Syllabus for CPE Research Literacy Curricular Element – Year-Long Internship

Department of Spiritual Care Services
UCSF Medical Center and UCSF Benioff Children’s Hospitals
January 29, 2016; revised May 15, 2016

Rationale: As spiritual caregivers who function in a healthcare context (and especially within the milieu of a research university campus), we regularly collaborate with professionals from numerous disciplines whose assessments and interventions are informed increasingly by research and evidence-based practices. Meanwhile, we chaplains offer emotional and spiritual support to our patients, their loved ones, and staff members, and anecdotally we know how crucial that care is to those people’s wellbeing. Yet often we find ourselves “at a loss for words” in describing what we do, and why it is important, in terms that our colleagues can understand. Our profession has been slow in gathering data about our work and the benefits we offer, and historically we have not communicated well to those outside our field about our own best practices. Increasing our own capacity to understand and apply insights derived from quantitative and qualitative social research is fundamental to changing this situation for the better. This priority is reflected in the following standards from our professional organizations, and in UCSF’s overall mission that guides our department’s scope of service:

- **Common Standards for Professional Chaplaincy** (2004 §TPC2): “Incorporate a working knowledge of psychological and sociological disciplines and religious beliefs and practices in the provision of pastoral care.”
- **APC’s Standards of Practice for Professional Chaplains** (2015 §12): “The chaplain remains informed of relevant developments in evidence-based and best practices in chaplaincy care through reading and reflecting on the current research and professional practice; and, where practical, collaborates or provides leadership on research studies.”
- **ACPE’s Standards** (2016 §§310.1 and 312.4): “At the conclusion of CPE Level 2 students are able to: Assess the strengths and needs of those served, grounded in theology and using an understanding of the behavioral sciences,” and the Center should “afford students opportunities to become familiar with and apply relevant theories and methodologies to their ministry specialty.”
- The mission statement of UCSF Medical Center: “Caring, healing, teaching, discovering.”

Course Objectives: This course intends to help you as a student to accomplish the following:

- Nurture your curiosity about spirituality and health and how caregivers can more effectively assist people in their times of crisis and meaning-making.
- Recognize the distinctions between quantitative, qualitative, and mixed methods research designs, and understand their respective strengths and limitations.
- Increase familiarity with the methods commonly utilized in data gathering and analysis.
- Develop knowledge and skills in identifying and using relevant databases (e.g., PubMed, PsycINFO, ATLAS, etc.) and other resources to locate relevant research on spirituality, health, and related topics in chaplaincy, medical, and nursing journals.
- Cultivate your ability to read research articles thoughtfully so that you can describe the implications of their data, critically review their results, and apply their conclusions to your own spiritual care practice.

Texts: Most of the assigned readings can be found in Appendix B of the Student Handbook flash drive; if they are not already included there, the supervisory faculty will provide them to you,
along with a glossary of terms from *Nursing Research: Generating and Assessing Evidence for Nursing Practice, 8th* edition, by Denise F. Polit and Cheryl Tatano Beck (Philadelphia: Wolters Kluwer Health / Lippincott Williams & Wilkins, 2008). We also will read excerpts from Earl R. Babbie’s book *The Practice of Social Research, 12th* edition (Belmont, CA: Wadsworth/Cengage Learning, 2010), and *Research in Pastoral Care and Counseling: Quantitative and Qualitative Approaches* by Larry VandeCreek, Hilary Bender, and Merle R. Jordan (Decatur, GA: Journal of Pastoral Care Publications, 1994). Later in the course, it will be your responsibility to locate and present a suitable research article to your peers, as described below.

**Student Assignments:** You will be responsible for the following:
- Reading all assigned texts in advance of each session.
- Participating actively with faculty members and your peers during each session.
- Bringing your concentration and curiosity as allies into your reading and discussions.
- You will engage in a practice search on PubMed and/or other research databases to locate articles on a topic of your choice, to be conducted after Session 2. A printout of those results will be due to your individual supervisor by Session 3.
- As part of a team, you will select a research article and prepare a summary and critique, utilizing the Rush University Medical Center format (*attached*). This analysis will become the basis for your team’s facilitation of a discussion with your peers during Session 8, 9, or 10. You will inform your supervisor(s) of your selection by Session 6 and distribute the article to your peers at least one week prior to your presentation, along with a list of suggested topics or questions based on that article and your analysis. Your team’s written analysis, submitted to your individual supervisor(s), and your facilitation of the session will count as one presented verbatim report during the Summer unit.
- Taking a final examination during Session 10 to help us evaluate your learning. The test will involve reading an article and completing a short-answer test based on that article.
- A passing grade on the test and satisfactory attention to the above items will be noted in your supervisory evaluation for the Summer unit.

