

# Inter-professional journal clubs

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# Is this your experience?

- “It is important that we are able to critically appraise and analyse evidence and apply findings to our everyday practice”
- “Journal club can be a useful way to join a group of like-minded professionals together to consider evidence formally or informally”

# What do journal clubs do?

- Inform participants – staying up-to-date ('current awareness', library can help!), CPD
- Educate participants – analysis of research, search skills, presentation practice
- Be research active - toward publication
- Get together to address current issues – answer questions, support decision making
- Change / confirm practice – implementation and engagement

# What do they look like?

- Informal ('club')  
research round-up, encourage discussion on a topic, implications of results, pre-appraised
- Formal ('evidence-based')  
structured presentations, critical appraisal, outcomes reporting, monitoring of actions, CPD
- Clear objectives can help decide format

# The usual format

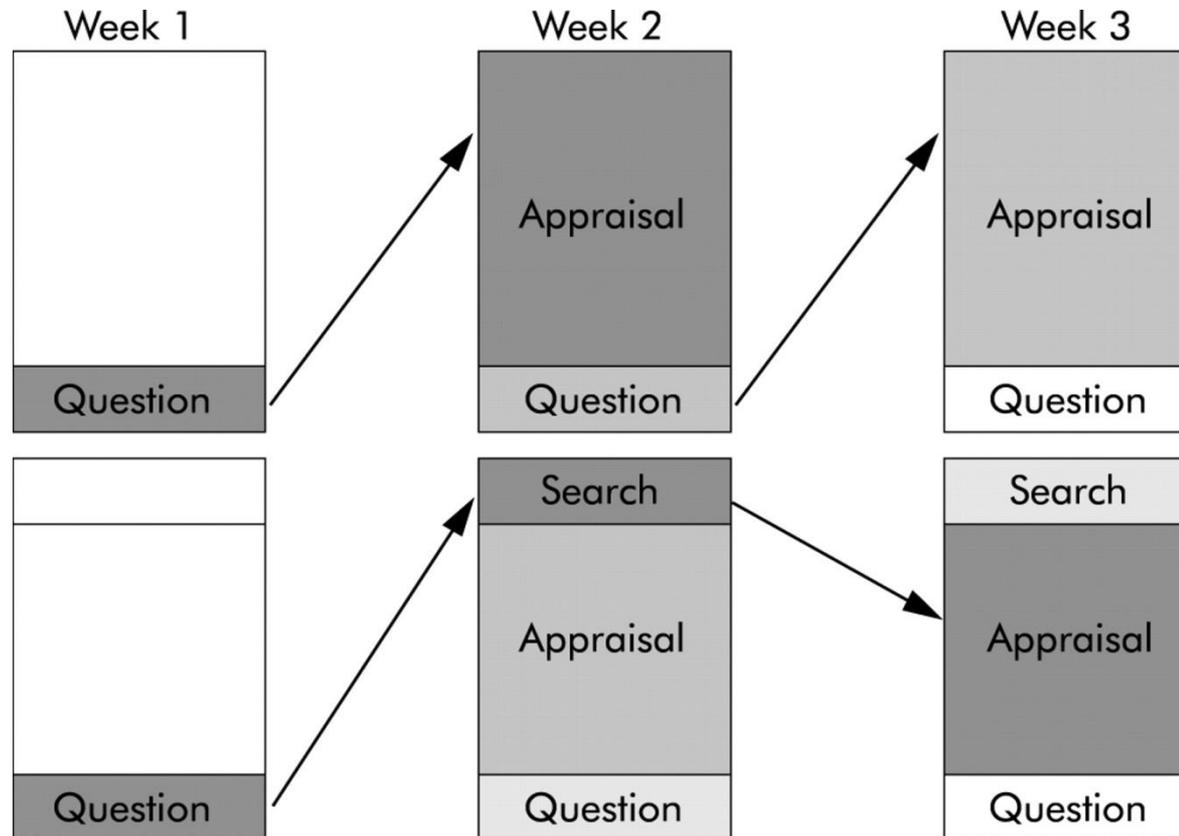
- Regular, scheduled time and place designed to be inclusive and accessible
- Designated presenters for each session, paper or topic of their choosing or selected by leader
- Time for discussion, how it relates to practice, what should or shouldn't change
- Recording of decisions, some way to implement actions and any learning

# Framework for a journal club presentation

1. What is the question you were interested in?
  - a. What prompted you to ask this question?
  - b. Does it relate to a specific patient or local initiative?
2. What sort of question is it (e.g. assessment / diagnosis, treatment, screening, prognosis, patient experience, etc.)?
  - a. What is the most appropriate type of article to answer this question?
3. How did you find the article that you have chosen to answer the question?
  - a. Briefly summarise previous literature / guidelines etc. that are relevant
  - b. Have you chosen this article in preference to any others?
4. Describe the article. If possible, summarise the:
  - a. Patient group / population in question
  - b. Intervention or exposure
  - c. Comparison (if any)
  - d. Outcomes being measured
5. Using the appropriate critical appraisal checklist, discuss the paper's strengths and weaknesses
  - a. If you had done this research, what would you have done differently?
6. What are the clinical implications?
  - a. Should this article change practice?
  - b. If so, what needs to be done to move towards implementation?
7. Open up for discussion.

# 'evidence-based' journal club e.g.

Alternative sequences for journal club sessions: (i) 2-cycle and (ii) 3-cycle structures.



Robert S Phillips, and Paul Glasziou Evid Based Med  
2004;9:36-37

# Usual problems and some solutions

- *Can't get there, too busy, just another meeting*

Objectives based on agreed learning need, matched to appropriate format – engagement

No obvious group? Join/visit an established one

Go virtual! Twitter is popular. Often UK-based but international participants, start your own?

'Flipped' model, with small-group discussion

Competition! 12 nursing wards in paediatric hospital

# Usual problems and some solutions

- *Presenting is scary! Also, other people's can be boring, a chore, not relevant*

Mentoring/buddying/peer support

Clearer use of tools such as CASP

Current and relevant questions, keep a list of questions / papers accessible by all

Guest presenters, or regular hosting by specialties/ other staff across a pathway

# Usual problems and some solutions

- *Discussion is judgmental, not useful, ill-informed or the evidence is inconclusive*

Leadership can be crucial, can change with area of expertise related to the topic.

Resist superficial judgements on quality of research or publication bias

Inconclusive evidence can prompt further questions and encourage research, often reported in the research itself

# Usual problems and some solutions

- *Conclusions of meeting not captured or disseminated. Actions not followed-up*

Use tools such as CATmaker

Minute-taker, consistent recording of actions and follow-up, action log – accessible to all

Find a 'bottom-line' from each session, presentation or question and record this clearly and make accessible, display on noticeboard

Tweet it! [https://twitter.com/RM\\_CancerRehab/status/1019612770940084224](https://twitter.com/RM_CancerRehab/status/1019612770940084224)



# Twitter groups

Some non-medical Twitter journal clubs:

@iopnnc, (neurology and psych nursing)

#ebnnc (Evidence Based Nursing)

@edujournalclub (Education)

@BlueJChost (Women's Health)

@hpmJC (hospice and palliative)

@oncjnlclub (oncology / macmillan / Royal Surrey led)

(search #journalclub plus your interest...)

# Library support

Current awareness

Literature search and critical appraisal teaching

Mediated literature searching

Resource lists relevant to your area

[www.bsuh.nhs.uk/library](http://www.bsuh.nhs.uk/library)

[www.westernsussexhospitals.nhs.uk/your-trust/careers/library-services/](http://www.westernsussexhospitals.nhs.uk/your-trust/careers/library-services/)

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