Integrating Research Literacy into Spiritual Care Education and Practice

2018 APC/NACC Conference

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About Cedars-Sinai

886 LICENSED BEDS

481 ENROLLED RESIDENT AND FELLOW POSITIONS

1,526 RESEARCH PROJECTS

2,051 PHYSICIANS ON MEDICAL STAFF

2,897 VOLUNTEERS
182,153 VOLUNTEER HOURS

47,320 ADMISSIONS

120 HEART TRANSPLANTS

88,422 EMERGENCY VISITS

Clinical Pastoral Education at Cedars-Sinai

- Highly supported and integrated
- Range of clinical experiences and resources
- 3 units offered: Fall/Winter & Winter/Spring extended, Summer full-time
- Level 1 and Level 2 students
- 6 – 10 CPE students per unit
- Many students do multiple units at Cedars-Sinai
- Many students with goal of becoming a board-certified chaplain

Staff Chaplain & CPE Program Collaboration

Staff Chaplain

- Previous interest and experience with grants and research
- Interest in Transforming Chaplaincy Looking for ways to better equip self and other chaplains with research skills for future projects
- Involved in CPE program by teaching didactics and being on the CPE PAG

CPE Program

- Application for grant supported by staff chaplain and Spiritual Care Department management
- Several students and former students who expressed interest in research
- Desire to better prepare students for board certification, contribute to field of professional chaplaincy, and look to future needs

Grant application process

- Collaboration between CPE supervisor and staff chaplain interested in research literacy
- Management support
- Invitation to other Cedars-Sinai faculty to gauge interest: ethics, medical library, medical research, nursing research
- Reviewed pre-existing curricula
- Developed own curriculum to suit needs and context
- Invited faculty to teach particular sessions
- Developed a grant budget
- Submission

Curriculum: Introduction to Spiritual Care Research and Research Literacy for Chaplains

Rationale

- We believe that our practice as spiritual care professionals should be research-informed and evidence-based in order to provide those we serve with the best possible care. This view is increasingly held in the field of health care chaplaincy.

- New competencies for board-certification: chaplains now required to demonstrate research literacy.

Curriculum Objectives

- To *introduce CPE students to basic concepts of research* through reviewing research articles that are relevant to spiritual care practice.
- To develop CPE students' capacity *to integrate relevant research into their chaplaincy practice* with the aim of deepening their ability to make and communicate informed spiritual assessments and spiritual care plans.
- To foster *curiosity and critical reflection* in CPE students about their own and others' provision of spiritual and religious care that give rise to research inquiry and thinking.
- To develop CPE students' capacities to *use relevant research findings to appreciate the value of spiritual care* and to advocate for the provision of spiritual care within institutional settings.
- To create *familiarity with institutional resources related to research* such as, but not limited to, the library and medical journal database, active researchers and research projects within the healthcare setting, and ethics and the IRB.

Curriculum Outcomes

Participants will:

- Integrate an informed and critical understanding of research into evidence-based spiritual care.

- Be able to read, understand and summarize the core components of a research paper related to spirituality or chaplaincy care.

- Be able to articulate the relevance and validity of a research study in the context of their own spiritual care practice.

Year 1 Outcomes

- 3 Level II current CPE students, 4 Cedars-Sinai CPE alumni, 2 CPE faculty, 4 full-time staff chaplains, 1 central office coordinator (non-chaplain)
- Required for Level II students only
- Encouraged education for staff chaplains and CPE alumni
- All students intended to attend all sessions or complete assignments for missed sessions

Year 1 Outcomes continued…

- Opened course to CPE alumni
- Scheduled a 2-3 hour research literacy sessions on a different day of the week from the regular CPE day.
- Created survey to document students pre- and post-self-assessment of confidence in research literacy
- Added webinar as part of assignments
- Adapted administrative support and data collection as needs arose

Year One Research Literacy Curriculum Results

9 students completed Part 1, and 3 students completed Part 2.

All students demonstrated mastery of research literacy:

- Part 1 – students read and presented summaries of different types of research articles, and demonstrated understanding of the articles and mastery of the summary method.

