

Do journal clubs enable transfer of evidence into practice?

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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

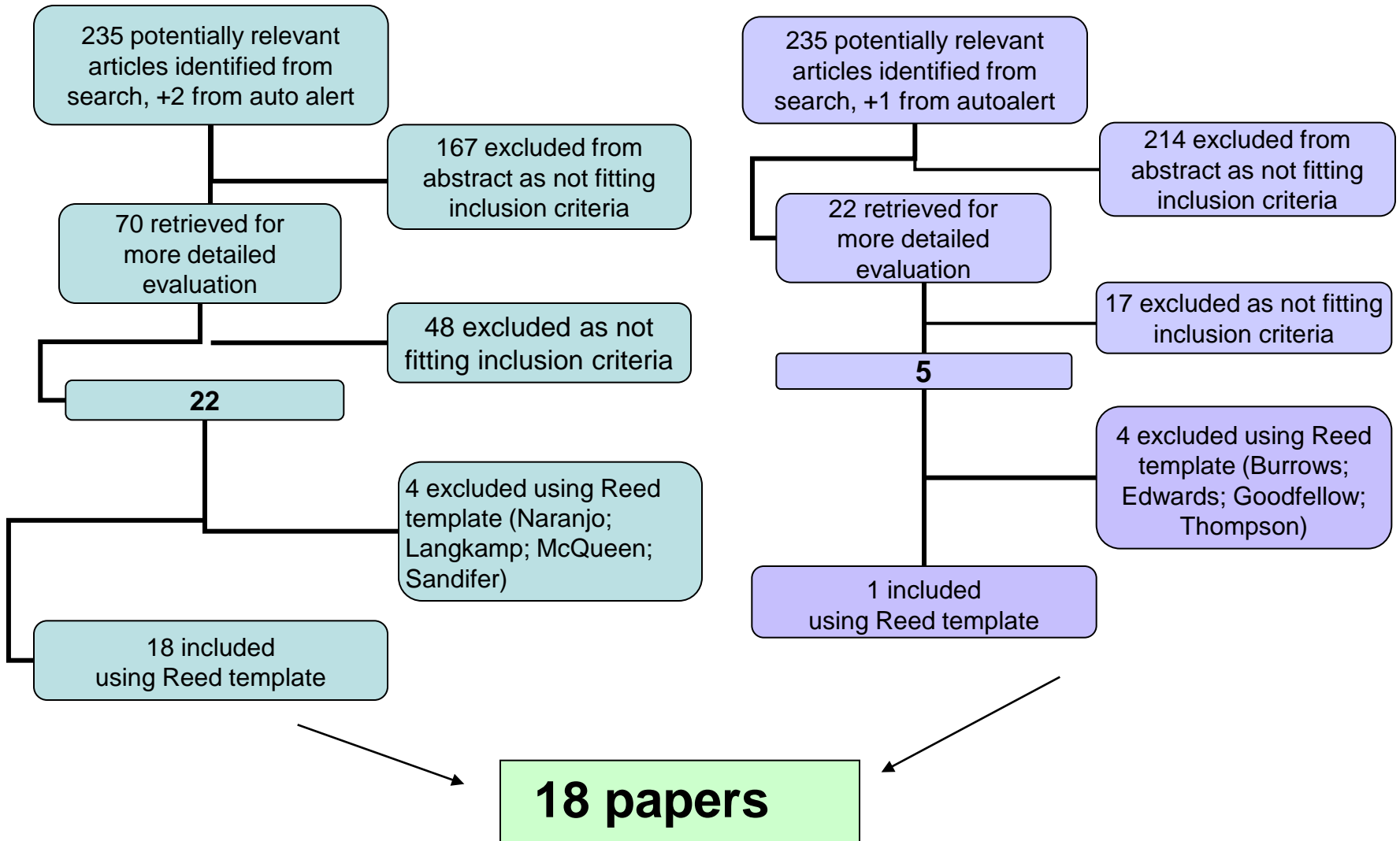
