TRANSFORMING CHAPLAINCY
Promoting Research Literacy for Improved Patient Outcomes

CPE Curriculum Development Grants
Application
November 1, 2016

Overview

The aim of the Transforming Chaplaincy project is to better equip hospital chaplains to use research to guide, evaluate and advocate for the spiritual care they provide. The 4 year project is supported by two grants totaling $4.5M from the John Templeton Foundation, with additional support from ACPE and the professional chaplaincy organizations (the Association of Professional Chaplains, the Association of Clinical Pastoral Education, the National Association of Catholic Chaplains, and Neshama – Association of Jewish Chaplains). A key component of the project are curriculum development grants to be awarded to 70 ACPE-accredited clinical pastoral education (CPE) residency programs[1] to enable them to incorporate research literacy education in their curricula. The two other components of the project, 16 grants for Templeton Chaplain Research Fellows and on-line research education for chaplains, are described on the project website (www.researchliteratechaplaincy.org).

Currently, chaplains provide spiritual and religious support to patients and family members, but few have the training and knowledge of research needed to inform their own clinical work and to educate others about its importance. Increasing the number of chaplains who learn about research in their training is central to creating research literate chaplains who can critically read research, including research about religion, spirituality and health, and have it inform their practice. To increase the number of CPE programs teaching research literacy, we will offer two-year grants to 70 programs (35 in the first cycle of grants were awarded in 2016, and 35 in the second cycle of grants will be awarded in 2017) to support the integration of research education into their curriculum in an ongoing way. Students who graduate from programs that include a research literacy curriculum will be better equipped to provide evidence-based spiritual care and to complete the new research continuing education guidelines of the chaplaincy organizations.

The first year grant will be $2,500; the second year grant will be $1,500. An additional $1,000 incentive grant will be available for the second year for programs whose students demonstrate a high level of research literacy at the conclusion of year one.

The grant amount will be adjusted proportionally to accommodate multi-center proposals. A curriculum that benefits two Centers could have up to two times the base grant amount. We think the extra money would enable the development of a creative curriculum. However, please remember that you need to provide justification for any budget you request (see Budget below for more details).

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[1] Please see FAQ #2 regarding eligibility of CPE Centers who do not have year-long residency programs to apply for one of these grants.

Application
The on-line application form for the CPE Curriculum Development Grants will include the following:

Email of person completing the application
Name and title of person completing the application
Name of Director of CPE (if different from above)
Description of Center (single Center, several Centers, accredited System)
If more than one Center or System applying, the number of Centers applying

For Centers with year-long residency programs, for each participating Center, please enter the number of year-long students each year for the past 4 years beginning with 2013-2014.

For other Centers that do not offer year-long residency programs, please describe how your Center is involved in preparing students for careers in professional chaplaincy, e.g., what proportion of your CPE graduates get employed as chaplains? (150-word limit)

Evidence of accreditation by ACPE, e.g., a copy of the notification of accreditation or the most recent reaccreditation

Description of Proposed Curriculum
The description of your proposed curriculum should address each of the 5 criteria listed below. Your description should include sufficient detail to permit the Selection Committee to understand what you propose. Your description should be limited to 3 single spaced pages. If you wish, you may also include an Appendix that includes your syllabus or curriculum details.

Budget
In addition to the description of your proposed curriculum, please also include a 1-page 2-year budget with summary and justification of each major budget items, including a proposed budget for the $1,000 incentive grant.

Proposal Content
We think a good curriculum should include:
- Input, e.g., reading, lectures
- Practice, e.g., conduct literature search, prepare a summary or presentation about a research article, and
- Evaluation, e.g., an exam.

Selection Process
Decisions to award the Curriculum Development grants will be made by a subcommittee of the Project Advisory Committee. The Committee will make their decisions based on how well the proposed curriculum addresses the 5 criteria listed below. Here are the Committee's expectations for each of these 5 criteria:

1. Be substantive. We will look for a coherent syllabus covering important concepts about research. We think a minimum of 15-20 instructional hours will be required to cover this information. Include a plan for teaching research literacy in a coherent and developmental syllabus, i.e., single lectures or disconnected events will not be funded; see the FAQs for more information.

2.   Be contextual. We will look for a curriculum that reflects integration with at least the following four aspects of your program: a) Your institutional context and the resources available for research education, e.g., academic medical center, community hospital, other institution; b) The type of students in your program, e.g., year-long residents preparing for careers in chaplaincy, other students; c) The best place(s) in your curriculum to teach research literacy, e.g., a one-month intensive, seminars distributed across the residency year; and d) The population cared for in your institution, e.g., tertiary care hospital, older adults, veterans.

3.   Be applicable to practice. We will look for ways in which your students are encouraged to address how insights from the research they read have or can influence their work as a chaplain. In their summary of an article, are they asked to reflect on its implications for chaplaincy care? Do you link reflections on a verbatim or case study with related research?

4.   Be accountable. We will look for your plan for measuring what students learn and how they integrate research into chaplaincy practice; think in terms of the end product. Centers are welcome to propose their own method for assessing student learning. Alternatively, Centers may propose to use one of two methods that will be made available by the Transforming Chaplaincy project. The first of these will be a multiple choice exam testing knowledge of important concepts in qualitative and quantitative research. The second will be an exam that consists of reading an article selected by the project leaders and completing a short-answer test whose questions are keyed to that research paper.

5.   Be enduring. We will look for a detailed description of how education on research literacy will continue to be included in your curriculum once the grant period ends. Think in terms of developing partnerships within your Center as well as networking with other CPE Centers.

The additional $1,000 incentive grant will be available the second year for programs that provide a course evaluation of the year 1 curriculum. This evaluation should be a one to two page report that includes a description of the strengths and challenges of the year 1 curriculum and, if needed, an explanation of any revisions that will be made to the 2nd year curriculum. This course evaluation should be based on feedback from students, faculty and CPE supervisors about the course and evidence of student mastery of research literacy.

Student mastery of research literacy may be demonstrated in a number of different ways including presentations of research articles they have read, presentations of verbatims or case studies informed by research, or quizzes or exams including the exam made available by the *Transforming Chaplaincy* project (see FAQ #9 for details). The *Transforming Chaplaincy* exam consists of reading two articles selected by project leaders and completing a short-answer test whose questions are keyed to these research papers.

Course evaluations must be completed and submitted within four weeks of the year one curriculum but no later than September 15, 2018 for cohort 2. Centers will be notified of the incentive grant decision within three weeks of receipt of their evaluation.

Timeline

Activity	CPE Curriculum Development Grants: Cohort 2	CPE Program Activity
Application and detailed instructions posted on project website	October 15, 2016	Fall – Many residency programs begin in September
Application deadline	January 27, 2017	Winter/Spring – CPE programs plan curriculum for next year and interview applicants
Decision about application	April 14, 2017	
Applicant confirm acceptance	May 12, 2017	
Awards sent to Centers	August 31, 2017	
CPE Residency Programs begin		Summer/Fall – New residency program begins
Year 1 evaluation deadline	Within 4 weeks of the year 1 curriculum; no later than September 14, 2018	