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 inter-professional 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

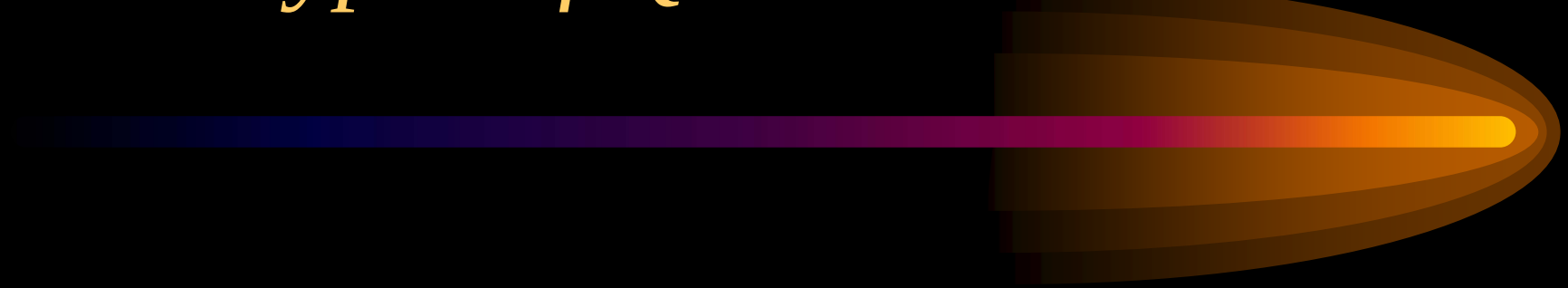
Purposes of Qualitative Research

- 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



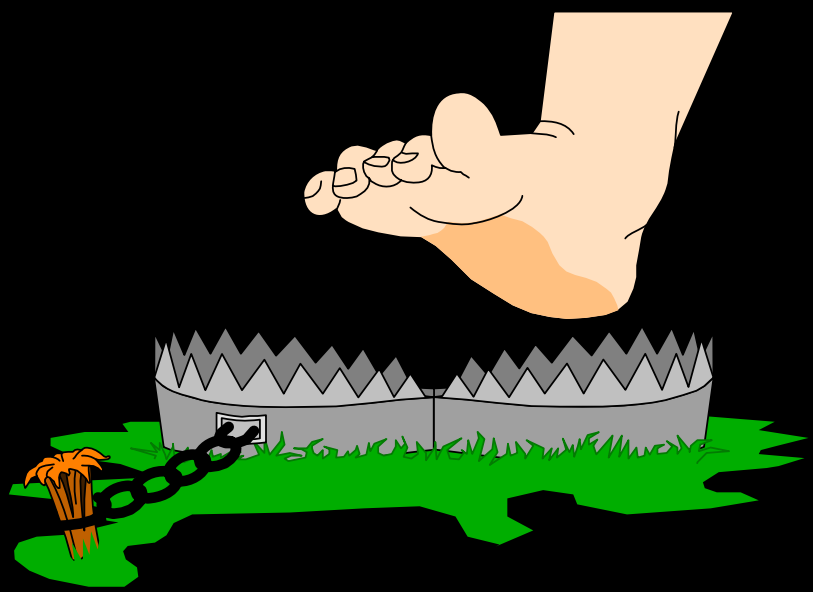
Historical Research

- 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)

Grounded Theory

- Purpose is to generate new or transcend current theory
- Discover basic social processes or fundamental patterns
- Simultaneous data collection & analysis

