



# A Student-Centered Journal Club Enhances Skills And Behaviors For Evidence Based Practice

---

Perri Stern , EdD  
Duquesne University,  
Pittsburgh, Pennsylvania,  
USA  
[stern@duq.edu](mailto:stern@duq.edu)



# Rationale

---

- Importance of linking educational *purpose* with educational *method*
- Journal clubs enhance clinicians' abilities to access, read, understand and use evidence in daily practice.
- Reflects an integrated and holistic view of Evidence Based Practice and Professional Development
- Occupational therapy literature does not report use of this strategy in teaching EBP



# Journal Club Structure

---

- Graduate seminar/laboratory within didactic course
- Once per week for a total of 8 weeks
- Two hours per session
- 6-8 students per section
- Overall parameters set by instructor, determined by students



# Parameters

---

- Focus
- Format
- Number of Articles Discussed Each Week
- Sources for information
- Schedule
- Summarizing articles
- Presenting/discussing articles
- Evaluating Performance
- Professional Development
- Topical Outline



# Additional Requirements

---

- Reflexive, interactive Journal
  - Submitted each week
  - Facilitate students' reflection, professional development



# Outcomes

---

- 10cm Visual Analog Scale
- Pre/post course ratings
- 6 parameters
  - Understand qualitative and quantitative research articles
  - Synthesize and communicate research outcomes verbally, in writing
  - Evaluate the utility of several routinely used OT treatments
  - Overall confidence in using research evidence to guide clinical decision making



# Outcomes (continued)

---

- Students' comments



# Results, Conclusions

---

- Uniformly positive across all groups
- Significant differences between pre and post course ratings on 6/6 parameters
- Student-centered professional journal clubs are an interesting, viable, strategy that promotes a holistic approach to teaching Evidence Based Practice.