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

Perri Stern, EdD
Duquesne University,
Pittsburgh, Pennsylvania,
USA
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.