

Longitudinal Medical Education Journal Club as a Faculty Development Tool



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INTRODUCTION

- Journal clubs (JC) are commonly used in medical education settings to teach learners evidence-based medicine skills such as identifying reliable journals, understanding and critically appraising new clinical or scientific findings, and assessing if the conclusions drawn are valid and useful to adopt in their day-to-day clinical practice.
- Journal clubs focused on medical education evidence for best practices in teaching, coaching, faculty development and assessment are less common.
- There was a perceived knowledge gap about how to interpret medical education journals and their output among our faculty in Learning Community (LC)

METHODS

- We implemented a longitudinal Medical Education Journal Club (MEJC) as part of our weekly three-hour faculty development session for all LC faculty.
- The LC leadership team selected two articles from reputable education journals.
- Faculty were divided into breakout groups to discuss various sections of the article.
- A representative from each group then reported their discussion when rejoining the large group.

RESULTS

- Feedback was collected from the learning community faculty about the utility of the MEJC, self-reported comfort level in critically appraising educational research, and their effect on educational practice and their intention to participate in medical education research.

RESULTS

- 26 of the 45-LC faculty responded at the time of this presentation. **73% (19/26)** faculty agreed or strongly agreed MEJC sessions were useful to understand and reflect on the scientific basis of their teaching activities.
- 92% (24/26)** of the faculty agreed or strongly agreed that LC faculty should be able to discuss and critically appraise latest research on medical education with their students.
- Only 40% (11/26)** of LC faculty made or in the process of making changes to their small group teaching due to MEJC.

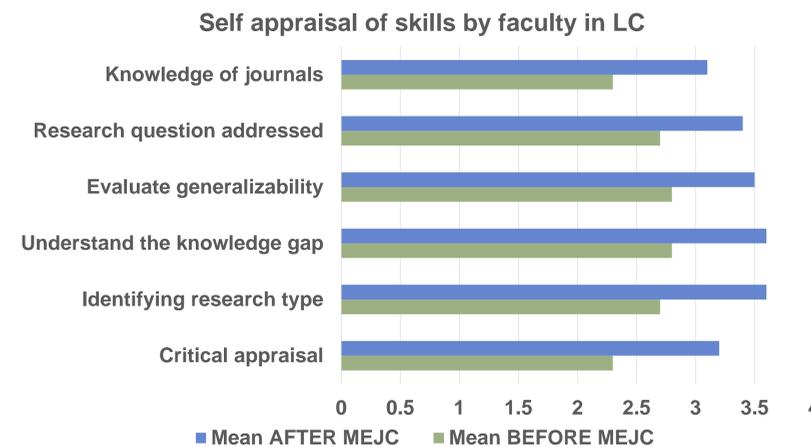


Figure 1: Self appraisal of skills by LC Faculty

Medical Education Journal Club Work Sheet	
Overall Goals:	<ul style="list-style-type: none"> What was the purpose of this article? What knowledge gap does the article address? Are the results generalizable to other institutions? Will you implement these skill/strategies in your small group settings or institution?
Breakout rooms to work on Intro/ study design, findings, and discussion (15-20 minutes): groups will be assigned to critically examine one section of the article	
Introduction	<ul style="list-style-type: none"> What is the problem or issue this study is trying to address? What is the theoretical framework? How does this research fit with previous research – does it fill a gap? expand on existing ideas? Is there a research question to address the gap? Imagine you are the researcher; what data would you collect to answer the research question? Why? What specific information enhanced the credibility in the study design, and what else would you want to know?
Findings	<ul style="list-style-type: none"> Are the findings reliable and valid? If qualitative data, what aspects of how the findings are reported adds to the credibility of those findings? What aspects detract? Explain why If you were the researcher writing this study, what changes would you make to the findings section?
Discussion	<ul style="list-style-type: none"> Look back at the research question in the introduction. In what ways does the discussion section answer the research question? What is missing? Are there barriers? What resources may be needed? In what ways does the information in this discussion section help you see generalizability?
Adapted and modified from	We thank Amy Ward MS and Randi Stanulis PhD

Figure 2: MEJC worksheet

EVALUATION OF MEJC SESSIONS

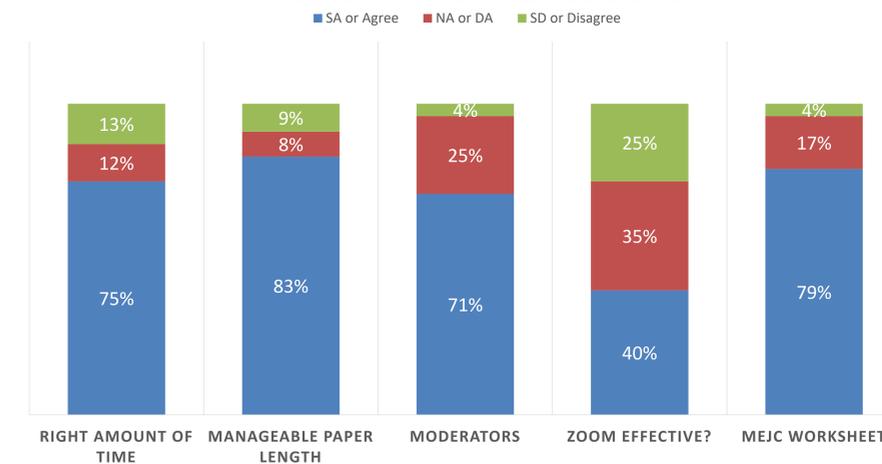


Figure 3: Evaluation of MEJC sessions

DISCUSSION

- The LC faculty at our institution include a mix of full-time academic faculty and clinical faculty with a wide range of interest, experience, and comfort with the medical education literature.
- As a professional cadre of medical educators, they should be exposed to the latest research from and apply best practices in medical education. Longitudinal MEJC is one strategy to encourage this goal

CONCLUSIONS

- MEJC may help faculty learn to critically appraise the newest methodologies in the curriculum, assessment, faculty development, and learning methods.
- The LC is an ideal venue for implementing longitudinal MEJC.

REFERENCES

Sánchez-Mendiola, M., Morales-Castillo, D., Torruco-García, U. et al. Eight years' experience with a Medical Education Journal Club in Mexico: a quasi-experimental one-group study. BMC Med Educ 15, 222 (2015). <https://doi.org/10.1186/s12909-015-0499-7>



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