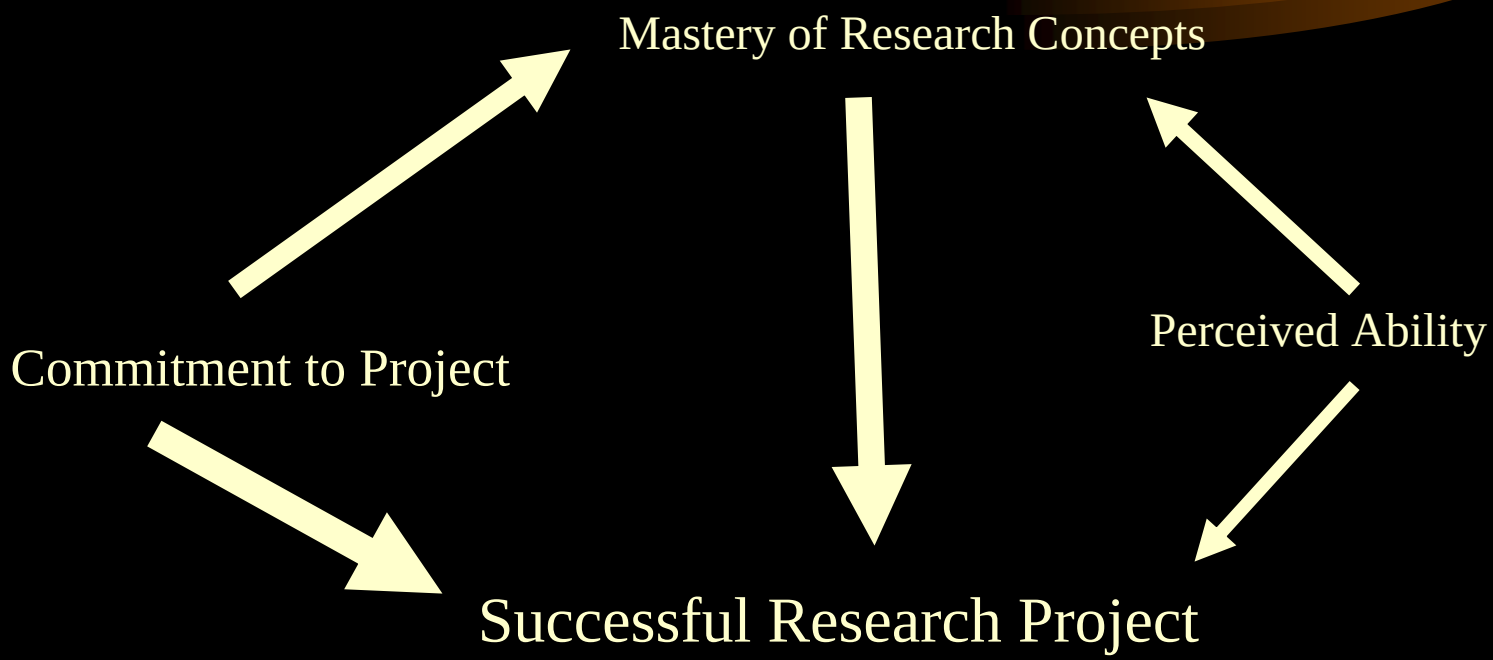
Key Questions in Grounded Theory

- 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

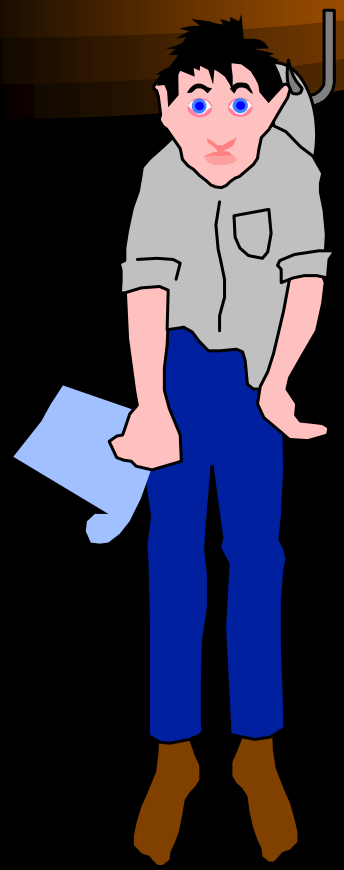
- **Identify problem or process**
- **Theoretical sampling**
- **Coding**
- **Memoing**
- **Post data collection review**
- **Sort memos to produce an outline**
- **Discovery of core variables through constant comparisons**
- **Outline core variables & relationships**
- **Construct a theory based on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