- Part 2 – students chose a spiritual care-related research project and used the medical library/PubMed to find, summarize and analyze 3-5 relevant articles. Students were evaluated by their peers and faculty. All students did well with this project.

- Pre-and post surveys of students' self-assessments of their confidence in different aspects of research literacy: students' answers to open-ended questions demonstrated remarkable improvement in depth and understanding of the importance of research.

Year 1 Program Evaluation

Strengths:

• Excellent faculty who dedicated considerable time to teaching students about various aspects of research.

• Research curriculum received strong support from Spiritual Care Department and administration.

• Part 1 students - most participated voluntarily - were very enthusiastic.

• All students demonstrated mastery of research literacy.

• All students rated the curriculum highly and expressed that they had benefited from it.

• Spring research conference with George Fitchett as guest speaker was attended by 90 people; attendees gave very positive feedback.

Year 1 Program Evaluation, continued…

Challenges:

- Research Curriculum meetings were scheduled for a different day of the week than the regular CPE meeting day.

- Extended-Unit CPE students felt that extra curriculum time was challenging to manage. Required lots of reminders/follow-up to get assignments completed.

- Schedule was difficult to manage both because extended-unit Level II students often have many commitments outside CPE, and because we were implementing a brand-new curriculum. There was sometimes confusion on both sides!

- Only Level II CPE students were required to participate in the curriculum. We realized that because we only offer single-units of CPE, we may not always get Level II students who can take both parts of the curriculum.

Feedback from students

"The research articles are helpful in helping me to think about my role as a chaplain and ways to provide spiritual care for patients. Case studies offer actual examples of chaplaincy that works well or doesn't. The research articles help clarify the importance of spiritual care for patients and introduced interesting areas and questions about spiritual care and ideas for chaplains to consider implementing." - Student at Completion of Part One

"I have definitely benefited from the first semester of the course; it was somewhat daunting to look at the breakdown of quantitative methods and forms of analysis, but at the same time, helped me to understand the intricacies of how that kind of research is done; I was better able to relate to qualitative types of research and was starting to envision various research possibilities I might like to engage in" – Student at Completion of Part One

"I learned a lot about research methods and the importance of research, I enjoyed reading the articles and the challenge of doing the quizzes." – Student at Completion of Part One

More feedback from students…

"*Research keeps me abreast with the latest findings and effective best practices. Having research will only enhance my chaplaincy skills.*" – Student at Completion of Part Two

"*I have found myself not only looking into articles pertaining to chaplaincy, but healthcare and medical issues as a whole.*" – Student at Completion of Part Two

"*As much as I complained about the amount of work, I am grateful for the opportunity and the newly acquired skills. Thank you!*" – Student at Completion of Part Two

Students who completed Part One and Two unanimously answered affirmatively that:

o the course influenced their chaplaincy practice

o they would be likely to seek out and use research in their future careers

o they believed that practicing research literacy and keeping up with current research are important skills for the field of chaplaincy.

Feedback from research faculty

- Research Curriculum faculty and the CPE Professional Advisory Group went out of their way to express their support for the curriculum.

- The research librarian became very interested in the curriculum and asked to attend student presentations and volunteered her time to assist/coach students and staff with finding articles, and has expressed an interest in collaborating with Spiritual Care in the future.

- All faculty enthusiastically signed up for another year!

Action-Reflection-Action: Second Year Changes

- Integrated Research Literacy curriculum into all our CPE units (Level I and II).
- All students required to read relevant research articles related to didactics presented in the overall CPE curriculum.
- All students required to fill out Rush Research Summary for articles that they read.
- All CPE students will participate in research literacy didactic seminars (e.g. the value of research literacy for spiritual care practice, different types of research, ethical issues in research, using the library/PubMed, etc.)

Action-Reflection-Action: Second Year Changes cont…

- Level II CPE students will be required to state which research informed their clinical practice in their case studies/verbatim presentations (optional for Level I).

- Level II CPE students will research and present an individually selected spiritual care-related research project (find relevant research articles, read, summarize and analyze their findings and discuss implications for clinical practice).

