



# Teaching Research in CPE Residency Programs

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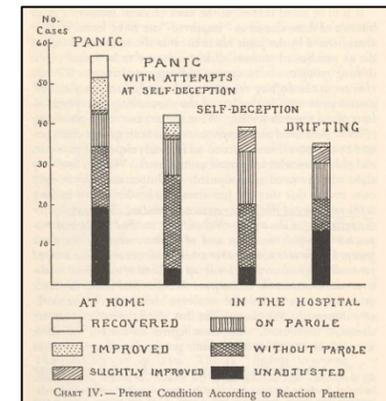
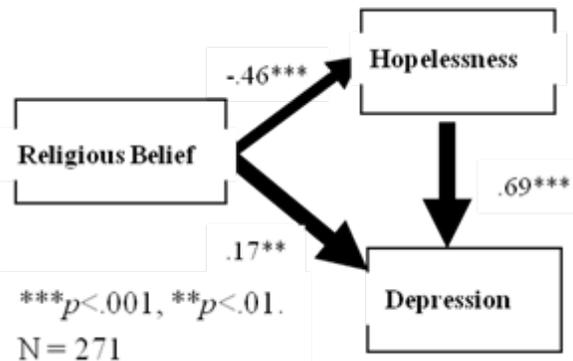
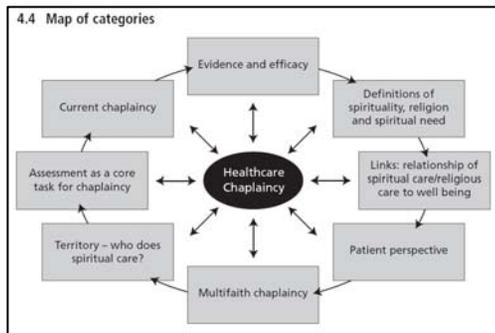
# Workshop Objectives

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At the completion of this workshop participants will:

- be familiar with three levels of engagement with research - research literacy, research involvement, and research leadership;
- be familiar with the case for research literacy for all chaplains as expressed in Standard 12 of the APC Standards of Practice;
- be aware of the current state of teaching about research in ACPE residency programs;
- be familiar with examples of curricula that will help CPE residents develop research literacy, research involvement, and/or research leadership.

# Improving our Care, Making our Case Through Research



# Making the Case

## Standards of Practice for Professional Chaplains in Acute Care Settings



### INTRODUCTION

Preamble: Chaplaincy  
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**Section 1: Chaplaincy**  
Standard 1, A  
Standard 2, D  
Standard 3, D  
Standard 4, T  
Standard 5, E

## **Standard 12: Research**

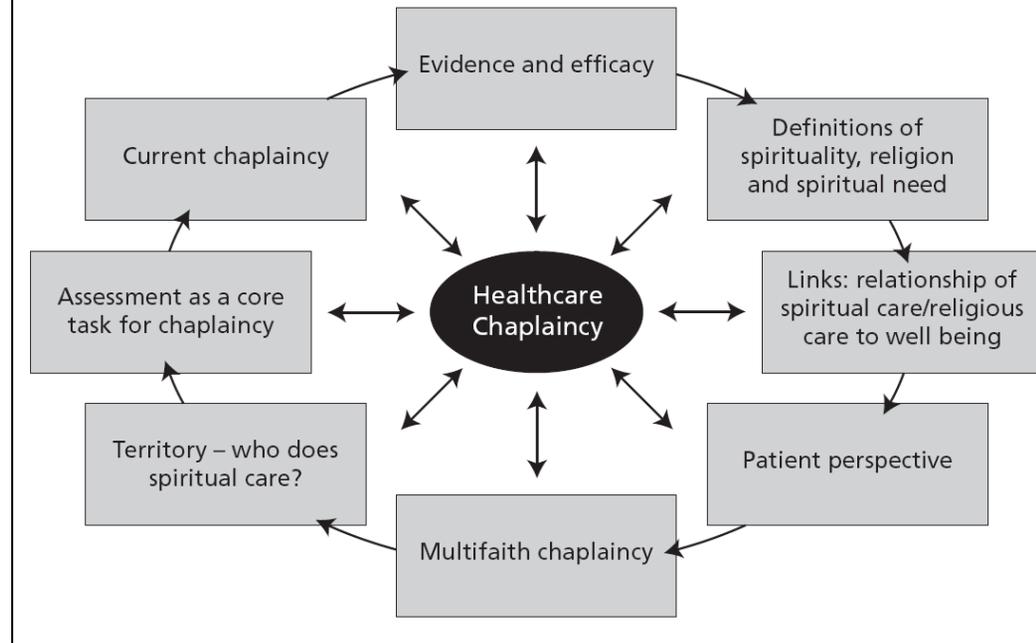
The chaplain practices evidence-based care including ongoing evaluation of new practices and when appropriate, contributes to or conducts research.

