

Saint Joseph Mercy Health System
ACPE CPE Center
5301 E. Huron River Dr, PO Box 995
Ann Arbor, Michigan 48106-0995

TRANSFORMING CHAPLAINCY
Promoting Research Literacy

Syllabus Outline

Sessions One through Fourteen will be facilitated by core faculty: Bryan Ferry ACPE Supervisor, Ryan Swieringa BCC, William Foster ACPE Supervisor, Marta Dabis (SJMHS Pastoral Researcher), and Jessica Joslin (University of Michigan PhD Student in Social Research). Sessions Fifteen through Twenty will be facilitated by SJMHS Interdisciplinary Researchers.

Part One: Research Literacy!

Session One: Introduction to Pastoral Care Research & An Initial Literature Search

Faculty: Ryan Swieringa, M.Div., BCC
SJMHS Manager of Spiritual Care

Learning Objectives

- a) Develop familiarity with rudimentary tools of a research literature search.
- b) Develop initial familiarity with the look and structure of research literature.
- c) Develop an understanding of the field of pastoral care research.

Learning Activities (Computer Lab)

- 1) Prior Reading: *Myers et al* p. 1 – 39.
- 2) Conduct an initial search on Google Scholar of a research literature topic relevant to each student's area of pastoral specialty. **(Demonstrated in seminar)**
- 3) Student shares journal and a summary of one their research article.

Learning Outcomes

- A. Students will familiar with the basic tools of a research literature search.
- B. Students will become familiarity reading research literature.
- C. Students will develop an initial understanding of the field of pastoral care research.

Session Two: Answering the "Why" Question: Background & Research Questions

Faculty: Ryan Swieringa, M.Div, BCC
SJMHS Manager of Spiritual Care

Learning Objectives

- a) Identify and understand the research question and the hypothesis of a research article.
- b) Evaluate the strength of a research hypothesis.
- c) To be able to identify authors' claims of research's significance.

Learning Activities

- 1) Prior reading: *Myers et al* p. 40-51.
- 2) Didactic discussion:
 - a) Identifying a research question in an article.
 - b) Evaluating the effectiveness of a researcher's efforts and ability to answer a research question.
 - c) Evaluate research's contributions to field
- 3) Students identify which research articles have strong/weak research questions.

Learning Outcomes

- A. Students will be able to identify and understand a research article's research question and hypothesis.
- B. Students will be able to evaluate the strength of a research question.
- C. Students will be able to identify authors' claims of the research's significance.

Session Three: Qualitative, Quantitative, and Mixed Method Research & the SJMHS Literature Search.

Faculty: Ryan Swieringa, M.Div., BCC
SJMHS Manager of Spiritual Care

Learning Objectives

- a) Develop the ability to use research tools specific to the SJMHS context.
- b) Learn to conduct a focused search of research literature.
- c) Become acquainted with the standards of evaluating research literature.

Learning Activities

- 1) Prior Reading: *Myers et al* p. 77-95 and journal reading on Qualitative, Quantitative, and Mixed Method research.
- 2) Didactic: using **PubMed** and SJMHS Library Services to complete a focused search of literature.

- 3) Use PubMed to find 3 articles related to students' pastoral specialty. (**Homework**)

Learning Outcomes

- A. Students will be able to use SJMHS specific tool, i.e. **PubMed**.
- B. Students will be able to conduct a focused search of research literature.
- C. Students will be familiar with the standards of evaluating research literature.

Session Four: Introduction to Study Designs: Cohort, Cross-Sectional, Correlational

Faculty: Ryan Swieringa, M.Div., BCC
SJMHS Manager of Spiritual Care

Learning Objectives

- a) Understand the design of cohort, cross-sectional, and correlational studies.
- b) Evaluate potential uses of cohort, cross-sectional, and correlational studies in pastoral care.
- c) Explore creative uses of cohort & cross-sectional studies in pastoral care research.
Explore expanding the use of correlational studies in pastoral care research.

Learning Activities

- 1) Prior reading: *Hulley et al.* p. 97-121, *Myers et al.* p. 51-67.
- 2) Didactic discussion of cohort, cross-sectional, and correlational studies uses and in pastoral care generally.
- 3) Explore the limitations of correlational studies in pastoral care research and the potential for their greater use in pastoral care research.

