

Do journal clubs enable transfer of evidence into practice?

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03/11/2009



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Background

A journal club is a group of individuals who meet regularly to discuss the clinical applicability of articles in current medical journals

- Established
- Popular
- Effective?

Linzer 1997

Is the journal club effective in supporting evidence-based decision making?

- Learner reaction
- Attitudes
- Knowledge
- Skills
- Behaviour
- Patient outcomes

GUIDANCE ON ALLOCATION OF CREDITS TABLE					
Impact	Low	Minor	Moderate	Significant	High
Challenges					
Low	1-2 credits (example 1)	2-4 credits	3-5 credits	4-8 credits	5-10+ credits
Minor	1-3 credits	2-4 (example 2)	3-7	5-10	6-12+ credits
Moderate	2-4 credits	3-6	4-8 (example 3)	6-12 (example 4)	8-15+ credits
Significant	3-5 credits	4			
High	4-6 credits	5			



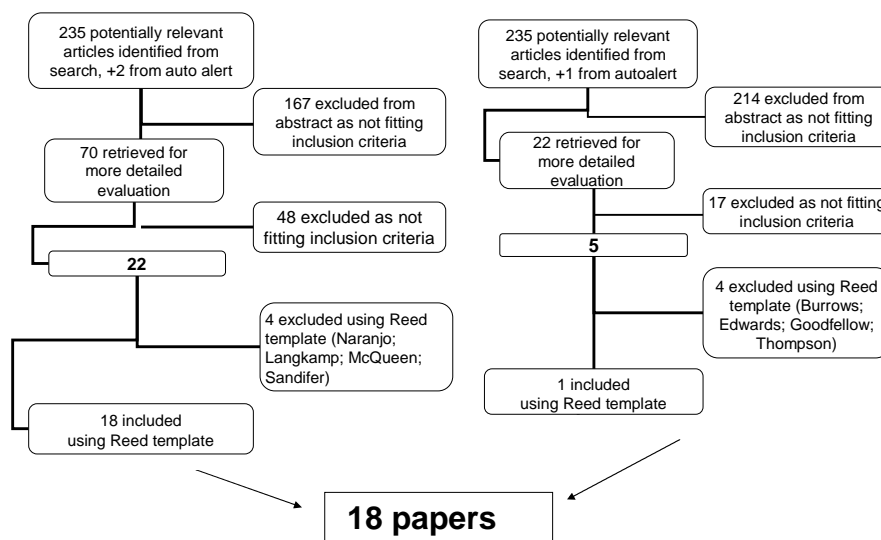
Methods

- Search strategy

Journal club AND education AND evaluation

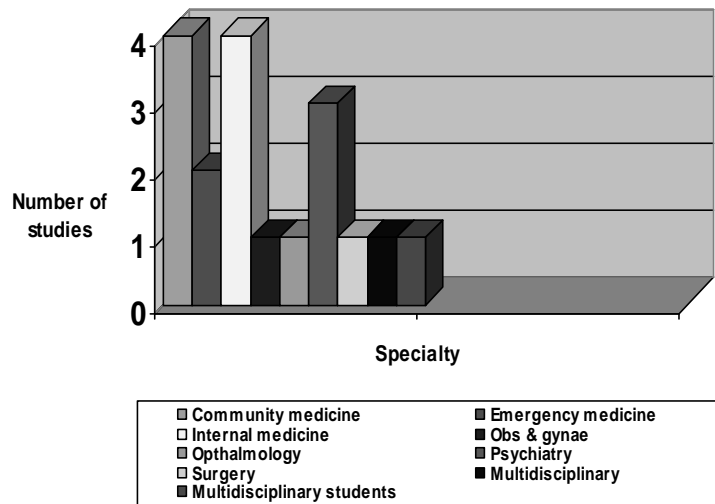
- 15 databases
- Inclusion criteria
health professionals/regular meetings to discuss research in current medical journals/qualitative or quantitative evaluation
- Data extraction: Reed template

Results: included studies



Journal clubs by specialty

NHS
National Institute for
Health Research



Types of study

NHS
National Institute for
Health Research

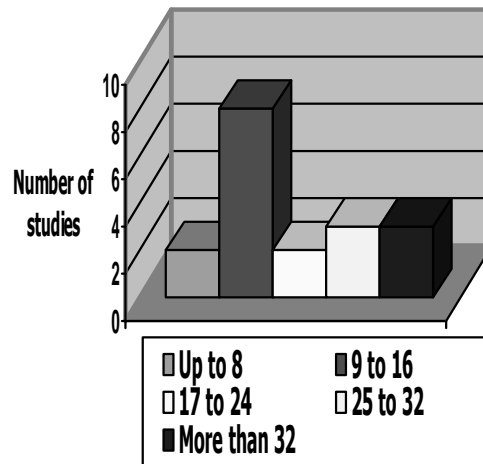
- 8 before and after
- 6 questionnaire survey
- one each of observational, case control, controlled trial and randomised controlled trial

What is a journal club?

NHS
National Institute for
Health Research

- Size
- Frequency
- Duration
- Longevity
- Participation

- Intervention too heterogeneous to allow pooling



What is the aim of a journal club?

NHS
National Institute for
Health Research

- critical appraisal
- reading/awareness of research

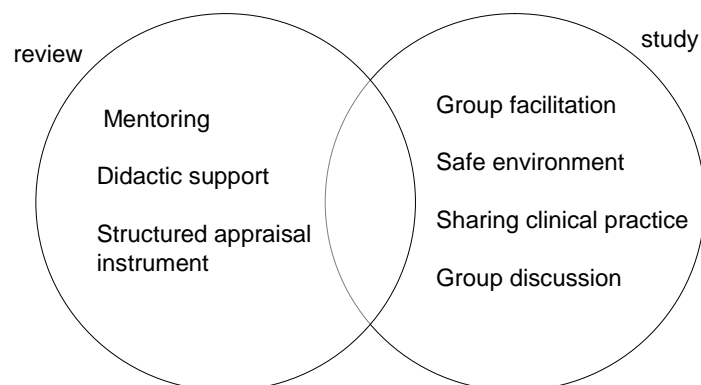
- clinical applicability

- fun, statistics, socialising

Reported benefits of journal clubs

- reading behaviour (5/11)
 - critical appraisal confidence (7/7)
 - critical appraisal test scores (5/7)
 - ability to use evidence in practice (5/7)
-
- it is unclear if journal clubs are effective in supporting evidence-based decision making

Reported educational ingredients



Limitations

- heterogeneity of journal club intervention
- implicit/explicit goals
- outcome measures: self-report, ?validated
- educational process within journal club inadequately described
- teacher-centred vs learner-centred reported educational ingredients

Implications for future research

- explicit description of goals of club
- clinical applicability
- detailed reporting of the intervention including educational process
- match evaluation to goals of the club
- mixed-methods approach to evaluation
- validated tools for assessment