(<http://www.professionalchaplains.org>)

# Making the Case

A research-literate chaplain has the ability to read, understand, and summarize a research study and to explain its relevance for his/her spiritual care.

## 4.4 Map of categories



Mowat H (2008). The potential for efficacy of healthcare chaplaincy and spiritual care provision in the NHS (UK): A scoping review of recent research.  
[www.nhs-chaplaincy-collaboratives.com/efficacy0801.pdf](http://www.nhs-chaplaincy-collaboratives.com/efficacy0801.pdf)



# Making the Case

## Research Literacy

All health care chaplains should be research literate

## Research Collaboration

Some health care chaplains will be qualified to collaborate in research conducted by health care colleagues (co-investigators)

## Research Leadership

Some health care chaplains will be qualified to lead research projects (principal investigators)

# Making the Case

## - Basic research literacy includes:

### Attitudes about role of research in chaplaincy

- Recognize importance of research for chaplains
- Motivate to engage in research-related CE activities, including journal clubs, workshops, grand rounds

### Behavior about research

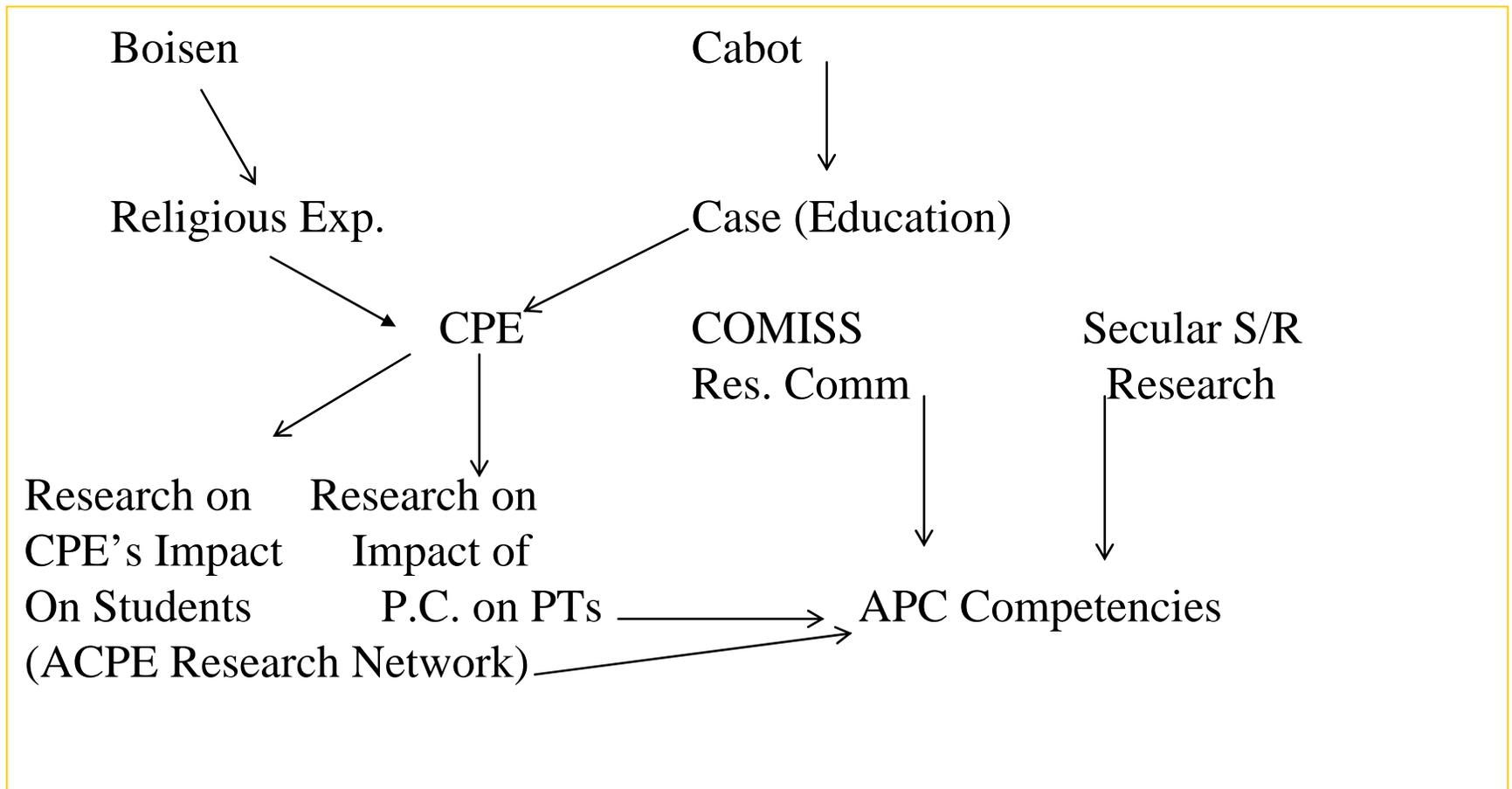
- Reduce fear and avoidance of research-related activities such as workshops, grand rounds, research articles

