Ways of Knowing: Possibilities for an Ministry Specialty Project

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Need for Evidence-Based Practice & Research

• Read & understand current research from the fields of chaplaincy & other interprofessional health team members
• Focus on providing best outcomes
• Generate knowledge for hospital chaplain practice
How We Started

• In 2000, Steve Overall asked Lucy Hood if she would be willing to share knowledge about research process & research critique with chaplain residents
• Good fit because she teaches undergraduate nursing research
Challenges

• Wide background education levels of chaplain residents
• Getting the material into a “workable” format for chaplain residents
• Student dread of having to do a “research” or “evidence-based project”
Learning Outcomes for the Didactic Presentation

- Outline various ways of knowing
- Incorporate ways of knowing into practice in pastoral care
- Specify the benefits of using research for pastoral care.
- Compare & contrast qualitative and quantitative research methods
- List resources to use to complete a research project
Learning Outcomes

• Discuss ways to protect persons who participate in research studies.
• Explain how to determine a special area to target project efforts.
• List potential obstacles that can occur during project development and implementation.
• Set a timeline for project completion.
Jon Elman’s Ways of Knowing In Pastoral Care,

- Sensory Perception/Observation (objective facts that hold up with repeated observations)
- Reason/Logic (rational, logic, less formal such as common sense)
- Authority (wisdom & work of great persons & traditions)
- Intuition/Inspiration/Revelation (emotional or spiritual A-Ha moments, very personally powerful)
Ways of Knowing in Professional Nursing

- Empirical Knowing (hard science)
- Aesthetic Knowing (connects with deep meanings & human creativity)
- Personal Knowing (subjective knowing)
- Ethical Knowing (what ought to be done)
- Geopolitical Knowing (understanding how to use systems)
Basis of Qualitative Research

- Symbolic interactionism: people act toward things on the basis of personal meaning
- Requires personal interpretation
- Taps into the reason/logic knowing
Areas of Promise for Qualitative Research

- Identify & explain the influences on care giving systems & health
- Outline decision making processes
- Describe human adaptation to critical life events
- Discover the nature of health care provider-client relationships
Purposes of Qualitative Research

- Describe or explore phenomena (especially what it means to be human)
- Provide foundation to generate quantitative research hypotheses
- Theory development & extension
- Account or illustrate quantitative research findings
Characteristics of qualitative research

- Data collected in the natural setting
- The researcher is the instrument for data collection
- No attempt to control variables
- Logical progression in methods
- Detail to ethics
Types of Qualitative Research
Historical Research

- Collects & analyzes data from a past era
- Data must be authenticated
- Look at the past to solve today’s problems
- Authority knowing
Ethnography

- Observe & describe the culture of a group
- Etic (outsider perspective)
- Emic (insider perspective)
- Danger of “going native”
Phenomenology

• “Lived experience is the unit of analysis”
• Goal is to uncover the “true essence” of a situation or event
• What is the lived experience…?
Purpose of phenomenological interpretation

- Understand meanings & practices of people within their historic & background traditions
- Do this be engaging in thematic analysis, analyzing examples & identifying paradigm cases
4 Steps of Phenomenology

• Bracketing
• Intuiting
• Data Analysis
• Descriptive Phase
Analysis Credibility

- Representativeness of data, categories & examples
- Triangulated data sources & procedures
- Description of typical & atypical elements
- Attempts made to discount conclusions
- Sample sizes less than 30 (larger sizes most likely indicate a descriptive quantitative study)
• Purpose is to generate new or transcend current theory
• Discover basic social processes or fundamental patterns
• Simultaneous data collection & analysis
Key Questions in Grounded Theory

- What is it?
- What are its properties?
- How did it come to be & what is it becoming?
- Under what conditions & with what strategies does it work?
- What is the main story line here?
Grounded Theory Steps

- Identify problem or process
- Theoretical sampling
- Coding
- Memoing
- Post data collection review
- Sort memos to produce an outline
- Discovery of core variables through constant comparisons
- Outline core variables & relationships
- Construct a theory based on actual data
- Picture or diagram of new theory
Example of a Grounded Theory

- Commitment to Project
- Mastery of Research Concepts
- Perceived Ability
- Successful Research Project
Errors in Grounded Theory

- Premature data collection closure
- Unidentified core variable (phenomenon)
Hermeneutics

• Identify the deep personal meaning of a human experience
• Gather data using dialogues with participants
• Content analysis of notes and transcripts
Data Collection for Qualitative Research requires fieldwork.

Data collection occurs in all settings where qualitative studies are performed.

