Launching Journal Clubs in the Clinical Setting

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Presenters have nothing to disclose
Program Co-Sponsored by the Professional Development Council
Describe the infrastructure for Journal Clubs in the clinical setting, including the Journal Club Toolkit

Discuss benefits of Journal Clubs in the practice setting

Review of Cushing/Whitney Medical Library Nursing Website

Rationale for critical review of the literature

Steps in formulating review of the literature
- Critiquing process
- Evaluation of select articles for methods, findings, strengths/weaknesses
- Synthesize results of critiquing process
Journal Club Tookit
Everything you need to facilitate a Journal Club
- Table for Critiquing Research Literature
- Appendices with
  - Study Designs
  - Hierarchy of Evidence
  - Common Statistical Tests

To print documents go to the Nursing Website Research Committee page or use link below:
http://nursing.medicine.yale.edu/content/ynhh-journal-club
Barriers to Evidence-Based Practice (EBP)

- Lack of time to critically appraise research
- Lack of critical appraisal skills
- Lack of support in critical appraisal
- Lack of skills or resources to appraise the research
Benefits of Journal Clubs

- Engage nurses in scholarly work
- Familiarize nurses with results of recent studies
- Promotes development of staffs’ competencies needed to critique current evidence
- Promotes EBP
- Generates ideas for clinical practice changes
Meet with Patient Service Manager to discuss your interest in establishing a unit-based Journal Club

Ask to attend a staff meeting to assess staff interest

Identify your resources and recruit co-facilitators

Review different Journal Club formats

Reserve room/space for meeting - Consider need for computer access
Facilitator’s Responsibilities - Planning

Identify your resources

- Co-Facilitator
- Patient Service Manager, APSM
- Service Line Educator
- Staff Nurse Champions
- Clinical Nurse Specialist
- Advanced Practice Nurses
- Nursing Research Committee Member
- Medical Librarian
- Pharmacist
- Nutritionist

Can you identify a mentor in this group???
Selection and Critique of a Journal Article

- Meet with your Journal Club clinical mentor to discuss article selection
- Select an article
  - Based on a topic of interest to staff
  - First few meetings - consider a national EBP guideline
  - Focus on articles with potential for direct clinical application
  - Avoid articles reporting results of complex clinical trials that are statistically difficult to understand
- Conduct an initial article review so you become familiar with the process using the Table for Critiquing of Research Literature Form (included in Toolkit)
Facilitator’s Responsibilities - Planning

Adverting Journal Club Meetings

- Create Journal Club poster or signage
- Post article on unit bulletin board
- Have copies available in common staff areas
- Email Journal Club poster and article link to participants
Facilitator’s Responsibilities – Leading

Leading Group Discussions

- Keep an open-mind and sense of humor!
- Respect staff time: Start and finish at designated times
- Ask for volunteer to complete the:
  - Critique of Research Literature Form
  - Discussion Summary - provide 5-10 minute summary of article
Encourage participation by asking open-ended questions

- “What are your thoughts about the article?”
- “How about someone else? We are interested in how others feel about the article....”
- “What are some of the strengths and limitations of the study?”
- “Is the evidence strong enough to support a change in practice on our unit?”
- “How would you apply the findings of this article to our clinical setting?”
Facilitator’s Responsibilities – Leading

Encourage participation by:

- Providing positive feedback for sharing of ideas
- Controlling your own biases in leading discussion
- Encourage participants to discuss different opinions
- Redirect conversation if it drifts “off-topic”
- Provide summary at end of discussion
Facilitator’s Responsibilities – Post Meeting

- Create a Journal Club binder to keep organized and track your Club’s progress
- Keep copies of the following:
  - Articles discussed
  - Completed Critique of Research Literature Forms and Journal Club Discussion Summaries
  - Attendance records
- Post Discussion Summary on Journal Club Bulletin Board
Facilitator’s Responsibilities

- Discuss outcomes of Journal Club in staff meetings
- Be an EBP Role Model - If EBP change is warranted:
  - Discuss evidence and recommendations for practice change with Shared Governance Cluster Council representatives
  - Support staff involvement in completing the online Shared Governance Change Request Form
Participant’s Responsibilities

- Actively participate in design your unit’s Journal Club
- Read selected article(s) prior to the scheduled meeting
- Take notes on article
- Be prepared to discuss the article by answering the following:
  - How does this article apply to my practice?
  - What level of evidence is represented in this article?
Participant’s Responsibilities

- Be prepared to present different parts of the article for critique:
  - setting, population, intervention tested, findings, applicable to other settings

- Volunteer to be the discussion lead for a topic of interest to you – gives you practice with presentation skills - Also provides others the opportunity to practice giving feedback.

