

SUMMER 2013

PATC 642: DEVELOPING AND PRESENTING CHAPLAINCY RESEARCH VCU Department of Patient Counseling

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

PATC 642: DEVELOPING AND PRESENTING CHAPLAINCY RESEARCH addressed the increased needs of chaplains to contribute to quality improvement through their efforts as members of multidisciplinary health care teams. As health care professionals working within an environment of evidence-based care, hospital chaplains are increasingly asked to present evidence-based recommendations related to “best practices” or quality improvement. Similarly, CPE supervisors and faculty are increasingly asked to present evidence-based recommendations related to effective teaching, supervision, and administration. PATC 642 Developing and Presenting Chaplaincy Research is a one-hour course that provides an overview of how to analyze and present evidence-based project findings and recommendations within a hospital or academic environment. Prerequisites for this class are PATC 640 RESEARCH BASICS FOR HOSPITAL CHAPLAINS and PATC 641 EVIDENCE-BASED INQUIRY FOR HOSPITAL CHAPLAINS.

Specific learning objectives include:

- Understanding different objectives and dissemination routes for evidence-based chaplaincy projects
- Understanding the refereed review process from the perspective of clinical faculty with relevant experience as well as staff from VCU's Center for Translational Research
- Understanding the refereed review process from the perspective of supervisors and faculty with relevant experience as well as from VCU's Center for Teaching Excellence
- Understanding different ways to analyze qualitative and quantitative data and available support (personnel, software, books) for analysis
- Identifying appropriate analysis relative to specific research question or issue and available data (Research question or issue selected from those generated by clinical faculty or supervisors.)
- Demonstrate understanding of evidence-based project results utility through development of written abstract and study summary to be distributed to clinical faculty, supervisors, relevant service line staff, or administrators
- Demonstrate understanding of dissemination of evidence-based project results through presentation to clinical faculty or supervisors or at graduate poster session
- Understanding of basic elements of research proposals

PATC 642 DEVELOPING AND PRESENTING CHAPLAINCY RESEARCH course objectives compliment the efforts of VCU's Program in Patient Counseling (and VCU's Center for Teaching Excellence) to contribute to and communicate evidence-based research findings. . 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:

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| Participation | 20% |
| Data Analysis Exercise | 10% |
| Project Data Analysis | 15% |
| Abstract | 15% |
| Deliverable (Project Paper or Project Poster) | 25% |
| Finale Presentation | 15% |

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.

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

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

University standards for student conduct apply to all university classes and activities. Please refer to <http://sn.im/qu8fu> to review this complete document.

VCU Academic Calendar- Important Dates

The University academic calendar is available at <http://sm.im/ql8gp>. 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.

DATA ANALYSIS EXERCISE: The Data Analysis Exercise entails completion of a worksheet that addresses the following data analysis basics, using a research scenario and a sample data set. Worksheet categories include data type, source, scaling, coding alternatives, type of comparison, types of analytic tests, practical significant, statistical significance, analysis strengths, analysis weaknesses, and generalizability. The Data Analysis Exercise is scheduled as noted on the tentative class schedule. *This is to be completed as an individual student assignment.*

PROJECT DATA ANALYSIS: Project Data Analysis entails completion of a worksheet that addresses data analysis basics, using the data collected by the student in response to a specific research question or issue chosen from those generated by clinical faculty and supervisors. Worksheet categories include data type, source, scaling, coding alternatives, type of comparison, types of analytic tests, practical significant, statistical significance, analysis strengths, analysis weaknesses, generalizability. *This may be completed as a group activity.* Project Data Analysis is scheduled as noted on the tentative class schedule.

ABSTRACT: The Abstract assignment entails development of an abstract that describes the student's research project, based on a specific research question or issue chosen from those generated by clinical faculty and supervisors. The Abstract should be targeted at a specific audience and dissemination route (poster session, presentation, journal submission), as identified by the student. Although the specific abstract guidelines used will be those provided by this specific targeted outlet, in most cases the Abstract will be limited to a maximum of 250-300 words. *This may be developed as a group activity.* The Abstract due date is as noted on the tentative class schedule.