Learning Outcomes

- A. Students will be able to identify cohort, cross-sectional, and correlational studies.
- B. Students will be able to identify potential uses of cohort, cross-sectional, and correlational studies in pastoral care.
- C. Students will be able to articulate creativity application of these research designs.

Session Five: Study Protocols

Faculty: Deacon Tom Rea, NACC

Learning Objectives

- a) Identify research protocols and styles of protocols used in research studies.
- b) Understand the component parts of a research protocol: aims, methods, etc.
- c) Identify parallel process in pastoral care: assessment, intervention, outcomes.

Learning Activities

- 1) Prior reading: *Hulley et al.* 301-315.
- 2) Didactic on the significance of understanding the protocols used in research.
- 3) Students identify and discuss the protocols used in their research articles.

Learning Outcomes

- A. Students will be able to identify research protocols and styles of protocols.
- B. Students will be able to identify the parts of a research protocol: aims, methods, etc.
- C. Students will articulate parallel process in their pastoral care: assessment, intervention, outcomes.

Session Six: Statistical Measurements

Faculty: Marta Dabis, BCC

Learning Objectives:

- a) Understand basic statistical analysis.
- b) Identify thresholds of a study's strengths given its statistical analysis.
- c) Use statistics to verify the significance of research conclusions.

Learning Activities

- 1) Prior reading: *Hulley et al.* 183-204, *Meyers et al* 68-76.
- 2) Didactic: Understanding Statistics & their Significance in Research Studies.
- 3) Students identify the statistical information in their chosen research articles.

Learning Outcomes

- A. Students will have basic understanding of statistical analysis.
- B. Students will be able to identify the thresholds of a study's strength.
- C. Students will be able to use statistics to verify the significance of research conclusions.

Session Seven: Ethical Considerations

Faculty: ..., M.D. /PhD.

SJMH Institutional Review Board Clinical Researcher

Learning Objectives:

- a) Understand Ethical Principles relevant to research.
- b) Identify ethical issues in particular given context of research studies.

- c) Explore the ethics of research on human subjects in spiritual care.

Learning Activities

- 1) Prior reading: *Hulley et al.* 225-237.
- 2) Didactic and discussion of research ethics related to health care.
- 3) Students explore ethical issues pertinent to research in their pastoral specialty.

Learning Outcomes

- A. Students will have a functional understanding Ethical Research Principles.
- B. Students will be explore the ethical issues in the particular of a research study.
- C. Students will be able to explain the import of research regarding human subjects.

Session Eight: Evaluating Study Conclusions & Limitations

Faculty: Ryan Swieringa, M.Div., BCC
SJMH Manager of Spiritual Care

Learning Objectives:

- a) Identify research conclusions & research limitations.
- b) Evaluate real verses causal inferences of research.
- c) Explore alternate conclusions given students' reading of research strengths.

Learning Activities:

- 1) Prior reading: *Hulley et al* p. 127-141.
- 2) Didactic and discussion of research inferences, spurious and real.
- 3) Students lift up useful inferences from research articles.

Learning Outcomes

- A. Students will be able to identify research conclusions & research limitations.
- B. Students will be able to evaluate real verses causal inferences of research.
- C. Students will be able to articulate alternate conclusions given their reading of the article.

MIDTERMS

Session Nine: Evaluating Proposed Applications

Faculty: Ryan Swieringa, M.Div., BCC
SJMH Manager of Spiritual Care

Learning Objectives:

- a) Identify authors' claims of proposed applications.

- b) Articulate useful pastoral applications of research's proposed applications.
- c) Explore alternate applications of research given students' ministry context.

Learning Activities:

- 1) Prior reading: *Hulley et al* p. 65-93.
- 2) Didactic and discussion of research authors' proposed applications.
- 3) Discuss other potential research applications given students' understanding.

Learning Outcomes

- A. Students will be able to identify the authors' claims of proposed applications.
- B. Students will be to identify and explore pastoral applications of the research's proposed applications.
- C. Students will be able to alternate applications of research given students' context.