### Knowledge

- Different approaches to the relationship between religion and science
- Basic concepts needed to read and understand simple qualitative and quantitative research articles, and appropriately integrate findings into professional practice

# Teaching Research in CPE

## Historical Perspective



# Tensions

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Here (founding of the Council for Clinical Training of Theological Students) were these three men with three completely different motivations:

Boisen wanted it for research

Cabot wanted it because he thought these poor people in insane asylums ought to be ministered to

Elliot...was interested in having theological education move a little way from books and get into something active.

Additions to John Rea Thomas, A ‘Snap Shot’ History (1975-2000) of the Association for Clinical Pastoral Education and videotape “Memories of Anton T. Boisen.”

# Boisen

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- Dr. Boisen was basically a researcher seeking to understand his own and the religious dimensions of non-organic mental illness. (pg 82)
- When... "CPE became the study of relationships... The study of the human document was no longer exclusively restricted to the patient. Dr. Boisen was unhappy with this development. His research interests in the spiritual meanings of life difficulties, especially in psychoses, were no longer the exclusive interest in CPE. (pg 16)

John Rea Thomas, A 'Snap Shot' History (1975-2000) of the Association for Clinical Pastoral Education. Tony's Instant Litho Printing, Madison, Wisconsin, ISBN:0-61501144704



# Research on CPE's Impact

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Paul Derrickson, "Instruments Used to Measure Changes in Students Preparing for Ministry: A Summary of Research on Clinical Pastoral Education Students," Journal of Pastoral Care, Vol. XLIV, 1990

# Research in CPE: Past and Present

## RESEARCH AS A CURRICULAR COMPONENT IN CPE

*James L. Gibbons and David C. Myler, Jr.*

JAMES L. GIBBONS is Director of Chaplaincy Services, the University of Chicago Medical Center and Associate Professor (Research Associate), the Divinity School of the University of Chicago; DAVID C. MYLER, JR. is Associate Director, Department of Chaplaincy Services, the University of Chicago Medical Center and Associate in Ministry, the Divinity School of the University of Chicago.

