

DEVELOPMENT AND VALIDATION OF AN
INSTRUMENT TO MEASURE THE CON-
TINUING EDUCATION NEEDS OF
PROFESSIONALLY CERTIFIED
CHAPLAINS

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CHAPTER I

INTRODUCTION

The sociological, demographic and technological forces that have created the present learning society seem to have also impacted the field of theological education (Cross, 1981; McCord, 1980). The continuing education of ministers is a growing concern within theological education today. The focus of theological education has been slowly expanding to the point that it now includes post-ordination education along with the traditional pre-ordination education.

Several researchers have studied the continuing education needs of ministers. (Fortier, 1972; Emler, 1973; Gamble, 1977; Berkley, 1984; Walker, 1986). A brief history of the continuing education of ministers as well as the summary of key findings of several related studies among ministers will be presented in Chapter II. Unfortunately, most of the studies were limited due to populations studied, geographic limitations imposed, and instruments used. No published study to date has utilized a statistically validated instrument to measure the continuing education needs of ministers.

It has been pointed out that the demands of the various roles and functions of the clergy require them to have ongoing updating of their skills and personal resources

(Glasse, 1968; Fortier, 1972). A two-foci continuing education program has been recommended as a major strategy to help the clergy in mid-life (Houts, 1979). The foci were task orientation and personal support. A study of ministers pursuing Doctor of Ministry degrees through continuing education formats found that they were being motivated by an increased awareness of a need for personal and professional development (Lewis, 1979). While participation and availability of resources were on the increase, over one third of the clergy still were not involved in any formal continuing education (Wilson, 1985). The reason for this was unknown. Requiring ministers to have a minimum number of hours of continuing education to maintain their credentials has been discussed in some quarters (Wilson, 1985). This controversial issue has not been settled.

Denominations and educational institutions that respond to the continuing education needs of ministers have not necessarily begun with a comprehensive needs assessment. One reason was that no specific instrument existed to do a valid and reliable assessment. Thus quality assurance of continuing education programs for clergy has remained problematic (Minnery, 1981; Wilson, 1985). In spite of Hout's recommendation for a two-foci program, no one has discovered the appropriate ratio for combining personal growth and professional skill development in continuing education curricula (Houts, 1979; Ross, 1989). This and other issues

could not be resolved without having better ways of measuring the continuing education needs of ministers. As a step toward this goal, a valid and reliable instrument to measure this need among professionally trained ministers was found necessary.

The College of Chaplains Inc. is the professional association of North American chaplains. There are two major levels of professional membership in the College: 1) member level and 2) fellow level. All members of the College are theologically and clinically trained ordained ministers who are endorsed for chaplaincy by their respective denominations. The fellow status is given only to certified members who have fulfilled the established standards of academic preparation, clinical training, professional experience, preparation of papers reflecting competence in clinical ministry and successful completion of an interview by a committee of fellows. Part of the requirements for sustaining fellow status is yearly completion of fifty hours of continuing education. While general methods of continuing education, such as, seminars, conferences, etc. are recommended by the College, no specific subject area is recommended. One reason for this apparent lack of direction is that no comprehensive and systematic study of the membership of the College of Chaplains, Inc. in terms of its continuing education needs has been done. Although there are several ways of assessing educational needs as we

will discuss in Chapter II, again, one major problem in this area has been the lack of a valid and reliable instrument to measure the continuing education needs of chaplains.

The continuing education needs of chaplains must be assessed at the individual and organizational levels. Individuals need an appraisal of their continuing education needs to seek out the programs that will meet those needs. Denominations, seminaries and professional organizations, such as, the College of Chaplains, Inc., need an assessment of the continuing education needs of their constituents for the purpose of program development. This is also important for giving a sense of direction to these constituents concerning their continuing education practices. Since questionnaire/survey is the most widely used method of educational needs assessment among the clergy (Emler, 1973; Newell, 1974; Traylor, 1984; Walker, 1986), needs assessment and program development could be done better if a valid and reliable instrument is developed and made available.

Statement of the Problem

The problem addressed in this study was the lack of systematic inservice educational programs that are based on valid and reliable assessment of the continuing education needs of professional chaplains.

Purpose of the Study

The purpose of this study was to develop and validate an instrument to measure the self-perceived continuing education needs of professional chaplains. Such an instrument was considered important as a badly needed tool for needs assessment at individual and organizational levels. The increased accuracy of needs assessment as a result of using a valid and reliable instrument was expected to raise the quality of continuing education programs developed for the chaplains.

Research Objectives

This study had the following objectives:

1) Develop an instrument to measure the self-perceived continuing education needs of chaplains.

2) Evaluate the content validity of the instrument, including item validity and sampling validity, by means of a jury of experts.

3) Evaluate the construct validity of the instrument using factor analysis.

4) Evaluate the reliability of the instrument as internal consistency.

Definitions

Chaplains: Chaplains are ordained ministers who are engaged in non-parish institutional ministries. This study

involved chaplains who had received theological and clinical pastoral education as well as ordination and endorsement from their respective denominations. This study involved chaplains of all denominations who are affiliated with the College of Chaplains, Inc. The denominations that are affiliated with the College of Chaplains, Inc. are listed in Appendix A.

The College of Chaplains, Inc.: The College of Chaplains, Inc. is the professional association of chaplains. This organization sets the standards for the certification of professional chaplains and continuously engages in processes and programs that would enhance the chaplaincy as an institution.

Fellows of the College of Chaplains, Inc.: Fellows of the College of Chaplains, Inc. are certified chaplains who are required to have earned at least a Master of Divinity or its equivalent, received at least one year of Clinical Pastoral Education, received ordination and endorsement from their respective denominations, at least had one year of full-time professional experience, presented written evidence of theological and clinical pastoral competencies, and successfully passed an indepth interview before an authorized committee of fellows. A certified chaplain is required to complete fifty hours of continuing education per year in order to maintain the fellow status in the College of Chaplains, Inc.

Validity: The degree to which this inventory measures what it is intended to measure. An instrument is valid for a particular purpose for a particular group (Gay, 1987). This inventory is intended to measure the continuing education needs of professionally certified chaplains.

Construct Validity: "The degree to which a test measures an intended hypothetical construct, or non-observable trait, which explains behavior" (Gay, 1987, p. 542).

Reliability: The degree to which this inventory consistently measures the continuing education needs of chaplains (Gay, 1987). In this study, reliability was evaluated as internal consistency. The Cronbach's alpha for this instrument calculated from the field test data was considered an evaluative indicator of its internal consistency.

Instrument: A survey-type questionnaire or inventory that is designed to "measure" certain theoretical constructs.

Needs Assessment: The process and techniques of intentionally and systematically seeking, discovering and accurately analyzing the needs of humans and/or human organizations.

Needs Assessment Instrument: An instrument used to assess human and/or organizational needs; in this study, the continuing education needs of chaplains who are certified by the College of Chaplains, Inc.

Needs Assessment Tools: Techniques and methods used in the process of needs assessment, such as, interviews, focus groups, incident reports, the Delphi, and the questionnaire.

Inventory: A survey-type questionnaire consisting of self-descriptive statements which are checked and/or rated by test-takers to indicate their attitudes, opinions, feelings, reactions, and/or perceptions.

Preliminary Inventory: The preliminary version of the inventory developed by the researcher using items logically extracted from related literature.

Initial Inventory: The inventory developed by modifying the preliminary inventory with input from experts in the field of continuing education of chaplains.

Thematic Need: Defined area or category of professional, educational or personal developmental need, not sub-categories of that need. Example: "Improvement of counseling skills" was considered a thematic occupational educational need. "Improvement of counseling skills to help anorectic patients" was considered a job-specific educational need.

Limitations

1) Although no validated instrument exists to measure the continuing education needs of ministers in general (Fortier, 1972; Traylor, 1984), this study focused on professional chaplains rather than parish-based ministers.

2) As the first attempt of its kind, this study did not intend to develop a detailed job-specific assessment tool of continuing education needs of chaplains. The instrument dealt with thematic needs of chaplains.

3) This study dealt with only the self-perceived continuing education needs of chaplains. Any interpretation of scores from this instrument acknowledges that the data is based on self-perception and self-report.

4) This study acknowledges that the College of Chaplains, Inc. is a predominantly Protestant organization.

5) This study ignored any denominational differences of chaplains in terms of their continuing education needs.

6) This study acknowledges the limitations of questionnaire-type instruments as information-gathering tools (Zemke and Kramlinger, 1989; Isaac and Michael, 1984).

7) Only fully certified active chaplains were included in the field test of this instrument. Non-certified chaplains who may have affiliate membership in the College of Chaplains, Inc. were not included in the field test

8) Only chaplains within the United States were included in the pilot test and field test of this study.

9) It is acknowledged that in this study, the field test involved practicing chaplains who were sharing their perceptions of continuing education needs, not professional educators.

Assumptions

1) This study assumed that all chaplains regardless of their contexts of ministry shared similar continuing education needs.

2) It was also assumed that more detailed and job-specific instruments might be developed for ministers engaged in parish ministry and highly specialized chaplaincies after the completion of this study.

Summary

This chapter pointed out that the professional development of ministers and the development of appropriate inservice educational programs for ministers require that the continuing education needs of ministers be measured as accurately as possible. This is especially important for ministers who serve as certified chaplains as they are required to complete fifty hours of continuing education yearly to maintain their credentials, but are not given any suggested subject areas. Studies of continuing education needs of ministers in the past have mostly used survey-type instruments, but no known study has used a validated instrument with its focus on the continuing education needs of chaplains. A valid and reliable instrument needed to be developed. The purpose of this study was to develop and validate such an instrument to be used by professional chaplains. Definitions of important terms used in this study

have been given in this chapter. The limitations and assumptions of the study have also been listed.

Organization of the Study

This report is organized as follows. Chapter II will present a review of related literature. A brief history of the continuing education of ministers, available resources, conclusions of studies on motivation and needs of ministerial continuing education, an overview of needs assessment process and tools, and a brief discussion of instrument development will be included in this review. Chapter III will present the methodology of this study. A step by step outline of the procedures used in this study will be presented in this chapter. Chapter IV will present the results. Chapter V will include the summary and conclusions of this study.

CHAPTER II

LITERATURE REVIEW

The training of clergy has been a long-standing American concern. Several major universities of today, including Harvard and Yale, had their beginnings in the desire of Americans to train their clergy. Yale College, for instance, was established in 1701 to be a school "wherein Youth may be instructed in the Arts and Sciences who through the blessing of Almighty God may be fitted for Publik employment both in Church and Civil State" (Wellington, 1987, p. 12). While the training of clergy has received much attention over the centuries, the continuing education of ministers as a collective concern has mostly been a twentieth century phenomenon. This chapter is an attempt to review the literature related to the continuing education of ministers.

History

A study of the continuing education needs of ministers must be understood in light of the history of the ecclesiastical segment of the adult education movement. While the history of religious adult education is readily available in adult education literature (Knowles, 1977), the primary

documents on modern developments in continuing education of ministers seem to be generally confined to theological journals. For the purposes of this study, a brief history based on these documents is given below.

The history of the continuing education of clergy has been summarized by Frerichs (1977), Gamble (1977), and Wilson (1985). The continuing education of ministers as an organized activity is only a century old (Frerichs, 1977). Most of the developments in this field took place in the last forty years. Programs, processes, resources and studies of continuing education of ministers have multiplied during this period, giving the phenomenon many characteristics of a movement within a movement.

The modern movement of continuing education for ministry can trace its roots to the late nineteenth century and the early twentieth century. As the population moved West in the second half of the last century, special needs for the training of church leaders became evident. There were no established universities or seminaries to meet these needs. Other means of training had to be found which the pioneers managed to find. There is evidence, for instance, that some clergy gathered together on the frontier for the purpose of studying Bible exposition, Biblical polemic, practical theology, and elocution (Frerichs, 1977).

The Chautauqua movement had a tremendous impact on the continuing education of clergy. Though it started as a

school for Sunday School teachers, through its summer educational programs, Chautauqua " began broadening its program to include every aspect of culture" (Knowles, 1977, p. 37). Its summer schools included a School of Theology. According to Knowles (1977), Chautauqua's additional informal programs included lecture series, classes and conferences on numerous topics, including theological subjects. Chautauqua's position as the pioneer of summer schools, correspondence courses and other novel forms of education also had its impact on the continuing education movement among clergy.

The land-grant universities played a vital role in the development of clerical continuing education (Maurer, 1982; Frerichs, 1977). Maurer's (1982) story of the Center for Extension and Continuing Education at West Virginia University is an example of this influence. He recollects that the church and state were able to work together without fears of undue influence arising from either side. Although West Virginia University had no theological faculty, the school provided " graduate professional-level training for pastors, their spouses, and lay church leaders: an educational program to augment and supplement the seminary training of church leaders" (Maurer, 1982, p. 1). This story repeated itself in other land-grant universities (Schweitzer, 1984).

Along with the land-grant universities, the theological seminaries began to respond to the continuing education

needs of ministers by offering refresher courses for their graduates and others (Frerichs, 1977). Denominations followed by providing occasional seminars, schools and refresher courses on topics such as preaching, church administration, and Christian education. In 1929, the College of Preachers at Washington was founded as an institute committed to the continuing education of clergy in their communication skills (Frerichs, 1977).

The 1930's were a period of dialogue and experimentation with the clinical training of clergy (Thornton, 1970). The 1940's saw not only the origins of numerous institutes, programs, and denominational agencies for continuing education, but also the founding, after two decades of experimentation, of many clinical pastoral training programs (Thornton, 1970; Frerichs, 1977). The Association for Clinical Pastoral Education (ACPE) had its roots in these clinical training programs that created the context in which ministers could be trained in collaboration with professionals in the medical, nursing and psychiatric fields. ACPE still provides accredited training opportunities in pastoral care and counseling at great teaching hospitals and other centers. As a parent movement of several training, accrediting and certifying agencies, such as the American Association of Pastoral Counselors (AAPC), and the Association of Mental Health Clergy (AMHC), the clinical pastoral training

movement had a lasting influence on the continuing education of clergy.

Three organizations of considerable influence on the continuing education of protestant ministers were born in the 1950's: the Interpreter's House at Lake Junaluska founded by Carlyle Marney, the Pastoral Institute of Washington, an ecumenical organization, and the Institute of Advanced Pastoral Studies founded by Reuel Howe at Bloomfield Hills in Michigan (Frerichs, 1977).

