

SPRING 2017

PATC 642: DEVELOPING AND PRESENTING CHAPLAINCY RESEARCH

CLASS SESSIONS	Noon- 2 p.m., Thursdays (<u>specific dates noted on Tentative Schedule</u>)
CLASS LOCATION	1 st Floor West Hospital, SAHP Distance Classroom 310
INSTRUCTOR	Dr. Diane Dodd-McCue Associate Professor – Department of Patient Counseling (804) 828-3953 E-mail ddoddmc cue@vcu.edu

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. 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. A prerequisite for this class is either RESEARCH BASICS FOR HOSPITAL CHAPLAINS OR 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
- Understanding the refereed review process from the perspective of supervisors and faculty with relevant experience
- 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
- 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 effective communications of evident-based project to relevant stakeholders at poster session

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. (The course content is delivered through project consultation and classroom sessions. Course materials and announcements will be posted on Blackboard using the same site that includes content from PATC 640 and PATC641, including course materials and readings will be available from the professor.)

EVALUATION

Evaluation is based on:

Participation	20%
Unit Overview	10%
Abstract	20%
Poster- Final Draft	20%
Dissemination Plan	10%
Final Presentation* (Research Day)	20%

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 second 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 both class session and consultations with the professor. 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 displaying thoughtful and thorough preparation for both class sessions and consultations.

UNIT OVERVIEW: The UNIT OVERVIEW provides a summary of basic unit information that includes a profile of the unit's integration, chaplain integration, and a brief interpretation directed at quality improvement from a chaplain's perspective. This information is conveyed through a standard form, to be provided by the professor on Blackboard, and will be compiled with other units' information for future use by chaplain residents, interns, and PACT faculty. A sample of the comparable form used in previous years is available in the 2012-2015 Residents' Research Project document posted on Blackboard. (Class sessions will also focus on the Unit Overview with hands-on activities.) The Unit Overview is due (In a professional format) and transmitted by email to the professor by no later than **March 13, 2017**.

ABSTRACT: The ABSTRACT 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. (Class sessions will focus on abstracts with hands-on activities.) Samples of abstracts developed by residents in previous years are available in the 2012-2015 Residents Research Project document posted on Blackboard. The Abstract should be electronically submitted and is due by no later than **March 13, 2017**.

POSTER -FINAL DRAFT: The POSTER -FINAL DRAFT provides a summary of the unit culture research project conducted by each student. Specific details on the requirements of the Poster will be provided outlined in a handout provided during the third 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 prepared using Power Point; class sessions will focus on content and production. (Class sessions will focus on posters with hands-on activities.) The professor will be responsible for production of the final poster based on the final draft submitted, and will provide the final poster for students by the due date of the Final Presentation. Samples of posters developed by residents in previous years are available in the previous Residents Research Project documents posted on Blackboard. The Poster-Final Draft is due and should be electronically submitted by no later than **March 13, 2017. (The professor will be responsible for printing of the final version of the poster based on an approved poster draft.)**

DISSEMINATION PLAN: A tentative strategy of dissemination of project results provides information on strategically communication project results to relevant stakeholders to enhance quality improvement of chaplain practice and integration. The Dissemination Plan will be submitted to the professor using a checklist which will be available to students on Blackboard. The Dissemination Plan includes information on identification of specific goal of dissemination, the targeted audience, proposed content delivery, method of delivery, and scheduling of delivery. (Class sessions will focus on the dissemination plan with hands-on activities.) The Dissemination Plan is due electronically by no later than **March 13, 2017**.

PLEASE NOTE THAT FEEDBACK WILL BE PROVIDED ON THE ABSTRACT, POSTER, and DISSEMINATION PLAN in individual consultation sessions with the professor. These sessions will be conducted during protected class times in February and March; appointments will be arranged and confirmed electronically. Additionally, the Distance Classroom will be available for student use during class periods even if no class sessions are scheduled.

FINAL PRESENTATION: Students will provide an overview of their abstracts, posters, and planned dissemination in a final class presentation (Research Day) **April 6, 2017** which is open to interested faculty, staff, and other students. (These abstracts, posters, and dissemination plans will be based on the drafts submitted **March 13, 2017**, but may include any revisions based on specific feedback received on these draft deliverables.) 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 15 minutes maximum excluding and questions from the audience. The Final Presentation due date is scheduled for **Research Day April 6, 2017.**

The April 6 event is scheduled from noon- 2 p.m. in the 11th Floor meeting room of the McLoughlin Medical Education Building. Please plan to arrive 10-15 minutes early to set up your poster display; stands and attachments will already be in the room for your use. The session is open to faculty, staff, and any relevant stakeholders you wish to invite. Lunch will be provided.

