

SPRING 2013

PATC 641: EVIDENCE-BASED INQUIRY FOR HOSPITAL CHAPLAINS

VCU Department of Patient Counseling

CLASS SESSIONS 12:30- 2 p.m., Thursdays
 CLASS LOCATION 1st Floor West Hospital, SAHP Distance Classroom 310
 INSTRUCTOR

COURSE OBJECTIVES

As health care professionals working within an environment of evidence-based care, hospital chaplains are increasingly asked to provide information that contributes to identification of “best practices” or performance improvement. Similarly, educator (supervisors and faculty) involved in this environment are increasingly asked to identify the most effective and efficient means of conveying information and tools needed by hospital chaplains to successfully perform in this environment. Evidence-Based Inquiry for Hospital Chaplains is a one-hour credit course that provides an overview of data collection, data quality, and data usage within the context of hospital chaplaincy. Research Basics For Hospital Chaplains is a prerequisite for enrollment in this course. Specific learning objectives include:

- Understanding the use of data by health services administrators in operational and strategic decisions
- Understanding performance improvement processes relating to clinical chaplaincy in a hospital environment
- Identifying ways that data contributes to addressing specific research question or issue (Research question or issue selected and tailored from those generated by clinical faculty or supervisors.)
- Understanding characteristics of measurement/data quality
- Identifying sources of data; data collection techniques
- Understanding IRB and HIPAA requirements for data collection
- Demonstrating understanding of data collection through data gathering to address a unique research problem or hypothesis based on clinical faculty input
- Understanding data collection resources available through REDcap and National Health Statistics online

EVIDENCE-BASED INQUIRY FOR HOSPITAL CHAPLAINS course objectives compliment the efforts of VCU’s Program in Patient Counseling to train hospital chaplains who can contribute to identification of “best practices” and evidence-based quality improvement within the health care environment by developing and mastering rigorous data collection methodologies. These objectives contribute to APC’s Standard 12 research skills needed for board certification of chaplains in acute care settings. These objectives also compliment activities sponsored by VCU’s Research Incubator to nurture the generation and use of clinical and translational research. (Although this Independent Study 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.)

EVALUATION

Evaluation is based on:

Class participation	20%
IRB (CITI) training compliance	15%
Measurement selection*	20%
Data collection preliminary*	15%
Data collection initiation*	15%
Data collection reflections*	15%

A description of each of these categories appears later in the syllabus. **Several of the assigned activities used for student evaluation (measurement selection, data collection preliminary, data collection initiation, data collection reflections) may be conducted and submitted by student groups, with the grade assigned the submission assigned to each group member. However, the group member must remain consistent throughout the semester.** Please note that a checklist to guide preparation of the proposed research project 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.

VCU Honor System

All VCU students are presumed upon enrollment to have acquainted themselves with and have an understanding of the Honor System. Therefore, it is a student's responsibility to ask course instructors to clarify expectations for each assignment in order to be in compliance with the Honor System. The VCU Honor System policy statement and purpose is located at http://www.provost.vcu.edu/pdfs/Honor_system_policy.pdf or it can be found in the VCU Insider at <http://www.students.vcu.edu/insider.html>. The Honor System must be upheld and enforced by each member of the Virginia Commonwealth University community. The fundamental attributes of our community are honor and integrity. We are privileged to operate with this Honor System.

Statement on Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require Virginia Commonwealth University to provide an "academic adjustment" and/or a "reasonable accommodation" to any qualified individual with a physical or mental disability who self-identifies as having such. Students should contact the Disability Support Services office on the Monroe Park Campus (828-2253) or on the MCV Campus (828-9782) for appropriate academic adjustments or accommodations.

VCU Statement on Safety

What to know and do to be prepared for emergencies at VCU:

- Sign up to receive VCU text messaging alerts (www.vcu.edu/alert/notify). Keep your information up-to-date.
- 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.
- Know where to go for additional emergency information (www.vcu.edu/alert).
- Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

VCU Guidelines for Student Conduct

VCU is committed to creating an environment conducive to the academic success of its students. University standards for student conduct apply to all university classes and activities. Please refer to <http://www.provost.vcu.edu/pdfs/FacultyGuideToStudentConductInInstructionalSettings.pdf> ; this information also can be found in the VCU Insider.

VCU Academic Calendar- Important Dates

The University academic calendar is available at <http://academiccalendars.vcu.edu> or it can be found at VCU Insider. Please review this document for information on important dates relating to the University's class schedule and add/drop dates.

COURSE REQUIREMENTS

PARTICIPATION: The expectation for students, regardless of level or status, is for informed participation in class session. 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.