**SCHEDULE of SESSIONS**

**Spring Unit – 5 sessions, 1.5 – 2 hours each, spaced roughly biweekly**

**Session 1: Overview, Evidence-Based Practice, and the Case for Research Literacy**

*Readings:*
- George Fitchett and Daniel Grossoehme, “Health Care Chaplaincy as a Research-Informed Profession” (Appendix B5-66)
- Vanora Hundley, “Evidence Based Practice: What is It? and Why Does It Matter?” (Appendix B5-62)
- Thomas St. James O’Connor and Elizabeth Meakes, “Hope in the Midst of Challenge: Evidence-Based Pastoral Care” (Appendix B5-37)
- Babbie, *Practice of Social Research*, ch. 1 (pgs. 2 – 28)

**Session 2: Finding Your Way Around Research Resources, and the Ethics of Research**

*Readings:*
- Kevin J. Flannelly, Katherine R. B. Jankowski, and Helen P. Tannenbaum, “Keys to Knowledge: Searching and Reviewing the Literature Relevant to Chaplaincy” (Appendix B5-30)
Session 2 (continued)
- Babbie, *Practice of Social Research*, ch. 3 (pgs. 62 – 77)
- Read the attached handouts about PubMed and review the tutorial produced by the UCSF Library: [http://guides.ucsf.edu/introtopubmed](http://guides.ucsf.edu/introtopubmed)

Session 3: A Brief Introduction to Quantitative Research Methods

*A printout of your search results is due to your individual supervisor.*

**Readings:**
- Kevin J. Flannelly, Katherine R. B. Jankowski and Laura T. Flannelly, “Measures of Variability in Chaplaincy, Health Care, and Related Research” (Appendix B5-60)
- VandeCreek *et al.*, *Research in Pastoral Care*, chs. 5 – 6 (pgs. 43 – 58)

Session 4: A Brief Introduction to Qualitative Research Methods

**Readings:**
- Daniel H. Grossoehme, Judy Ragsdale, Jamie L. Wooldridge, Sian Cotton, and Michael Seid, “We Can Handle This: Parents’ Use of Religion in the First Year Following Their Child’s Diagnosis with Cystic Fibrosis” (Appendix B10-50)
- VandeCreek *et al.*, *Research in Pastoral Care*, chs. 8 – 9 (pgs. 71 – 87)

Session 5: Study Designs Applied to Chaplaincy Research, part 1

**Readings:**
- Deborah B. Marin *et al.*, “Relationship Between Chaplain Visits and Patient Satisfaction” (Appendix B5-54)
- George Fitchett, Urs Winter-Pfändler, and Kenneth I. Pargament, “Struggle with the Divine in Swiss Patients Visited by Chaplains: Prevalence and Correlates” (Appendix B1-71)

**Optional:**
- Allison Kestenbaum, Jennifer James, Stefana Morgan, Michele Shields, Will Hocker, Michael Rabow, and Laura B. Dunn, “‘Taking Your Place at the Table’: An Autoethnographic Study of Chaplains’ Participation on an Interdisciplinary Research Team” (Appendix B5-56)
Summer Unit – 5 sessions, 1.5 – 2 hours each, spaced roughly biweekly

Session 6: Study Designs Applied to Chaplaincy Research, part 2
Your team’s research article selection is due to your individual supervisor.
Readings: TBD

Session 7: Being an Informed and Critical Research Reader
Readings:
- Babbie, Practice of Social Research, ch. 17 (pgs. 505 – 521)
- Either ch. 10 from How to Lie with Statistics by Darrell Huff (New York: W. W. Norton, 1954) or Amos Tversky and Daniel Kahneman, “Judgment under Uncertainty: Heuristics and Biases” (Appendix B5-67)

Session 8: Research Presentation and Discussion (Student teams A and B)
Readings: TBD, based on teams’ selections

Session 9: Research Presentation and Discussion (Student teams C and D)
Readings: TBD, based on teams’ selections

Session 10: Research Presentation and Discussion (Student team E), Final Exam, and Next Steps
Readings: TBD, based on team’s selection

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MeSH Database

[PubMed - indexed for MEDLINE] citations are indexed using a powerful vocabulary called Medical Subject Headings (MeSH).