The use of a group-centered research project as part of the curriculum for a year-long program of Clinical Pastoral Education (CPE) is established practice at the University of Chicago Medical Center. Research has been a part of the curriculum in this setting for the past four years and has resulted in three completed research projects. The unique style in which research is woven into the fabric of this CPE program has produced important effects on both the trainees and the supervisory staff.



# APC Standards of Practice

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## Section 3: Maintaining Competent Chaplaincy Care

- Standard 12, Research:
  - The chaplain practices evidence-based care including ongoing evaluation of new practices and, when appropriate, contributes to or conducts research.



# Research Question

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- To what extent are ACPE accredited residency programs educating students for research literacy and competence in support of Standard 12?



# Overview

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- Project was reviewed by Institutional Review Board of each institution
- Surveyed a random sample of 21 free standing CPE residency centers and 5 system centers (generated from two lists)
- Centers were listed sequentially and a random number generator was used to select the random sample
- Sample represented 12% of programs in free standing centers and 22% of system centers

# Programs Surveyed by Region

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□ Northeast	1
□ Eastern	3
□ Mid-Atlantic	3
□ Southeast	6
□ East Central	3
□ North Central	4
□ South Central	1
□ Southwest	3
□ Pacific	2

# Methods

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- ❑ One member of research team contacted one supervisor from each center (directory name/referred)
- ❑ Interviews conducted by telephone
- ❑ Began with verification that center offered a residency program that was active and completed at least one annual cycle
- ❑ Asked specific questions about the curriculum as related to research
- ❑ Survey concluded with an open-ended question that invited supervisors to provide additional comments
- ❑ Decision to interview rather than use electronic survey in hope of capturing some qualitative information

# Survey Instrument

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- Do you have a residency training program in your center?
- If yes, does your residency program offer training in research related to pastoral care or education?
- If yes, which method or methods do you employ?
  - Student participation in journal club/discussion groups
  - Didactic presentations and/or on-line training/webinars
  - Student participation in research activities of faculty or staff including activities such as data collection
  - Student assigned research projects
  - Other
  - Additional comments

# Results

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- Yes= Research education was an intentional part of the curriculum. There were regular times dedicated to teaching research, didactic presentations about research, and/or resident participation in journal clubs or other research activities.
- Some= Research education was not an intentional part of the curriculum, but some periodic opportunities for reading of research or lectures were included in the curriculum.

# Results by the numbers

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	Yes	Some	No
□ CPE Centers	3 (14%)	5 (24%)	13 (62%)
□ CPE Systems	0 (0%)	2 (40%)	3 (60%)
□ All Programs	3 (12%)	7 (27%)	16 (62%)

All results were independently coded by 3 members of research team (88% initial agreement)

Differences were resolved among discussion of entire team

# Results by themes

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There was variation among Supervisors regarding meaning of incorporation of research in the CPE curriculum

- ❑ One myth expressed by multiple persons was that it only means students conduct a large project or randomized study
- ❑ One individual thought of it as a multi-case study (but no indication of relationship to single case research)

There were multiple descriptions of current research activities in programs including informal opportunities to expose residents to research

- ❑ Observation at IRB meetings; journal clubs; didactics on research compliance; common reading (Pargament)
- ❑ One center continues to use research projects



## Results by themes

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Some supervisors wanted to talk about where research education should be taught beyond the residency year.

A few supervisors thought that more research needed to be applied to the efficacy of CPE.