- Serve as the scribe for the Journal Club session

- If there are unanswered questions at end of session, volunteer to research answer and bring back to the next Journal Club
Journal Club Formats – On Unit Meetings

- Duration: 15, 30, 60 minutes
- Frequency: Monthly, bi-monthly, quarterly (may lose interest)
- Schedule: Breakfast meeting, Lunch & Learn, evening session
- Offer two different times for nurses on all shifts to participate
Journal Club Formats – On Unit Meetings

- Use existing Huddles to discuss article daily for one week
- Schedule Joint Journal Club with another unit if units are small
- Consider a Journal Club exchange: Invite nurses from other units to attend unit Journal Club if the topic is appealing to both
- Use a debate-team format during critique encouraging staff to defend their interpretation of the study

Invite members of other disciplines to attend as relevant to an article (respiratory therapy, pharmacist, nutritionist, etc.)
Promotes interdisciplinary communication
Journal Club Formats – Other Options

Virtual Journal Club
- Post journal article on bulletin board - member add comments over a week
- Review discussion in Staff Huddle at end of week

Web-cast, video-conferencing, Skype Journal Club (good for remote areas)

Traveling Journal Club
- Select article in collaboration with another unit, rotate the location of the discussion from one unit to another
- Post copy of article on board with discussion questions
- Provide area for staff to enter comments
- Rotate the board among units or in different areas of your unit or clinic
## Monthly Facilitator Checklist

<table>
<thead>
<tr>
<th>Meeting Logistics</th>
<th>Date Completed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and time selected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room reserved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announcement printed and posted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Content Expert invited</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arrange food</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Article</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selected</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial critique done</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article disseminated to staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leading questions posted for staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Promoting Interest

- Discuss formation of the Journal Club at staff meeting and focus on the benefits associated with participation
- Have a “Naming” contest for your club
- Establish several modes of communication about the dates, times, and location of the Journal Club
  - Post a “Journal Club Announcement” flyer 2 weeks prior to each meeting
  - Send a “Save-the-Date” email to staff
  - Remind staff about the upcoming session during huddles and change of shift report outs
Promoting Interest

- Use “Publisher” or “Power Point” to make a poster for monthly meetings
- Catchy name
- Date-Time-Location
- Article name
- Discussion questions
Promoting Interest

- Create a “Frequent Attendee Card"
- Decide on a “reward” for consistent attendance (examples: recognition certificate, announcements on staff bulletin board, gift certificate)
Promoting Interest

- Facilitator posts questions related to the article on the Journal Club bulletin board (example: *Question of the Day*).

- Encourage staff members to post questions about the article and have other staff post the answers or bring their responses to the Journal Club.

- Post “Buzz Word” of the day selected from the article to peek staff’s interest in reading the article.

- Invite staff members from other units or disciplines to join.
Selecting an article for review can be time consuming.

Use these questions to help your selection for each session

- What topics are we interested in? Is it performance improvement, evidence-based practice, patient and family education, and/or nurses work-life balance?
- What clinical challenges have we faced on our unit?
- Does a staff member have an interest in conducting a nursing research project?
- What quality metrics are being measured on my unit? Do we have firm understanding of how our practice impacts these metrics?
- What new practice changes have been implemented? Do I have an understanding of the evidence supporting the practice change?
- Is there a new drug or therapeutic intervention being introduced on my unit? Do I feel confident in the mechanism of action and my responsibilities associated with this new drug or intervention?
How to Select an Article

- Do I/we have a real time clinical question? Convert into a PICO question to help with conducting an electronic literature search for the latest evidence
  - **Population**
  - **Intervention**
  - **Comparison** (or current practice)
  - **Outcomes**

- Search the literature (see appendix for resources and suggested journals)
- Select articles that have designated Continuing Education Units (CEs)
- Include (but not limited to) original research, reviews or expert opinion
- Professional practice guidelines can provide a starting point for a Journal Club discussion
- Provide supporting articles
How to Critique an Article

- The overall goals of a research critique are to formulate a general evaluation of the merits of the study and to evaluate its applicability to clinical practice. When doing a review, there are critical points in the process. However, avoid “pulling the paper to bits”.