Fieldwork occurs in stages.
Stage 1: Locate the field

- Good news: The field is your clinical pastoral education site
Stage 2: Gain Entrée & Access

• Good new: You already have entered St. Luke’s Hospital and have access to patients & staff
• Gatekeepers: Persons who have the knowledge of who to ask & about processes
Stage 3: Bargain for a role

- Complete participant
- Participant as observer
- Observer as participant
- Complete observer
Stage 4 Collect & Record Data

- Record observations
- Record field notes
- Sort notes into categories
- Deciding further questions or observations to be made based on recorded field notes
Stage 5: Leaving the Field

- Closing interviews with research participants
- Plans should be made for leave after entrée has been granted
- Deep relationships may be formed by qualitative researchers
Roles Assumed by Qualitative Researchers in the Field
Complete Participant
Participant Observer
Observer Participant
Ethical Considerations

- St. Luke’s Hospital requires certification of training for researchers on protection of human subjects
- Program on web [www.citiprogram.org](http://www.citiprogram.org)
- Program takes about 90 minutes to complete
- Marilyn Horn representing the IRB will help you through this process
Types of Data for Qualitative Research

- Participant Observation
- Participant Statements
- Environmental Setting Observations
- Artifacts Used by Participants
Field Notes in Qualitative Research
Observation Notes

- Written notes about information collected using physical senses
Theoretical Notes

- Written notes or messages to convey potential identification of key variables & relationships based on researcher’s assumptions about observations made in the field.
Methodological Notes

• Written statements about data collection methods: Indicates what further information is needed, from whom it should be collected & the timing of data collection
Personal Notes

- Writings about the researcher’s thoughts, feelings and interpretation about what occurs in the field
- May point out some biases of the researcher
Organizational Files

- Sort field notes according to type of notes
- Keep separate files on each type of note
- Special files for key variables
- Special files for key relationships
Convert to quantitative data

- Frequency counts & percentages
- May be useful for participant descriptions
- Describe participants
- Excessive use indicates possibility of a quantitative study
Content Analysis

- Uses feeling, semantics, tones or inferences to derive categories
- MS Word: find word on edit
- Computer programs
- Must identify the unit of analysis, category sets & reason for assigning pieces of data into a category
Analytic Induction

- Search for concepts & propositions that would apply to all cases of the unit of analysis
- Interrogate the data using acts, activities, meanings, participation, relationships & setting (Lofland, 1995)
Qualitative Research Reports

- Read like a story
- Vary in length
- Rich and thick in description
- Good studies subject data analysis to an external review or audit
Critiquing Qualitative Research

- Identify method used
- Describe coding categories & provide an example
- Mention how participants were protected
- Present rationale behind content analysis, themes, concepts & relationships
- Mention data saturation
- Subject analysis to external review & validation by participants and research team members
- Should yield and meaningful picture with logical relationships
- Mention ways to strengthen study
**Data Saturation**

- No new patterns or themes emerge as data collection is continued.
- Indicates that it is time to close data collection.
- Suggest collecting data one or two times more to verify this has occurred.
Quantitative Research

• Look at large numbers of persons to make comparisons or determine relationships
• Descriptive
• Correlational
• Comparative
• Experimental
Experimental

- Manipulation of an independent variable
- Control
- Randomization
- True experimental has all 3 of the above
- Quasi-experimental eliminates randomization
Reading quantitative studies

- Was the sample random?
- Did researchers use matching to assure equal characteristics between study & control groups?
- Were any statistical adjustments used?
- Does the research have a narrow focus?
- Did the study deviate from its original plan?
Reading quantitative studies

- Did the participants know what group they were in?
- Did the researcher know who were assigned to control or experimental groups?
- Who were excluded from study participation?
- Who dropped out during the study?
Reading quantitative studies

- Did the researchers measure the right thing?
- Were differences or changes statistically significant (not happen by chance)?
- Do the differences or changes have clinical significance?
- Were there enough subjects in the study?
- How does the research setting fit other settings for generalizations?
Reading quantitative studies

- Do results seem biased?
- Are results over-inflated?
- Are study weaknesses presented?
Planning your project

- Select a topic for which you have passion
- Consider working in teams
- Ask for help when questions or concerns arise
- Perfection is impossible
Getting the Project Done

• Do NOT wait until the last minute
• Develop a timeline using key dates from your Residency Schedule
• Remember human perfection is impossible
Sample Timeline

- Presentations to be given sometime in July
- By November 15, 2009: Project topic and initial search of literature should be done (check with project advisor)
- By January 6, 2010: Project proposal should be done and ready to be submitted to the IRB (have forms reviewed by project adviser before submitting them to the IRB to verify criteria is 100% met)
- February 1, 2010: Proposal implementation including data collection (This can be fun too; Remember to consult a statistician if needed)
Sample Timeline

- May 1, 2010: Data analysis should be started (This is the fun part)
- May 15, 2010: Data analysis should be completed & interpretation of results should be occurring (This answers the so what question & you can develop strategies to make a difference in the spiritual lives of others in the future)
- Have presentation completed by June 30, 2010 (this gives you some time for last minute glitches) and request required audio-visual equipment
- July before the presentation: Practice your presentation in front of friends & family
Finding Time

- Time quickly passes
- Make time for your project
- Ask for help when barriers arise
- Develop a personal plan and stick to it
Criteria for Your Project

- Address a healthcare/medical condition that impacts people’s lives
- Focus on a pastoral/theological strategy to help the people affected by the condition
- Prepare the report as if you were to submit it for publication somewhere
Resources for Successful Project

- University of Pennsylvania Pastoral Education Program
- Persons who have successfully completed a Clinical Pastoral Education Program
- Persons with research experience
- Statisticians from clinical agency
- Each other
Remember: You are not alone

- Wide variety of human and material resources
- Others have survived
- Don’t be afraid to ask questions, have an outsider read your proposal and final project
Bibliography

The End