Example of a Grounded Theory

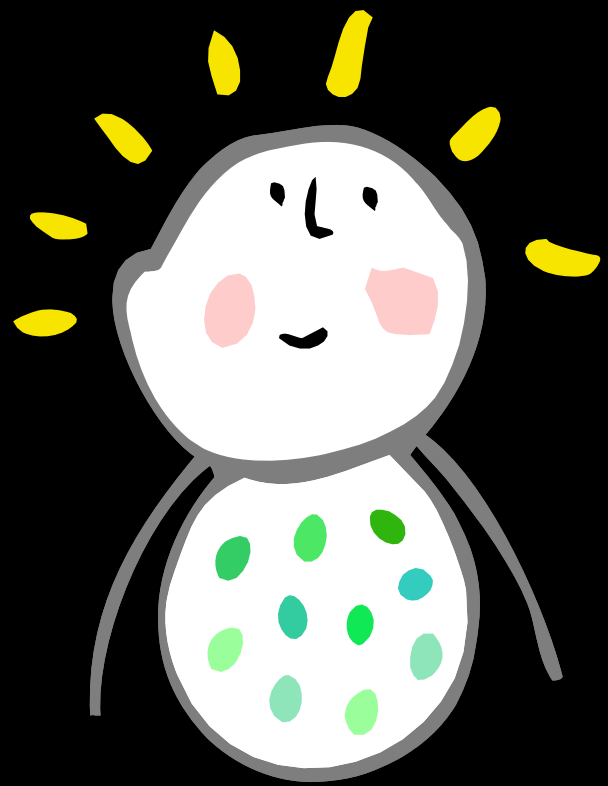


Errors in Grounded Theory

- 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

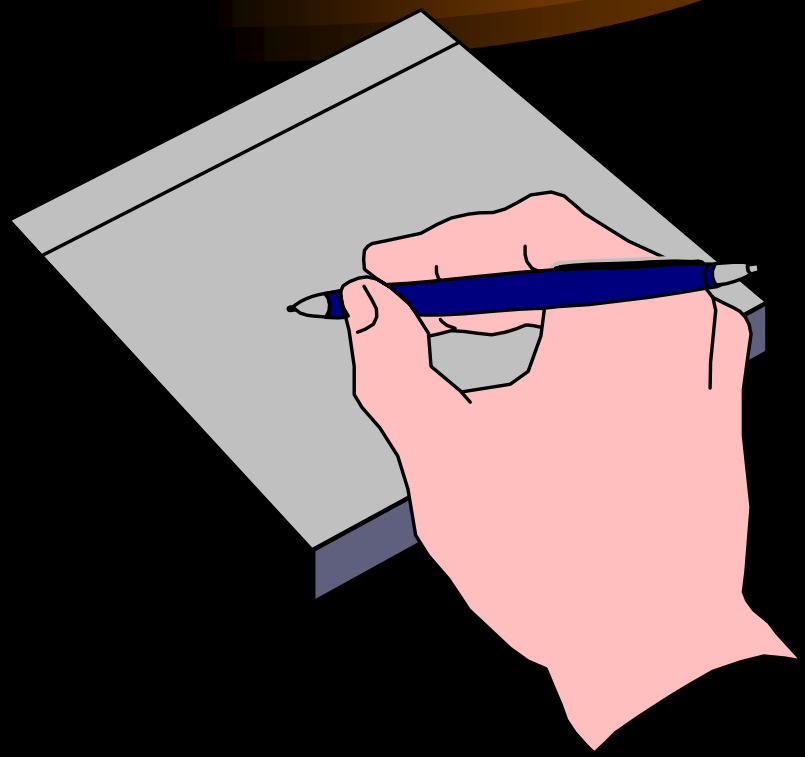
- Good new: You already have entered St. Luke's Hospital and have access to patients & staff
- Gatekeepers: Persons who have the knowledge of who to ask & about processes

Stage 3: Bargain for a role

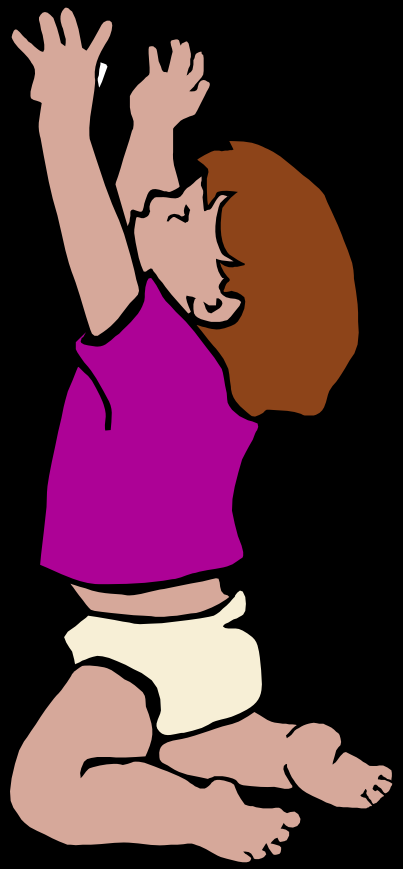
- Complete participant
- Participant as observer
- Observer as participant
- Complete observer