- Provide overview of the article
- Is the article timely and relevant?
- Is this a reputable journal? Peer reviewed journal?
- What type of research article is being discussed?
- What level of evidence does this article demonstrate?
How to Critique an Article

Conduct a critique of the article using the *Table for Critiquing Research Literature* (see Section 10)

- **Purpose:** Is the problem statement clearly articulated? Are the aims clear?
- **Introduction & Background:**
  - Is it well described?
  - Does the literature review support the problem?
  - Are the references current and from respected sources?
- **Methods**
  - Study design, setting
  - Sample size and characteristics
  - Results & Conclusions
- **Conclusions:** Are the conclusions supported by the results?
How to Critique an Article

- Is this research study relevant to my practice setting?
- Can the results be generalized to my practice setting?
- How does this compare to our practices, policies and procedures?
- Do the findings suggest an EBP change?
- Do the results suggest further research to support the findings?
<table>
<thead>
<tr>
<th>Critique Categories</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Study Purpose</strong></td>
<td>Outline the purpose of the study/project</td>
</tr>
<tr>
<td>Was the purpose, research question, or hypothesis clearly defined?</td>
<td>What were the dependent and independent variable(s)?</td>
</tr>
<tr>
<td>□ yes □ no</td>
<td></td>
</tr>
<tr>
<td><strong>Theoretical Framework</strong></td>
<td>Identify the theoretical framework if used.</td>
</tr>
<tr>
<td><strong>Literature Review</strong></td>
<td></td>
</tr>
<tr>
<td>Was relevant background literature reviewed?</td>
<td>Is the literature review thorough and recent (within past 5 years)? Does content relate directly to the research problem? If appropriate, are classic older studies highlighted?</td>
</tr>
<tr>
<td>□ yes □ no</td>
<td></td>
</tr>
<tr>
<td><strong>Methods</strong></td>
<td>Describe study methods (design, sample, setting, human subjects protection, interventions tested and/or procedures for data collection)</td>
</tr>
<tr>
<td>What was the design?</td>
<td></td>
</tr>
<tr>
<td>□ yes □ no</td>
<td></td>
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<tr>
<td>(see appendix A)</td>
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</tr>
<tr>
<td><strong>Data Analysis</strong></td>
<td>Describe the data analysis. Do the selected statistical tests appear appropriate?</td>
</tr>
<tr>
<td>How were the data analyzed?</td>
<td></td>
</tr>
<tr>
<td>(see appendix B)</td>
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</tr>
<tr>
<td><strong>Results/Limitations</strong></td>
<td>What were the results? How were the results interpreted? What were study limitations?</td>
</tr>
<tr>
<td>Are the results presented clearly?</td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>Charts, graphs understandable?</td>
<td>□ yes □ no</td>
</tr>
<tr>
<td><strong>Clinical Significance</strong></td>
<td>How does the study contribute to the body of knowledge? Could the study be replicated? What additional questions does the study raise?</td>
</tr>
<tr>
<td>What were the implications of the study to nursing practice?</td>
<td>Do they have relevance for our practice?</td>
</tr>
<tr>
<td>Was the sample similar to ours?</td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>Was setting similar to ours?</td>
<td>□ yes □ no</td>
</tr>
<tr>
<td>Do the results warrant examining our current practice for changes?</td>
<td>□ yes □ no</td>
</tr>
<tr>
<td><strong>Level of Evidence</strong></td>
<td>Is this a reputable source of evidence?</td>
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<td>(see Appendix C)</td>
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</table>
Sample of First Session

Set the stage through shared decision making
- Discuss the benefits of participation
- Use the *Shared Decision Making Form* to choose the purpose, format, duration, and frequency of your Journal Club
- The structure of your unit-based Journal Club will be based on what your unit is able to manage
- Discuss roles of the facilitator and participants

**Purpose**
- Generate clinical questions
- Disseminate new knowledge
- Improve critical literature appraisal skills
- Discuss practice variations and opportunity to standardized best evidence
- Generate ideas for future research
- Promote professional development
- Provide an enjoyable educational occasion
- Ensure professional practice is evidence based
- Learn about research methodology
- Provide opportunities for training in clinical decision making
- Inform guideline development
- Provide education based on identified needs
- Provide forum for CEU’s

**Format**
Timing, Frequency, Duration
Sample of First Session

- Review the tools you will use during the journal article review (Table for Critiquing Research Literature and Journal Club Discussion Summary)

- Discuss “Ground Rules” for the meetings
  - Each person has a chance to speak
  - Each participant is courteous of others speaking
  - One person will not dominate meeting
  - Only one person talking at a time, no interruptions
  - Journal Club is “safe ground” for discussions
  - Providing “respectful feedback”
  - Support a variety of ideas expressed
  - Consider feedback carefully
  - No arguments directed at staff, may debate an idea
  - Respect group’s time

Everyone is responsible for following and upholding rules
Sample of First Session

Moving on to the first article
- Co-facilitator to take notes during meeting
- Discuss why the article was selected
- Provide overview of the article – about 10 minutes (Goal is for discussion!)
- Discuss and critique article
- Encourage each nurse to participate
- Identify implications for nursing and your practice
- Identify topics for future review
- Provide summary or wrap-up of discussion in last 5 minutes
- Disseminate the notes following the discussion
# Journal Club Discussion Summary