Use the drop-down search menu to access the MeSH database. Search for a term or concept and click Search. Click on the desired term to view that term (when multiple items are retrieved) and to select subheadings and other options.

Click the Add to Search Builder button on the right side of the page to start a PubMed search. Other MeSH searches may be added. Click the Search PubMed button to complete the search.

Clinical Queries

PubMed Clinical Queries makes it easy to find articles that report applied clinical research. Click on the link from the PubMed homepage, then enter a search term in the box. Click the Search button. Click See all at the bottom of the page to return to PubMed.

Clinical Study Categories displays results by diagnosis, etiology, therapy, etc. Use the drop-down menus to change the category or scope.

Systematic Reviews displays evidence-based medicine citations including systematic reviews, meta-analyses, and guidelines.

Medical Genetics displays citations focused on diagnosis, management, genetic counseling, and related topics. Select All or a specific topic from the drop-down menu.

Printing, E-mailing, Downloading

After selecting citations (e.g. from checked boxes or Clipboard), identify a format (click on Summary for additional formats) and print from the browser. Alternatively, select from the Send to menu (e.g. Citation Manager creates a file in the MEDLINE format for download into citation management software).

My NCBI

PubMed’s My NCBI feature sets personal preferences, stores both search strategies and citation collections, and creates alerts by offering automatic e-mail updates and RSS Feeds of stored searches. Register for My NCBI by creating a User Name and Password.

Accessing Full-Text

Many PubMed citations offer links to the full-text of article through PMC (a free digital archive of life sciences journal literature), to library holdings, and to publisher websites. Loansome Doc allows registered users to order copies of articles from a medical library. Contact your librarian for details or call your Regional Medical Library at 800-338-7657.

Assistance and Training

Click on the Help link or on PubMed Tutorials from the PubMed homepage.

Funded under contract awarded by the DHHS, NIH, National Library of Medicine, and developed and updated by the NN/LM staff. Reviewed: June 2015. This resource is freely available at: http://nnlm.gov/training/resources/pmtri.pdf

The National Network of Libraries of Medicine (NN/LM), an outreach program of NLMM™, provides assistance and training nationwide. To find a local library, please call 800-338-7657 or go to http://nnlm.gov/members
PubMed Searching

To search PubMed, type a word or phrase into the query box (e.g., a subject, author and/or journal). Then click on the Search button or press the Enter key. Optionally, combine search terms with connector words: AND, OR, or NOT using upper case letters.

PubMed offers alternative searching options: The Auto Suggest drop-down menu appears when entering words; and the Titles with your search terms option may appear after a search.

After clicking Enter or the Search button, PubMed displays a list of results in Summary format. To see more information about these citations, click Summary to change how the results are formatted.

Filters are available in the left navigation column and may be used to limit or focus searches. Click on a term to activate or deactivate the filter. Multiple filters may be selected.

The Filters activated message appears above the search results list. Applied limits remain in effect until they are removed or cleared.

Advanced

The Advanced link provides two options to refine a search:

- Use the PubMed Advanced Search Builder to create a search using AND, OR, or NOT. Apply a specific field to your term by using the drop-down menu. The Show index list displays the search field index and the number of citations for each term. Multiple terms selected from the Index list are combined using OR.

History tracks and numbers search statements. Click on the numbered link to view a menu of options to combine search statements into a new search with AND, OR, or NOT. The search may also be run, deleted, examined in Details, or saved in My NCBI.

Similar articles

This feature searches for citations similar to the one selected. In the Summary format, click on the Similar articles link under a citation. When examining a single citation in the Abstract format, select Similar articles from the right navigation column.

Clipboard

The Clipboard feature stores selected citations from one or more searches for eight hours. Select citations by clicking the check box next to them. From the Send to menu, select Clipboard; then click the Add to Clipboard button. Click on the Clipboard items link to view citations. Permanently store citations in PubMed My NCBI Collections, also accessed from the Send to menu.

