<table>
<thead>
<tr>
<th>PROGRAM COMPONENT</th>
<th>WHY RESEARCH LITERACY IS IMPORTANT</th>
<th>RESEARCH COMPONENTS &amp; METHODS</th>
<th>CRITICAL EVALUATION OF RESEARCH STUDIES</th>
<th>RESEARCH APPLICATION TO CHAPLAINCY PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent online coursework Estimate 11 hours</td>
<td>Learning outcomes  Navigate and post responses using the online course system  Identify reasons why research literacy is important for chaplaincy care in general and within their specific CPE contexts</td>
<td>Learning outcomes  Identify and describe various research concepts and terms through application exercises (e.g., identify components of a research study)  Content  Various modules on research methods, definitions, terms, basic statistics, spiritual assessment tools, reporting standards, etc. (See bibliography for a more complete list of topics)</td>
<td>Learning outcomes  Access published articles through collaboration with a research librarian or by conducting an independent search  Conduct a literature review  Describe findings and trends in spirituality and health research  Critically evaluate research studies using a template  Content  Module on resources to access research studies  Module on differences between individual studies and literature reviews  Module on spirituality and health research findings  Module on how to critically evaluate research using a template (provided)</td>
<td>Learning outcomes  Apply research findings to chaplaincy care within their setting  Evaluate student learnings  Content  Module on presenting research findings to advocate for chaplaincy care  Module on integrating research findings into verbatims, case notes, etc.  Identify studies for potential application within their CPE program  Formal evaluations using <em>Transforming Chaplaincy</em> multiple-choice exam</td>
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<tr>
<td>CPE program discussions led by CPE supervisors</td>
<td>Learning outcome</td>
<td>Articulate shared values around research literacy</td>
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<tr>
<td>Content</td>
<td>Discuss resistance to and support for research literacy in chaplaincy care</td>
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<tr>
<td>Learning outcomes</td>
<td>Define spiritual care in their chaplaincy context</td>
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<tr>
<td>Content</td>
<td>Discuss the meaning of spirituality in their context</td>
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<td></td>
<td>Demonstrate understanding of research concepts, terms, etc.</td>
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<tr>
<td></td>
<td>Review research methods and components using one or more studies</td>
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<tr>
<td>Learning outcomes</td>
<td>Identify research resources in their setting</td>
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<tr>
<td>Content</td>
<td>Critique studies of interest/relevance to their CPE program using a template</td>
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<tr>
<td>Learning outcomes</td>
<td>Identify potential research applications to chaplaincy care in their context</td>
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<tr>
<td>Learning outcomes</td>
<td>Integrate research into verbatim practice</td>
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<tr>
<td>Content</td>
<td>Discuss student-selected studies for application to chaplaincy care in their context</td>
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<tr>
<td>Content</td>
<td>Discuss research applicable to student verbatim, chart notes, etc.</td>
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<thead>
<tr>
<th>Regional event</th>
<th>Learning outcome</th>
<th>Articulate importance of research literacy to chaplaincy care</th>
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</thead>
<tbody>
<tr>
<td>6 hours: 9am-4pm with lunch</td>
<td>Content</td>
<td>Healthcare administrators, staff chaplains and/or community members present on the importance of research literacy for chaplains</td>
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<td></td>
<td>CPE supervisors present on how research literacy is used to inform ethics committees, working with IRBs, etc.</td>
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<tr>
<td>Learning outcome</td>
<td>Demonstrate understanding of research concepts and terms</td>
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<tr>
<td>Content</td>
<td>Present research findings</td>
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<tr>
<td>Learning outcome</td>
<td>Demonstrate how to critically evaluate a research study</td>
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<tr>
<td>Content</td>
<td>Students present and discuss studies/verbatim in small groups with representatives from other CPE programs</td>
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<tr>
<td>Learning outcome</td>
<td>Identify and make a case for potential research applications to chaplaincy care</td>
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<tr>
<td>Learning outcome</td>
<td>Identify opportunities to collaborate with other CPE programs</td>
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<tr>
<td>Content</td>
<td>Discuss shared topics of interest and relevance across CPE programs</td>
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</tbody>
</table>
Bibliography


Specific units will use, but not be limited to, the following resources:

**Why Research Literacy is Important for Chaplains**

Bay, P. S. (2002). To be or not to be more scientific? That is the question: Yes, absolutely, but . . . . Journal of Health Care Chaplaincy, 12(1/2), 19-27. doi: 10.1300/J080v12n01_03


**Research Components and Methods**


**Critical Evaluation of Research Studies**


**Research Application to Chaplaincy Practice**