<table>
<thead>
<tr>
<th>Participant’s Name</th>
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</table>

## Author & Title of Article:

Discussion:

## Clinical Implications and Potential Practice Change:

Potential Research Questions / Future projects:

Place copy in Journal Club Binder for future reference at completion of each session. Post another on bulletin board for promotion of discussion.
Steps to accessing the Website

Go to Nursing Website ➢ Committees ➢ Nursing Research

OR

Go to Clinical Work Station ➢ Library tab ➢ Medical Library
  ▪ from Library Home Page ➢ Nursing (right of page) ➢ Research Tools ➢ Journal Clubs

OR

Go to http://nursing.medicine.yale.edu/content/ynhh-journal-club
Website Layout

- Tool kit
  - Journal Club Facilitator’s Workbook
  - Critique Tools
- Cluster and Hospital Level Journal Links
- Special Interest Topic Article links
- YNHH Authors
Other electronic resources

- Professional organization websites
- Professional organizational guidelines
  - Quality and Safety Education for Nurses (QSEN): http://www.qsen.org
- Agency for Healthcare Research and Quality (http://www.ahrq.gov)
Synthesizing the Literature

Janet Parkosewich, DNSc, RN, FAHA
Synthesis of the Literature

Not for the Faint-hearted!

New Knowledge  Innovation  Improvements
Definition

- Critical and indepth evaluation of evidence
- Summary and synopsis of a particular area of practice
- Used to base practice changes and standards of care
- Statement that communicates what is known regarding the subject under study and helps to discern gaps in knowledge

New Knowledge  Innovation  Improvements
Synthesis of the Literature is NOT:

- Chronological catalog of all the studies
  - It is an evaluation and integration of all the studies

- A biased one-sided view
  - It does document areas of agreement or disagreement in study results that should be highlighted

- Collection of quotes and paraphrasing from other sources
  - It should evaluate the quality and findings of the research
Synthesis of the Literature is NOT:

- Avoid the choo choo train approach

Funk et al. (2013) reported...

Kalbfeld and colleagues (2010) found...

Chuong et al. (2014) reported...

Davies et al. (2010) discovered...

Cooper et al. (2012) described...
Getting Started

Don’t be tempted to print or save every article
Be choosey, be critical

Goal: high quality papers
More is not always better
Quickly scan the abstract & introduction to be sure it's relevant
Don’t get side-tracked reading interesting, but not non-relevant work

New Knowledge  Innovation  Improvements
Sources of Literature

**Primary**

- First-hand accounts of investigations
- Pay attention to:
  - Authors’ names
  - Position in citation (PI is 1st - 2nd & 3rd are co-investigators, last senior member)
  - Affiliation and credentials of authors
- Type of journal

**New Knowledge**

- Innovation
- Improvements
Sources of Literature

**Secondary**
- Review articles
- Shows how other authors have synthesized literature
- Have reference lists!!
- Start to notice same authors (different position on different publications)

**Tertiary**
- Textbooks
- Internet
- Dictionaries
## Study Credibility and Integrity

<table>
<thead>
<tr>
<th>Elements</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing style</td>
<td>Is it well written?</td>
</tr>
<tr>
<td></td>
<td>Concise, no jargon, grammatically correct, well organized?</td>
</tr>
<tr>
<td></td>
<td>Flows from one section to another?</td>
</tr>
<tr>
<td>Author</td>
<td>Recognize author’s name? Do qualifications/position indicate a degree of knowledge in field?</td>
</tr>
<tr>
<td>Title</td>
<td>Is it clear (not ambiguous) and accurate?</td>
</tr>
<tr>
<td>Abstract</td>
<td>Does it give a clear overview of study?</td>
</tr>
<tr>
<td></td>
<td>(background, problem, sample, method, findings, limitations, recommendations)</td>
</tr>
</tbody>
</table>
Now Get Organized

• Use Critique of Literature Form for each final article
• Carefully review paper – plan one hour/paper
• Write a brief summary of distinguishing features of paper (depends on what you are interested in)
  − Purpose
  − Theoretical framework
  − Primary outcome variable – how defined
  − Sample (only women? Age?) size of sample
  − Data analysis: unadjusted vs. adjusted associations
• Clip face sheet to article
Evidence Summary

Shared Governance Change Request Process

Step III - Change Proposal Part 2 (Review of current evidence)

Summary of Evidence

Content owner types in summary of evidence

Strength of Evidence

Upload completed review of evidence forms

Attachments

Distress Policy - DRAFT.doc

Sufficient research evidence
Change recommended per expert opinion
Insufficient evidence

Upload Tables for Critiquing Literature and other forms of evidence