

Fall 2016

PATC 641: EVIDENCE-BASED INQUIRY FOR HOSPITAL CHAPLAINS

CLASS SESSIONS	Student Research Retreat and Noon- 2 p.m., Thursdays
CLASS DATES *	(Research Retreat), 12, 19; Dec 3
CLASS LOCATION	1st Floor West Hospital, SAHP Distance Classroom
INSTRUCTOR	Dr. Diane Dodd-McCue Associate Professor – Department of Patient Counseling (804) 828-3953 E-mail ddoddmccue@vcu.edu

*Student meetings with the research professor and with service line liaisons must be scheduled by the student. Please note that Dr. Dodd-McCue will be available before class sessions, but that scheduled meetings with students will take precedence over unscheduled meetings.

PATC 641: COURSE DESCRIPTION.

PATC 641 is a fall semester course; 1 lecture hour. 1 credit. PATC 641 provides an overview of research basics within the context of hospital chaplaincy. PATC 641 emphasizes the methodological issues in health services research that involve hospital chaplains.

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. By the end of the course, students will be able to:

- Understand the use of data by health services administrators in operational and strategic decisions
- Understand performance improvement processes relating to clinical chaplaincy in a hospital environment
- Identify ways that data contributes to addressing specific research question or issue
- Understand characteristics of measurement/data quality
- Identify sources of data; data collection techniques
- Understand IRB and HIPAA requirements for data collection
- Demonstrate understanding of data collection through data gathering to address a unique research problem or hypothesis based on clinical faculty input
- Understand 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 (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 emphasizes the application and mastery of basic research methodological concepts. 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.

Course content is conducted through a Student Research Retreat and through a traditional classroom setting. Additionally, 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%
IRB (CITI) training compliance	30%
REDCap training	15%
Data collection preliminary checklist	25%
Data collection process and planning reflections to date	10%

A description of each of these categories appears later in the syllabus. 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.

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 the second class session.

PARTICIPATION: The expectation for students, regardless of level or status, is for informed participation in class sessions, the Research Retreat, and 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.

Given the focus of PATC641 on independent project activities conducted by the student, it is anticipated that students will be meeting with the professor and their service line liaisons to discuss this project and provide updates.

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, and for maintaining open communication with the professor and their faculty service line liaison about project progress.

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. Access to CITI Training will also be demonstrated at the first class session. Please note that **December 3, 2015** is the completion due date noted in the class syllabus. Because successful completion of CITI training is needed prior to the initiation of primary data collection, early completion of this assignment is welcomed. Please note that a Discussion Forum is available on the Blackboard class site to record completion of this assignment; the certificate of completion must also be submitted to the professor by no later than the stated due date for credit to be assigned and for confirmation required for active data collection activities.

REDCap TRAINING: Students are asked to become familiar with the REDcap online survey and database management software by completing introductory REDcap training; students may choose either an instructor-lead course (see <http://training.vcu.edu/course.asp?Keyword=redcap>) or the self-guided on-line REDcap Intro and REDcap Survey tutorials (<http://www.project-redcap.org>). Access to REDcap Training will also be demonstrated at the first class session. Courses are routinely scheduled by VCU Technology Services at locations on both campuses. On-line tutorials are available by logging into VCU Technology Services, Software, and REDcap. Please note that **December 3, 2015** is the completion date noted in the class syllabus; successful completion of REDcap training is needed prior to the initiation of primary data collection. Please note that a Discussion Forum is available on the Blackboard class site to record completion of this assignment; a document establishing completion must be submitted to the professor by no later than the stated due date for credit to be assigned.

DATA COLLECTION PRELIMINARY CHECKLIST: Data Collection Preliminary Checklist 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 on Blackboard) 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. The Data Collection Preliminary also requires the review and signature of the service line liaison for the unit involved in this project. This assignment will not be accepted without this signature. Data Collection Preliminary worksheet completion will be discussed (Student Research Retreat Nov. 5 and Nov. 12, 19 class sessions, noted on Tentative Schedule). Please note that the Data Collection Preliminary Checklist is due **November 30, 2015**.

Data collection may be initiated **only upon approval** of the Data Collection Preliminary Checklist plans by the professor, in consultation with the corresponding service line liaison, and after confirmation of completion of CITI training. Acknowledgement of approval will be sent to students by email by the professor for all timely received Data Collection Preliminary Checklists. Requests for additional information or clarification deemed necessary in determination of approval will be sent to students via email.

