Factors with success (defined as: well-attended, longevity, good evaluation)

- practice-based, problem-based case scenario (Slawson 2005, O’Brien Cochrane)
- high attendee interest in subject matter (Heligman)
- discussion of complex, controversial issues; care issues with uncertainty
- relevant articles – kept to small number (Slawson 2005)
- valid articles – using refined evidence (guideline, SR), or original research
- integrated teaching of critical appraisal skills
  - formal instruction in biostatistics and epidemiology - MiniLesson
  - checklists: review instrument (Burstein 1996)
- designated leader
- skilled facilitator
- high quality of presentation
- utilizing current informatics technology, information systems (Slawson 2005)
- academic rigor
  - presence of excellent, highly qualified teachers who foster effective learning -consistent involvement of faculty with interest knowledge skills
  - participation by attendees
  - provision of active learning experiences that integrate the content of disciplines with relevant problem solving and skill development
- mandatory attendance (Sidorov 1995)
- food provided prior to start of session

Transforming a traditional JC into an EBCP JC

- evidence-based clinical practice journal club:
  - design and implement a formal patient-based or problem-based curriculum
  - start with a ‘real life’ clinical problem
  - use PICO
  - translate ‘teachable moments’, those frequent questions that are generated at the patient’s bedside
  - find the best evidence for every day practice – rapid search
    - just in time info at the point of care
  - integrate EBM + clinical expertise + patient values & experiences

- team of faculty facilitators skilled in teaching EBCP

- learner-centered and small group instruction

- integration of the most valid evidence with expert clinical skills and patient values – critical appraisal of the literature and evidence
  - assessing relevance before validity (rigor) – patient-oriented evidence
  - evaluating information (therapy, diagnostic tests, CDRs)
    - expert based: colleagues, CME, reviews, practice guidelines
    - evidence based
  - basic statistics

- information mastery
  - sources of evidence, handhelds, EMR, ordering IS

- produce, compile, disseminate, and update critically appraised topics (CATs)

Planning & preparing an EBCP journal club

Long-range planning for journal clubs:

- Have a permanent leader / coordinator
  - faculty mentor, EBCP expert
  - expertise in clinical epidemiology, EBCP, informatics and EBM search strategies, and in the clinical content areas
  - articulate goals, outline format, develop curriculum
- Schedule journal club dates in calendar annually
- Assign presenters (resident, fellow, faculty) to journal club dates
- Schedule meeting location & food
  - circle or square arrangement to promote discussion / debate
- Establish search resources & support (digital library, librarian)
- Seek biostatistician support and attendance

Preparing for one journal club:

3-6 weeks before:

- Presenter chooses a “real patient” scenario in which a clinical question has arisen
- Presenter discusses with faculty mentor & develops PICO question (patient, intervention, comparison intervention, outcome)
- Presenter searches for evidence (utilizes librarian, library, resources)
- Presenter and mentor decide if patient problem & evidence are appropriate for JC
- Presenter develops synopsis of patient scenario/problem/question
- Presenter selects one key article (and possibly supportive papers)
- Presenter & mentor select appropriate method for analyzing, appraising, & presenting evidence based upon type of problem & type of study/tool
- Presenter selects a clinical content expert for guidance
- Leader selects appropriate worksheet/checklist tool
- Leader commits to attend or identifies a substitute facilitator

2 weeks before:

- Announcement to participants/attendees (2 weeks before)
- Invite special clinical experts

1-2 weeks before:

- Presenter prepares presentation of scenario + summary & critical appraisal of literature + discussion elements
- Presenter meets with faculty mentor and reviews presentation
- Leader prepares to facilitate JC
- Leader prepares 5-10 minute interactive teaching points (Mini-Lesson) regarding EBCP and/or critical appraisal skills
- Leader prepares for evaluation process (evaluate presenter, evaluate JC)
- Prepare extra paper copies of the key article

2 days before:

- Reminder announcement to participants/attendees
- Check food arrangement
- Check materials: flip chart, pens, projector

Bring to journal club:

- Presentation materials
- Extra paper copies of the key article & blank worksheet

Presenting, Facilitating, Participating EBCP Journal Club Elements

- preparation by presenter & facilitator
- relevant, interesting discussion
- problem-based learning (patient-centered)
- small group learning, with active participation
- adult learning principles
- lifelong learning of EBCP
- use of resources (electronic library, calculator, clinical decision support tools)
- use of worksheets / checklists (EBM User Guides)
- constructive feedback

EBCP Journal Club
Presentation, Facilitation & Discussion Roles

- Presenter
- Facilitator
- Clinical Expert
- Participants

Presenting, Facilitating, Participating
EBCP Journal Club Format

- meet & greet
- 15-30 minutes social time with food
- provision of extra paper copies of key article and blank worksheet
- 60-90 minutes journal club presentation and discussion
- evaluation of presenter (private), evaluation of JC (open)

next steps:
- internal actions (tools, flowchart, audits, further searches)
- internal publication of CAT
- external publication

- closure
EBCP Journal Club
Presentation, Facilitation & Discussion Process

- synopsis of clinical scenario (PICO)
- outline of key paper and mention of supplemental papers
  - seek out tables & figures, highlight primary findings
- critical appraisal of evidence (using worksheet / checklist)
  - systematic weighing-up of evidence
- discussion of evidence (expert and literature)
  - relevance & validity
  - quality & strength
  - benefits, risks, and trade-offs
- integrated Mini-Lesson
  - 5-10 minute interactive teaching points regarding EBCP and/or critical appraisal skills
- application of evidence to PICO patient problem (translation)
  - clinical problem resolution integrating the evidence with clinical expertise and patient preferences & values
- final discussion & conclusions
  - change of practice behavior?

Follow-up after the journal club session:

- presenter evaluation forms
- review evaluation of the journal club
- internal actions decided by the group
  - improving clinical practice
- internal publication of CAT / POEM / BET
- external publication prepared and submitted

QUESTIONS?