# Factors influencing education about research

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Factors related to why research not initiated or eliminated

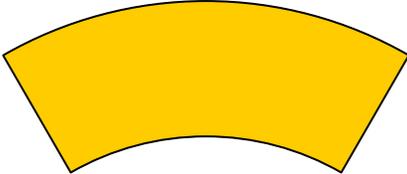
- ❑ Students got busy with other things and never completed projects; demands of clinical responsibilities
- ❑ Loss of Supervisor Interest
- ❑ Student complaints and lack of interest
- ❑ Insufficient expertise among faculty
- ❑ Insufficient time in curriculum

Factors contributing toward plans to initiate research

- ❑ Pressure from administration
- ❑ Survival

# CPE Research Curriculum Approaches: Three Experiences

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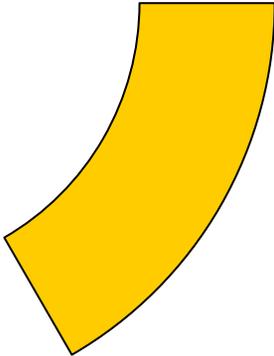
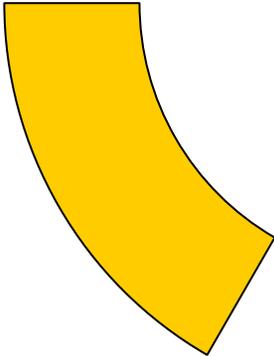


**RESEARCH LITERACY**

Rush University

**RESEARCH INVOLVEMENT**

Penn State



**RESEARCH LEADERSHIP**

Virginia Commonwealth University



CURRICULUM APPROACH: RESEARCH LITERACY

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# CPE Resident Didactic: Introduction to Research for Chaplains

Rush University Medical Center  
Department of Religion, Health and  
Human Values

# Who are our Residents?

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- Number
  - Four Rush residents
  - Six Alexian residents
- Quality
  - We can be selective
  - Normal range of interest in and skills for reading research
- Willing to try

# Objectives of the Didactic

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- Develop informed and critical understanding of research in order to apply results thoughtfully to evidence based practice;
- Be able to read and understand a simple research paper;
- Be able to describe the implications of a study for their pastoral ministry;
- Be able to find research through PubMed and ACPE Research Network.



# What do the sessions look like?

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- The first five sessions
  - We provide information about research and chaplaincy;
  - We spend two one hour sessions in the computer lab practicing searches in PubMed;
  - Residents work in groups presenting articles we have selected.
- The next three sessions
  - Residents do most of the work in teams presenting articles they have chosen;
  - We provide one didactic on the future of research and chaplaincy.

# What do we provide?

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- Content
  - Clarity about objectives – they do not have to become researchers:
  - History and directions about chaplaincy research.
- Direction
  - Three carefully selected articles for the first meetings based on design;
    - Qualitative – easy to read
    - Quantitative – more challenging – gives basic skills
    - Experimental

# What do we provide? Modeling

- George and I are chaplains;
- Two articles are by chaplains to model research in chaplaincy;
- Models of chaplains who collaborate with other healthcare professionals.

*Journal of Health Care Chaplaincy*, 16:95–108, 2010  
Copyright © Taylor & Francis Group, LLC  
ISSN: 0885-4726 print/1528-6916 online  
DOI: 10.1080/08854726.2010.480833



## **We Can Handle This: Parents' Use of Religion in the First Year Following Their Child's Diagnosis with Cystic Fibrosis**

DANIEL H. GROSSOEHME, JUDY RAGSDALE, and  
JAMIE L. WOOLDRIDGE

*Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio*

SIAN COTTON

*University of Cincinnati College of Medicine, Cincinnati, Ohio*

MICHAEL SEID

*Cincinnati Children's Hospital Medical Center, Cincinnati, Ohio*

*The diagnosis of a child's life-shortening disease leads many American parents to utilize religious beliefs. Models relating religious constructs to health have been proposed. Still lacking are inductive models based on parent experience. The specific aims of this study were: 1. develop a grounded theory of parental use of religion in the year after diagnosis; 2. describe whether parents understand a relationship between their religious beliefs and their follow-through with their child's at-home treatment regimen. Fifteen parent interviews were analyzed using grounded theory method. Parents used religion to make meaning of their child's cystic fibrosis (CF) diagnosis. Parents imagined God as active, benevolent, and interventionist; found hope in their beliefs; felt supported by God; and related religion to their motivation to adhere to their child's treatment plan. Religious beliefs are clinically significant in working with many parents of children recently diagnosed with CF. Interventions that improve adherence to treatment may be enhanced by including religious aspects.*

# What do we provide? Support

## The Research Summary Outline

### 1. Background

Importance of topic

Review of literature

Study aims, research questions, or hypotheses

### 2. Research methods

Sample

Measures

Study Design

Analysis

### 3. Results

4. Discussion (by the study authors)

5. Critical Evaluation (your thoughts)

Integration with other research

6. Clinical Implications (your thoughts)

Limitations

For your work?