Session Ten: Examining Students' Understanding of Research Literature

Faculty: Ryan Swieringa, M.Div, BCC
SJMH Manager of Spiritual Care

Learning Objectives

- a) Evaluate students' understanding of the elements of research.
- b) Empower students to complete a review of research literature.
- c) Identify research literature that supports students understanding of their pastoral specialization.

Learning Activities

- 1) Students use **PubMed** students to locate a pastoral care research article relevant to their field pastoral specialization.
- 2) Students identify the research elements present in this article, including: *Research Hypotheses, Research Significance, Study Designs, Study Protocols, Statistical Measurements, Ethical Considerations, and Evaluating Conclusions & Limitations and Proposed Applications.*
- 3) Students present summaries of their research article and their practical application to pastoral care functioning.

Learning Outcomes

- A. Students will be able to identify all elements within a research article.
- B. Students will be to use **PubMed** effectively.
- C. Students will be able to succinctly summarize a research article's intent, protocols, and conclusions .

Part II: The Use of Research Literacy...

Session Eleven: Pastoral Application of Research Literacy: *General Pastoral Care*

Faculty: Rev. William Foster BCC, ACPE Supervisor
SJMHS Regional Director of Spiritual Care

Learning Objectives

- a) Identify and integrate effective use of research in pastoral care.
- b) Articulate the use of best practices in the field of pastoral care.
- c) Reflect on students potential contributions to the field of pastoral care.

Learning Activities

- 1) Prior to class:
 1. Students choose one research article using **PubMed** about enhancing patient care using a core pastoral competency, such as *empathy, listening, etc.*
 2. Student reflect on their similar / different uses of core competencies in their pastoral care and similar / different anecdotal findings in their patient care.
 3. Students write a one page reflection comparing their experience of pastoral care practice with their articles' research findings.
- 2) Students present reflection papers in seminar-style class with discussion.

Learning Outcomes

- A. Students will be able to integrate research finding into their pastoral care.
- B. Students will be able to articulate best practices used in the field of pastoral care.
- C. Students will reflect on potential contributions to the field of pastoral care.

Session Twelve: Pastoral Application of Research Literacy: *Pastoral Specialization*

Faculty: Rev. William Foster BCC, ACPE Supervisor
SJMHS Regional Director of Spiritual Care

Learning Objectives

- a) Identify and integrate effective use of specialized research in pastoral care.
- b) Articulate the use of best practices in their pastoral specialization.
- c) Reflect on potential contributions to the field of their pastoral specialization.

Learning Activities

- 1) Prior to class:
 1. Students choose one research article using **PubMed** about enhancing patient care in the field of their pastoral specialization, such as *Palliative Care, Oncology, Intensive Care, Emergency Medicine, etc.*
 2. Student reflect on similar & different practices in their experience of pastoral specialization and similar & different anecdotal findings in their patient care.
 3. Students write a one page reflection comparing their experience of pastoral specialization with their articles' research findings.
- 2) Seminar-Style Class Discussion: students present reflection papers.

Learning Outcomes

- A. Students will be able to integrate specialized research in their pastoral care.
- B. Students will be able to articulate the best practices of their pastoral specialization.
- C. Students will identify potential contributions to their field of pastoral specialization.

Session Thirteen: Quality Improvement

Faculty: *Elizabeth Van Hoek, SJMH Quality Institute*

Learning Objectives

- a) Understanding the Quality Improvement in a Patient Center Care focus.
- b) Understanding the Plan, Do, Study, Act Model.
- c) Identifying best practices on their interdisciplinary team.

Learning Activities:

- 1) Prior reading: *Myers et al* p. 97-107.
- 2) Didactic presentation by SJMHS Quality Department on Quality Improvement.
- 3) Discussion of best practices in pastoral care and interdisciplinary teams.

Learning Outcomes

- A. Students will understand Quality Improvement and Patient Center Care.
- B. Students will understand the Plan, Do, Study, Act Model.
- C. Student will be able to identifying best practices on their interdisciplinary teams.