The most significant event of the 1960's in terms of the continuing education of clergy was the birth of the Society for the Advancement of Continuing Education in Ministry (SACEM) (Gamble, 1977). Gamble considers 1960 a turning point in the history of the movement for three reasons: 1) the Library of Congress established the subject heading in its card catalog (Clergy-Post-ordination Training) and thereby recognized continuing education for ministry, 2) the first national survey of continuing education for ministry was conducted, under the auspices of the American Association of Theological Schools (AATS, now ATS) and the National Council of Churches, and 3) the Department of the Ministry in the National Council of Churches drew continuing educators into its regular meetings that led to the formation of SACEM in 1967 (Gamble, 1977). Toward the end of that decade, in 1969, the Academy of Parish Clergy was

formed as an inter-faith association of clergy that promotes professional competence in ministry (Borreson, 1987).

The continuing education of ministers expanded further in the 1970's. For instance, an estimated thirty to fifty thousand ministers were taking courses in the land-grant universities in 1976 (Frerichs, 1977). The most notable development in the seventies, however, was the development and explosive growth of the Doctor of Ministry degree program.

There have been considerable discussions about the development of a professional doctorate in ministry ever since the 1930's (Lewis, 1981). The prestige-conscious ATS was reluctant to accredit a "doctor" degree other than the traditional academic doctorates (Ziegler, 1984). As two prominent schools within the ATS - University of Chicago and Clairemont School of Theology - had begun to offer the professional doctorate during the mid-sixties, the ATS was forced to begin the process of recognizing the degree (Ziegler, 1984). Today the D. Min. is the highest recognized professional degree in ministry. In 1969, 325 were enrolled in the D. Min. program, but by 1977 their number grew to 5327 (Lewis, 1981). In 1988, 90 ATS-accredited schools were offering the D. Min. degree (Carroll, 1981).

Although the earlier discussions within the ATS about the Doctor of Ministry was about making this degree the first four-year professional degree, the ATS chose to call

the first three-year professional degree the Master of Divinity and opened the door to those who would add a fourth year to earn a Doctor of Ministry (Lewis, 1981). There were two different formats in which the requirements for a D.Min. could be fulfilled. Initially, the D. Min. was offered as "in-sequence" (to M. Div.) or as "in-ministry" program for those who already were in the field (Carroll, 1988). The fact that the in-sequence program is almost extinct now while the in-ministry program has mushroomed from total enrollment of 688 in 1971 to 6721 in 1984 speaks of the gap the D. Min. has been filling in the continuing education needs of ministers (Carroll and Wheeler, 1987). In-ministry D. Min. programs now require two to five years of professional experience in ministry for admission to the programs. Studies have shown that status enhancement and aspirations for upward mobility are not the primary or decisive motives of most D. Min. students (Carroll and Wheeler, 1987: Carroll, 1988). They are motivated by their continuing education needs.

Resources Available for Ministers

Several resources are available to meet the continuing education needs of ministers. A major resource for ministers who have professional qualifications remains to be the Doctor of Ministry degree program which is now available in about 90 seminaries. In spite of the popularity of the D.

Min. program, it must be recognized that a great number of clergy are not able or willing to pursue a doctoral degree to meet their continuing education needs.

Seminaries do offer several types of non-degree continuing education programs. Newell (1974) investigated the continuing education programming patterns in fifteen selected theological schools and identified three paradigmatic approaches: personal growth and professional development conferences, intensive seminar programs, and purposeful education in ministry process. Today extensive programs of various modalities of continuing education are available through Bible Colleges and seminaries as it is being acknowledged that "continuing education is the growing edge of theological education" (McCord, 1980, p. 54; Jones, 1984).

Clinical Pastoral Education (CPE) is a widely used resource of continuing education for clergy. CPE involves a "structured educational process designed to increase pastoral effectiveness by enabling students both to clarify their pastoral identities and to develop and/or strengthen pastoral skills" (Gaventa, 1986, p. 21). Presently CPE centers accredited by the ACPE are available across the nation where theological students as well as ordained clergy may receive training (Parker, 1990). Although the CPE movement had its origin in mental and general hospitals, today CPE training

is available in parishes, campuses, correctional and geriatric facilities as well as seminaries (Parker, 1990).

CPE began as a practical learning experience requiring ten forty-hour weeks per unit in the action-reflection tradition (Thornton, 1970). Today it is available in the extended part-time format as well as shortened intensive versions (Potts, 1981). More clergy in full-time service are now able to take advantage of CPE due to these changes. In-depth continuing education for clergy in counseling and mental health is also available outside the CPE programs (Wasman et al, 1979; Carter, 1985).

The Society for the Advancement of Continuing Education in Ministry (SACEM) is a major resource for clergy. SACEM members are required to have a minimum of fifty hours of continuing education yearly. Through information sharing, publication, and annual meetings, SACEM is a self-described network of support, a creative minority and a professional society (Society 1, undated). SACEM offers information on available continuing education opportunities in various formats in the following areas: Biblical studies, spirituality, worship/preaching, theological/ethical issues leadership/administration, human relation, religious education, social/justice issues, career development, ecumenical/interfaith studies, and missions/evangelism (Society 2, undated).

Self-initiated projects are another avenue of learning for clergy. These include not only personal use of books, journals, magazines and audio/video tapes, but also meetings with colleagues for the purpose of learning from each other. Thirteen ministers from Louisville, Kentucky, for instance, met periodically to help each other become better preachers. Their "preaching seminar" was self-initiated and cost effective (Weeks, 1979). It began when one concerned minister reached out to his colleagues in the area.

Land-grant and state universities continue to be great resources for the continuing education of ministers. A 1982 study found that "17 states had clergy continuing education programs in 1982, 3 states had programs in 1970 but not in 1982, and 4 states had programs in 1982 but not in 1975. In addition, 21 other states felt that they had from slight to strong possibilities that they would initiate or renew such program by 1988" (Ruessink, 1984, p. 1).

While some clergy still consider the lack of resource as a concern (Jones, 1984), for most clergy it is no longer a major problem. In fact, Borreson (1987) claims that there is a threat of abundance of resources as seminaries, colleges, retreat centers, institutes, and judicatories now offer continuing education. He sees the major problem as the clergy's temptation to settle for educational fast food instead of planned meals. Biddle (1982) agrees. Lack of intentionality is the next problem. "What resources are

available to build intentionality for clergy who are not pursuing a D. Min. degree and are also not inclined naturally toward careful growth and planning?" (Borreson, 1987, p. 60).

Professional associations of clergy are proven resources of continuing education. The Academy of Parish Clergy, the College of Chaplains, Inc., the American Association of Pastoral Counselors, the Association of Mental Health Clergy etc. offer continuing education opportunities for their members. They also encourage continuing education by requiring certain amount of continuing education units to maintain membership. The College of Chaplains, Inc., as mentioned earlier, requires its fellows to have a minimum of fifty hours of continuing education per year to maintain their certification. These hours need to include various modalities of learning (College, 1989).

Undergraduate and graduate degree programs are now available for the clergy through external programs of seminaries, Bible Colleges and universities (Bundrick, 1987). In addition to the traditional correspondence courses, various innovative delivery systems are now available. Snow (1989) lists several such systems: extension courses where instructors are transported to the external sites, establishment of extension centers with some permanent faculty, packaging courses in short-term modules so the student is on campus only for short periods of time, and construction of

independent directed study courses. Non-degree programs are also available through the non-traditional avenues (Bundrick, 1987; Snow, 1989).

High technology has opened up new continuing education resources for the clergy. Telephone conferences, for instance, are very common in many states (Gamble, 1977). Several audio/video educational conferences are aimed simultaneously at social workers, clergy and other professionals, especially in the field of medicine. The explosive developments in high tech and communication are sure to create more innovative means of continuing education for the clergy.

A review of the resources available for the continuing education of ministers reveals a definite need for inservice continuing education programs that are developed in response to a more accurate assessment of the continuing education needs of ministers. Only better assessment of these needs will change the present "fast food" approach to continuing education. This is especially true of ministers who are engaged in professional chaplaincy.

Effects of Continuing Education

The impact of continuing education on the ministers has been a topic of study. Research on this topic in relation to the Doctor of Ministry was done at Hartford Seminary. Of course, this study was dealing with effects perceived by participants, church members and professors, not the actual

effects (Carroll, 1988). Although there are some negative effects due to the demands on time and resources, most of the effects are perceived to be positive (Carroll, 1988; McCord, 1980). Raised morale and self-esteem, increased enthusiasm about ordained ministry, and renewed commitment to their current jobs were most regularly reported by participants (Carroll, 1988; Carroll and Wheeler, 1987).

Lay perception of positive effect of continuing education on their pastors involved the following areas: spiritual/ theological depth, preaching, and goal-setting (Taylor, 1980). These perceptions of the church members were supported by perceptions of the pastors and their professors. Most of the positive changes were reported in the areas in which the pastors concentrated their course work (Taylor, 1980). The curriculum at Hartford Seminary included the following content areas: worship and celebration, spiritual development, caring and counseling, mission, education, and interpreting the tradition (Taylor, 1980). Interestingly, the pastor's perception of increased ability to handle conflict creatively and adoption of a more integrative, inter-active style of leadership were not shared by the lay membership to the same degree. More research on the effect of continuing education of clergy is needed, especially involving non-degree continuing education programs.

The stated purpose of continuing education of clergy is improved competence (Rouch, 1974). However, an examination

of the reported effects point heavily toward the development of selfhood (Carroll, 1988). The question of the appropriateness of self-confidence and sense of self-worth as purposes of the D. Min. degree program was raised by Carroll (1988). However, research has shown the importance of a "strong professional self-concept" for on the job performance, continued professional growth, and for continued commitment to the chosen profession (Huntington, 1980; Taylor, 1980). The importance of keeping an enhanced self-concept is underscored in the following words of an experienced pastoral continuing educator: "I did not know that 90 percent of the clergy that we would see in the first nine years (of continuing education program) were operating with so little self-regard that they could not damn a churchmouse much less a whole culture, without having a nervous collapse over it" (Marney, 1976-77, p. 31). Personal growth and professional development must continue to be the twin-foci of competence and therefore those of continuing education. Research on effects confirm this conclusion (Malcomson, 1981).

Motivation for Continuing Education

Any discussion of the motivation of ministers for continuing education must begin with the observation that stress and burnout have been major problems among clergy (Rassieur, 1982). The problem of burnout is related to the

fact that pastors are called to wear many hats. Experts have identified these pastoral roles in different ways. One group identified the following eight roles: administration, education, speaking, statesmanship, music ministry, spiritual direction, evangelism and counseling (Beers, 1984). The functions of ministry have been traditionally identified as follows: administration, preaching, priest, teaching, counseling, visiting, and study (Glasse, 1968; Fortier, 1972). The demands of the various roles and functions of clergy require ongoing updating of their skills and personal resources.

Mid-life crisis seems to create unique problems for the clergy (Houts, 1979). The most common mid-life crisis of clergy were listed by Houts: imprecise competence, emotional and spiritual fatigue (burnout), retirement anxiety, and a now-or-never mentality. Houts recommends a twin-foci continuing education program as a major strategy to help the clergy in mid-life. The foci are task orientation and personal support (Houts, 1979). According to Houts, continuing education of clergy must get beyond "passive cognitive intake and feedback" and must involve integration of theory and practice. Personal growth workshops and skill-oriented workshops must be included in any comprehensive continuing education program for clergy.

The rush of clergy to the Doctor of Ministry program caused some questioning of their motives (Lewis, 1981).

Some in academia were concerned that the clergy were after the prestige of a doctoral degree. It was soon noticed that seminarians were not staying in great numbers for a fourth year in school so that they could leave the school with a doctorate in ministry through the in-sequence format. They rushed to the program after being in the field for several years. It became evident that most D. Min. students were not motivated by status-enhancement and aspirations for upward mobility (Carroll, 1988). Research done at Hartford Seminary has shown four strong motivators of D. Min. seekers: 1) the structured nature of the program, 2) possibility of gaining new knowledge and skills through a professional degree, 3) external support, and 4) perceived effect of the program on participants (Carroll, 1988; Lewis, 1979). Data for this study were gathered from D. Min. graduates, current students, and faculty and administrators of theological schools.

Lewis (1979) interpreted the motivators of D. Min. candidates as follows: 1) the increased awareness on the minister's part of their need for continuing personal and professional development throughout their lives, 2) the availability of a structured program with guideposts and accomplishment points along the way, and a tangible symbol of accomplishment at the end, and 3) the legitimization of an external degree program that gives permission to the pastor and the parish for him/her to spend the time, energy

and resources for his/her personal and professional development.

Biddle (1982) analyzed the motivation of ministers for any continuing education. He believes that the demands for new skills is a primary motivator, especially when the minister faces new challenges, such as, encountering a relocation, expanding social services, or adding new pastoral staff. Another motivating force, according to Biddle, is supportive suggestion from lay persons to improve the minister's skills in some specific area, such as preaching, counseling, or conflict management. Burnout can be a motivator as it can cause clergy to engage in "planned separation" involving reflection, study and prayer (Biddle, 1982). The need for peer support can also be considered a strong motivator. Support systems have been found to be key components of job satisfaction (Glass, 1976). Continuing education requirements of professional associations of clergy, such as, the Academy of Parish Clergy, the College of Chaplains, Inc., the Association of Mental Health Clergy, and the American Association of Pastoral Counselors can be added among strong motivating forces. At this point, however, the specific continuing education needs that are being met through the fulfillment of these requirements are not known.

Studies of Continuing Education Needs and Methods Used

Survey-type studies of continuing education needs have been done among clergy of different cities, regions, and denominations. Generally speaking, ministers need remedial, retooling, and renewing education (Berkley, 1984). Gamble (1977) listed the following areas of needs: knowledge, growth, training in skills, changed support systems, and therapy.

Fortier (1972) studied the perceived continuing education needs of clergymen in Lafayette Parish in Louisiana. The conclusions of this study using structured interviews included the following: 1) practically all of the clergy expressed a great need for continuing education in relation to their various professional roles; 2) the practical areas of administration, public relation, communication skills, etc. seemed to be of great interest; 3) clergy needed to increase their competence in relation to counseling, race relations, drug problems, adolescent development, administration and Christian education.

Emler (1973) studied the continuing education needs of clergy in relation to their mid-career development. This survey-type study among United Methodist ministers focused on the continuing education needs of clergy based on the following functional roles of the parish minister as identified by Glasse: preaching and worship leadership, pastoral

care and teaching, and organizer and administrator (Glasse, 1968; Blizzard, 1956; Fortier, 1972; Emler, 1973). The following educational needs were identified by mid-career ministers: improvement in communication skills, educational ministry skills, counseling skills, basic administration skills, such as, multiple staff relations, and organizational development skills, such as, planned change strategies. Understanding current trends in theological development was also identified as a need of ministers who were out of seminary for about fifteen years.