Collaboration with Loma Linda Veterans Administration Medical Center

- Shared curriculum with LLVA
- Research Literacy for Chaplains Didactic Seminar Day
  - Day included didactics on types of research, why research is important for chaplains, research ethics, and practice using the medical library
  - Opportunity for two CPE programs to share resources and for students to meet one another

Examples of pairing research articles with didactic seminars

Didactic : "<u>Making Spiritual Assessments</u>"
Research Article: "*Chaplain Taxonomy, what do I do?*"

Didactic : "<u>Loss and Grief</u>"
Article Discussion – "*Caring for Bereaved Patients. 'All the Doctors Just Suddenly Go'*"

Didactic: "<u>Interfaith Panel, Q&A</u>"
Research Article: "*Negotiating Religious Differences*"

Didactic: "<u>Spiritual Care with Oncology Patients</u>"
Research Article: "*Predictors of Existential and Religious Wellbeing Among Cancer Patients*"

Didactic: "<u>Spiritual Care at the End of Life, Part I</u>"
Reading: "*He Needs to Talk!": A Chaplain's Case Study of Nonreligious Spiritual Care*" by Steve Nolan

Didactic: "<u>Spiritual Care with Geriatric Patients</u>"
Case Study: Spiritual Care in Practice Chapter 11: "*I Need to do the Right Thing for Him*"

Didactic: "<u>Chaplain MD Collaboration</u>"
Research Article: "*On the Inner Life of Physicians: Analysis of Family Medicine Residents' Written Reflections*"

Examples of pairing research articles with didactic seminars, cont…

Didactic: "Spiritual Care at the End of Life Part II"

Research Article: "*Chaplains working in Palliative Care*"

Didactic (Level II): "The Chaplain's Role in Healthcare/Participating in Family Meetings"

Research Article: "*Health Care Professionals' Responses to Religious or Spiritual Statements by Surrogate Decision Makers During Goals-of-Care Discussions*"

"*Religion, Spirituality, and the Intensive Care Unit*"

Didactic: "Spiritual Care with Pediatric Patients"

Research Articles: "*We can handle this*"; "*A remarkable experience*"; "*Use of spiritual coping strategies by gender, race/ethnicity, and religion at 1 and 3 months after infant's/child's intensive care unit death*"

Didactic: "Spiritual Care with Religiously Unaffiliated and Non-Religious Patients"

Research Article : "*Understanding the Word 'Spirituality' by Theologians Compared to Lay People*"; "*End of Life Preferences for Atheists*"; Pew Research: "*If the US had 100 people*"; "*Why America's "nones" left religion behind*"; "*Americans may be getting less religious, but feelings of spirituality are on the rise*"

Didactic: "Pastoral Authority/Multidisciplinary Rounds" (Level I)/"Role and Function of the Hospital Chaplain (Level II)"

Research Article: "*Perceptions of Chaplains' Value and Impact Within Hospital Care Teams*"

Year 2 Outcomes

- Fall-Winter 2017: 7 Level 1 students, 2 Level 2 students
- Winter-Spring 2018: 8 level 1 students, 2 Level 2 students
- Reported outcomes from students
  - Being able to link different research articles together
  - Being able to articulate how to be a better a chaplain
  - Understanding gaps in research and ideas for further inquiry
  - Promoted group learning and discussion
- Spring Summer Research Conference: approx. 80 attendees

Year 2 Outcomes Feedback from Students

- *"While I don't think [the research curriculum] changed my chaplaincy 'style' or how I conduct a visit, it did provide me with valuable information and confidence in the interventions I used in providing spiritual care visits....I would like to stay informed with the findings of new research on the topic of chaplaincy, whether it's research on the chaplains themselves, dealing with patient care or the impact on hospitals or facilities."*

- *"I personally prefer to challenge myself to grow intellectually. As a chaplain I believe this is helpful because this information will help us better understand the situations patients face, it will help us better communicate with medical staff and finally will help us better develop our chaplain strategies."*

- *"Through research new ideas are discovered. Without research CPE will remain stagnant. Research will take CPE to the next level."*