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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UNIVERSITY POLICIES APPLICABLE TO THIS COURSE

This content was last updated in August 2016. When linking to the online syllabus statements, please use

<http://go.vcu.edu/syllabus>

The topics include:

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, ethics and integrity at all times." In addition, "To support a commitment to the Honor System, all members of the VCU community are required to:

- Adhere to the Honor System policy and its procedures;
- Report any suspicion or knowledge of possible violations of the Honor System;
- Answer truthfully when called upon to do so regarding Honor System matters;
- Maintain appropriate confidentiality regarding related to Honor System matters."

More information can be found at in the [VCU policy library](#).

Important dates

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

Managing stress

Students may experience situations or challenges that can interfere with learning and interpersonal functioning including stress, anxiety, depression, alcohol and/or other drug use, concern for a friend or family member, loss, sleep difficulties, feeling hopeless or relationship problems. There are numerous campus resources available to students including University Counseling Services (804-828-6200 MPC Campus, 804-828-3964 MCV Campus), University Student Health Services (MPC 804 828-8828, MCV Campus 804 828-9220) and the Wellness Resource Center (804-828-9355). 24 hour emergency mental health support is available by calling 828-1234 and asking to speak to the on-call therapist or utilizing the National Suicide Prevention Lifeline (1-800-784-2433).

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. Once a report is made, you will receive important information on your reporting options, on campus and off campus resources and remedial measures such as no-contact directives, residence modifications, and academic modifications. If you would prefer to speak with someone confidentially for support and to discuss your options for reporting, contact:

VCU's Wellness Resource Center 804.828.9355 | myoptions@vcu.edu | thewell.vcu.edu
Greater Richmond Regional Hotline (Community program) 804.612.6126 | 24-hour hotline
VCU's Counseling Services 804-828-6200

For more information on how to help, please [click here](#). The Policy on Sexual Misconduct/Violence and Sex/Gender Discrimination, can be found in the [VCU policy library](#). For more information about the University's Title IX process, please visit equity.vcu.edu.

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](#).

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.

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.

SPRING 2017 PATC 642 TENTATIVE SCHEDULE

The following tentative schedule reflects class sessions, which will be conducted on Thursdays Noon- 2 p.m. in the Distance Classroom, First Floor, West Hospital. **Please note the specific class meeting dates.** These sessions focus on topics and activities to promote successful completion of class assignments and projects.

Please note that because of the independent nature of student projects, individual students may have unique issues that would benefit from consultation and faculty input. Individual consultations between the student and the professor are more beneficial to adjusting guidance relative to specific student project needs. **Please note that class time is protected and individual meetings between students and the professor will during scheduled this protected class time on days when class sessions are not scheduled, if at all possible.** Also note that scheduling of individual meetings should be requested by email to assure clear communication between the student, the professor, and if relevant, other PATC faculty. While the class time is protected and available for consultations, only scheduled- not drop-in- sessions- will be conducted and the professor may not be available if no consultations are scheduled. Also note that the Distance Classroom (and its computers) will be available during the designated class times even if class sessions are not scheduled.

The date of Research Day, a larger block of time of presentations of student projects, is April 6, 2017. This event is scheduled from noon- 2 p.m. in the 11th Floor meeting room of the McLaughlin Medical Education Building. Please plan to arrive 10-15 minutes early to set up your poster; poster stands and any other materials needed for display will be provided. Research Day is open to PATC students, faculty, and any other relevant stakeholders you wish to invite. Lunch will be provided.

DATE	TOPIC	ASSIGNMENT / ACTIVITY
01-19-2017	Class Launch	Overview of PATC 642 Update on Unit Projects Data Collection Status
01-26-2017	Data Input and Analysis	REDCap activity with data collected to date
02-02-2017	Consultation Sessions	
02-09-2017	Interpretation of Results	Unit Project Findings and implications for practice
02-16-2017	Consultation Sessions	

DATE	TOPIC	ASSIGNMENT / ACTIVITY
02-22-2017	Deliverables: Abstracts and Posters	Stakeholder identification Brainstorming on delivery content, medium, timing
03-02-2017	Consultation Sessions	
03-09-2017	Spring Break!	
03-13-2017	This is NOT a class day	Deliverables to date UNIT PROJECT OVERVIEW DUE DISSEMINATION PLAN DUE ABSTRACT DUE POSTER – FINAL DRAFT DUE
03-16-2017	Consultation Sessions	
03-23-2017	Consultation Sessions	
03-30-2017	Research Day Preparation	Class session devoted to last minute preparation for Research Day
04-07-2017	RESEARCH DAY	Noon- 2 p.m. McLaughlin Medical Education Bldg 11 th Floor