- 15 databases

- Inclusion criteria

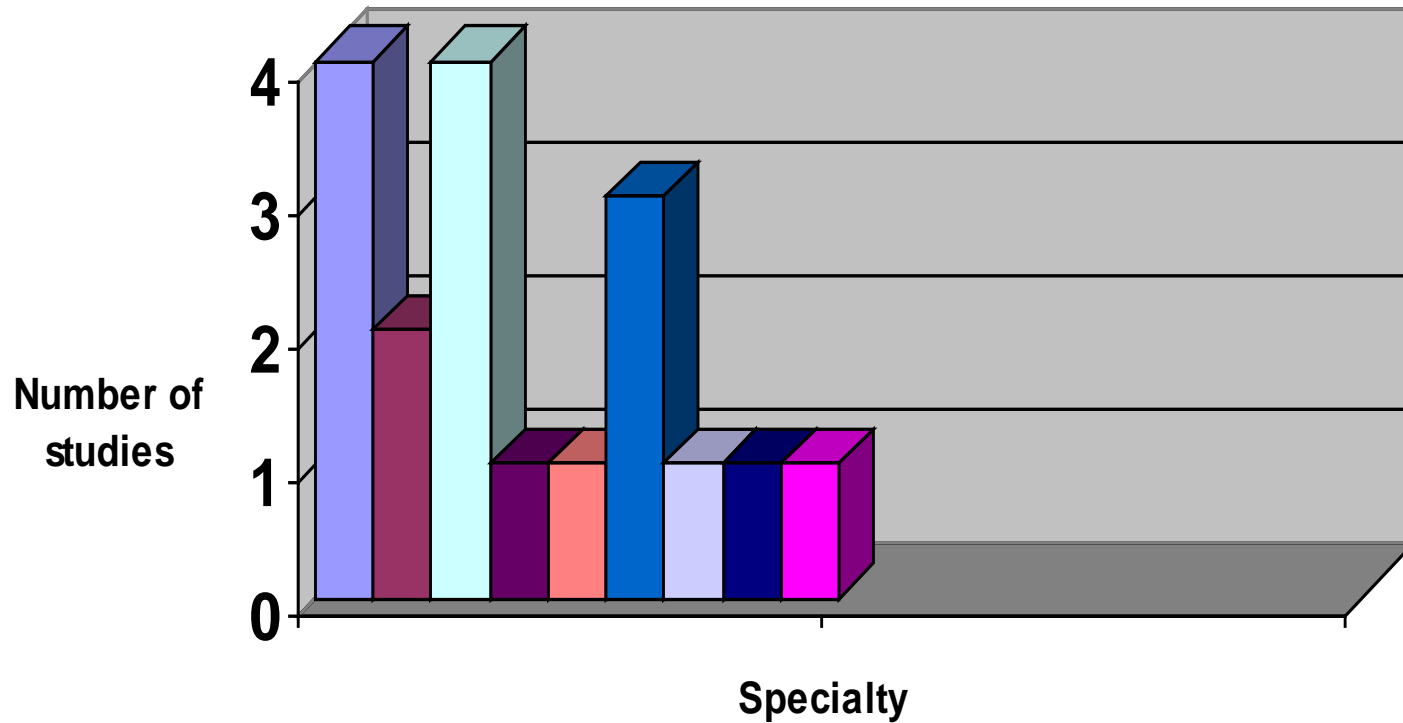
health professionals/regular meetings to discuss research in current
medical journals/qualitative or quantitative evaluation