Implications for further research

For the work of other clinicians?



# Does this take away from residents' other training?

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- We meet during the winter between time of their quarters;
- We meet two times a week for 8 weeks for a total of 20 contact hours.
- They read outside of the sessions to participate actively.
- They spend time preparing their article.

# Does it work?

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## □ Evaluations

- *Helpful because I used to think research was for someone else.*
- *Really helpful for professional chaplains.*
- *I see a great deal of benefit of reading research in a group. I would like to continue to do so as part of professional development.*
- *The faculty are outstanding. Both have been approachable and available and willing to answer all questions.*

## □ Behavior

- Present articles at and attend departmental bimonthly journal club;
- Share articles they have found.



## CURRICULUM APPROACH: RESEARCH INVOLVEMENT

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# Teaching Research in CPE Residency: The Spiritual Pathways Project

Penn State Hershey Medical Center

Curriculum for a Spiritual Pathway Project: Integrating Research Methodology into Pastoral Care Training, with Angelina VanHise, [Journal of HealthCare Chaplaincy](#), 16(1), 2010.



# Penn State Hershey Medical Center CPE Residency Training

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- Announced in advertising and website
- Introduction and lectures on research –Nov
- Integration period-Dec-research natural history and treatment of a disease and pastoral care
- Develop spiritual plan & begin Jan- March
- Integration period-April – begin collating data
- Write up presentation for summer students, peers, supervisors and staff chaplains May-July

# Strengths

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- Models what chaplains of future need to do
- Give students overview of research
- Familiarity with some S/R and health literature
- Skills in literature search, critique and incorporation into pastoral work.
- Time management
- Staff interactions increased (credibility)
- Improvement in patient care
- “Products” improved over time

# Weaknesses

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- Dependent on supervisor & their interest and skills
- Time – shortcuts (previous projects, loose leaf notebooks, etc) – second year residency?
- Pushing toward IRB involvement
- Resistance because counter-CPE model
- Need a lot of support – library, staff with research skills, etc



## CURRICULUM APPROACH: RESEARCH LEADERSHIP

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# CPE Resident and MS Student Research Courses

- Virginia Commonwealth University
- School of Allied Health Professions
- Department of Patient Counseling



# Research and VCU's CPE Program: An Evolving Story

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- ❑ Seeds planted in leadership courses
- ❑ Research ethics a core topic in ethics course
- ❑ Growing involvement of faculty in research projects
- ❑ Masters programs and research expectations
- ❑ Patient Counseling Track in Health Services Research PhD Program

