardized channel by faculty and other staff of the university as needed. Mail sent to the VCU email address may include notification of university-related actions, including disciplinary action. Please read the policy in its entirety:

<http://www.ts.vcu.edu/kb/3407.html>

VCU Honor System: Plagiarism and Academic Integrity

The VCU honor system policy describes the responsibilities of students, faculty, and administration in upholding academic integrity, while at the same time respecting the rights of individuals to the due process offered by administrative hearings and appeals. According to his policy, "members of the academic community are required to conduct themselves in accordance with the highest standards of academic honesty and integrity." In addition, "All members of the VCU community are presumed to have an understanding of the VCU Honor System and are required to:

- Agree to be bound by the Honor System policy and its procedures;
- Report suspicion or knowledge of possible violations of the Honor System;
- Support an environment that reflects a commitment to academic integrity;
- Answer truthfully when called upon to do so regarding Honor System cases, and,
- Maintain confidentiality regarding specific information in Honor System cases.
- Most importantly, "All VCU students are presumed upon enrollment to have acquainted themselves with and have an understanding of the Honor System." (The VCU Insider).

The Honor System in its entirety can be reviewed on the Web at http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf or it can be found in the current issue of the VCU Insider at <http://www.students.vcu.edu/insider.html>

In this class, because coursework will be collaborative at times, particular issues of integrity arise. You should not copy or print another student's work without permission. Any material (this includes IDEAS and LANGUAGE) from another source must be credited, whether that material is quoted directly, summarized or paraphrased. In other words, you should respect the work of others and in no way present it as their own.

Student Conduct in the Classroom

According to the *Faculty Guide to Student Conduct in Instructional Settings* (<http://www.assurance.vcu.edu/Policy%20Library/Faculty%20Guide%20to%20Student%20Conduct%20in%20Instructional%20Settings.pdf>), "The instructional program at VCU is based upon the premise that students enrolled in a class are entitled to receive instruction free from interference by other students. Accordingly, in classrooms, laboratories, studies and other learning areas, students are expected to conduct themselves in an orderly and cooperative manner so that the faculty member can proceed with their [sic] customary instruction. Faculty members (including graduate teaching assistants) may set reasonable standards for classroom behavior in order to serve these objectives. If a student believes that the behavior of another student is disruptive, the instructor should be informed." Among other things, cell phones and beepers should be turned off while in the classroom. Also, the University Rules and Procedures prohibit anyone from having "in his possession any firearm, other weapon, or explosive, regardless of whether a license to possess the same has been issued, without the written authorization of the President of the university..." For more information, visit the VCU Insider online at <http://www.students.vcu.edu/insider.html>

Certainly the expectation in this course is that students will attend class with punctuality, proper decorum, required course material and studious involvement.

The *VCU Insider* contains additional important information about a number of other policies with which students should be familiar, including Guidelines on Prohibition of Sexual Harassment, Grade Review Procedure, and Ethics Policy on Computing. It also contains maps, phone numbers and information about resources available to VCU students.

Students with Disabilities

SECTION 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 as amended, require that VCU provides "academic adjustments " or "reasonable accommodations" to any student who has a physical or mental impairment that substantially limits a major life activity. To receive accommodations, students must request them by contacting the Disability Support Services Office (DSS) on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). More information is available at the Disability Support Services webpage, <http://www.students.vcu.edu/dss/>, or the at Division for Academic Success webpage, <http://www.specialservices.vcu.edu/>.

If you have a disability that requires an academic accommodation, please schedule a meeting with me at your earliest convenience. Additionally, if your coursework requires you to work in a lab environment, you should advise me or department chairperson of any concerns you may have regarding safety issues related to your disability. This statement applies not only to this course but also to every other course in this University.

Statement on Military Short-Term Training or Deployment

Military students may receive orders for short-term training or deployment. These students are asked to inform and present their orders to Military Student Services and to their professor(s). For further information on policies and

procedures, contact Military Services at 828-5993 or access the corresponding policies at <http://www.pubapps.vcu.edu/bulletins/about?Default.aspx?uid=10096&iid=30704> and <http://www.pubapps.vcu.edu/BULLETINS/undergraduate/?uid=10096&iid=30773>.

Excused Absences for Students Representing the University

Please be aware that students who represent the university (athletes and others) do not choose their schedules. Student athletes are required to attend games and/or meets. All student athletes will give you their schedule in the beginning of the semester. The Intercollegiate Athletic Council (IAC) strongly encourages you to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges you to work with the students to make up the work or exam.

Campus Emergency information

What to Know and Do To Be Prepared for Emergencies at VCU:

- Sign up to receive VCU text messaging alerts (<http://www.vcu.edu/alert/notify>). Keep your information up-to-date. Within the classroom, the professor will keep his or her phone on to receive any emergency transmissions.
- Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.
- Listen for and follow instructions from VCU or other designated authorities. Within the classroom, follow your professor's instructions.
- Know where to go for additional emergency information (<http://www.vcu.edu/alert>).
- Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

Important Dates

Important dates for the University Fall 2012 semester are available at: http://academiccalendars.vcu.edu/ac_fullViewAll.asp?term=Fall+2012

VCU Mobile

The VCU Mobile application is a valuable tool to get the latest VCU information on the go. The application contains helpful information including the VCU directory, events, course schedules, campus maps, athletics and general VCU news, emergency information, library resources, Blackboard and more. To download the application on your smart phone or for more information, please visit <http://m.vcu.edu>.

Class registration required for attendance

Please remember that students may only attend those classes for which they have registered. Faculty may not add students to class rosters. Therefore, if students are attending a class for which they have not registered, they must stop attending.

RESEARCH BASICS FOR HOSPITAL CHAPLAINS TENTATIVE CLASS SCHEDULE

RESEARCH BASICS FOR HOSPITAL CHAPLAINS is scheduled to meet **WHEN** .Class sessions will be held I in 1st Floor West Hospital in SAHP Distance Classroom 310. The schedule is subject to change based on the discretion of the professor. However, an effort will be made so that any changes will not significantly alter the nature and magnitude of assignments .

Date	Topic	Assignment
Session 1	Course Overview Research Questions Theory-Hypothesis Links	Ehmann, 2003 Fitchett, 2002
Session 2	Literature Reviews Exploring Library and Internet Research Article Selection Due Library Research Exposure Selection Due Critique Teams Selected Source: Polit and Beck, Chpt 4	Coughlan et al, 2007 Maciejewski et al, 2011 Koenig, 2011
Session 3	Measurement Research Design Source: Polit and Beck, Chpts. 15-17	Law et al, 1998 Berlinger, 2008 VandeCreek et al., 1994
Session 4	Terminology Exercise Guest Critique:	Review terminology definitions in Polit and Beck, any edition Mehta et al, 2009 Letts et al, 2007 Carey et al, 2011
Session 5	Research Article Critique Presentations	Note: this session is open to all interested members of the department