Session Fourteen: Nurse Residency Collaboration

Faculty: Lisa Friedman MS, RN, NE-BC
Director, Nursing Education & Research
Employee Education and Development

Learning Objectives

- a) Develop familiarity with nursing models of education and research literature.
- b) Develop greater collegiality with nursing staff and their scientific perspectives.
- c) Collaboration when possible in nursing projects around best practices.

Learning Activities

- 1) Prior reading: *Myers et al* p. 161-170 and to be determined by faculty.
- 2) Didactic on nursing and interdisciplinary team research.
- 3) Meet with nurse residents, discussing possible collaboration on best practices.

Learning Outcomes

- A. Students will become familiar with nursing education and research literature.
- B. Chaplaincy and nurses students will develop rapport.
- C. Chaplaincy and nurses students will collaborate on nursing projects.

Session Fifteen: Medical Residency Collaboration

Faculty: Patricia McNally, MD
Physician Chair
SJMHS Internal Medicine Residency Program

Learning Objectives

- a) Develop familiarity with physician training and their use research literature.
- b) Develop collegiality with medical staff and their engagement in research.
- c) Collaborate with physician and physician educators' research initiatives.

Learning Activities

- 1) Prior reading: *(to be determined by faculty)*
- 2) Didactic on the medical residency and physician research.
- 3) Where possible attend and observe physician research field work.

Learning Outcomes

- A. Students will become familiar with physician's educational and research models.
- B. Chaplaincy and medical residents will develop rapport.
- C. Chaplain and nurses will cooperate with medical research initiatives where appropriate.

Session Sixteen: Evidence Based Practices and Current Trends in Chaplaincy Research

Faculty: Ryan Swieringa, M.Div, BCC
SJMHS Manager of Spiritual Care

Learning Objectives

- A) Evaluate current research practice in the pastoral care field.
- B) Understand Evidenced Based Practice in the pastoral care field.
- C) Explore potential motivation of students' pursue research further.

Learning Activities

- 1) Prior reading: *Myers et al* p. 171 -177 and to be determined by faculty.
- 2) Didactic on Evidenced Based Practice in Pastoral Care
 - Review of Swieringa-Krause '14 Mott Children's Hospital Research Project
 - Review of Swieringa '16 Pre-Surgical Pilot Initiative
- 3) Discussion of students' potential involvement in future chaplaincy an interdisciplinary care research initiative.

Learning Outcomes

- A. Student will consolidate their knowledge of pastoral care research.
- B. Students will be able to articulate their Evidence Based Practice in Pastoral Care.
- C. Student will articulate interests and motivations in pursuing pastoral care research.

FINALS

Additional Activities and Materials

May 15, One Day Conference on Transforming Chaplaincy Through Research

In cooperation with CPE Center(s): St. Vincent Hospital Toledo.

Speakers may include George Fitchett, Patricia Murphy, Daniel Grossoehme, Judy Ragsdale.

Additional Materials

May include, but limited to:

- 1. Fichett, G, Newsma, J.A., Bates . “Evidence-based chaplaincy care: attitudes and practices in diverse healthcare chaplain samples” *Journal of Health Care Chaplaincy* 20, no.4: 144-160.
- 2. Grossoehme, D.H. ‘Overview of qualitative research: *Journal of Health Care Chaplaincy* 20, no3 (2014):109-122.
- 3. Ragsdale, J.R., Hegner, M.A., Muller, M. and Davies, S. “Identifying religious and /or spiritual perspectives of adolescents and young adults receiving blood and marrow

transplants: a prospective qualitative study.” *Biology and Blood Marrow Transplantation* 20, no 8 (Aug 2014):1242-1247.

4. W. Myers (2000): *Research in Ministry: A Primer for the Doctor of Ministry Program*.
5. Koenig, H.G. (2011). *Spirituality and health research: Methods, measurements, statistics, and resources*. West Conshohocken, PA: Templeton Press.
6. VandeCreek, L., Bender, H., & Jordan, M.R. (2008). *Research in pastoral care and counseling: Quantitative and qualitative approaches* (reprinted.). Eugene, OR: Wipf & Stock Pub.
7. Webinars: **Teaching Research Literacy in CPE, ACPE Academy Webinar**
APC Research Webinar Journal Club Presentations