The Academy of Parish Clergy which requires 50 hours of yearly educational development of its members recommends that the minister develop the following skills: 1) communication, 2) relations-building (teaching, counseling, and team-building), 3) management, 4) personal growth, and 5) celebration and worship (APC, 1973). Emler (1973) noted the similarities in these identified needs from various perspectives. His study identified the following additional needs: group dynamics, theological development, combined lay-clergy educational experiences, self-acceptance, and skills needed for social action, conflict resolution, and enabling of others.

In another survey-type study of the relationship between pastoral tenure and continuing education among Southern Baptist ministers, the following priority list of continuing education needs of clergy was developed: counseling,

leadership and organizational development, church growth, evangelism, personal spiritual development, theological issues, personal development, social issues, preaching/communication, teaching, relational skills, and personal ministry (Walker, 1986). Although the relationship between pastoral tenure and continuing education was insignificant, this study showed that a pastor's formal education greatly increases the chances of his becoming committed to lifelong learning.

Another study concluded that the need for continuing education is not widely accepted by North Carolina Southern Baptist ministers (Traylor, 1984). This study further showed that ministry position, location of the church, size of the church, community population, years of education, highest education completed, time elapsed since last degree, and time and funds allotted for continuing education had a significant influence on the ministers' involvement in continuing education.

Although this study used an instrument called Continuing Education for Ministry Inventory, its focus was not educational needs. It contained scales measuring self-concept, authoritarianism and locus of control (Traylor, 1984). Also, it was not aimed at chaplains.

In a "modified Delphi" study involving 11 seminaries, 105 seminary professors, and 110 senior pastors, a basic list of major pastoral abilities (knowledge, skills, and/or

attitudes) was developed (Schorr, 1984). This study also sought to ascertain the degree to which the priority abilities should be stressed in preparatory and continuing education. The professors and pastors gave priority to the personal attitudes of a pastor. Knowledge abilities were ranked lower than the skills of communication, evangelism and worship ranked higher than counseling, management and lifelong learning. The two groups agreed that the priority abilities should be stressed extensively in pre-service and in-service education.

Nowell (1974) at Southern Baptist Theological Seminary in Louisville, Kentucky conducted a study of seminary-related continuing education for pastors. This survey-type study of the learning needs of clergy led to the development of the following learning objectives: improving professional skills, renewing professional knowledge, enhancing personal and professional self-understanding and commitment, enabling professional planning, and providing support services. In general, it is interesting to note that all the above mentioned studies reveal two common areas of learning needs: personal growth and professional competency development.

Three general observations can be made about the studies reviewed in this chapter: 1) no study dealt directly with the continuing education needs of professional chaplains; 2) programs and resources are not necessarily developed in response to comprehensive needs assessment; 3)

almost all studies utilized survey-type questionnaires and/or interviews to gather the information. While several needs were identified in these studies, their magnitude or comprehensiveness were not tested or verified. The lack of a validated instrument focusing on the continuing education needs of ministers as a serious limitation is thus highlighted.

Needs Assessment as a Process

As we are dealing with a needs assessment instrument, some discussion of needs analysis as a process will be appropriate at this point. Needs assessment involves the process and techniques of intentionally seeking, discovering, and accurately analyzing the needs of humans and/or human organizations. Needs assessment is a tool for responsible decision-making (McKillip, 1987). The main problem with the concept of need is that the word 'need' lacks precision (Packwood, 1988). Bradshaw's taxonomy has helped much by differentiating needs into four categories: normative, felt, expressed, and comparative (Packwood, 1988).

Three models of needs assessment have been identified by McKillip. They are: discrepancy model, marketing model, and decision-making model (McKillip, 1987). All of these lead to some form of decision-making and involve identification and evaluation of needs using contextually appropriate techniques. Rossett (1987) says that there are five steps

in needs assessment: 1) selecting source for needs assessment, 2) determining stages of needs assessment, 3) selecting and using the assessment tools, 4) creating items, and 5) considering critical incident analysis.

Needs Assessment Tools

Needs assessment involves the use of various tools (Rossett, 1987; Zemke and Kramlinger, 1989). Rossett highlights four such tools used in the assessment of training needs: 1) interviewing, 2) observation, 3) group work, and 4) questionnaires/surveys. Zemke and Kramlinger (1989) list six specific techniques: 1) interview, 2) focus groups, 3) critical incident, 4) simulation, 5) the Delphi, and 6) questionnaire. Brief definitions/descriptions of six of these tools are given below.

Interview: The personal interview is a "primary information source". The structured interview is the best form of interview. It consists of five steps: 1) preparing for the interview, 2) starting the interview, 3) conducting the interview, 4) concluding the interview, and 5) compiling and analyzing the results. People at a distance can be interviewed by telephone.

Focus Groups: The focus group seeks to acquire a set of responses from a group of people familiar with the subject. It is a qualitative study. Focus groups help to

develop hypotheses to be tested using subsequent quantitative techniques.

Critical Incident: The critical incident approach was developed by John C. Flanagan, a World War II psychologist, who was faced with the problem of improving military flight training. Flanagan decided to ask pilot trainees who survived accidents to describe what exactly they had done wrong. "This technique of soliciting 'war stories' is the core of the critical incident process. . . Critical incidents are facts, specific reports of observed behavior from qualified sources, not generalizations of opinions" (Zemke and Kramlinger, 1989, p. 129).

Simulation: When a task or situation does not yet exist and the differences in the opinions of the subject matter experts are likely to be low to moderate, Zemke and Kramlinger (1989) recommend simulating the task or situation.

The Delphi: The Delphi technique was conceived by specialists at the Rand Corporation who were asked by the U. S. government to determine which American cities would be attacked by enemy bombers during World War II. This technique allows individuals to focus their opinions on an unknown situation for the purpose of reaching consensus. The technique was named after the Oracle of Delphi which was considered the most powerful Greek prophet-forecaster. "The method usually involves making contact with the respondents

through a set of mailed questionnaires with feedback from each round of questions" (Mayton, 1989, p. 35). The feedback from each round is used to refine opinions in succeeding rounds. The feedback is reported to all panelists without identifying the panelists themselves. Two to four rounds are usually used (Zemke and Kramlinger, 1989).

Zemke and Kramlinger (1989) report a study by Van de Ven and Delbecq involving both nominal groups and Delphi groups. It is reported that participants in the Delphi group generated more alternatives to problem situations and generated more innovative alternatives than their counterparts. The increased creativity was attributed to the independence given to the group members by the Delphi method.

The Delphi method has been used in various contexts. It has been used in a school system to improve decision-making (Rasp, n.d.). It has been used to determine curricular needs in a business school (Reeves and Jauch, 1978). It has also been used in industry (Zemke and Kramlinger, 1989), adult education (Bunning, 1976; Mayton, 1989), and religious education (Loth, 1984). Schorr's (1984) use of a "modified Delphi" method in theological education has already been mentioned.

Questionnaire: Zemke and Kramlinger (1989) recognize that a well-done questionnaire can yield good information about needs. Unfortunately, questionnaires are often poorly

constructed and administered. Zemke and Kramlinger (1989) agree with survey research expert Steve Mayer that most survey studies suffer from a lack of front-end analysis. When attention is given to avoiding the problems of survey design and implementation, surveys can be and "will continue to be a most useful and most used information-gathering tool available for tapping the thoughts, opinions, and needs of large populations" (Zemke and Kramlinger, 1989, p. 158).

Strengths and Weaknesses of Needs

Assessment Tools

All needs assessment tools have strengths and weaknesses (Zemke and Kramlinger, 1989). Those of the Delphi and the questionnaire are especially relevant here. Mayton (1989) summarizes the advantages of the Delphi method as follows: 1) it has strength and utility, 2) it collects and organizes judgments in a systematic fashion, 3) it gains inputs, 4) it helps establish priorities, 5) it builds consensus, 6) it organizes dissent. The disadvantages are also summarized by Mayton (1989): 1) the uncertainty of the future, 2) construction of the questionnaire, particularly the second one, 3) the strong pull toward consensus (Rasp, n.d.), 4) offers little explanatory power, 5) decisions are made based on what has been revealed (Rasp), 6) takes a great deal of time, 7) communication problems can develop, 8) difficult to discern between desires and forecasts, 9)

important possibilities are often overlooked (Bunning, 1976), 10) can be expensive although much less than getting the experts together.

Zemke and Kramlinger (1989) list the advantages of surveys: 1) surveys are the cheapest form of information gathering, 2) questionnaires are easy to administer and easy to take, 3) all respondents are asked the same questions in the same way, avoiding the face-to-face interview biases, 4) people are familiar with questionnaires, 5) more people can be contacted by paper-and-pencil questionnaires than any other surveying method. The disadvantages are: 1) questions can be ambiguous, 2) questionnaires can be cold and impersonal, 3) people can react unfavorably and supply misinformation, 4) low response rate can jeopardize the reliability and representativeness of the information received, 5) surveys are subject to overinterpretation when reliable baselines or comparison data are unavailable.

Zemke and Kramlinger (1989) quote Douglas R. Berdie and John F. Anderson to show that a survey is successful when 1) its purpose is clear, 2) the researcher is familiar with the survey's topic, 3) the study has a sponsor, and 4) the population is accessible. Zemke and Kramlinger (1989) highly recommend a pilot test.

Zemke and Kramlinger (1989) propose several criteria for the use of different needs assessment tools. For instance, they recommend the Delphi as the preferred tool when

"the researcher does not know the content of the subject, the task itself does not exist and the differences in the opinions of the subject matter experts are likely to be high" (p. 231). The questionnaire is the recommended tool when the researcher does know the content of the subject, but the population's degree of feeling or demographic distribution is not known. Zemke and Kramlinger's (1989) criteria seem to justify the use of a survey-type instrument for the assessment of the continuing education needs of a population such as the membership of the College of Chaplains, Inc.

It must be noted here that the College of Chaplains, Inc. has not done a comprehensive assessment of the continuing education needs of its members. In published studies, questionnaires are the most commonly used assessment tool. While the Delphi is a very useful tool of needs assessment, only one published study (Schorr, 1984) has been found utilizing a modified version of it in theological education. It seems safe to assume that a questionnaire-type paper-and-pencil instrument is the most likely tool to be used by the chaplains.

Inventory as a Type of Instrument

The instrument envisioned in this study is a self-report inventory. In self-report inventories, the test-takers serve as observers and reporters of their own atti-

tudes, feelings, reactions, and perceptions. There are various self-report methods, such as, inventories, checklists, attitude scales, and self-ratings (Brown, 1983). An inventory consists of a list of self-descriptive statements. The test-takers respond by indicating whether each statement does or does not describe them. Brown (1983) lists other characteristics of inventories as follows: 1) they are paper-and-pencil instruments; 2) scores are reported on a number of scales each of which measures several traits, characteristics, or dimensions; 3) interpretation of scores is norm-referenced; 4) procedures are built into the test to identify and control response biases.

A typical behavioral or interest inventory is composed of several scales. A scale is a group of items that is scored as a unit. There are different ways items are selected for inclusion on a scale: 1) logical keying, 2) empirical keying, and 3) homogeneous keying (Brown, 1983). Logical keying involves inclusion of items when there is a reason to presume that the items measured the characteristic of interest. This method is also called *a priori* or intuitive keying. Empirical keying involves selection of items due to their observed relationship with some external criterion. This is also called criterion or external keying. Homogeneous keying involves inclusion of items because of the degree of intercorrelations between the items comprising the scale.

Brown (1983) recommends that the test-constructor in the field of vocational interest inventories begin with two fundamental decisions: the first is whether the interest is in specific occupational areas or in broader vocation areas, the second is to decide which method to use for item keying. Interest inventories have been developed using each of these methods mentioned above.

For the purpose of seeking methodological models, the development and validation of several behavioral inventories and interest inventories were reviewed by this researcher. A brief review of four such studies is given below.

The Strong Campbell Interest Inventory (SCII) was originally published as the Strong Vocational Interest Blank in 1927. It measured only interest in specific occupations. Broad vocational areas were added in the 1969 revision. These were called Basic Interest Scales. In 1974 the General Occupational Themes were introduced. These scales provide a unifying theoretical framework for SCII. A further revision was published in 1981 (Brown, 1983).

Another interest inventory is the Jackson Vocational Interest Survey. A rational-empirical approach was used for the development of this instrument. Vocational interest dimensions were identified in an a priori manner and items were developed to measure these dimensions. The workstyle dimension in this instrument included "expressed needs" (Conoley and Kramer, 1989).

The Money Management Inventory (MMI) developed by Ellison (1982) is another model reviewed. The primary focus of this study was the development of an instrument which would objectively measure competence to manage money in a chronic psychiatric population. A seven-step behavioral-analytic approach was used to develop and validate the instrument: 1) subject selection, 2) behavioral analysis, 3) item development and response enumeration, 4) response evaluation and formation of instrument, 5) reliability evaluation, 6) validity evaluation, and 7) structural evaluation of the instrument. This study developed an instrument with 43 items on it. The initial questionnaire had 55 items on it. The primary method of item development was structured interviews. This study involved 123 chronic psychiatric patients.

Principles of Adult Learning Scales (PALS) developed by Gary Conti (1983) is another inventory examined. The primary method of item development in this study was literature review. A modified five-point Likert scale was used as a continuum for recording responses to this 44-item inventory. This study originally involved a field test group of 57 adult educators.

Summary

Chapter II reviewed the literature related to the continuing education of ministers. A brief history of the

continuing education of ministers was first presented. The major continuing education resources were examined. Research on the effect of ministerial continuing education as well as motivation and needs for continuing education were reviewed. Research methods used in studies of continuing education needs of ministers were examined. The questionnaire/survey method was noted as the most widely used method in these studies. The absence of a validated instrument in these studies, the need for such an instrument, and the particular absence of published studies on the continuing education needs of chaplains were noted. A summary of the process of needs analysis, a listing and critique of the needs assessment tools, the key characteristics of behavioral and interest inventories, and several methodological models were also presented in this chapter.

CHAPTER III

METHODS

The purpose of this study was to develop and validate an instrument to measure the self-perceived continuing education needs of professional chaplains. This involved the following objectives: 1) to develop the instrument, 2) to examine the content validity of the instrument by means of a jury of experts, 3) to evaluate the construct validity of the instrument using factor analysis and 4) to examine the reliability of the instrument as internal consistency.

The Population

This study involved the certified members of the College of Chaplains, Inc., the professional organization of chaplains. Although the College has several levels of membership in the United States and outside, this study involved only the certified chaplains or fellows in the United States. Fellow level is the highest level of professional certification in the College of Chaplains, Inc. (A full list and definitions of the various levels of membership in the College of Chaplains, Inc., the latest available data on the membership, and the permission to do human subjects research are given in Appendix B). The 1992 Directory

of the College of Chaplains, Inc. listed the addresses of 1116 certified chaplains. These chaplains formed the population for this study.