Sensors

Sensors display results in a shaded area above the regular PubMed search results.

- Citation Sensor: matches search terms with citation elements (e.g. blood choi 2009)
- Gene Sensor: identifies gene symbols linking to gene citations and databases (e.g. CFTR)
Formulate the Search: To use a database effectively, think before you type!

1. After some background reading → your original question may need to be reformulated; it may begin to look like several questions or you may answer it with background information. What might be a problem with not looking at foreground sources?
2. Create a simple, searchable question. This is the single most important (and difficult) step! What does “simple searchable” mean? Avoid unnecessary detail. Carefully choose your words. Be willing to change words if they do not seem to work when you do your search. 4 construction methods to try...
   a. Make a simple sentence of your question. Use the subject and object as search terms, avoid the verb as search engines are usually no good with those.
   b. Write down a list of all the concepts within your topic. Select two or three as your search terms.
   c. Most time consuming, organized and effective method: Create a table of concepts. Select two or three. Think of synonyms for each. String all that together and use that as your search.
   d. Use the PICO model. This approach is derived from Evidence-Based Medicine (EBM), or more properly EBP (EB Practice)

See page 3 for an example.

a. One searchable sentence:

b. Concept List: → circle the most important two or three concepts:
   1.
   2.
   3.
   4.
   5.
   6.

c. Concept/synonym table:

   OR
   OR
   OR

AND

AND

AND
<table>
<thead>
<tr>
<th>Concept 1</th>
<th>Synonym A</th>
<th>Synonym B</th>
<th>Synonym C</th>
<th>Synonym D</th>
</tr>
</thead>
</table>

| Concept 2 | | | | |
|-----------| | | | |

| Concept 3 | | | | |
|-----------| | | | |

| Concept 4 | | | | |
|-----------| | | | |

d. PICO:

<table>
<thead>
<tr>
<th>P</th>
<th>Population or Problem or Patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (or E)</td>
<td>Intervention (or Exposure)</td>
</tr>
<tr>
<td>C</td>
<td>Comparison Group (if any)</td>
</tr>
<tr>
<td>O</td>
<td>Outcome</td>
</tr>
</tbody>
</table>


Examples of search formulation:  
You are asked by a parent which medicine is best to give their 3-year-old boy for a  
temperature of 102° F, Tylenol or Advil?  

What is the one sentence clinical question you might ask based on this vignette?  
Probably something like “Which is better for treating fever in children,  
acetaminophen or ibuprofen?”  

Concept list:  
* = most important concepts for search  
parental anxiety  
medication side-effect  
medication effectiveness  
*3 year old (age group)  
boy (sex)  
*temperature (fever)  
102° F  
*Tylenol  
*Advil  

Concept/synonym table:  

<table>
<thead>
<tr>
<th>Concept</th>
<th>Synonym A</th>
<th>Synonym B</th>
<th>Synonym C</th>
<th>Synonym D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept 1</td>
<td>Tylenol</td>
<td>acetaminophen</td>
<td>Panadol</td>
<td></td>
</tr>
<tr>
<td>Concept 2</td>
<td>Motrin</td>
<td>ibuprofen</td>
<td>Advil</td>
<td></td>
</tr>
<tr>
<td>Concept 3</td>
<td>fever</td>
<td>hyperpyrexia</td>
<td>pyrexia</td>
<td></td>
</tr>
<tr>
<td>Concept 4</td>
<td>children</td>
<td>infants</td>
<td>toddlers</td>
<td>pediatric</td>
</tr>
</tbody>
</table>

PICO or PECO:  
P = Population or Problem | Children with fever  
I (or E) = Intervention (or Exposure) | Ibuprofen  
C = Comparison (if any) | Acetaminophen  
O = Outcome | Lower temperature (how low, how long), more comfortable, other?  

Final search: (Tylenol OR acetaminophen OR Panadol) AND (Motrin OR ibuprofen OR Advil) AND (fever OR hyperpyrexia OR pyrexia) AND (children OR infants OR toddlers OR pediatrics) into the search box.  

Why AND between concepts rather than OR? Why OR between synonyms?  