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

Complete Observer

Ethical Considerations

- **St. Luke's Hospital requires certification of training for researchers on protection of human subjects**
- **Program on web**

  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

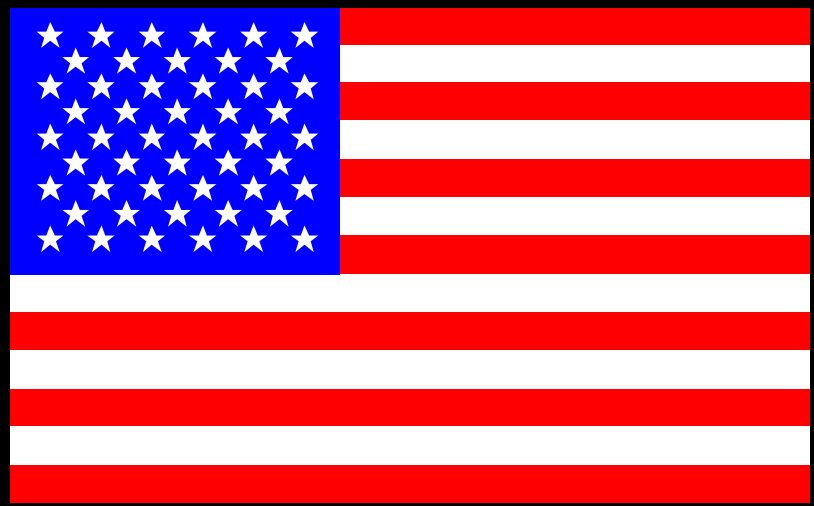
- Written notes or messages to convey potential identification of key variables & relationships based on researcher's assumptions about observations made in the field