Sample and Sampling Method

Isaac and Michael (1984) and others suggest that a population of 1100 will require a random sample of 285 for the data to have 95% confidence level (Zemke and Kramlinger, 1989). It was estimated that 400 mailouts during the field test would give a minimum of 285 returns. Since the population was disproportionately scattered across the fifty states of the United States and Washington, D.C., it was decided that a stratified random sampling based on the geographic distribution (by state) of the chaplains would give the best random representation of the population.

When there are two or more ways to classify the data, stratified random sampling is recommended to insure that each category is proportionately represented in the sample. In this method, the population is subdivided into the appropriate strata and then a predetermined number of cases is drawn at random from each substratum (Isaac and Michael, 1981; Gay, 1987). In the population under consideration, the proportionate inclusion of chaplains from all fifty states of the United States and Washington, D.C. was a concern. The 1992 Directory of the College of Chaplains, Inc. provided the state-based listing of the certified

chaplains. Chaplains in Washington, D. C. were listed separately. They were also proportionately included in the sample.

Procedure

Based on the methodological models mentioned in Chapter II, a seven-step procedure was designed to carry out this study: 1) development of the Initial Inventory, 2) pilot testing of the Initial Inventory, 3) development of the field test version of the Continuing Education Needs Inventory for Chaplains (CENIC), 4) sample selection and mailing, 5) content validity evaluation, 6) construct validity evaluation, and 7) reliability evaluation. Each step is explained in detail below.

Based on Brown's (1983) recommendations, two decisions were made before step 1. 1) This instrument would measure general thematic needs for continuing education, not job-specific needs. 2) Logical item keying would be used in the development of this instrument.

Step 1: Development of the Initial Inventory

This step began with the analysis of related research presented in Chapter II for the purpose of identifying thematic continuing education needs of ministers. The thematic needs identified through this analysis of literature formed the framework of the instrument. Based on the information received from the literature review, items were

developed in a logical way to create a preliminary inventory (Appendix C). This inventory was then subjected to examination by a jury of six experts including a professional counselor whose expertise is in personal development of ministers, a seminary professor who directs the continuing education of ministers at the doctoral level, a state coordinator of continuing education for the College of Chaplains, Inc., and three experts who deal with the continuing education of chaplains at the national level (Appendix D). Due to the distance between the experts, most of the communications with the experts took place by mail and telephone.

Step 2: Pilot Testing

The input from the jury of experts was incorporated into the Preliminary Inventory to develop the Initial Inventory (Appendix E). This inventory was mailed to a randomly selected sample of 25 professional chaplains across America and 25 state coordinators of continuing education of the College of Chaplains, Inc. with a cover letter from the executive director of the College of Chaplains, Inc. and a self-addressed stamped envelope. The state coordinators were included at the pilot test stage to insure that the instrument contained the perspectives of both practitioners and "educators". Isaac and Michael (1981) approve a sample of 30 for pilot test purposes. Responses from the pilot test were analyzed for the purpose of revising the Initial

Inventory to create the field test version of the instrument.

Step 3: Development of the CENIC

The data from the pilot test analysis were used to create the Continuing Education Needs Inventory for Chaplains (CENIC) (Appendix F). This instrument was also subjected to examination by the jury of experts before it was field tested. Input from the jury of experts was received and incorporated into the field-test-version of the CENIC (Appendix G).

Step 4: Sample Selection and Mailing

In keeping with the recommendations of Isaac and Michael (1981) and others in terms of sample size, a sample of 400 chaplains from the national list of certified chaplains was selected using a stratified random sampling method. The 1992 Directory of the College of Chaplains, Inc. was used for this purpose. The step by step procedure for stratified random sampling recommended by Gay (1987) was followed. The CENIC was mailed to the selected sample of 400 certified chaplains within the United States with a cover letter from the executive director of the College of Chaplains, Inc. and a self-addressed stamped envelope (Appendix G). A reminder was mailed to the non-respondents two weeks after the initial mailing (Appendix H). A final reminder was mailed to the non-respondents eight days after the first reminder was mailed (Appendix I). The final reminder included another

copy of the CENIC, a letter from the researcher and a second self-addressed stamped envelope.

Step 5: Content Validity Evaluation

Content validity is defined as the degree to which an instrument measures an intended content area (Gay, 1987). According to Gay (1987), content validity must involve both item validity and sampling (item sample) validity. Item validity examines whether the items on the instrument represent measurement in the intended content area. Sampling validity evaluates whether the instrument samples the total content area.

There is no formula by which content validity can be calculated. The best way to establish content validity is to seek expert judgment (Gay, 1987). The CENIC was examined by a national jury of experts. They examined the process of development of the instrument and scrutinized the selected items and their sampling. The Preliminary Instrument that was developed from the literature review was submitted to a jury of six experts. Their input was incorporated into the development of the Initial Inventory that was pilot tested. Responses from the pilot test were analyzed and observations and conclusions were utilized in the development of the instrument that was field tested. Prior to the field test, the instrument was again submitted to the same jury of experts. Once again, the jury inspected the instrument for

content validity involving both item validity and sampling validity.

6) Construct Validity

Construct validity is defined as the degree to which an instrument measures the intended hypothetical construct (Gay, 1987). "A construct is a nonobservable trait, such as intelligence, which explains behavior" (Gay, 1987, p. 131). Construct validity can be evaluated by examining the structural properties of the instrument using factor analysis. The data from the field test were factor analyzed to see if any definable factors existed within the hypothetical construct of "continuing education needs".

7) Reliability Evaluation

Reliability deals with the dependability of an instrument (Gay, 1987). There are several ways to evaluate the reliability of an instrument (Isaac and Michael, 1984; Gay, 1987). The CENIC was evaluated for internal consistency reliability. This involves determining how each item on the inventory relates to all other items on it and to the whole inventory (Gay, 1987). Internal consistency reliability can be estimated from data based on one administration of the instrument to a group (Gay, 1987). The Cronbach's alpha is a measure of internal consistency. The reliability of the CENIC was evaluated by computing the Cronbach's alpha for the inventory from the field test data.

Analysis of Data

The data from the pilot test of the Initial Instrument were analyzed without using a computer program. Data from the field test was analyzed using the SAS computer program. The data analysis included descriptive statistics as well as inferential statistics. Most importantly, the analysis included t-tests and ANOVA to evaluate the capacity of the CENIC to discriminate between various demographic variables, factor analysis to analyze the structural properties of the domain under consideration in the instrument and Cronbach's alpha computation to estimate its reliability as internal consistency.

Summary

This chapter outlined the seven-step procedure involved in carrying out the objectives of this study. These steps included the following: 1) development of the Initial Inventory, 2) pilot testing, 3) development of the CENIC, 4) sample selection and mailing, 5) content validity evaluation, 6) construct validity evaluation, and 7) reliability evaluation. A brief description of the statistical analyses required to reach these objectives has also been included in this chapter.

CHAPTER IV

RESULTS

This study attempted to develop and validate an instrument to measure the self-perceived continuing education needs of professionally certified chaplains. The procedure described in the previous chapter was followed to accomplish this goal. The results of the study in terms of instrument development and evaluation of content validity, construct validity, and reliability are given in this chapter.

Instrument Development

The development of the instrument began with a thorough analysis of related literature. Three major areas of continuing education needs were identified through this analysis: professional skills, knowledge, and personal development. Items were selected and listed under these areas to develop the Preliminary Inventory (Appendix C). The Preliminary Inventory contained 20 items under professional skills area, 8 items under knowledge area, and 10 items under personal development area. A five-point Likert scale was adapted for use in this instrument. Values were assigned to the Likert scale as follows: Strongly Disagree = 1, Disagree = 2, Undecided = 3, Agree = 4, Strongly Agree = 5.

The Preliminary Inventory which included three content areas - professional skills, knowledge and personal development - was submitted to a jury of experts (Appendix D). This version had a total of 38 items. It also contained an additional eight-item demographic section. The experts were asked to examine the Preliminary Inventory for content validity including both item validity and sampling validity. The experts were satisfied with the three areas and items and sampling in each area, but required changing of the wording of certain terms for the sake of clarification, deletion of one item (Enhancing/Empowering), merging of two items (Management and Administration) and addition of two new items (Quality Assurance and Grant Writing/Funding).

The input from the experts was incorporated into the Preliminary Inventory to develop the Initial Inventory that was to be pilot tested (Appendix E). The Initial Inventory had 38 items with 18 items under professional skills, 10 items each under knowledge and personal development areas. An expanded fifteen-item demographic section was added to this inventory. This pilot test version also contained spaces given for additional suggested items and comments concerning the inventory from the respondents. The Initial Inventory was submitted to the same jury of experts before the pilot test. The experts approved the items and sampling of the Initial Inventory for pilot test purposes.

The Initial Inventory was pilot tested by mailing a copy of the inventory with a cover letter from the executive director of the College of Chaplains, Inc. and a self-addressed stamped envelope to 25 state coordinators of continuing education of the College of Chaplains, Inc. and 25 chaplains (Appendix E). Both the coordinators and the chaplains were randomly selected from the national lists of coordinators and certified chaplains respectively. The coordinators of continuing education of the College of Chaplains, Inc. were included in the pilot test to make sure that at this point this study solicited and received input from these "educators" as well as the practitioners. A total of 40 responses were returned. This represented a return rate of 80% without a follow up letter and it was considered high. A sample of 30 is considered adequate for pilot test purposes (Isaac and Michael, 1984).

The responses from the pilot test were analyzed. A computer program was not used for this analysis. The mean score for each item was calculated. A summary of these scores is given in Appendix F. Observations from the pilot test analysis were incorporated into the Initial Inventory to create the Continuing Education Needs Inventory for Chaplains (CENIC).

The two items with mean scores less than 2.5 on the pilot test were removed from the Initial Instrument to create the CENIC. These were Evangelizing (Mean = 2.38) and

Extended Clinical Pastoral Education (Mean = 2.48). In addition to receiving the lowest scores, four written suggestions were also received from pilot test respondents requesting that these items be removed. The 40 responses to the pilot test produced only four additional suggested items which were accepted for inclusion in the CENIC: Grief Ministry/AIDS Ministry, Multi-staff Relations, Aging and Spiritual Direction. It became clear from the pilot test that three items in the Initial Inventory needed to be reworded or merged together for clarification (Inter-faith/Multi-cultural Ministry, Burnout/Stress Control, and Financial Management/Retirement Planning). The CENIC at this stage contained three areas - professional skills, knowledge, and personal development - with 21, 10 and 8 items respectively. This instrument was again submitted to the jury of experts. The jury approved the content of the instrument with the following suggestions for refinement: drop the question on Marital Status from the demographic section, remove Pastoral Healing as an item due to its unclear meaning, consider planning as part of Management/Administration and delete Planning as a separate item, list Grief Ministry and AIDS Ministry as two separate items, list Theological Refresher and Current Theological Issues as two separate items, list Human Development, Aging and Faith Development as three different items, and add Supervising as a new item under professional skills.

The suggestions of the jury were included in the field test version of the CENIC (Appendix G). This version had 14 demographic questions and 40 items. The first area - professional skills - had 21 items, the second area - knowledge - had 11 items, and the third area - personal development - had 8 items.

Field Test and Response Rate

The approved version of the CENIC with a cover letter from the executive director of the College of Chaplains, Inc. and a self-addressed stamped envelope was mailed to a sample of 400 chaplains who were selected by a stratified random sampling method based on their geographic location within the fifty states of the United States and Washington, D.C. (Appendix G). The questionnaires were coded with four-digit numbers for the purpose of tracking and analysis. (Confidentiality of the individual responses was promised and kept.) Within two weeks 186 (46.5%) responses were received. A post card was mailed as a reminder to the non-respondents on the fourteenth day after the first mailing (Appendix H). Another 54 (13.5%) responses were received in the next seven days. A final reminder was mailed to the non-respondents on the eighth day after the post cards were mailed. This reminder included a second copy of the instrument, another self-addressed stamped envelope and a letter from the researcher (Appendix I). An additional 93 (23.25%)

responses were received within 12 days making the total number of responses 333 (83.25%). The field test produced 328 usable returns. For the population under study (N = 1116), a sample of 285 could be considered adequate for 95% confidence level (Isaac and Michael, 1984). So the sample size was considered adequate for a preliminary study such as this even though Kerlinger's (1986) rule of thumb for factor analysis was 10 returns per item on the instrument.

Demographic Summary

The CENIC contained a demographic section with 14 questions. A summary of the demographic information about the respondents of this study is given in Appendix J.

Item Analysis

The CENIC contained 3 areas and a total of 40 items. The item scores were analyzed using the SAS computer program. A summary of all responses is given in Appendix K. Table I lists the mean and standard deviation for each item on the instrument. Spiritual Development (Item Code = KN6) had the highest mean score (4.003) and Worship Leading (Item Code = PS16) had the lowest mean score (2.534). Grant Writing/Funding (Item Code = KN11) had the highest standard deviation (1.234) and Current Theological Issues (Item Code = KN2) had the lowest standard deviation (0.862). The over-

TABLE I
MEANS AND STANDARD DEVIATIONS

Item #	Item	Mean	SD
PS1	Counseling	3.887	0.969
PS2	Communication	3.402	1.044
PS3	Team Building	3.537	1.010
PS4	Group Dynamic	3.558	1.039
PS5	Organization	3.354	1.027
PS6	Leading	3.287	1.065
PS7	Managing/Administration	3.628	1.090
PS8	Conflict Resolution	3.832	0.967
PS9	Public Relation	3.174	1.116
PS10	Program Development	3.457	1.030
PS11	Teaching	3.189	1.038
PS12	Supervising	3.266	1.151
PS13	Spiritual Direction	3.777	1.079
PS14	Research	3.204	1.172
PS15	Preaching	2.609	1.064
PS16	Worship Leading	2.534	1.046
PS17	Multi-staff Relations	3.274	1.068
PS18	Grief Ministry	3.314	1.182
PS19	AIDS Ministry	3.500	1.032
PS20	Inter-faith/Multi- Cultural Ministry	3.649	1.082
PS21	Quality Assurance	3.662	1.088
KN1	Theology/Refresher	3.610	1.020
KN2	Current Theo. Issues	3.924	0.862
KN3	Human Development	3.482	0.973
KN4	Aging	3.607	1.008
KN5	Faith Development	3.646	0.963
KN6	Spiritual Development	3.909	0.927
KN7	Ethical Issues	4.003	0.979
KN8	Enhance Dept./Job	3.378	1.051
KN9	Inter-disciplinary Issue	3.430	0.977
KN10	Addictions	3.280	1.073
KN11	Grant Writing/Funding	3.229	1.234
PD1	Burnout/Stress Control	3.442	1.107
PD2	Spiritual Renewal	3.942	0.919
PD3	Self Acceptance/ Esteem Enhancement	3.110	1.109
PD4	CPE-type Informal Supportive Experience	3.323	1.063
PD5	Marriage Enrichment	2.887	1.036
PD6	Therapy-type Experience	3.037	1.052
PD7	Financial Management/ Retirement Planning	3.463	1.057
PD8	Self Care	3.524	1.007

all mean for the whole instrument was 3.433 and the standard deviation was 0.532 .