- *"The research materials were great resources of information, guidelines for professional practice, and thought-provoking. They enriched my notion and practice of CPE....Personally I love measurement, evaluations and critical analysis. They help me to weigh my outcomes and development in practical terms."*

Year 2 Feedback from Students – Constructive

- *"[The research curriculum] was not particularly helpful. The reason for this is that the research methodology is so primitive that its results were not valid."*
- Need more structured, organized and practical discussion of articles
- Varied usefulness of Rush Research Guide and research modules
- Request for more diversity within articles, such as about chaplaincy beyond the USA
- Request for more experienced researchers for teaching or discussion of articles

New Frontiers in Spiritual Care Research: Applying and Integrating New Research Findings into Clinical Practice

https://www.cedars-sinai.edu/About-Us/Spiritual-Care-Department/Events.aspx

Research Literacy in the Spiritual Care Department

- Discussion of one research article per CPE unit with whole Spiritual Care Department
  - Staff chaplains, CPE students, and MAs all participate in discussion
  - Opportunity for everyone to practice research literacy and think about research findings in connection to practice at our own institution
- Conference "NEW FRONTIERS IN SPIRITUAL CARE RESEARCH: Applying and Integrating New Research Findings into Clinical Spiritual Care Practice"
- Staff chaplain to attend Summer Research Institute

Involvement of Staff Chaplains

- Reading articles in groups
- Webinars
- Staff chaplains teach didactics & incorporate relevant research articles for discussion
- Looking for small research projects – quality improvement
- Staff chaplains participating in or planning to participate in research projects
- Culture shift – being able to name and reference relevant research articles, evidence-based chaplaincy, and broad interest in research at own institution and in contributing to the overall field
- Interest from other interdisciplinary colleagues – nursing, medical library, ethics, palliative care

Challenges

- Time and energy
- Discussion of validity of research articles
- Resources for entering research
- Push-back
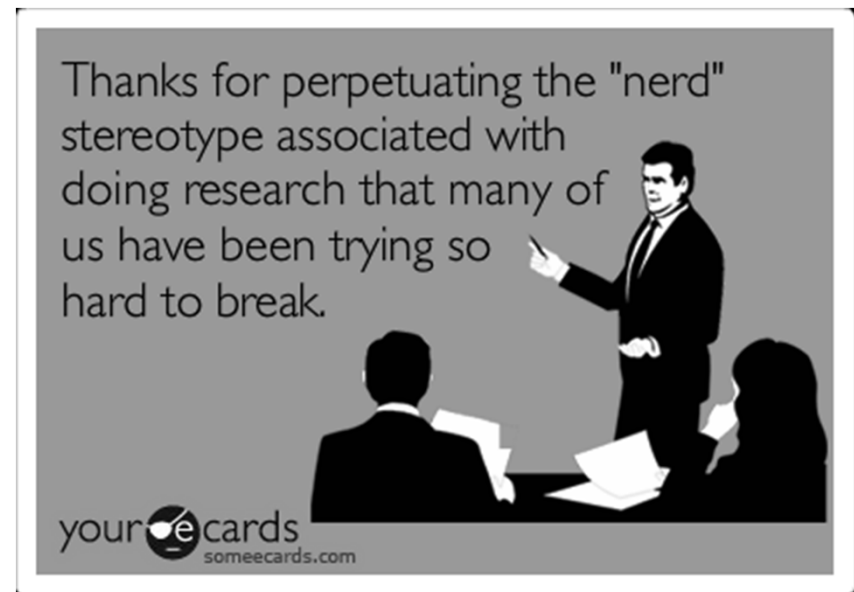
Benefits

- CPE students learn faster about what chaplaincy is and what chaplains do
- CPE students sense of pastoral/professional authority increases
- Preparation for certification
- Awareness of new trends in chaplaincy
- Refining chaplaincy practice
- Engagement with interdisciplinary peers increases for the whole department
- Energy and excitement, involvement in learning
- Excitement and increased support from upper leadership/management

Future Steps

- Continue CPE research literacy curriculum, continually integrating new and relevant research articles

- Host another Spirituality and Research conference

- Increase engagement and collaboration with other disciplines

- Support for those who are interested in doing research

Questions