# VCU CPE Perspective on Research

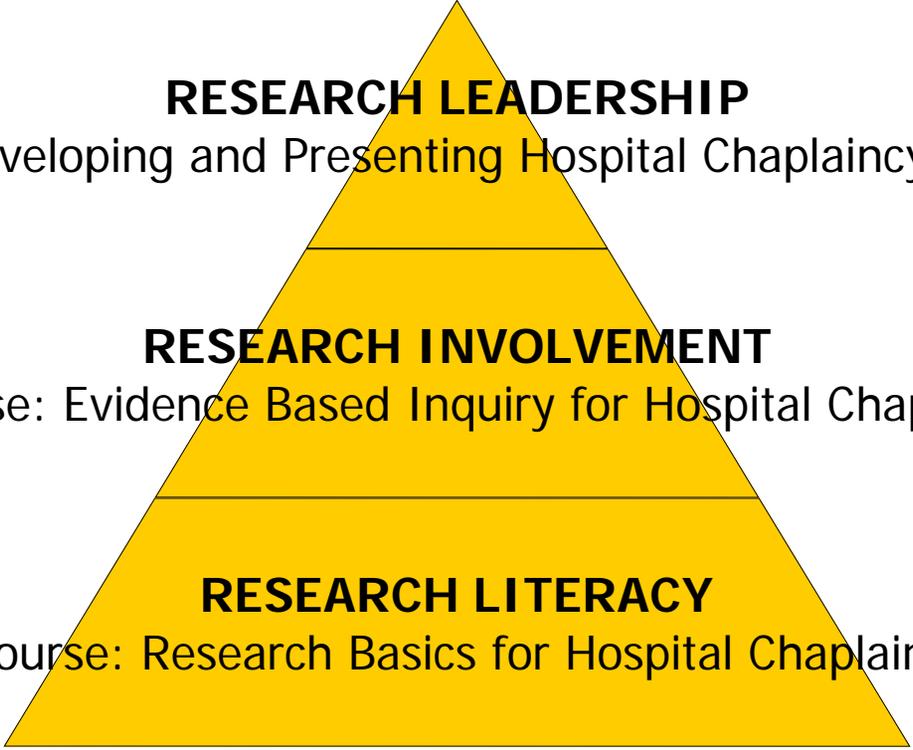
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- ❑ “Chaplains are involved in research every day. It’s a part of what they do.”
- ❑ Emphasis on “best practices” or “quality improvement”
- ❑ Areas of focus: Pedagogical, Service Line, Administrative
- ❑ Role of collaboration- at many levels
- ❑ Research integrated, not stand alone
- ❑ Cultivating resources across the health system and university
- ❑ Compliment board accreditation standards



# VCU CPE Course Coverage

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**RESEARCH LEADERSHIP**

Course: Developing and Presenting Hospital Chaplaincy Research

**RESEARCH INVOLVEMENT**

Course: Evidence Based Inquiry for Hospital Chaplains

**RESEARCH LITERACY**

Course: Research Basics for Hospital Chaplains

# Research Involvement: Evidence Based Inquiry

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- ❑ “Best practice” or “Quality improvement” perspective
- ❑ Emphasis on topic with value to practice
- ❑ Emphasis on merits of collaboration
- ❑ Application of measurement understanding
- ❑ Application of research design understanding
- ❑ Application of sampling understanding



# Status of 2012 Evidence Based Inquiry Course

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- Chaplain residents developing profile of unique organizational culture of hospital units
- Results of value to chaplains as introduction to new service lines and for tailoring pastoral care to unique service lines
- Developing, piloting organizational culture survey based on literature
- Developing research protocol to promote consistency and replication



# Research Leadership: Developing and Presenting Chaplaincy Research

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- ❑ Interpreting results to add value to collaborations and performance
- ❑ Identifying audiences and avenues for dissemination
- ❑ Selecting the most effective ways to delivery results
- ❑ Considering implications for practice and future activities



# VCU CPE Residents' Past Research Projects: Curriculum Evaluation Through Final Efforts

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- CPE alumni survey
- Survey of spirituality of hospital employees to identify services desired
- The arctic protocol and patient family perceptions of pastoral care
- Spirituality and coping of African-American male heart surgery patients
- Staff assessments of spiritual support using chaplains and multidisciplinary teams



# Lessons learned.... and still learning

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- “Keeping it real”
- Faculty engagement and involvement
- Nurturing collaborative relationships
- Locating and using available resources
- Gaining and maintaining commitment from students
- Addressing time constraints
- “Eye on the prize” deliverable
- Instrumentality and board certification



# Discussion Time

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- Your questions and input are welcomed!



# Contact Information

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This presentation and related information about this project is available at the ACPE Research Network website, <http://www.acperesearch.net/>

A complete account of the survey of ACPE programs and research training will appear in an upcoming 2012 issue of The Journal Of Pastoral Care and Counseling.