The data from the field test were analyzed to see if the instrument could discriminate between any of the demographic variables. One way ANOVA tests and t-tests were used to compare the mean scores of various demographic groups. Significant differences were found between the following demographic variables: five levels of age (demographic question #2) and four levels of experience in chaplaincy (demographic question #3). Tables II and III represent the summary of the ANOVA tests. Due to the scope and focus of the present study, post hoc comparisons of these variables were not conducted.

TABLE II
ANOVA OF DEMOGRAPHIC QUESTION #2
VARIABLE: FIVE LEVELS OF AGE

Source	df	SS	MS	F	p
Model	4	2.9187	0.7297	2.61	.0355
Error	319	89.1542	0.2795		
Total	323	92.0729			

TABLE III
ANOVA OF DEMOGRAPHIC QUESTION #3
VARIABLE: FOUR LEVELS OF
YEARS IN CHAPLAINCY

Source	df	SS	MS	F	p
Model	3	2.8793	0.9598	3.44	.0171
Error	320	89.1936	0.2787		
Total	323	92.0729			

No significant differences were found between the other demographic variables. However, there were significant differences in the mean scores of several individual items between the following selected demographic variables: Male vs. Female, Catholic vs. Protestant, Generalist vs. Psychiatric/Rehabilitation Chaplain, Generalist vs. CPE/Teacher, CPE Supervisor vs. Other. Four items differentiated between male and female. One item differentiated between Catholic and Protestant. Four items differentiated between generalist and psychiatric/rehabilitation chaplain. Eight items differentiated between CPE/teacher and generalist. Three items differentiated between CPE supervisor and other. Tables IV, V, VI, VII, and VIII list the t-test results of these comparisons.

TABLE IV
 DEMOGRAPHIC VARIABLE COMPARED:
 MALE VS. FEMALE
 t-TEST RESULTS

Item #	Item	t	df	p
PS15	Preaching	2.221	326	.027
KN11	Grant Writing/ Funding	3.113	326	.002
PD5	Marriage Enrichment	3.698	326	.0003
PD6	Therapy-type Experience	2.022	326	.044

TABLE V
 DEMOGRAPHIC VARIABLES COMPARED:
 CATHOLIC VS. PROTESTANT
 t-TEST RESULTS

Item #	Item	t	df	p
PD5	Marriage Enrichment	2.720	322	.014

TABLE VI
 DEMOGRAPHIC VARIABLES COMPARED:
 GENERALIST VS. PSYCH/REHAB
 t-TEST RESULTS

Item #	Item	t	df	p
PS11	Teaching	2.481	103	.015
PS19	AIDS Ministry	3.869	103	.0002
KN2	Current Theological Issues	2.290	103	.024
PD5	Marriage Enrichment	2.180	103	.032

TABLE VII
 DEMOGRAPHIC VARIABLES COMPARED:
 CPE/TEACHER VS. GENERALIST
 t-TEST RESULTS

Item #	Item	t	df	p
PS12	Supervising	2.361	125	.020
PS13	Spiritual Direction	2.106	125	.037
KN5	Faith Development	2.106	125	.012
KN11	Grant Writing/ Funding	2.585	125	.011
PD2	Spiritual Renewal	2.380	125	.019

TABLE VII (Continued)

Item #	Item	t	df	p
PD3	Self Acceptance/ Esteem Enhancement	2.440	125	.016
PD5	Marriage Enrichment	2.490	125	.014
PD6	Therapy-type Experience	2.131	125	.035

TABLE VIII

DEMOGRAPHIC VARIABLES COMPARED:
CPE SUPERVISOR VS. OTHERS
t-TEST RESULTS

Item #	Item	t	df	p
PS14	Research	2.585	209	.010
KN3	Human Development	2.638	209	.009
KN11	Grant Writing/ Funding	2.600	209	.010

Content Validity

The CENIC was evaluated for its content validity by a jury of experts. This panel of experts examined the instrument for content validity including item validity and sampling validity at three different stages of its development. The Preliminary Instrument which was developed from related literature was reviewed by the experts. The content validity of the instrument was approved with suggestions for improvement. These suggestions were incorporated into the Preliminary Instrument to create the Initial Instrument that was pilot tested. This version was also submitted to the jury of experts before the pilot test. The validity of this version was approved by the jury for pilot test purposes. Information received from the pilot test was incorporated into the Initial Inventory to create the Continuing Education Needs Inventory for Chaplains (CENIC). This version was also submitted to the jury of experts which approved the content validity of the instrument with final suggestions for refinement which were followed. The jury approved the content validity of the instrument including both item validity and sampling validity.

Much of the suggestions offered by the jury were technical in nature, such as, changing of certain wording for clarification or merging or separation of certain items. It must be noted that 32 of the original 38 items from the

Preliminary Inventory were retained in the field test version of the CENIC. A total of only 8 items were developed and added to the instrument through the pilot test process and from the suggestions of the jury of experts. Five of these were added to the professional skills area and 3 were added to the knowledge area. No new items were added to the personal development section of the instrument.

Out of the 333 questionnaires that were returned, 5 questionnaires contained a total of 11 suggestions for additional items. These suggestions included only 5 thematic needs. The other 6 suggestions were idiosyncratic expansions of existing items. For example, one suggestion was "finding funding for continuing education". This can be seen as an idiosyncratic application of Grant Writing/Funding (Item Code KN11). Table IX lists the additional suggested items.

TABLE IX
ADDITIONAL SUGGESTED ITEMS

Idiosyncratic Items	Thematic Items
Marital Counseling	Sexuality/Gender Issues
Family Systems/ Counseling	Computers in Ministry

TABLE IX (Continued)

Idiosyncratic Items	Thematic Items
Performance Evaluation	Psychosocial Literature Update
Finding Funding for Continuing Education	
Time Management	Seminar Presenting
Conducting a Survey	Issues of Social Justice

Construct Validity

The structural properties of the domain under consideration in the CENIC were evaluated by factor analyzing the data from the field test. The SAS computer program was used for the factor analysis. The data showed a sampling adequacy measure (Kaiser's) of .8823. The principal component analysis was conducted using the SAS computer program. This analysis produced 10 eigenvalues greater than one. Ten principal components were retained for the principal factors solution. The factor matrix was rotated by varimax into simple structure. From the 10 factors of the rotated factor matrix, 2 contained only item specific variances. Two others accounted for less than 5% of the common variance.

These were deleted. Table X presents the remaining rotated factor matrix (see page 68).

The first factor loaded on 8 items and accounted for 50.43% of the common variance. It was interpreted as indexing the leadership skills.

The second factor loaded on 6 items and accounted for 10.7% of the common variance. It was interpreted as dealing with personal growth and wholeness.

The third factor loaded on 7 items and accounted for 8.28% of the common variance. It was interpreted as related to pastoral ministry skills.

The fourth factor loaded on 4 items and accounted for 6.42% of the common variance. It was interpreted as referring to spirituality.

The fifth factor loaded on 6 items and accounted for 5.51% of the common variance. It reflected administrative skills.

The sixth factor loaded on 2 items and accounted for 5% of the common variance. It was interpreted as related to public worship.

The remaining items dealt with theological update, ethics, and inter-disciplinary and social issues. The six factors listed above together explained 86.34% of the common variance. The remaining items accounted for 13.66% of the common variance.

FACTOR ANALYSIS WITH VARIMAX ROTATION
ITEMS LISTED WITH LOADINGS

Item Code	Factor I	Factor II	Factor III	Factor IV	Factor V	Factor VI
PS2	.56794					
PS3	.67583					
PS4	.59882					
PS5	.57685					
PS6	.66610					
PS7	.54843					
PS8	.49612					
PS17	.54351					
PD1		.53535				
PD3		.58427				
PD4		.45708				
PD5		.62360				
PD6		.61408				
PD8		.53197				
PS1			.39779			
PS11			.34711			
PS18			.50659			
PS19			.51610			
KN3			.57033			
KN4			.53816			
KN10			.47744			
PS13				.59147		
KN5				.60702		
KN6				.84719		
PD2				.58952		
PS9					.43412	
PS10					.44304	
PS14					.57455	
PS21					.46898	
KN11					.67516	
PD7					.26091	
PS15						.79085
PS16						.80435

The six factors with their given names, items, and loadings are listed in Appendix L.

Reliability

The reliability of the CENIC was evaluated in terms of its internal consistency. Cronbach's alpha is an indicator of internal consistency and reliability. The SAS computer program was used to compute the coefficient alpha for the instrument and the six factors listed above. The over-all alpha for the instrument was .9346. Table XI presents the alpha for each of the six factors.

TABLE XI
FACTORS WITH ALPHA COEFFICIENTS

Factors	Alpha
Factor 1	.86034
Factor 2	.80635
Factor 3	.82197
Factor 4	.83067
Factor 5	.72454
Factor 6	.89873

Summary

Chapter IV presented the results of this study to develop and validate the Continuing Education Needs Inventory for Chaplains (CENIC). The process of the development of the instrument was first described. Data regarding the content validity of the instrument, including both item validity and sampling validity, were discussed. Results of the score evaluations, demographic comparisons using one way ANOVA tests and t-tests, factor analysis and computation of the alpha coefficients were also presented in this chapter.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The lack of a validated instrument to measure the continuing education needs of chaplains has been a problem in the field of theological continuing education. While there are several ways and means of needs analysis, the most widely used needs assessment tool in theological education has been the survey method. The lack of a valid and reliable instrument has affected research, needs assessment and program development in theological continuing education. This is particularly true among professionally certified chaplains who are required to complete fifty hours of continuing education every year but are not given any particular curriculum. Availability of a validated instrument can help individual chaplains and program developers to respond to the existing needs more accurately. The purpose of the present study has been to address this issue by attempting to develop and validate an instrument to begin filling the existing gap.

The specific objectives of this study included the following: develop an instrument, evaluate its content validity, examine its construct validity, and evaluate its reliability. This chapter describes the summary of this

study and its findings, conclusions drawn from the study and recommendations for future research.

Summary of the Study

This study involved the certified chaplains of the College of Chaplains, Inc. The 1116 certified chaplains listed in the 1992 Directory of the College of Chaplains, Inc. formed the population for this investigation.

This study began with a thorough analysis of available related literature for the purpose of developing items that could logically be put together to construct the instrument. Three major areas of continuing education needs were identified through this process - professional skills, knowledge, and personal development - and the Preliminary Inventory was constructed by selecting items to be listed under these general areas. A five-point Likert scale was adapted for the instrument. The Initial Inventory had a total of 38 items and an eight-item demographic section. This version of the instrument was subjected to examination by a national jury of six experts. Their suggestions were incorporated into the Preliminary Inventory to create the Initial Inventory which was the pilot test version of the instrument. The Initial Inventory was inspected by the same jury of experts before it was pilot tested. The pilot test version of the instrument had 38 items and an expanded fifteen-item demographic section.

The Initial Inventory was pilot tested by mailing a copy of the inventory with a cover letter from the executive director of the College of Chaplains, Inc. to 25 randomly selected chaplains and 25 randomly selected state coordinators of continuing education of the College of Chaplains, Inc. The pilot test produced 40 (80%) responses without any follow up letter. The data from the pilot test were analyzed. Observations were incorporated into the Initial Inventory to create the Continuing Education Needs Inventory for Chaplains (CENIC). This version was again submitted to the jury of experts. Input from the jury was used to refine the CENIC. The field test version of the CENIC had 40 items under three areas - professional skills, knowledge, and personal development - and a fourteen-item demographic section.

The field test of the CENIC involved mailing a copy of the instrument with a cover letter from the executive director of the College of Chaplains, Inc. and a self-addressed stamped envelope to 400 chaplains who were selected using the stratified random sampling method. The sample included chaplains from all 50 states of the United States and Washington, D.C. Two reminders were mailed to the non-respondents. Responses received from the field test were analyzed using the SAS computer program.

Summary of Findings

The field test version of the CENIC contained 40 items. There were 21 items under professional skills and 11 and 8 items respectively under knowledge and personal development. The field test version contained 32 of the original items from the Preliminary Inventory. The pilot test and the scrutiny of the jury of experts produced a net gain of 8 items. Several items were reworded, separated or merged through this process.

The field test of the CENIC produced 333 (83.25%) responses. For a population of 1100, a sample size of 285 will give 95% confidence level (Isaac and Michael, 1984). Item analysis revealed that the over-all mean for the whole instrument was 3.433 and the standard deviation was 0.532.

One way ANOVA and t-tests were used to compare the mean scores of various demographic variables for the purpose of investigating the capacity of the CENIC to differentiate between these variables. One way ANOVA tests revealed significant differences between five levels of age of the chaplains and four levels of length of experience in chaplaincy. Due to the scope and focus of the present study, post hoc comparisons of these variables were not conducted. No significant differences were found between other demographic variables. However, a series of t-tests revealed that there were significant differences in the scores of several individual items between the following selected

demographic variables: male vs. female (4 items), Catholic vs. Protestant (one item), generalist vs. psychiatric/rehabilitation chaplain (4 items), generalist vs. CPE/Teacher (8 items), and CPE supervisor vs. other (3 items).

The CENIC underwent the scrutiny of a jury of six experts at three different stages of its development. The jury examined the instrument for its clarity, item validity and sampling validity and approved its content validity. Out of the 333 responses received, only 5 contained additional suggested items. These included only 5 new thematic items. The 6 other items were considered idiosyncratic applications of existing items. The five new suggested items were: sexuality/gender issues, computers in ministry, psychosocial literature update, seminar presentations, and social justice issues.

The structural properties of the domain under consideration were examined by factor analysis. The data had a sampling adequacy (Kaiser's) measure of .8823. The principal component method of factor analysis produced ten eigenvalues greater than one. Ten factor components were retained for the principal factors solution. The factor matrix was rotated by varimax into simple structure. Two factors contained only item specific variances. Two others accounted for less than 5% of the common variances. These were eliminated. The remaining six factors together explained 86.34% of the common variance. The first factor loaded on 8

items and accounted for 50.43% of the common variance. The second factor loaded on 6 items and accounted for 10.7% of the common variance. The third factor loaded on 7 items and accounted for 8.28% of the common variance. The fourth factor loaded on 4 items and accounted for 6.42% of the common variance. The fifth factor loaded on 6 items and accounted for 5.51% of the common variance. The sixth factor loaded on 2 items and accounted for 5% of the common variance. These factors were interpreted.