Created and maintained by National Library of Medicine and National Center for Biotechnology Information (NLM and NCBI respectively) PM is the granddaddy of biomedical databases. It is still the world’s standard. It is freely available to all worldwide, unlike its competitors. Commercial databases purchase access to PubMed files and add them to theirs. It has the contents of >5K journals and comprises about 23M articles. It is organized for intelligent retrieval of information.  

MyNCBI is your personal space at PubMed to save your work. Today we will set up an account and set some preferences.  

Key Concepts for PubMed:  
1. Identify concepts within your question. 2 or 3 concepts per search usually works best.  
2. Do your searches in the PubMed search box.  
3. Use MeSH as an index to find good words or phrases for each concept.  
4. Include the exact wording of MeSH terms in your search.  
5. OR the synonyms for each concept.  
6. AND the concepts.  
7. Use Advanced to see your search history.  
8. Remember relevance sorting (a new PM feature), related articles.
PubMed:

**Set up a MyNCBI account** – Why? To save your work.
1. Go to: [library.ucsf.edu](http://library.ucsf.edu)
2. PubMed@UCSF link in right upper corner
3. Click *Sign in to MyNCBI* in upper right
4. Create account if you don’t have one already (if you do, login to your account now)
   a. You can *Sign in with Google* or you can *Register for an NCBI account*
5. Once done, click *MyNCBI*

**Set MyNCBI preferences** - Why? These will make sorting through search results faster and easier.
1. Once logged into MyNCBI…
2. Click *MyNCBI Site Preferences*
3. 4 useful things to modify – there are others → go shopping for other useful choices. You can change settings as needed for a project.
   a. *In Common Preferences*
      i. Highlighting → Pick a color. Your search words will be highlighted
   b. *In PubMed Preferences*
      i. *Abstract Supplemental Data* → Open
      ii. *Result Display Settings* → Abstract, 100, Pub Date
      iii. *Filters and Icons* – You are allowed a total of 15 filters in MyNCBI
         1. *Popular* → Clinical Trial, Review
   c. To move from MyNCBI back to PubMed…
      i. Click *PubMed* link near bottom of page in the center *(Popular)* column.

**First Search** ([sb] = subset)

Search all[sb] in PubMed → number ____________
Search medline[sb] → number ______________

**MEDLINE (ML)** is a highly organized subset of PubMed (PM). ML contains about 90% of the articles in PM. The part of PM NOT in ML is where the newest material lives until it is “indexed” by the librarians at the NLM.

“Indexed” means each article is read and additional information (“metadata”) is added to the database of articles making it easier for searchers to find what they want. 10-15 “tags” are applied to each article. These describe what the article is about. Of those 10-15 MeSH, 2 or 3 are identified as the most important (MAJOR). The tags are selected from a standardized set of ~25,000 Medical Subject Headings (MeSH) by indexers at NLM. Think of MeSH as the index to the book that is PubMed.

Learning how to take advantage of the structure of PubMed to search more effectively is more than we have time for today. There is a lot to learn about PubMed, and there are classes and consultations available at UCSF for those who are interested in more depth, contact me for information.

Today we are going to use a fairly simple method to search in PubMed. This works OK because PubMed works behind the scenes to translate the words of your search into MeSH, improving both the sensitivity and specificity of your search.
This translation process is called Automatic Term Mapping (ATM).

All that being said…

Enter a search into the PubMed search box and search.

**Do you remember about Boolean operators and using parentheses?**

See diagram on page 6 and “final search” example on page 2. Ask if you have questions.

Look at the first 20-40 results to see if you are getting what you want. If not, time to revise…

**Very Important!** Find the **Search details** box (located on right lower area on search page), and click **see more** for details of what PubMed did with your search. This is especially useful when PubMed misinterprets what you typed. You can edit in the search box to add, change, or remove words or phrases from your search.

**A little finesse with Keywords** (=basically anything that is not a MeSH term).

In PubMed search box:

<table>
<thead>
<tr>
<th>Type</th>
<th># Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>problem based learning</td>
<td></td>
</tr>
<tr>
<td>“problem based learning”</td>
<td></td>
</tr>
<tr>
<td>“problem based learning”[ti]</td>
<td></td>
</tr>
<tr>
<td>“problem based learning”[tiab]</td>
<td></td>
</tr>
</tbody>
</table>

**PubMed search modifiers** – “” and *

“fever in children” – searches for exactly what is between quotes anywhere in a PubMed entry

“fever in children”[ti] searches for the word or words in the title

“fever in children”[tiab] searches for the word or words in the title and abstract

child* - the asterisk is a “truncation symbol”→ means PM will search for child, children, childhood, etc.

