TRANSFORMING CHAPLAINCY
Promoting Research Literacy
for Improved Patient Outcomes

CPE Curriculum Development Grants
FAQs
November 1, 2016

1. How can I get more information about the CPE Curriculum Development Grants?
   There are several ways to get more information about the CPE Curriculum Development Grants:

   - *See our website for details including two documents that outline the application and FAQs*
   - *Check our Calendar and sign up on our website to receive notification about upcoming events:*
     - *A member of the project leadership team may attend regional ACPE meetings to answer questions.*
     - *In the fall of 2016, depending on interest, we may schedule conference calls for people who want more information about the Grants, and webinars for people who want to see model proposals. See the Calendar on the project website for details.*

2. Can Centers who do not have a residency program apply for one of these grants?
   Yes. We recognize that year-long, stipended residency programs are common in some but not all CPE Regions. We welcome applications from any CPE program that can demonstrate that a substantial proportion of its students go on to careers in chaplaincy. These programs will need to describe how the research literacy curriculum fits into the education of students who are taking multiple units of CPE at that center.

3. I don't know anything about research. How can I teach research literacy, let alone plan a research literacy curriculum for my CPE program?
   We recognize that teaching research literacy will be a challenge for many supervisors. It is important to know that we do not expect or require that the proposed research literacy curriculum be taught by one of the Center's CPE supervisors. In many cases, the supervisor will be coordinating a research literacy module that is taught by other faculty.

One approach is to think about resources that may be available within your Center. Are there places in your Center where research literacy is being taught? Are there other people in your Center who would be willing to partner with you to teach research literacy? As you think about developing your research literacy curriculum we encourage you to build on your established capacity to form partnerships within your Center to create curriculum for your students.

Another option you may consider is to collaborate or contract with a CPE Center that is already teaching research literacy.

As you plan your curriculum, be sure to look at the excellent text by Gary Myers and colleagues, An Invitation to Chaplaincy Research: Entering the Process. *This free text was produced by the HealthCare Chaplaincy Network (HCCN) with support from the John Templeton Foundation. It was written for chaplains with no research experience. It begins with stories from several chaplain researchers about how they got involved in research. It includes strong introductory chapters on qualitative research and research methods. The chapter on statistics is well-written and should help research novices grasp the questions that are addressed by the most common statistical procedures. It can be downloaded from the HCCN website.*

> *Myers, G.E. (Ed). (2014).* An invitation to chaplaincy research: Entering the process. *Retrieved from http://www.healthcarechaplaincy.org/docs/publications/templeton_research/hcc_research_handbook_final.pdf*

4. Where can I get information about model practices for teaching research literacy in CPE programs?
See the Resources Page of our website for extensive information about teaching research literacy in CPE programs. There you will find model curricula (from existing programs and from Cohort 1 proposals), textbooks, articles, webinars, links to websites and the ACPE Research Network, and more. Some of the items described there include the following:
   - *An article by Tartaglia and colleagues that describes best practices in teaching research literacy in CPE residency programs:*
      - *Tartaglia, A., Fitchett, G., Dodd-McCue, D.M., Murphy, P.E., & Derrickson, P. (2013). Teaching research in Clinical Pastoral Education: a survey of model practices.* Journal of Pastoral Care and Counseling, *67(1): 5, 1-14.*

   - *The* Incorporating Research in CPE *folder on the ACPE Research Network website (http://acperesearch.net/model_programs.html) has a helpful section that is devoted to teaching research in CPE.*

   - *One of the things to think about as you plan a sustainable research literacy curriculum for your Center is your own training as a research*

literacy instructor. As a part of your Center's 2-year CPE Development Grant, you may choose to bring in outside teachers and collaborators. We encourage you to participate in the program you create so that you can take a more active role in teaching research literacy after the grant has ended.

5. Can the CPE Curriculum Development Grants be used to teach CPE residents to do research?
The main goal of these grants is to help chaplains become research literate, able to read, understand, and apply research to their daily work with patients and families. While we know that some CPE programs have students complete research projects, this is not the aim of this grant. We are looking for a curriculum that teaches students how to read and understand research instead of how to do research.