The reliability of the CENIC was evaluated in terms of its internal consistency by computing the Cronbach's alpha for the instrument. The coefficient alpha for the instrument was .9354. The alpha for the first six factors were .8603, .8063, .8220, .8308, .7245, and .8979 respectively. The fifth factor with the lowest alpha coefficient has four items with loadings less than .5000 each and it accounts for only 5.51% of the common variance.

Conclusions

The following conclusions have been drawn from this study:

- 1) Although survey/questionnaire method is only one of several needs assessment methods often used in conjunction with one or more of the others, it is possible to develop an instrument that has acceptable levels of content validity,

construct validity and reliability to be used as a single assessment tool of continuing education needs of chaplains.

2) The CENIC may be considered such an instrument at its preliminary stage as it has acceptable levels of content validity, construct validity and reliability. It may yield sufficiently accurate assessment of the continuing education needs of chaplains.

3) The CENIC measured the construct of "continuing education needs" at an acceptable level.

4) The CENIC as a first instrument of its kind tested on a nationally stratified random sample population has acceptable levels of internal consistency and reliability.

5) The CENIC has the capacity to discriminate between variables of age and experience. The difference in the continuing education needs of ministers based on "time elapsed since the last degree" has been established in a previous study (Traylor, 1984).

6) The CENIC may be used in future research projects with acceptable level of confidence.

7) Within the limitations of reliability and factor loadings of items, the CENIC may be used for advisement purposes, giving directions to the individual chaplains in terms of their pursuit of continuing education.

8) Several clusters of items on the CENIC discriminate between various demographic groups. This capacity of the

CENIC may be of some use to practitioners of theological continuing education.

9) Given the validity and reliability of the CENIC, it may be used by educators who develop continuing education programs for chaplains. In terms of the purpose of this research, this is a significant outcome. In spite of its need for further refinement, the CENIC in its present version might be of some meaningful assistance to program developers.

10) Logical item keying as a method of instrument construction has considerable merit (Brown, 1983).

Recommendations For Further Research

This study represents a preliminary attempt to develop and validate an instrument to measure the continuing education needs of chaplains. The continuing education needs of ministers in general and specialized ministers such as chaplains in particular are of interest to theological and professional educators. Further research in this area is highly recommended. While use of the CENIC in its present form is encouraged, the following additional steps are recommended to refine and expand the usefulness of this instrument:

1) Further analyze the capacity of items to discriminate between demographic variables.

2) Add the new suggested items and repeat the study with removal and/or rewriting of the weakest items from the present version.

3) Evaluate items with lower factor loadings and consider replacing or rewriting them.

4) Consider adding items to factors with fewer items to further stabilize the content of such factors.

5) Conduct a study to adapt the CENIC for use among parish clergy. The literature base of the instrument for the chaplains and that of parish clergy being the same, such an adaptation is conceivable. Such a study can be accomplished by adding and/or deleting items and by changing the sample population.

6) Attempts may be made to create job specific versions of the CENIC to be used by chaplains in various specialty areas of chaplaincy.

7) The CENIC may be used as a pretest/posttest instrument in specially designed pretest-posttest-control group studies to evaluate the impact of continuing education on the self-perception of chaplains concerning their continuing education needs.

8) Study the possibility of making the CENIC an open-ended instrument to include potential educational needs of the future.

9) Develop a user-friendly scoring system possibly using the identified factors as scales.

Recommendations For Practice

This study has considerable practical implications. Following are some recommendations for practitioners.

1) Theological continuing educators need to notice and respond to the fact that aging as a separate item, beyond the general subject of human development, was recommended by the chaplains through the pilot test process.

2) The significant difference in the perception of chaplains concerning their continuing education needs based on their age and experience and other demographic variables deserve the attention of those who develop programs and policies of continuing education for the chaplains.

3) The factors underlying the continuing education needs that were identified through this study may form an acceptable foundation on which continuing education curriculum for chaplains may be built.

4) Curriculum developers of Doctor of Ministry degree programs may also receive guidance from the factors identified in this study as most seekers of this degree pursue it in various continuing education formats.

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APPENDIXES

APPENDIX A
DENOMINATIONS IN THE COLLEGE
OF CHAPLAINS, INC.

American Baptist Church, USA
African Methodist Episcopal Church
Assemblies of God
Bible Fellowship Church
Baptist General Conference
Baptist, Other
Conservative Baptist Association of America
Christian Churches and Churches of Christ
Christian and Missionary Alliance
Church of the Brethren
Church of God, Anderson, IN.
Christian Reformed Church in North America
Christian Church (Disciples of Christ)
Evangelical Covenant Church
Evangelical Free Church of America
Episcopal Church
Free Methodist Church of North America
Greek Orthodox Church
Jewish (Board of Rabbis)
Evangelical Lutheran Church of America
Church of Jesus Christ of Latter Day Saints
Lutheran (Other)
Mennonite Church
Moravian Church in America
Lutheran Church (Missouri Synod)
Church of the Nazarene
Pentecostal Assemblies and Churches
Presbyterian Church in America
Presbyterian Church (USA)
Progressive National Baptist Convention
Presbyterian (Other)
Regular Baptist Churches, General Association of.
Reformed Church in America
Roman Catholic-US Catholic Conference
Reorganized Church of Jesus Christ of Latter Day Saints
Southern Baptist Convention
Seventh Day Adventist Church
Religious Society of Friends
The Salvation Army
The Wesleyan Church
United Brethren in Christ
United Church of Canada
United Church of Christ
United Methodist Church
Unitarian/Universal Association

(From 1992 DIRECTORY Of the College of Chaplains, Inc.)

APPENDIX B

LEVELS OF MEMBERSHIP IN THE COLLEGE
OF CHAPLAINS, INC. AND DATA
ON MEMBERSHIP

CERTIFIED CHAPLAIN (FELLOW): A person who has demonstrated professional excellence as a chaplain, has completed eligibility requirements, and who is recommended by the national certification committee and approved by the board of directors.

MEMBER: A person ordained or certified in a religious vocation, endorsed by his/her faith group, recommended by a state level member review committee and approved by the board of directors.

FELLOW (RETIRED): A certified chaplain (fellow) who has formally retired from full-time ministry.

MEMBER (RETIRED): A retired member who has formally retired from full-time ministry.

FELLOW (INACTIVE): A certified chaplain (fellow) who is no longer in active chaplaincy and who requests inactive status.

MEMBER (INACTIVE): A member who is no longer in active chaplaincy and who requests inactive status.

CLERGY AFFILIATE: Any clergy person, not serving full-time as a chaplain, who wishes to affiliate out of personal support and professional concern.

STUDENT AFFILIATE: Any student enrolled full-time in an accredited theological seminary, or in an ACPE, CAPE or NACC accredited Clinical Pastoral Education Center, or an accredited AAPC center. **PROFESSIONAL AFFILIATE:** Any person serving in a non-clergy profession who wishes to affiliate out of personal support or professional concern.

LAY AFFILIATE: Any lay person who is ministering under supervision of one's faith group and has completed one basic unit of clinical pastoral education or its equivalent.

(From the 1992 directory of the College of Chaplains, Inc.)

MEMBERSHIP DATA, 1992

<u>Mbr Category</u>		Retired	Pend	Pend	Year	Total
Cert Chap	Inactive FCOC	FCOC	FCOC	Supr	Cert	FCOC
1217	34	145	37	1	6	1440

<u>Mbr Category</u>		Retired	Pend	Total
Member	Inactive Mbr	Member	Mbr	Members
250	15	35	18	318

<u>Mbr Category</u>		Professional		Total
Clergy Aff	Lay Affiliate	Affiliate	Student	Affiliates
116	21	26	102	265

**OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
FOR HUMAN SUBJECTS RESEARCH**

Proposal Title: DEVELOPMENT AND VALIDATION OF A INSTRUMENT TO MEASURE THE
CONTINUING EDUCATION NEEDS OF CHAPLAINS

Principal Investigator: Robert Nolan, Ed.D / Thomson K. Mathew

Date: 2-21-92 IRB # ED-92-016

This application has been reviewed by the IRB and

Processed as: Exempt Expedite Full Board Review

Renewal or Continuation

Approval Status Recommended by Reviewer(s)

Approved

Deferred for Revision

Approved with Provision

Disapproved

Approval status subject to review by full Institutional Review Board at next meeting, 2nd and 4th Thursday of each month.

Comments, Modifications/Conditions for Approval or Reason for Deferral or Disapproval:

Signature: _____

Maria S. Tilley
Chair of Institutional Review Board

Date: _____

2-2-92

APPENDIX C

PRELIMINARY INVENTORY

DEMOGRAPHIC INFORMATION: Name(Optional): _____

Address(Optional) _____

Years in Chaplaincy _____ Highest Degree Earned _____

CPE Completed: Basic Unit/s _____, Advanced _____, Supervisory _____

Years since last degree _____ Years since last CPE _____

Position: Staff _____, Dept Head _____, Teach _____, Number of Chaplains in

your institution: _____. Marital Status: S _____, M _____, Other _____

Age: Below 30 _____, 31-40 _____, 41-55 _____, 56-65 _____, 65+ _____; Gender _____

DIRECTIONS: The following inventory potentially contains your continuing education needs. Please agree or disagree with each statement of need using the following scale: Strongly agree(SA), Agree (A), Undecided (U), Disagree (D), or Strongly Disagree (SD). Please respond to each statement by circling one option. Thank you for your valuable time.

1.0 I sense the need for continuing education to improve my
PROFESSIONAL SKILLS in the following areas:

- | | | | | | |
|-------------------------------|----|---|---|---|----|
| 1.1 Counseling..... | SA | A | U | D | SD |
| 1.2 Communication..... | SA | A | U | D | SD |
| 1.3 Team Building..... | SA | A | U | D | SD |
| 1.4 Relationship Building... | SA | A | U | D | SD |
| 1.5 Group Dynamics..... | SA | A | U | D | SD |
| 1.6 Organization..... | SA | A | U | D | SD |
| 1.7 Leadership..... | SA | A | U | D | SD |
| 1.8 Management..... | SA | A | U | D | SD |
| 1.9 Administration..... | SA | A | U | D | SD |
| 1.10 Conflict Resolution..... | SA | A | U | D | SD |
| 1.11 Planning..... | SA | A | U | D | SD |
| 1.12 Public Relations..... | SA | A | U | D | SD |

1.13 Program development.... SA A U D SD

I sense the need for continuing education to improve my
PROFESSIONAL SKILLS in the following areas(Contd):

1.14 Teaching..... SA A U D SD

1.15 Evangelism..... SA A U D SD

1.16 Research..... SA A U D SD

1.17 Preaching..... SA A U D SD

1.18 Worship Leadership..... SA A U D SD

1.19 Enabling/Empowering.... SA A U D SD

1.20 Drug/Alcohol Treatment. SA A U D SD

1.21 Other/s (Please List)
..... SA A U D SD

1.22 SA A U D SD

1.23 SA A U D SD

2.0 I sense the need for continuing education to improve my
KNOWLEDGE in the following areas:

2.1 Theology/Refresher..... SA A U D SD

2.2 Current Theological
Issues..... SA A U D SD

2.3 Human/Faith Development SA A U D SD

2.4 Ethical Issues..... SA A U D SD

2.5 Pastoral Healing..... SA A U D SD

2.6 Enhance Survival of Dept
of Chaplaincy/Job..... SA A U D SD

2.7 Inter-denominational
Ministry..... SA A U D SD

2.8 Inter-disciplinary
Issues..... SA A U D SD

2.9 Other/s (Please List)
..... SA A U D SD

2.10 _____.. SA A U D SD

2.11 _____.. SA A U D SD

3.0 I sense the need for continuing education for the purpose of
PERSONAL DEVELOPMENT in the following areas:

3.1 Burnout Prevention.....SA A U D SD

3.2 Stress Management..... SA A U D SD

3.3 Spiritual Retreat/
Renewal..... SA A U D SD

3.4 Self Acceptance/
Esteem Enhancement..... SA A U D SD

3.5 Marriage Enrichment.....SA A U D SD

3.6 Therapy-type Experience.SA A U D SD

3.7 Financial Management....SA A U D SD

3.8 Self Care.....SA A U D SD

3.9 CPE-type Informal
Supportive Experience.. SA A U D SD

3.10 Extended CPE..... SA A U D SD

3.11 Other/s (Please List)
_____.. SA A U D SD

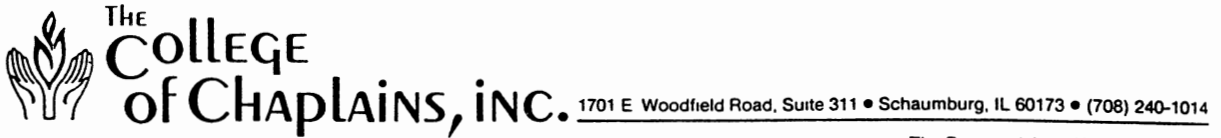
3.12 _____.. SA A U D SD

Please write any additional comments in the space below:

APPENDIX D
JURY OF EXPERTS

- 1) Rev. Ken Blank
Oklahoma State Coordinator of
Continuing Education
The College of Chaplains, Inc.
C/o Presbyterian Hospital
700 NE 13th Street
Oklahoma City, OK 73104
- 2) Edward Decker, Ph.D.
Director
Counseling Care Associates of Tulsa
6506 South Lewis
Tulsa, OK 74171
- 3) Rev. James L. Gibbons
Chairman, (National) Research Committee
The College of Chaplains, Inc.
C/o Christ Hospital
4440th West 95th Street
Oak Lawn, IL 60453
- 4) Rev. Earl A. Hackett
Chairman
(National) Council for Standards, Certification,
Education and Professional Development
The College of Chaplains, Inc.
C/o University Hospital
1350 Walton Way
Augusta, GA 30910
- 5) Rev. James F. Shumake
Chairman
(National) Education Committee
The College of Chaplains, Inc.
C/o Yale New Haven Hospital
20 York Street
New Haven, CT 06504
- 6) Charles W. Snow, Jr., Ed.D.
Dean of Doctoral Studies
Director of Doctor of Ministry Program
Oral Roberts University
7777 South Lewis
Tulsa, OK 74171

APPENDIX E
INITIAL INVENTORY WITH
COVER LETTER



The Reverend Arne K. Jessen, Ph D
Executive Director

8-7-92

Dear Colleague in the College:

Tom Mathew, a Certified Chaplain (Fellow) in the College of Chaplains, Inc., is researching the continuing education needs of chaplains. His goal is to develop and validate an instrument that can be used by individual chaplains to measure their continuing education needs. This study has been endorsed by the Research Committee and the Continuing Education Committee of the College.

The procedure for the first phase of this study includes the investigation of the needs and a pilot test of the initial instrument developed as a result of the investigation. You have been randomly selected to be a part of this pilot test. Your response is crucial to the success of this study.