IRB (CITI) TRAINING COMPLIANCE: Students are asked to successfully complete the requirements for human subjects protection training (Basic CITI) that are mandatory for those involved in research projects at VCU. The Basic CITI is an on-line series for training modules that approximately 4 hours to complete. The mandatory training modules are department-specific, and those required of Patient Counseling faculty and students focus on selected issues related to human subjects' protection. Access to this training is available on-line through VCU's Office of Research and at www.citiprogram.org. *Please note that while no completion date is noted in the class syllabus, successful completion of CITI training is needed prior to the initiation of primary data collection.*

MEASUREMENT SELECTION: The Measurement Selection assignment provides an overview of a relevant measure that is proposed to be used to explore the student's research question of interest (selected from the list generated by clinical faculty and supervisors). The Measurement Selection assignment is completion of a worksheet (to be provided at the first class session) that provides the following information: research

question, the selected measurement, an assessment of the measurement's strengths and weaknesses, reported measurement quality (if published), and a copy of the measurement instrument. *This may be conducted as a group activity.* The Measurement Selection due date is reflected on the tentative course schedule.

DATA COLLECTION PRELIMINARY: Data Collection Preliminary entails identification of data that can address the student's research question of interest and compliments Measurement Selection and Research Design. Data Collection entails completion of a worksheet describing proposed data collection (to be provided at the first class session) as well as initiating the process of data collection. The Data Collection Preliminary worksheet provides the following information: type of data, source of data/how obtained, how much data sought, proposed data collection process, preliminary requirements prior to initiating data collection, if these requirements have been satisfied. Data Collection Preliminary worksheet completion will be discussed in class; *this may be conducted as a group project.* Data Collection Preliminary worksheet due date is noted on the tentative course schedule.

DATA COLLECTION INITIATION: Data Collection Initiation marks the launch of the data collection process proposed in the Data Collection Preliminary. Actual data collection can begin after review of the Data Collection Preliminary by the professor. Students are asked to complete a checklist (to be provided at the first class session) which provides general information on dates of data collection, locations of data collection, amount of data collected on each data, and any relevant remarks relating to the effectiveness and efficiency of the data collection process. (Please note that while it is anticipated that data collection begins during this class session, all desired data may not be completed during this class and may continue after the class ends.)The Data Collection checklist is due at the last class session. *This may be completed as a group project.*

DATA COLLECTION REFLECTIONS: The Data Collection Reflections is a brief presentation (limited to a maximum 15 minutes) that summarizes the student's efforts to collect data and their response rate to data. This oral account should provide information on the type of data sought, the measurement and design used, the collection response rate, and the strengths and weaknesses of the data collection process used. Although students may use Power Point or provide handouts, there is no written narrative associated with this class assignment. The Data Collection Reflections are scheduled for the last class session. *This may be completed as a group project.* The Data Collection reflection is due on the date reflected on the tentative course schedule.

(Note: Wide assortments of research-focused programs are 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 (CCTR), Qualitative Research Interest Group (TRIG), Center for Teaching Excellence (CTE), Tompkins-McCaw Library (TML), and more. These provide good opportunities for both consumers and producers of research.)

REQUIRED READINGS

All assigned readings are available on line from the professor or VCU libraries site (PubMed).

Holstein, J.A. and Gubrium, J.F. The active interview, in Qualitative Research: Theory, Method and Practice, (2nd ED.) D. Silverman, Ed., London: Sage Publications, 2004, 140-161.

Ritchie, J. and Lewis, J., Qualitative Research Practice- A Guide for Social Science Students and Researchers,

London: Sage Publications, 2003, Chapters 2.

Alreck, P. L. and Settle, R.B., The Survey Research Handbook (3rd Ed): Boston: McGraw-Hill Irwin, 2004, Chapters 2, 3.

Fink, A. How To Ask Survey Questions (2nd Ed.), London: Sage Publications, 2003, Chpts. 1, 6.

Source Materials and Research Terminology:

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. Students will also be referred to content-specific readings and measurement instruments to complement their interests and specific projects.

In addition, generic coverage of related topics is available in Polit and Beck (2008), Nursing Research Principles and Methods. Philadelphia: Lippincott, Eighth Edition. Chapters which correspond to class topics include 9, 10, 11, 14, 20, and 21. (Note: copies of this text -this and earlier editions- are available from the professor.)

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.

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FALL 2011

EVIDENCE-BASED INQUIRY FOR HOSPITAL CHAPLAINS

TENTATIVE CLASS SCHEDULE

EVIDENCE-BASED INQUIRY FOR HOSPITAL CHAPLAINS is scheduled to meet at 12:30 – 2 p.m. on Thursdays beginning Nov 10, 2011. Class sessions will be held in Distance Classroom, West Hospital. 1st Floor.

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 Nov 10, 2011	Course Overview Data and Quality Improvement Processes Quantitative Measures and Survey Instruments	Richie and Lewis
Session 2 Nov 17, 2011	Introduction to REDcap and National Health Statistics* Qualitative Measures	Holstein and Gubrium
Session 3 Dec 1, 2011	Sampling and Data Collection 101	Alreck and Settle Fink
Dec 8, 2011		Measurement Selection Due
Dec 15, 2011		Data Collection Preliminary Due
Session 4 Dec 1, 2011 -Jan 15, 2012	Individual/Group Student Sessions To Address Data Collection Progress, Challenges	
Session 5 Jan 26, 2012	Data Collection Reflections Presentations	Data Collection Reflections Due

Other:

Readings will be recommended for review if additional information is desired on general and specific issues during the data collection process.

*May include presentations by TML and CCTR faculty