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

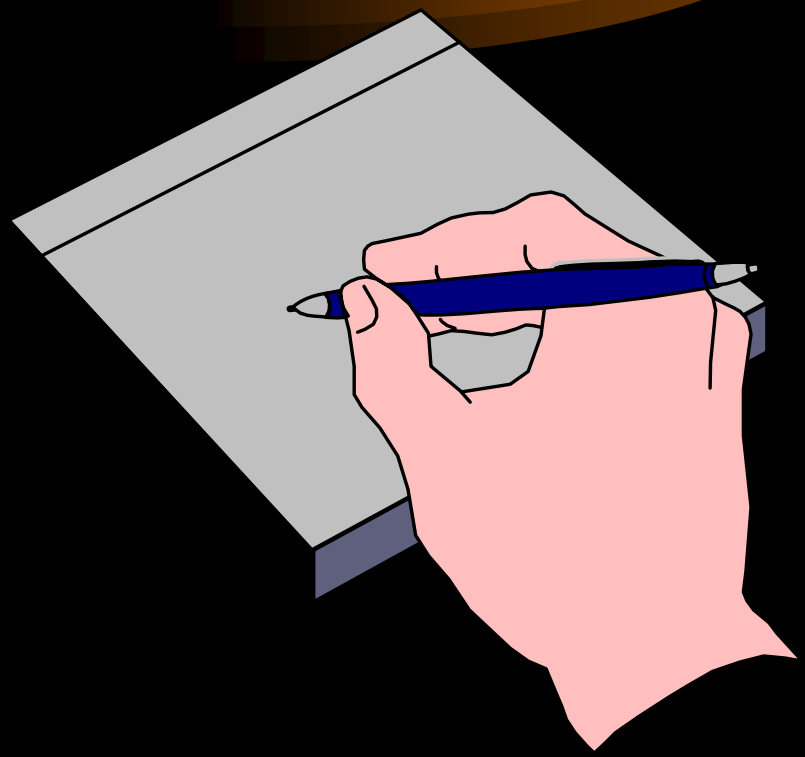
Qualitative Data Analysis Techniques

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

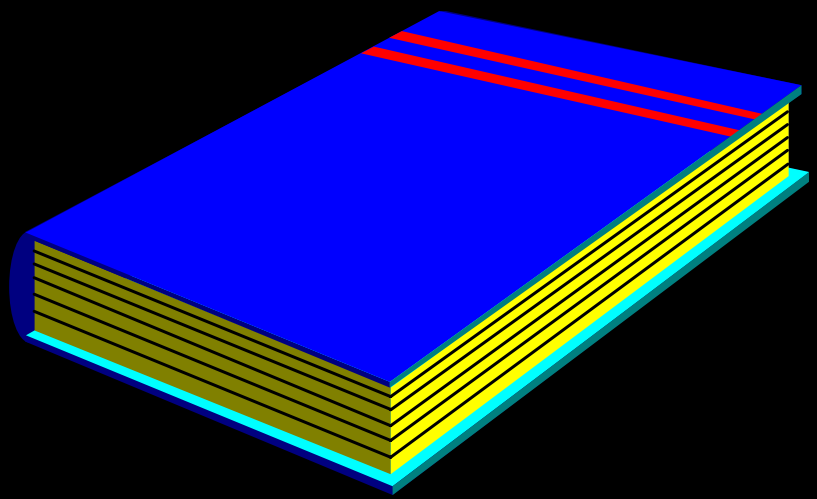
- **Uses feeling, semantics, tones or inferences to derive categories**
- **MS Word: find word on edit**
- **Computer programs**
- **Must identify the unit of analysis, category sets & reason for assigning pieces of data into a category**



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

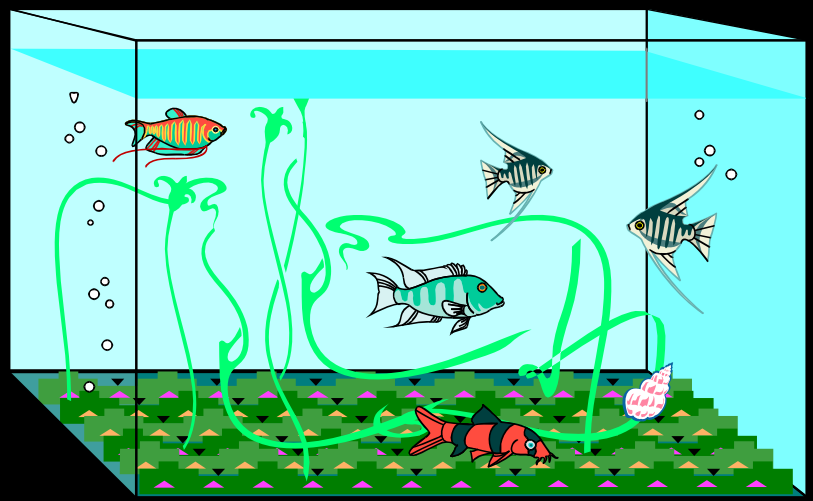


- Read like a story
- Vary in length
- Rich and thick in description
- Good studies subject data analysis to an external review or audit

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



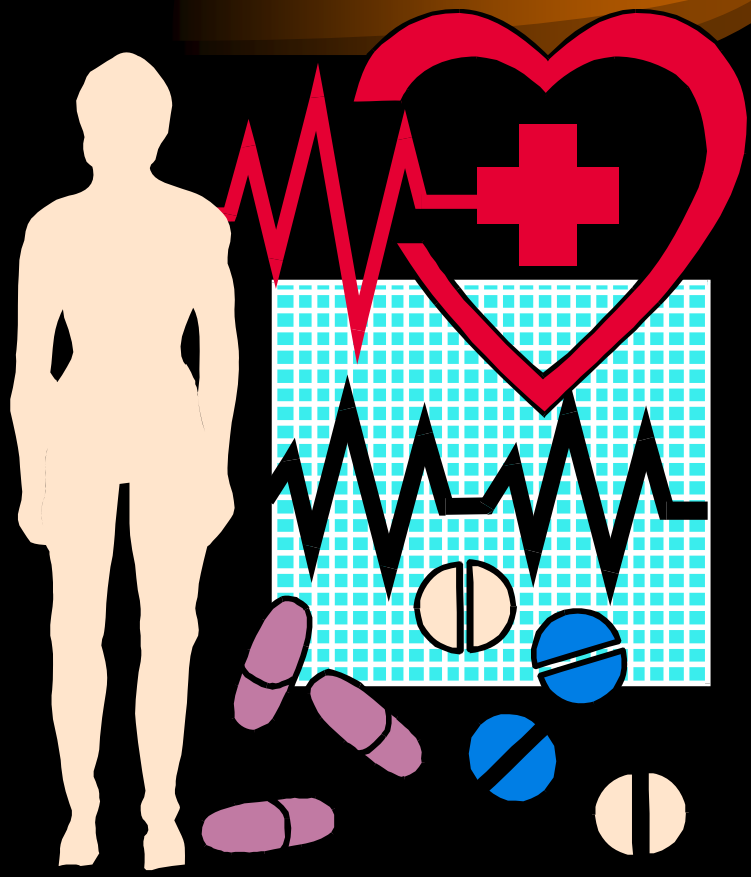
- No new patterns or themes emerge as data collection is continued
- Indicates that it is time to close data collection
- Suggest collecting data one or two times more to verify this has occurred

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?