It only takes about 15 minutes to complete the questionnaire. Please fill out the attached questionnaire, and return it in the enclosed self-addressed stamped envelope. Your responses will be kept confidential.

Tom has agreed to submit the results of the study to the College of Chaplains for a possible workshop at the Annual Convention and/or through possibly an article in the CareGiver Journal.

This is a topic of interest to all of us. If possible, please respond today.

Thank you

Sincerely,

A handwritten signature in black ink, appearing to read "Arne", written over a horizontal line.

Arne K. Jessen, PhD
Executive Director

AKJ/mab
Attachment

cc: Don Gum
Jim Gibbons
Jim Shumake

DEMOGRAPHIC INFORMATION: (Please mark x in the appropriate boxes and write in as needed.)

CODE

- (1-3) Questionnaire # _____
- (4) 1. Gender: 1. () Male 2. () Female
- (5) 2. Age: 1. () Below 29 2. () 30-39 3. () 40-49
4. () 50-59 5. () 60+
- (6) 3. Marital Status: 1. () Single 2. () Married
3. () Other _____
- (7-8) 4. Years in Chaplaincy: 1. () 0-5 years 2. () 6-10
3. () 11-15 years 4. () More than 15 years
- (9) 5. Highest degree earned:
1. () B.D./M.Div. 2. () S.T.M./Th.M.
3. () B.A./B.S. 4. () D.Min.
5. () Ph.D./Ed.D. 6. () Other _____
- (10) 6. CPE Completed:
Basic Unit/s _____ Advanced Unit/s _____
Supervisory: _____
- (11) 7. Certified by: 1. () COC 2. () NACC
3. () ACPE 4. () AMHC
5. () AAPC 6. () Other _____
- (12) 8. Membership level in COC: 1. () Member
2. () Fellow 3. () Other _____
- (13) 9. Years since last degree: 1. () 0-5 years
2. () 6-10 yrs 3. () 11-15 yrs
4. () More than 15 years
- (14) 10. Years since last CPE: 1. () 0-5 years
2. () 6-10 yrs 3. () 11-15 yrs
4. () More than 15 yrs
- (15) 11. Position: 1. () Staff 2. () Dept Head
3. () Teaching 4. () Other _____
- (16) 12. Type of institution: 1. () General Hospital
2. () Psychiatric Hospital 3. () Nursing Home
4. () Prison 5. () Other _____
- (17-18) 13. Number of Chaplains in your institution: _____
- (19) 14. Current practice specialty _____
- (20) 15. Does your faith group require the M. Div. for
ordination: 1. () Yes 2. () No

DIRECTIONS: The following inventory has been developed from a review of relevant research on the continuing education needs of chaplains. Please agree or disagree with each item listed below using the following scale:

Strongly Disagree(SD) = 1, Disagree(D) = 2, Undecided(U) = 3, Agree(A) = 4; Strongly Agree(SA) = 5. Thank you for your time.

1.0 As a chaplain I sense the need for continuing education to improve my PROFESSIONAL SKILLS in the following areas:

	SD	D	U	A	SA
1.1 Counseling.....	1	2	3	4	5
1.2 Communication.....	1	2	3	4	5
1.3 Team Building.....	1	2	3	4	5
1.4 Relationship Building...	1	2	3	4	5
1.5 Group Dynamics.....	1	2	3	4	5
1.6 Organizing.....	1	2	3	4	5
1.7 Leading.....	1	2	3	4	5
1.8 Managing/Administration.	1	2	3	4	5
1.9 Conflict Resolution.....	1	2	3	4	5
1.10 Planning.....	1	2	3	4	5
1.11 Public Relations.....	1	2	3	4	5
1.12 Program development....	1	2	3	4	5
1.13 Teaching.....	1	2	3	4	5
1.14 Evangelizing.....	1	2	3	4	5
1.15 Research.....	1	2	3	4	5
1.16 Preaching.....	1	2	3	4	5
1.17 Worship Leading.....	1	2	3	4	5
1.18 Quality Assurance.....	1	2	3	4	5
1. Other/s (Please List)					
1.19 _____..	1	2	3	4	5
1.20 _____..	1	2	3	4	5

2.0 As a chaplain I sense the need for continuing education to improve my KNOWLEDGE in the following areas:

	SD	D	U	A	SA
2.1 Theology/Refresher.....	1	2	3	4	5
2.2 Current Theological Issues.....	1	2	3	4	5
2.3 Human/Faith Development	1	2	3	4	5
2.4 Ethical Issues.....	1	2	3	4	5
2.5 Pastoral Healing.....	1	2	3	4	5
2.6 Enhance Survival of Dept of Chaplaincy/Job.....	1	2	3	4	5
2.7 Inter-denominational Ministry.....	1	2	3	4	5
2.8 Inter-disciplinary Issues.....	1	2	3	4	5
2.9 Addictions.....	1	2	3	4	5
2.10 Grant Writing/Funding..	1	2	3	4	5
2. Other/s (Please list)					
2.11 _____..	1	2	3	4	5
2.12 _____..	1	2	3	4	5

3.0 As a chaplain I sense the need for continuing education for the purpose of PERSONAL DEVELOPMENT in the following areas:

	SD	D	U	A	SA
3.1 Burnout Prevention.....	1	2	3	4	5
3.2 Stress Management.....	1	2	3	4	5
3.3 Spiritual Renewal	1	2	3	4	5
3.4 Self Acceptance/ Esteem Enhancement.....	1	2	3	4	5
3.5 Marriage Enrichment.....	1	2	3	4	5
3.6 Therapy-type Experience..	1	2	3	4	5
3.7 Financial Management.....	1	2	3	4	5

3.8 Self Care.....1 2 3 4 5

PERSONAL DEVELOPMENT CONTINUED:

3.9 CPE-type Informal **SM** D U A SA
 Supportive Experience.. 1 2 3 4 5

3.10 Extended CPE..... 1 2 3 4 5

3. Other/s (Please List)

3.12 _____.. 1 2 3 4 5

3.13 _____.. 1 2 3 4 5

Please write any additional comments in the space below:

Please comment on the following:

1. Instructions on this inventory:

2. Layout of the inventory:

3. Any other suggestions to improve this instrument:

Thank you once again for your time and cooperation.

APPENDIX F

MEANS FROM THE PILOT TEST

SCALE CODE: Strongly Disagree(SD) = 1, Disagree(D) = 2, Undecided(U) = 3, Agree(A) = 4; Strongly Agree(SA) = 5. Thank you for your time.

1.0 As a chaplain I sense the need for continuing education to improve my PROFESSIONAL SKILLS in the following areas:

	MEANS					
1.1 Counseling.....	4.04	1	2	3	4	5
1.2 Communication.....	3.75	1	2	3	4	5
1.3 Team Building.....	3.56	1	2	3	4	5
1.4 Relationship Building...	3.72	1	2	3	4	5
1.5 Group Dynamics.....	3.78	1	2	3	4	5
1.6 Organizing.....	3.44	1	2	3	4	5
1.7 Leading.....	3.48	1	2	3	4	5
1.8 Managing/Administration.	3.58	1	2	3	4	5
1.9 Conflict Resolution.....	4.04	1	2	3	4	5
1.10 Planning.....	3.15	1	2	3	4	5
1.11 Public Relations.....	3.10	1	2	3	4	5
1.12 Program development....	3.53	1	2	3	4	5
1.13 Teaching.....	3.20	1	2	3	4	5
1.14 Evangelizing.....	2.38	1	2	3	4	5
1.15 Research.....	3.51	1	2	3	4	5
1.16 Preaching.....	2.89	1	2	3	4	5
1.17 Worship Leading.....	2.68	1	2	3	4	5
1.18 Quality Assurance.....	3.99	1	2	3	4	5

2.0 As a chaplain I sense the need for continuing education to improve my KNOWLEDGE in the following areas:

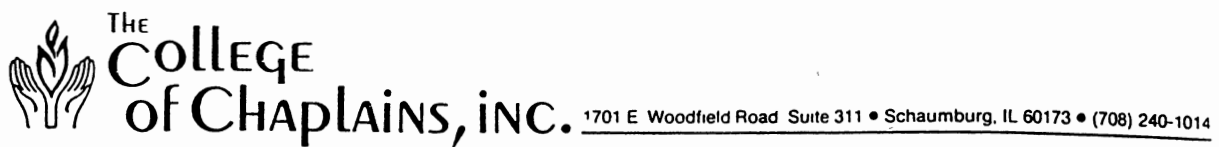
	MEANS	1	2	3	4	5
2.1 Theology/Refresher.....	3.84	1	2	3	4	5
2.2 Current Theological Issues.....	4.04	1	2	3	4	5
2.3 Human/Faith Development	4.01	1	2	3	4	5
2.4 Ethical Issues.....	4.29	1	2	3	4	5
2.5 Pastoral Healing.....	4.10	1	2	3	4	5
2.6 Enhance Survival of Dept of Chaplaincy/Job.....	3.50	1	2	3	4	5
2.7 Inter-denominational Ministry.....	3.06	1	2	3	4	5
2.8 Inter-disciplinary Issues.....	3.38	1	2	3	4	5
2.9 Addictions.....	3.31	1	2	3	4	5
2.10 Grant Writing/Funding..	2.96	1	2	3	4	5

3.0 As a chaplain I sense the need for continuing education for the purpose of PERSONAL DEVELOPMENT in the following areas:

3.1 Burnout Prevention.....	3.44	1	2	3	4	5
3.2 Stress Management.....	3.60	1	2	3	4	5
3.3 Spiritual Renewal	4.07	1	2	3	4	5
3.4 Self Acceptance/ Esteem Enhancement.....	3.31	1	2	3	4	5
3.5 Marriage Enrichment.....	3.15	1	2	3	4	5
3.6 Therapy-type Experience.	3.00	1	2	3	4	5
3.7 Financial Management....	2.77	1	2	3	4	5
3.8 Self Care.....	3.31	1	2	3	4	5
3.9 CPE-type Informal Supportive Experience..	3.38	1	2	3	4	5

APPENDIX G

FIELD TEST VERSION OF THE CENIC
WITH COVER LETTER



1701 E. Woodfield Road Suite 311 • Schaumburg, IL 60173 • (708) 240-1014

The Reverend Arne K. Jessen, Ph D
Executive Director

Dear Colleague in the College:

Tom Mathew, a Certified Chaplain (Fellow) in the College of Chaplains, Inc., is researching the continuing education needs of chaplains. His goal is to develop and validate an instrument that can be used by individual chaplains to measure their continuing education needs. This study has been endorsed by the Research Committee and the Continuing Education Committee of the College.

The procedure for the second phase of this study includes validation studies based on "testing" of a randomly selected group of chaplains. You have been randomly selected to be a part of this "test group." Your response is crucial to the success of this study.

It only takes about 15 minutes to complete the questionnaire. Please fill out the attached questionnaire, and return it in the enclosed self-addressed stamped envelope. Your responses are identified only by a four digit number for the purpose of statistical analyses. Individual responses will be kept confidential.

Tom has agreed to submit the results of the study to the College of Chaplains for a possible workshop at the Annual Convention and/or through possibly an article in the CareGiver Journal.

This is a topic of interest to all of us. If possible, please respond today.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "Arne K. Jessen".

Arne K. Jessen, PhD
Executive Director

AKJ/mab
Attachment

cc: Don Gum
Jim Gibbons
Jim Shumake

DEMOGRAPHIC INFORMATION: (Please mark an **X** in the appropriate boxes.)

1. Gender: 1. () Male
 2. () Female

2. Age: 1. () 29 & below 3. () 40-49 5. () 60+
 2. () 30-39 4. () 50-59

3. Years in Chaplaincy: 1. () 0-5 years
 2. () 6-10 years
 3. () 11-15 years
 4. () 16 or more years

4. Highest Degree Earned:
 1. () BA/BS 3. () STM/ThM 5. () PhD/ThD/EdD
 2. () BD/MDiv 4. () DMin 6. () Other_____

5. Number of CPE Units Completed:
 1. Basic_____ 2. Advanced_____ 3. Supervisory_____

6. Membership Level in COC: 1. () Member
 2. () Certified Chaplain
 3. () Other_____

7. Organizations (outside COC) That Have Certified
 You (if any): 1. () ACPE
 2. () Other_____

8. Years Since Last Degree: 1. () 0-5 years
 2. () 6-10 years
 3. () 11-15 years
 4. () 16+ years

9. Years Since Last CPE: 1. () 0-5 years
 2. () 6-10 years
 3. () 11-15 years
 4. () 16+ years

10. Position: 1. () Staff 3. () Teaching
 2. () Dept Head 4. () Other_____

11. Type of Institution:
 1. () General Hospital 3. () Nursing Home
 2. () Psyc. Hospital 4. () Other_____

12. Number of Chaplains in Your Institution:_____

13. Current Practice Specialty_____

14. Faith Group: 1. () Protestant 3. () Other_____
 2. () Catholic

DIRECTIONS: The following inventory has been developed from a review of relevant research on the continuing education needs of chaplains. Please agree or disagree with *each item* listed below using the following scale:

Strongly Disagree(SD) = 1, Disagree(D) = 2, Undecided(U) = 3, Agree(A) = 4; Strongly Agree(SA) = 5. Thank you for your time.

