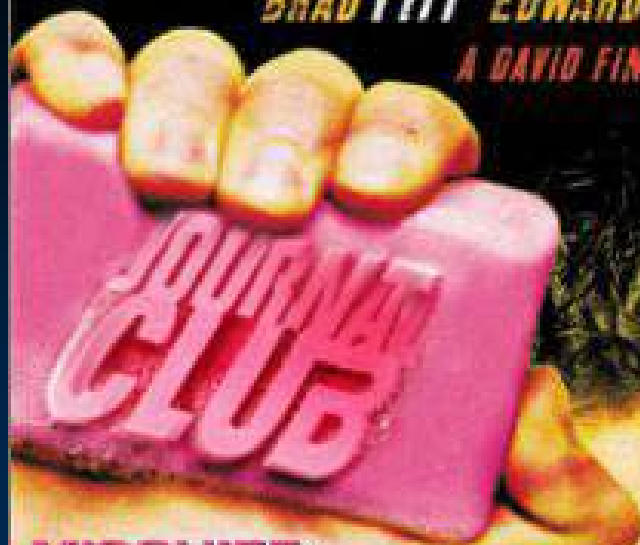


BRAD PITT EDWARD NORTON
A DAVID FINCHER FILM



**MISCHIEF.
MAYHEM.
SOAP.**



DVD
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DIGITALLY THX MASTERED
FOR SUPERIOR SOUND AND PICTURE QUALITY

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



Citations: Brooks-Brunn 1994, Phillips 2004, Demaerschalk 2004, Parkes 2001, Linzer 1988, Alguire 1998, O'Brien Cochrane 2001, Cramer 2001, Badgett 1997, Coomarasamy 2001, Ebbert 2001, Phillips B 2001, Sidorov 1995, Forsen 2003, Milbrandt 2004

EB components of journal club



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)



Citations: Ebbert 2001, Sackett 2000, Demaerschalk 2004, Slawson 2005, Kitching 1992

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



Citations: Phillips 2004, Swift 2004, Daya 2002, Swift 2001, Burstein 1996, Alguire 1998

Planning & preparing an EBCP journal club



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



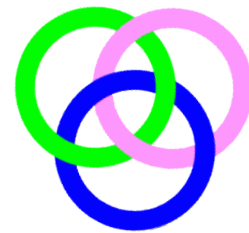
2 weeks before:

- 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



Citations: Phillips 2004 , Spillane 1998, Khan 1999, Morrison 1999

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 EBCEP
- use of resources (electronic library, calculator, clinical decision support tools)
- use of worksheets / checklists (EBM User Guides)
- constructive feedback



Citations: Phillips 2004, Swift 2004, Daya 2002, Sidorov 1995, Demaerschalk 2004, Heiligman 1987, Atzema 2004, Valentini 1997, Swift 2001, Burstein 1996, Alguire 1998, Hartlaub 1999, Letterie 2000

- Presenter
- Facilitator
- Clinical Expert
- Participants



Citations: Phillips 2004, Swift 2004, Daya 2002, Sidorov 1995, Demaerschalk 2004, Heiligman 1987, Atzema 2004, Valentini 1997, Swift 2001, Burstein 1996, Alguire 1998, Hartlaub 1999, Letterie 2000

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



- 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?



Citations: Phillips 2004, Swift 2004, Daya 2002, Sidorov 1995, Demaerschalk 2004, Heiligman 1987, Atzema 2004, Valentini 1997, Swift 2001, Burstein 1996, Alguire 1998, Hartlaub 1999, Letterie 2000

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



Citations: Phillips 2004 , Spillane 1998, Khan 1999, Morrison 1999

QUESTIONS?