6. What are the options for how CPE Centers use the Curriculum Development Grant funds?
The Curriculum Development Grants should be used in a way that best suits the Center's needs. While this is not an exhaustive list, some options might include:

   - *Honoraria for researchers at the home institution who have appropriate training to offer a short class*
   - *Support for an ongoing research seminar series led by one or more guest instructors,*
   - *Support for collaboration among multiple CPE programs for a joint curriculum taught in person or by distance learning.*

7. What can't the grant support?
The grant is unable to support the cost of overhead, also known as indirects.

8. Can we use the grant to enroll our students in online courses offered by other organizations?
Yes. However, if you choose this option, you need to provide details about how the curricula will be sustained after the grant has ended. As we become aware of online resources that you could use, we will post them to the Resource page of our website.

9. We would like to use an exam to test what our students learn from our research literacy curriculum. Do we have to develop our own exam?
We expect all the curriculum proposals to include a method to evaluate students' learning and how they integrate research into chaplaincy practice. Centers are welcome to propose their own method for assessing knowledge and integration. Alternatively, Centers may choose to use the exam that is available by the Transforming Chaplaincy project. The exam consists of reading two articles selected by project leaders and completing a short-answer test whose questions are keyed to these research papers.

10. What do you mean by research literacy?
We believe that a research literate chaplain understands the importance of research for the profession of chaplaincy. In addition, a research literate chaplain has the ability to read and understand a research article, describe some of the strengths and weaknesses of the study, as well as the implications of the study, if any, for chaplaincy practice.

11. Should the curriculum teach research literacy, an introduction to the research about religion/spirituality and health, or both?
Our priority is that the curriculum focuses on research literacy. Of course it would be great if, in the course of the curriculum, students became familiar with research about religion/spirituality and health or about chaplaincy.

12. Are centers that already teach research literacy welcome to apply?
Yes, we welcome proposals from centers that already have a research literacy curriculum in their program. However, proposals from such centers must include a clear description about how the grant funds will be used to improve or advance the current curriculum.

13. Can CPE programs in VA Centers apply?
Yes. Transforming Chaplaincy is eager to support research literacy education in CPE programs in VA Centers. Please contact the project coordinator for information that may be helpful in your application.

14. Can CPE programs in for-profit institutions (e.g., Vitas Hospice; or a CPE center in a for-profit hospital) apply?
Yes. We welcome applications from CPE Centers in for-profit institutions.

15. Can CPE programs located in countries other than the United States apply?
The CPE Curriculum Development Grants are designed to advance research literacy for chaplains who will serve in the United States. While prospective International CPE programs are not precluded from applying, the Advisory Committee is looking for Centers who are training chaplains who will build their careers in the U.S. We hope similar initiatives for promoting research literacy for improved patient outcomes will develop in other countries.

16. Can a CPE System apply for a grant to support adding research literacy curricula at several Centers in their system?
Yes. We welcome applications from CPE Systems as well as Centers. CPE Systems are eligible for larger grants equivalent to the normal grant amount for each participating Center in their System. Requests for such larger grants must include justification for the additional funds (for more information, see Budget details in the CPE Curriculum Grant Application document found on the website).

17. Can grant funds be used to develop or add to a Center's library?
    Yes. Especially for Centers that are not affiliated with academic medical centers, a limited portion of the funds from the grant can be used to add important reference works (e.g., Koenig et al, Handbook of Religion and Health, 2nd edition) to a departmental library.

18. Does the curriculum have to be taught in one quarter or unit, or can it be spread over a longer time?
    For some Centers, a concentrated curriculum may fit best; for other Centers a curriculum distributed over a longer period of time makes more sense. We are open to many different options for how the research curriculum is taught.

19. The CPE Curriculum Grant Application says that a minimum of 15-20 instructional hours will be required to cover the research literacy material. What counts as contact time?
    Generally, 15-20 hours of instruction includes face-to-face contact spent in didactic seminars or other relevant presentations, webinars and webinar journal clubs, online learning modules, and article presentations. A verbatim may count toward contact hours as long as the time is intentionally spent applying research to the case, e.g. how research informs practice.

20. Do you have any guidelines about hours of student preparation for each hour of instruction?
    In graduate education, 2 to 3 hours of preparation are often expected for each hour of instruction. We think those guidelines are appropriate for a research literacy curriculum for CPE residents.