- Data extraction: Reed template

Results: included studies



Journal clubs by specialty



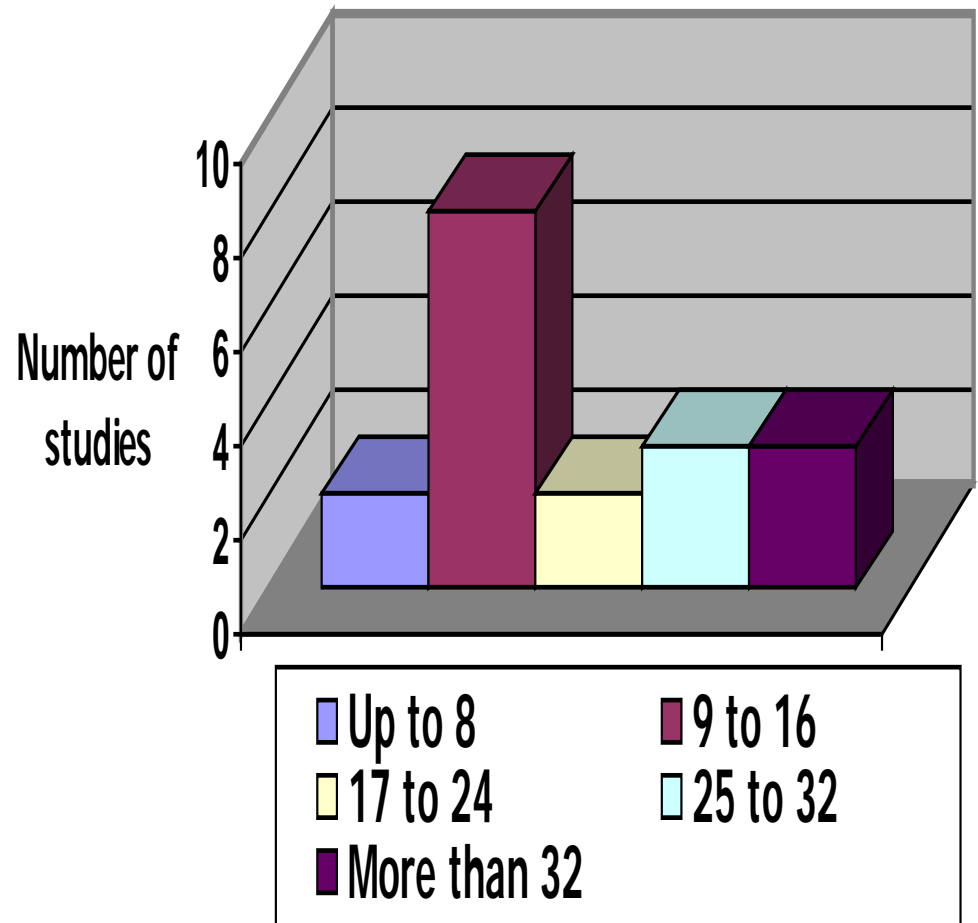
Types of study

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

What is a journal club?

- Size
- Frequency
- Duration
- Longevity
- Participation

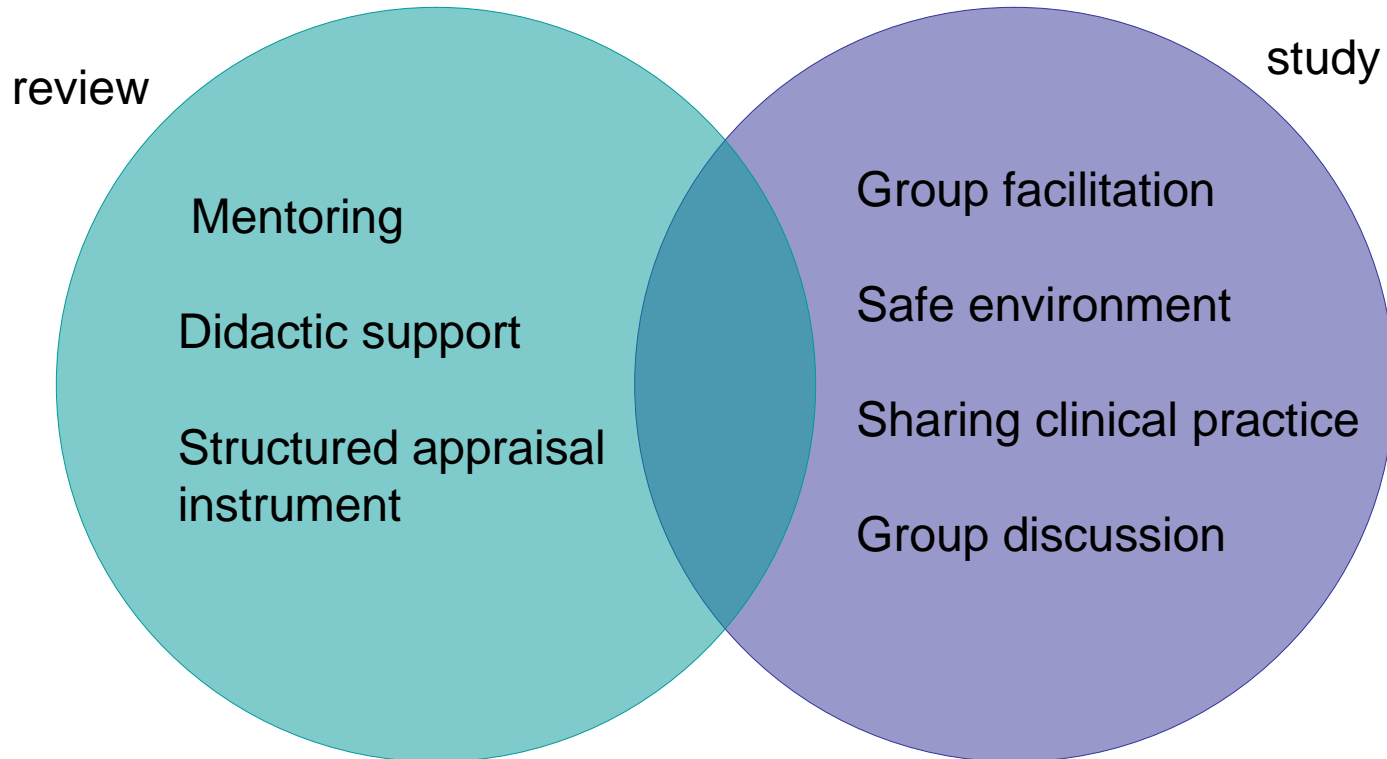
- Intervention too heterogeneous to allow pooling



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