**Two Useful PubMed Tools** - Clinical Queries and Single Citation Matcher

Try the search in **Clinical Queries**. CQ is a useful tool for rapidly finding a few high quality articles. See evidence pyramids in the Appendix for more information.

**Single Citation Matcher** is a useful tool to find a particular article when you have incomplete information. Ex. Find **BMJ** article from 2003 by Smith.

**Saving your work**

You have given your all to create a good search; **save it** so you can get back to it!

MyNCBI allows you to temporarily save articles as you work to **Clipboard**; permanently save articles to MyNCBI **Collections**, and to **Save Search**.
1. Pick 3 articles that look good from your final search. Send to: Clipboard.
2. Pick 3 more articles and send to Clipboard.
3. Send the 6 articles now in Clipboard to Collections.

Look just to the right of **Send to:** Clipboard: 6 items, click 6 items... Then **Send to:** Collections, the last steps are pretty self-explanatory
4. Click **Save search**, rename the search something you can remember and **Save**.
   a. If you want to receive new articles from your saved search, click “**Yes, please**”, choose your settings and **Save**.
5. Go to **MyNCBI** to find your **Collection** and your **Saved Search**
6. You can share a collection with others by clicking on the gear symbol next to your search and making your collection public. You will be shown a URL to give to any you want to share with.

![PubMed interface showing search results and options to send to Clipboard and Collections.]

**Try a complex search**

Use more than one subject combine using AND or OR, save your results and your search. We will be here to help.

See next page.

Contact Peggy Tahir or Evans Whitaker for questions – Peggy.Tahir@ucsf.edu; Evans.Whitaker@ucsf.edu

![Boolean operators and Venn diagrams showing AND, OR, NOT.]

**Possible Searches:**
- Are bleach baths useful for atopic dermatitis? Is so, why?
- Does breastfeeding decrease obesity in offspring?

**More Possible Searches:**
- Marginal zone lymphoma, staging and prognosis?
- Decision rules for pulmonary embolism, which patients can be treated as outpatients?
- SBAR communication, does it decrease medical errors? Rosacea, is Helicobacter treatment effective
- Medication reconciliation, does it improve outcomes in hospitalized patients?
- Pay-for-performance, is it cost-effective?
Questions for Critically Reading a Research Article
from the Research Program of the Department of Religion, Health, and Human Values
at Rush University Medical Center (Chicago, IL; © 2010)

1. What is the **BACKGROUND** for the study (*i.e.*, the review of the literature)?
   This should tell us what is already known about this area of research. It should also tell us what is not known about this area of research and how this study will help fill that gap.

2. What were the **STUDY AIMS, RESEARCH QUESTIONS, or HYPOTHESES**?

3. Summarize the following information about the research **METHODS**:
   a. **Study design**
      - *Was the data collected from each respondent just once (cross-sectional design)?*
      - *Was the data collected at the beginning of the study and a later time (longitudinal design)?*
      - *Was there an intervention? Was there a comparison group (clinical trial)?*

   b. **Sample**
      - *Who were the people that provided the data?*
      - *How were they recruited?*
      - *How representative of people with this condition is this sample?*

   c. **Measures**
      - *What was the main outcome measure(s) (a.k.a. dependent variable)?*
      - *What was the main measure(s) of the predictors (a.k.a. independent variable)?*
      - *What covariates were also included in the analysis (a.k.a. possible confounders)?*

   d. **Analysis**
      - *Summarize any important information about how the study data was analyzed.*

4. What were the **RESULTS** of the study?

5. Summarize the investigators’ **DISCUSSION** of the following:
   a. **Integration** with other research
      - *Were the findings from this study similar to or different from previous studies?*

   b. **Limitations** of the study
c. **Implications** of the study for **further research**

6. **CRITICAL EVALUATION:**
   a. What do you think are the **strengths** of this research?
   
   b. What do you think are the **weaknesses** of this research?

7. **CLINICAL APPLICATION:**
   a. What are the implications of this research for **your spiritual caregiving**, if any?
   
   b. Does the research have implications for the work of **other clinicians** (or clergy)?