DELIVERABLE-PROJECT PAPER: Students are required to submit one deliverable, either a paper or a poster presentation. Specific details on the requirements of the Paper will be provided outlined in a handout provided during the first class session. However, the paper will include the following sections: Introduction, Literature Review, Methodology, Results, Discussion, Implications/Conclusion. The paper will include references as well as any supporting tables or figures. The paper should be professionally prepared, with a

title page and numbers pages, and meet the requirements for a selected refereed journal or meeting. *This may be developed as a group activity.* The RESEARCH PROJECT PAPER is due as noted on the tentative class schedule.

DELIVERABLE- PROJECT POSTER: Students are required to submit one deliverable, either a paper or a poster presentation. Specific details on the requirements of the Poster will be provided outlined in a handout provided during the first class session. However, the poster will include the following sections that were specified for VCU's Graduate Research Symposium: Introduction, Literature Review, Methodology, Results, Discussion, Implications/Conclusion. The poster should be professional prepared; students will be referred to University resources that can help with poster design and production. *This may be developed as a group activity.* The Project Poster is due as noted on the tentative class schedule.

FINALE PRESENTATION: Students will provide an overview of their paper or poster in a final class presentation, which is open to interested faculty, staff, and other students. The presentations should be aimed at a professional audience and include Power Point or handouts that would facilitate effective communications of their results. The presentations are limited to 20 minutes, excluding and questions from the audience. *This may be presented as a group project.* The Finale Presentation session is scheduled as noted on the tentative class schedule.

(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 (CCTR), Qualitative Research Interest Group (QRIG), Center for Teaching Excellence (CTE), VCU Libraries (TML) and more. These are good opportunities for both consumers and producers of research.)

REQUIRED READINGS:

Polit, D. and Beck, C., Nursing Research: Generating and Assessing Evidence for Nursing Practice (8th Ed.), Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins, Chpts. 25,26,27.

Fink, A. How to Report on Surveys, Thousand Oaks: Sage Publications, 2003, pp. 55-76.

Grant Proposals (or Give me the money!), The Writing Center, University of North Carolina at Chapel Hill, http://www.unc.edu/depts/wcweb/handouts/grant_proposals.html

Hess, G., Tosney, K., Liegel, L. Creating Effective Poster Presentations: An Effective Poster, <http://www.ncsu.edu/projects/posters/NewSite>

RECOMMENDED:

Oermann, M.H., Writing for publication in nursing (2nd Ed.), New York: Springer Pub. Co., particularly discussions of the editorial review process and the publishing process.

Nicol, A.A.M., Displaying your findings: a practical guide for creating figures, posters, and presentations (6th Ed.), Washington, D.C.: American Psychological Association.

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.

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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SPRING 2012
DEVELOPING AND PRESENTING CHAPLAINCY RESEARCH
TENTATIVE CLASS SCHEDULE

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 Feb 9,2012 | Course Overview Research Proposals The Review Process: Funded Research The Review Process: Presentations and Publications | |
| Session 2 Feb 16,2012 | Results: What, How, and When Help: Data Analysis Resources and Techniques | |
| Session 3 Feb 23,2012 | Deliverables: The Written Word Deliverables: Presentations and Poster Sessions | Data Analysis Exercise Due |
| Feb 23- March 22 2012 | | Although no class sessions are scheduled, professor will be available for consultation about project activities. |
| March 8, 2012 | | Project Data Analysis Due |
| March 22, 2012 | | Project Abstract Due |
| April 5, 2012 | | Final Paper Due |
| Session 4 April 19, 2012 | Poster Presentation | Poster Project Presentation Due VCU Graduate Research Symposium |
| Session 5 April 26, 2012 | Presentation Finale | Finale Presentation Due |