1.0 As a chaplain *I sense the need* for continuing education to improve my PROFESSIONAL SKILLS in the following areas:

	SD	D	U	A	SA
1.1 Counseling.....	1	2	3	4	5
1.2 Communication.....	1	2	3	4	5
1.3 Team Building.....	1	2	3	4	5
1.4 Group Dynamics.....	1	2	3	4	5
1.5 Organizing.....	1	2	3	4	5
1.6 Leading.....	1	2	3	4	5
1.7 Managing/Administration...	1	2	3	4	5
1.8 Conflict Resolution.....	1	2	3	4	5
1.9 Public Relations.....	1	2	3	4	5
1.10 Program Development.....	1	2	3	4	5
1.11 Teaching.....	1	2	3	4	5
1.12 Supervising.....	1	2	3	4	5
1.13 Spiritual Direction.....	1	2	3	4	5
1.14 Research.....	1	2	3	4	5
1.15 Preaching.....	1	2	3	4	5
1.16 Worship Leading.....	1	2	3	4	5
1.17 Multi-staff Relations....	1	2	3	4	5
1.18 Grief Ministry.....	1	2	3	4	5
1.19 AIDS Ministry.....	1	2	3	4	5
1.20 Inter-faith/Multi- Cultural Ministry.....	1	2	3	4	5
1.21 Quality Assurance.....	1	2	3	4	5

2.0 As a chaplain I sense the need for continuing education to improve my KNOWLEDGE in the following areas:

	SD	D	U	A	SA
2.1 Theology/Refresher.....	1	2	3	4	5
2.2 Current Theol. Issues....	1	2	3	4	5
2.3 Human Development.....	1	2	3	4	5
2.4 Aging.....	1	2	3	4	5
2.5 Faith Development.....	1	2	3	4	5
2.6 Spiritual Development....	1	2	3	4	5
2.7 Ethical Issues.....	1	2	3	4	5
2.8 Enhance Department/Job...	1	2	3	4	5
2.9 Inter-disciplinary Issues.....	1	2	3	4	5
2.10 Addictions.....	1	2	3	4	5
2.11 Grant Writing/Funding....	1	2	3	4	5

3.0 As a chaplain I sense the need for continuing education for the purpose of PERSONAL DEVELOPMENT in the following areas:

	SD	D	U	A	SA
3.1 Burnout/Stress Control...	1	2	3	4	5
3.2 Spiritual Renewal.....	1	2	3	4	5
3.3 Self Acceptance/ Esteem Enhancement.....	1	2	3	4	5
3.4 CPE-type Informal Supportive Experience.....	1	2	3	4	5
3.5 Marriage Enrichment.....	1	2	3	4	5
3.6 Therapy-type Experience..	1	2	3	4	5
3.7 Financial Management/ Retirement Planning.....	1	2	3	4	5
3.8 Self Care.....	1	2	3	4	5

4.0 Please write any comments about this instrument on the back of this page and mail to: Tom Mathew, 622 W. 120th Street South, Jenks, OK 74037. **THANK YOU AGAIN!**

APPENDIX H

THE REMINDER POST CARD

Dear Colleague:

A questionnaire concerning the continuing education needs of chaplains was sent to you two weeks ago as a part of an important study that can help individual chaplains and the College of Chaplains. Your participation is vital to the success and accuracy of the study. If you haven't had a chance to fill out and return the questionnaire, PLEASE DO SO TODAY. Your input is essential and highly appreciated. If you have already returned the questionnaire, please accept my thanks and disregard this notice.

Sincerely,

Tom Mathew, 622 W. 120th St. S., Jenks, OK. 74037

APPENDIX I

LETTER FROM THE RESEARCHER

Tom Mathew
622 W. 120th St. S.
Jenks, OK. 74037

9/24/1992

To: Selected Fellows of the College of Chaplains

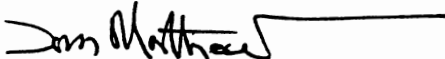
SUBJECT: A FINAL REMINDER

Dear Colleague:

A questionnaire was sent to you three weeks ago as a part of a study of the self-perceived continuing education needs of certified chaplains. In case you misplaced it, I am enclosing another copy of the questionnaire and another self-addressed stamped envelope for your convenience. Your input is vital to this study. I know you are very busy, but please help me and the College of Chaplains by filling out the questionnaire and returning it. Due to several deadlines, I need to hear from you on or before the 5th of October, 1992. If at all possible, please do this today.

Thank you for your kind response.

Sincerely,



Tom Mathew, FCOC

NOTE: Please respond regardless of your present position if you are still affiliated with the College of Chaplains, Inc.

If you have already returned the questionnaire, please accept my thanks and disregard this reminder.

APPENDIX J

DEMOGRAPHIC INFORMATION

1. Gender: 1.(261) Male 2.(067) Female
2. Age: 1.(001) 29 & below 3.(123) 40-49 5. (051) 60+
 2.(040) 30-39 4.(113) 50-59
3. Years in Chaplaincy: 1.(038) 0-5 years
 2.(089) 6-10 years
 3.(069) 11-15 years
 4.(132) 16 or more years
4. Highest Degree Earned:
1. (005) BA/BS 3. (034) STM/ThM 5. (017) PhD/ThD/Edd
2. (194) BD/MDiv 4. (053) DMin 6. (025) Other
5. Number of CPE Units Completed:
 1.Basic (274) 2.Advanced (266) 3.Supervisory (118)
6. Membership Level in COC: 1. (010) Member
 2. (298) Certified Chaplain
 3. (020) Other
7. Organizations (outside COC) That Have Certified
 You (if any): 1. (111) ACPE
 2. (217) Other/None
8. Years Since Last Degree: 1. (042) 0-5 years
 2. (065) 6-10 years
 3. (078) 11-15 years
 4. (143) 16+ years
9. Years Since Last CPE: 1. (084) 0-5 years
 2. (092) 6-10 years
 3. (058) 11-15 years
 4. (094) 16+ years
10. Position: 1.(113) Staff 3. (019) Teaching
 2.(159) Dept Head 4. (037)Other
11. Type of Institution:
 1. (218) General Hospital 3. (018) Nursing Home
 2. (015) Psyc. Hospital 4. (077) Other
12. Number of Chaplains in Your Institution: unreported=011,
 1=067,2=049,3=038,4=028,5=033,6=022,7=017,8=009,9+=054
13. Current Practice Specialty: Administration=048,
 Peds=037,Psych/Rehab=030,Oncology/Grief=025,
 Generalist=075,Emergency/Trauma=011, ICU/CCU=022,
 Chemical Dep=012, Geriatric=16,CPE/Teaching=052
14. Faith Group: 1. (307) Prot 2.(017) Cath 3. (004) Other

DIRECTIONS: The following inventory has been developed from a review of relevant research on the continuing education needs of chaplains. Please agree or disagree with *each item* listed below using the following scale:

Strongly Disagree(SD) = 1, Disagree(D) = 2, Undecided(U) = 3, Agree(A) = 4; Strongly Agree(SA) = 5. Thank you for your time.

1.0 As a chaplain I sense the need for continuing education to improve my PROFESSIONAL SKILLS in the following areas:

	SD	D	U	A	SA
1.1 Counseling.....	5	40	24	177	82
1.2 Communication.....	8	80	47	158	35
1.3 Team Building.....	4	65	59	151	49
1.4 Group Dynamics.....	8	63	44	164	49
1.5 Organizing.....	8	75	74	135	36
1.6 Leading.....	8	89	71	121	39
1.7 Managing/Administration...	9	57	53	137	72
1.8 Conflict Resolution.....	3	44	35	169	77
1.9 Public Relations.....	19	91	64	122	32
1.10 Program Development.....	8	66	65	146	43
1.11 Teaching.....	10	96	69	128	25
1.12 Supervising.....	19	84	60	121	44
1.13 Spiritual Direction.....	10	43	46	140	89
1.14 Research.....	25	76	81	99	47
1.15 Preaching.....	40	143	61	73	11
1.16 Worship Leading.....	44	149	59	67	9
1.17 Multi-staff Relations....	14	82	62	140	30
1.18 Grief Ministry.....	14	99	37	126	52
1.19 AIDS Ministry.....	9	64	51	162	42
1.20 Inter-faith/Multi- Cultural Ministry.....	11	51	50	146	70

1.21 Quality Assurance..... 14 45 49 150 70

2.0 As a chaplain I sense the need for continuing education to improve my KNOWLEDGE in the following areas:

	SD	D	U	A	SA
2.1 Theology/Refresher.....	9	55	40	175	49
2.2 Current Theol. Issues....	2	28	39	183	76
2.3 Human Development.....	4	67	59	163	35
2.4 Aging.....	6	54	58	155	55
2.5 Faith Development.....	4	48	62	160	54
2.6 Spiritual Development....	5	29	39	174	80*
2.7 Ethical Issues.....	5	35	20	162	106
2.8 Enhance Department/Job...	9	72	76	128	43
2.9 Inter-disciplinary Issues.....	7	64	69	157	31
2.10 Addictions.....	14	78	73	128	35
2.11 Grant Writing/Funding....	27	82	65	97	57

3.0 As a chaplain I sense the need for continuing education for the purpose of PERSONAL DEVELOPMENT in the following areas:

	SD	D	U	A	SA
3.1 Burnout/Stress Control...	8	82	49	135	54
3.2 Spiritual Renewal.....	3	35	25	180	85
3.3 Self Acceptance/ Esteem Enhancement.....	14	109	66	105	34
3.4 CPE-type Informal Supportive Experience....	11	80	65	136	36
3.5 Marriage Enrichment.....	21	116	87	87	17
3.6 Therapy-type Experience..	18	100	83	106	21
3.7 Financial Management/ Retirement Planning.....	11	65	57	151	44
3.8 Self Care.....	8	57	62	157	44

APPENDIX K
SUMMARY OF RESPONSES

SD=Strongly Disagree=1, D=Disagree=2, U=Undecided=3, A=Agree=4, SA=Strongly Agree=5.

1.0 As a chaplain I sense the need for continuing education to improve my PROFESSIONAL SKILLS in the following areas:

	SD	D	U	A	SA
1.1 Counseling.....	.02	.12	.07	.54	.25
1.2 Communication.....	.02	.24	.14	.48	.11
1.3 Team Building.....	.01	.20	.18	.46	.15
1.4 Group Dynamics.....	.02	.19	.13	.50	.15
1.5 Organizing.....	.02	.23	.23	.41	.11
1.6 Leading.....	.02	.27	.22	.37	.12
1.7 Managing/Administration...	.03	.17	.16	.42	.22
1.8 Conflict Resolution.....	.01	.13	.11	.52	.24
1.9 Public Relations.....	.06	.28	.20	.37	.10
1.10 Program Development.....	.02	.20	.20	.45	.13
1.11 Teaching.....	.03	.29	.21	.39	.08
1.12 Supervising.....	.06	.26	.18	.37	.13
1.13 Spiritual Direction.....	.03	.13	.14	.43	.27
1.14 Research.....	.08	.23	.25	.30	.14
1.15 Preaching.....	.12	.44	.19	.22	.03
1.16 Worship Leading.....	.13	.45	.18	.20	.03
1.17 Multi-staff Relations....	.04	.25	.19	.43	.09
1.18 Grief Ministry.....	.04	.30	.11	.38	.16
1.19 AIDS Ministry.....	.03	.20	.16	.49	.13
1.20 Inter-faith/Multi- Cultural Ministry.....	.03	.16	.15	.45	.21

1.21 Quality Assurance..... .04 .14 .15 .46 .21

2.0 As a chaplain I sense the need for continuing education to improve my KNOWLEDGE in the following areas:

	SD	D	U	A	SA
2.1 Theology/Refresher.....	.03	.17	.12	.53	.15
2.2 Current Theol. Issues....	.01	.09	.12	.56	.23
2.3 Human Development.....	.01	.27	.18	.50	.11
2.4 Aging.....	.02	.17	.18	.47	.17
2.5 Faith Development.....	.01	.15	.19	.49	.17
2.6 Spiritual Development....	.02	.09	.12	.53	.24
2.7 Ethical Issues.....	.02	.11	.06	.49	.32
2.8 Enhance Department/Job...	.03	.22	.23	.39	.13
2.9 Inter-disciplinary Issues.....	.02	.20	.21	.48	.10
2.10 Addictions.....	.04	.24	.22	.39	.11
2.11 Grant Writing/Funding....	.08	.25	.20	.30	.17

3.0 As a chaplain I sense the need for continuing education for the purpose of PERSONAL DEVELOPMENT in the following areas:

	SD	D	U	A	SA
3.1 Burnout/Stress Control...	.02	.25	.15	.41	.17
3.2 Spiritual Renewal.....	.01	.11	.08	.55	.26
3.3 Self Acceptance/ Esteem Enhancement.....	.04	.33	.20	.32	.10
3.4 CPE-type Informal Supportive Experience....	.03	.24	.20	.42	.11
3.5 Marriage Enrichment.....	.06	.35	.27	.27	.05
3.6 Therapy-type Experience..	.06	.31	.25	.32	.06
3.7 Financial Management/ Retirement Planning.....	.03	.20	.17	.46	.13
3.8 Self Care.....	.02	.17	.19	.48	.13

APPENDIX L
FACTORS WITH GIVEN NAMES, ITEMS
AND LOADINGS

Factor 1: Leadership

PS2 Communication = .56794
PS3 Team Building = .67583
PS4 Group Dynamics = .59882
PS5 Organization = .57685
PS6 Leading = .66610
PS7 Managing/Administration = .54843
PS8 Conflict Resolution = .49612
PS17 Multi-staff Relations = .54351

Factor 2: Personal Growth/Wholeness

PD1 Burnout/Stress Control = .53535
PD3 Self Acceptance/
Esteem Enhancement = .58427
PD4 CPE-type Informal
Supportive Experience = .45708
PD5 Marriage Enrichment = .62360
PD6 Therapy-type Experience = .61408
PD8 Self Care = .53197

Factor 3: Pastoral Ministry

PS1 Counseling = .39779
PS11 Teaching = .34711
PS18 Grief Ministry = .50659
PS19 AIDS Ministry = .51610
KN3 Human Development = .57033
KN4 Aging = .53816
KN10 Addictions = .47744

Factor 4: Spirituality

PS13 Spiritual Direction = .59147
KN5 Faith Development = .60702
KN6 Spiritual Development = .84719
PD2 Spiritual Renewal = .58952

Factor 5: Administration

PS9 Public Relation = .43412
PS10 Program Development = .44304
PS14 Research = .57455
PS21 Quality Assurance = .46898
KN11 Grant Writing/Funding = .67516
PD7 Financial Management/
Retirement Planning = .26091

Factor 6: Public Worship

PS15 Preaching = .79085
PS16 Worship Leading = .80435

VITA

Thomson K. Mathew

Candidate for the Degree of
Doctor of Education

Thesis: DEVELOPMENT AND VALIDATION OF AN INSTRUMENT TO
MEASURE THE CONTINUING EDUCATION NEEDS OF
PROFESSIONALLY CERTIFIED CHAPLAINS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Kerala, India, October 2, 1951,
the son of Rev. and Mrs. K. Thomas Mathew.

Education: Graduated from St. Mary's High School,
Niranam, Kerala, India, in 1966; received Bachelor
of Science degree from the University of Kerala in
1971; received Master of Divinity and Master of
Sacred Theology degrees from Yale Divinity School,
New Haven, Connecticut, in 1975 and 1977
respectively; received Doctor of Ministry from Oral
Roberts University, Tulsa, Oklahoma, in 1986;
completed requirements for the Doctor of Education
degree at Oklahoma State University, Stillwater,
Oklahoma in December, 1992.

Professional Experience: Pastor of Gospel Tabernacle
Assembly of God, North Haven, Connecticut, 1976-
1981; Chaplain and Associate Director of Pastoral
Care, City of Faith Medical and Research Center,
Tulsa, Oklahoma, 1981-1989; Dean of Students,
Director of Field Education and Associate Professor
of Pastoral Care, Oral Roberts University Graduate
School of Theology and Missions, Tulsa, Oklahoma,
1989-1992.

Professional Organizations: Ordained Minister,
Assemblies of God; Clinical Member, Association of
Clinical Pastoral Education; Fellow, College of
Chaplains, Inc.