The use of journal clubs to teach evidence-based medicine to clinicians: a systematic review and meta-analysis

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AIM
To determine the effectiveness of journal clubs for increasing health professionals’ competency in evidence-based medicine (EBM).

METHODS
P: medical and allied health professionals, and students
I: EBM facilitated through journal clubs
C: any other form of education, or no educational intervention
O: change in EBM competency as defined by knowledge, attitudes, skills or behaviours
S: Randomised controlled trials (RCTs)

• Databases searched:
  - MEDLINE, ERIC, Scopus, PsycINFO, CINAHL and The Cochrane Library
• Quality assessed using the Cochrane Risk of Bias tool

BACKGROUND
• A 2011 BEME systematic review identified 17 observational and one RCT on the effectiveness of journal clubs on competency in EBM.
• It concluded that journal clubs designed to teach EBM to health professionals resulted in an improvement in reading behaviour, critical appraisal and ability to use findings in clinical practice.

DISCUSSION
• Journal clubs are widely used in clinical medicine.
• Our results support the need for further RCTs to investigate in the effectiveness of journal clubs in increasing the knowledge, attitudes and implementation of evidence-based skills by health professionals in clinical practice.
• Interventions should include interactive components with auditing and feedback to facilitate more effective learning.

REFERENCES