DATA COLLECTION PROCESS AND PLANNING REFLECTIONS: The Data Collection Process and Planning Reflections is a brief presentation (limited to a maximum 10 minutes) that summarizes the student's efforts to collect data and the data collection progress *to date*. **Please note that the emphasis is on "data collection and progress to date" and does not assume that students have necessarily completed (and concluded) all data collection by this time. This assumes that additional activities related to data collection may be awaiting their initiation, or that efforts, if already initiated, are continuing to achieve a desired representative survey response. At this stage activities associated with data collection will likely have focused extensively on planning, preparation, and logistics.** 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 Process and Planning Reflections are scheduled for the last class session **December 3, 2015**.

(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.

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.

Jackson, S.L., Research Methods and Statistics- A Critical Thinking Approach, Belmont, CA: Wadsworth CENGAG Learning, Chpt. 3.

Readings serving as a basis for content foundation of PATC 641 data collection efforts:

Donabedian model (from Wikipedia)

Bronstein, L., A model for interdisciplinary collaboration. *Social Work*, 2003,48(1):297-306.

Bainbridge, D, et al., Measuring horizontal integration among health care providers in the community: An examination of a collaborative process within a palliative care network. *Journal of Interprofessional Care*, 2015, 29(3):245-252.

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/>

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, 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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UNIVERSITY POLICIES APPLICABLE TO THIS COURSE (Current as of 7-18-2016).

UNIVERSITY POLICY INFORMATION

The following policy statements apply to all academic classes and programs at VCU, not just to PATC640.

This content was last updated (by the University) in January 2016. Please reference <http://provost.vcu.edu/faculty-resources/academic-affairs/syllabus-statements/> for the online version.

The topics include:

Class registration required for attendance

Honor System: upholding academic integrity

Important dates

Mandatory responsibility of faculty members to report incidents of sexual misconduct

Military short-term training or deployment
Student conduct in the classroom
Student email policy
Student financial responsibility
Students representing the university – excused absences
Students with disabilities
VCU Mobile
Withdrawal from classes

Campus emergency information

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

- Sign up to receive [VCU text messaging alerts](#). 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](#).
- Know the emergency phone number for the VCU Police (828-1234).
- Report suspicious activities and objects.
- Keep your permanent address and emergency contact information current in eServices.

Class registration required for attendance

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

Honor System: upholding 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 this 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;
- Maintain confidentiality regarding specific information in Honor System cases."

More information can be found at in the [VCU policy library](#) under the Education and Student Life tab.

Important dates

You can view important dates for the semester in the [academic calendar](#).

The add/drop/late registration date is August 25-31, 2016. The final date to withdraw from a class is November 4, 2016.

Mandatory responsibility of faculty members to report incidents of sexual misconduct

It is important for students to know that all faculty members are mandated reporters of any incidents of sexual misconduct/violence (e.g., sexual assault, sexual exploitation and partner or relationship violence). This means that faculty cannot keep information about sexual misconduct/violence confidential if you share that information with them and they must report this information immediately to the university's Title IX Coordinator. In addition, department chairs, deans, and other unit administrators are required to report incidents of sex or gender-based discrimination to the university's Title IX Coordinator.

Confidential reporting sources include staff in Sexual Assault and Domestic Violence at the Wellness Resource Center, University Counseling Services and University Student Health Services. The Policy on Sexual Misconduct/Violence and Sex/Gender Discrimination - Interim, can be found in the [VCU Policy Library](#).

Military short-term training or deployment

If military students receive orders for short-term training or for deployment/mobilization, they should inform and present their orders to Military Student Services and to their professor(s). For further information on policies and procedures contact Military Student Services at 828-5993 or access the corresponding policies.

Student conduct in the classroom

According to the [Faculty Guide to Student Conduct in Instructional Settings](#), "The university is a community of learners. Students, as well as faculty, have a responsibility for creating and maintaining an environment that supports effective instruction. In order for faculty members (including graduate teaching assistants) to provide and students to receive effective instruction in classrooms, laboratories, studios, online courses, and other learning areas, the university expects students to conduct themselves in an orderly and cooperative manner." Among other things, cell phones should be turned off while in the classroom. The Student Code of Conduct also prohibits the possession of or carrying of any weapon. For more information see <http://register.dls.virginia.gov/details.aspx?id=3436>.