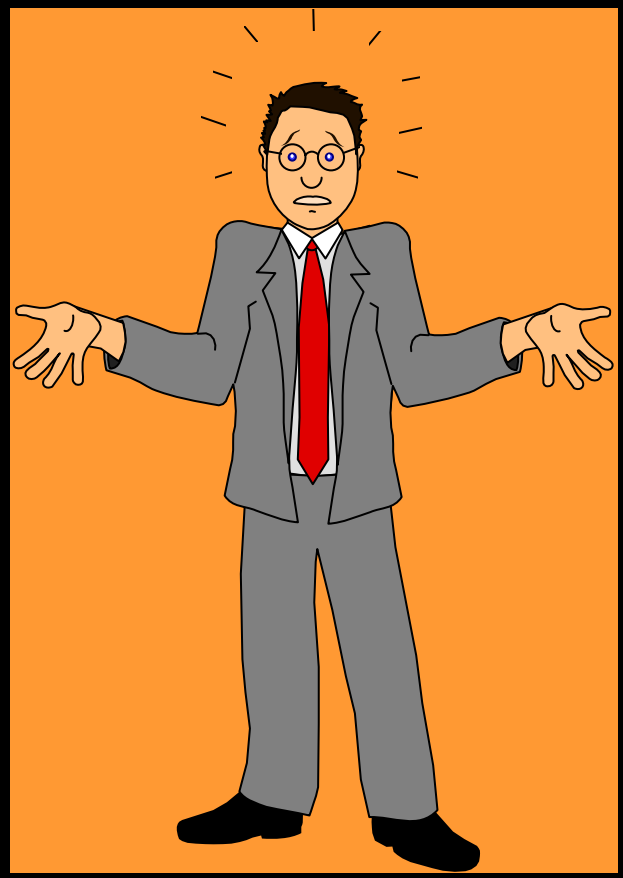
Reading quantitative studies

- 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

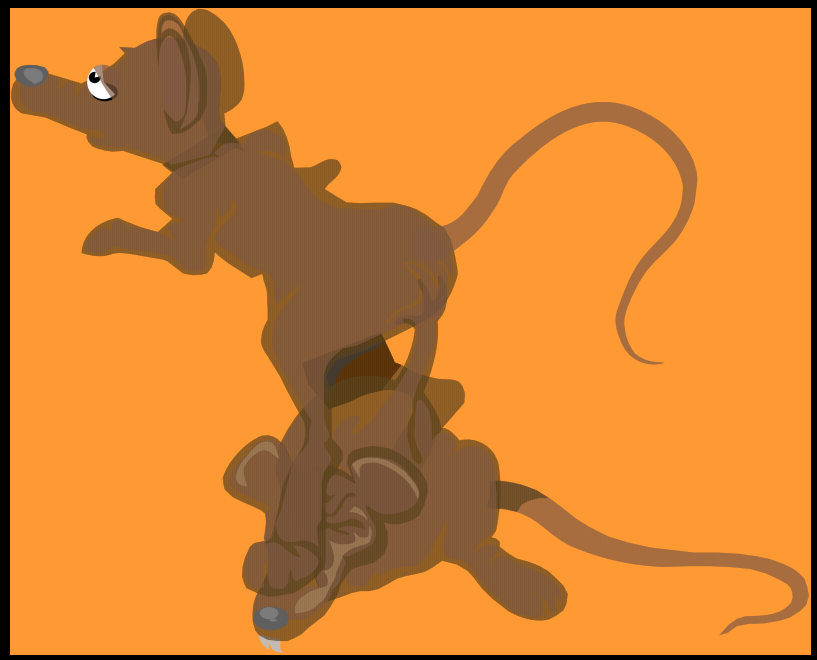
Criteria for Your Project

- **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 we to submit it for publication somewhere**

Resources for Successful Project

- University of Pennsylvania Pastoral Education Program http://www.uphs.upenn/pastoral/resed/bibindex.html
- 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

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