Student email policy

Email is considered an official method for communication at VCU because it delivers information in a convenient, timely, cost-effective, and environmentally aware manner. Students are expected to check their official VCU email on a frequent and consistent basis in order to remain informed of university-related communications. The university recommends checking email daily. Students are responsible for the consequences of not reading, in a timely fashion, university-related communications sent to their official VCU student email account. 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 at the [VCU Policy Library](#) under the Education and Student Life tab.

Student financial responsibility

Students assume the responsibility of full payment of tuition and fees generated from their registration and all charges for housing and dining services, and other applicable miscellaneous charges. Students are ultimately responsible for any unpaid balance on their account as a result of the University Financial Aid Office or their third party sponsor canceling or reducing their award(s).

Students representing the university – excused absences

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 should provide their schedules to their instructors at the beginning of the semester. The Intercollegiate Athletic Council strongly encourages faculty to treat missed classes or exams (because of a scheduling conflict) as excused absences and urges faculty to work with the students to make up the work or exam.

Students with disabilities

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, require that VCU provide "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 register with the Disability Support Services Office on the Monroe Park Campus (828-2253) or the Division for Academic Success on the MCV campus (828-9782). Please also visit the [Disability Support Services website](#) and/or the [Division for Academic Success website](#) for additional information. Once students have completed the DSS registration process, they should schedule a meeting with their instructor (s) and provide their instructor (s) with an official DSS accommodation letter. Accommodation letters will outline the required classroom accommodations. Additionally, if coursework requires the student to work in a lab environment, the student should advise the instructor or a department chairperson of any concerns that the student may have regarding safety issues related to a disability. Students should follow this procedure for all courses in the academic semester.

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>.

Withdrawal from classes

Before withdrawing from classes, students should consult their instructor as well as other appropriate university offices. Withdrawing from classes may negatively impact a student's financial aid award and his or her semester charges. To discuss financial aid and the student bill, visit the [Student Services Center](#) at 1015 Floyd Avenue (Harris Hall) and/or contact your financial aid counselor regarding the impact on your financial aid.

FALL 2016
EVIDENCE-BASED INQUIRY FOR HOSPITAL CHAPLAINS
TENTATIVE CLASS SCHEDULE

EVIDENCE-BASED INQUIRY FOR HOSPITAL CHAPLAINS is scheduled to meet initially with a PATC Student Research Retreat Wednesday November 4; location, time, and final agenda available separately on the course BB site.. Other class sessions will be held from 12:30-2 p.m. in the West 4th Floor PATC Classroom on November 12, 19, December 3, and December 10. The schedule and class location 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. Any changes will be communicated to students via email and Blackboard.

Date	Topic	Assignment
Nov 4, 2015 9 a.m. – 3 p.m. Location TBA	Student Research Retreat Research Articles <u>On Project Content:</u> Specialization and Integration, Chaplain Focus <u>On The Research Process:</u> Course As Research Project Quality Improvement Compliance Issues Data Sources Sampling and Data Collection Planning and Accountability	Review of Exploratory Study from earlier cohorts of PATC chaplain residents/ students Materials related to the Research Retreat, including articles (Donabedian theoretical model; Bronstein, 2003; Bainbridge et al., 2015) providing the content foundation of PATC 641 data collection, are posted separately on the BB course site.
Nov 9, 2015		Class Contract Due
Nov 12, 2015	Revisiting Project Launch Planning Revisiting Sources of Measurement Bias Revisiting Internal Validity	Alreck and Settle Holstein and Gubrium Confirmation of Appointment with Service Line Liaison
Nov 19, 2015	Data Handling and Coding	Ritchie Fink Jackson
Nov 26, 2015	THANKSGIVING	No Class
Nov 30, 2015		Preliminary Data Collection Checklist Due (With Signature of Service Line Liaison)
Dec 3, 2015	Data Collection Reflections	IRB (CITI) Training Compliance Due REDCap Training Due Data Collection Process And Planning To Date Reflections

Other: Readings will be recommended for review if additional information is desired on general and specific issues during the data collection and data analysis process. Please note that appointments may be scheduled by individual students during the timeframe to assess project progress. If appropriate, these sessions will include the corresponding service line liaison.