

A Quest Towards Excellence: Establishing a Foundation Doctors' Journal Club as a Component of Core Learning



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Background

Evidence-based medicine is the cornerstone of clinical practice. Journal clubs (JCs) are an effective way to cultivate critical appraisal skills, knowledge of up-to-date evidence, presentation and leadership skills and foster a community amongst doctors¹.

Methods

- Foundation doctors (FDs) were asked to volunteer to present a paper of their choice to their peers.
- We developed easy-to-follow guidelines aligned with the Critical Appraisal Skills Programme (CASP) guidelines, which FDs were encouraged to use during the preparation of their presentation.
- We organised monthly JC sessions scheduled before mandatory FD teaching to maximise attendance.
- Each presentation lasted between 10-15 minutes followed by 5 minutes for discussion to consider the strengths and limitations of the evidence presented.
- Qualitative and quantitative feedback was collected from presenters and attendees via an online questionnaire.
- The questionnaires aimed to establish comprehension and understanding of scientific evidence and establish the level of confidence in critically appraising the scientific literature.

Randomized Controlled Trial > N Engl J Med. 2023 Oct 5;389(14)
doi: 10.1056/NEJMoa2307227. Epub 2023 Aug 26.

Extracorporeal Life Support in Infarct Cardiogenic Shock

Holger Thiele¹, Uwe Zeymer¹, Ibrahim Akin¹, Michael Behnes¹, Tic Amir Abbas Mahabadi¹, Ralf Lehmann¹, Ingo Eitel¹, Tobias Graf¹, Andreas Schuster¹, Carsten Skurk¹, Daniel Duerschmied¹, Peter Cl Marcus Hennersdorf¹, Stephan Fichtlscherer¹, Ingo Voigt¹, Melch Sebastian Ewen¹, Axel Linke¹, Eike Tigges¹, Peter Nordbeck¹, Leo Christian Jung¹, Jutta Franz¹, Philipp Lauten¹, Tomaz Goslar¹, Hai Janine Pöss¹, Eva Kirchhof¹, Taoufik Ouarrak¹, Steffen Schneider¹

Randomized Controlled Trial > EuroIntervention. 2022
doi: 10.4244/EIJ-D-21-01080.

A pilot randomised trial of cath thrombolysis or standard antico patients with intermediate-high pulmonary embolism

Josef Kroupa¹, Michal Buk², Jiri Weichet², Hana Maliko Oana Ionita¹, Martin Kozel¹, Zuzana Motovska¹, Viktor k

Comparison of Transcath Veins to Standard of Care i Chronic Limb Threatening

Richard J Powell¹, Christopher M Mullin², Danie

Affiliations + expand

PMID: 37858666 DOI: 10.1016/j.avsg.2023.08.0

Intraoperative Wound Irrigation fo of Surgical Site Infection After Lap Randomized Clinical Trial by CHIR

Tara Catharina Mueller¹, Victoria Kehl², Rebekka Dimpel¹, Ch Silvia Egert-Schwender², Judith Strudthoff², Johan Friso Lock Ali Hadian⁴, Hauke Lang⁴, Markus Albertsmeier⁵, Michael Ne Viktor Von Ehrlich-Treuenstätt⁵, André L Mihaljevic⁶, Phillip Kr Chris Braumann⁷, Waldemar Uhl⁷, Ralf Bouchard⁸, Ekaterina Marius Distler⁹, Michael Tachezy¹¹, Jakob R Izbicki¹¹, Chr Florian Herrie¹², Christian Vay¹³, Wolfram Trudo Knoefel¹³, A Ernst Hanisch¹⁴, Helmut Friess¹, Daniel Reim¹, JOWISI Study

Conclusions

- Critical appraising skills are inconsistently taught in undergraduate medicine.
- Aligning with the 2021 UKFPO curriculum², we recommend introducing and practicing these concepts early during training and given their importance at later stages of training, we propose a stepwise implementation of a mandatory journal club for FDs to ensure the next generation of doctors are supported to practice evidence-based medicine independently.

References

1. Aweid B, Haider Z, Wehbe M, Hunter A. Educational benefits of the online journal club: A systematic review. Med Teach. 2022 Jan;44(1):57–62.
2. UKFPO. UK Foundation Programme 2021 [Internet]. 2021 [cited 2023 Dec 24]. Available from: <https://healtheducationengland.sharepoint.com/sites/UKFPOT/WebDocs/Forms/AllItems.aspx?id=%2Fsites%2FUKFPOT%2FWebDocs%2F4%2E%20Curriculum%2FUKFP%20Curriculum%202021%5FOct22%20update%2Epdf&parent=%2Fsites%2FUKFPOT%2FWebDocs%2F4%2E%20Curriculum&p=true&ga=1>

Results

Attendees:

- 19 responses over 4 sessions
- 100% agree the JC is useful for FDs
 - Reasons: improve knowledge base, make research less daunting, engage in discussion, develop research skills early in career, approach scientific journals
- 83.3% of attendees reported attending 2 or less JCs
- 44% felt confident/very confident interpreting scientific literature but only 27% felt confident/very confident critically reviewing it
- Previous critical appraisal learning came from undergraduate education or specialised foundation programme (SFP) teaching
- 61.1% were not aware of the CASP tool

How confident do you feel in **understanding and interpreting** scientific literature?

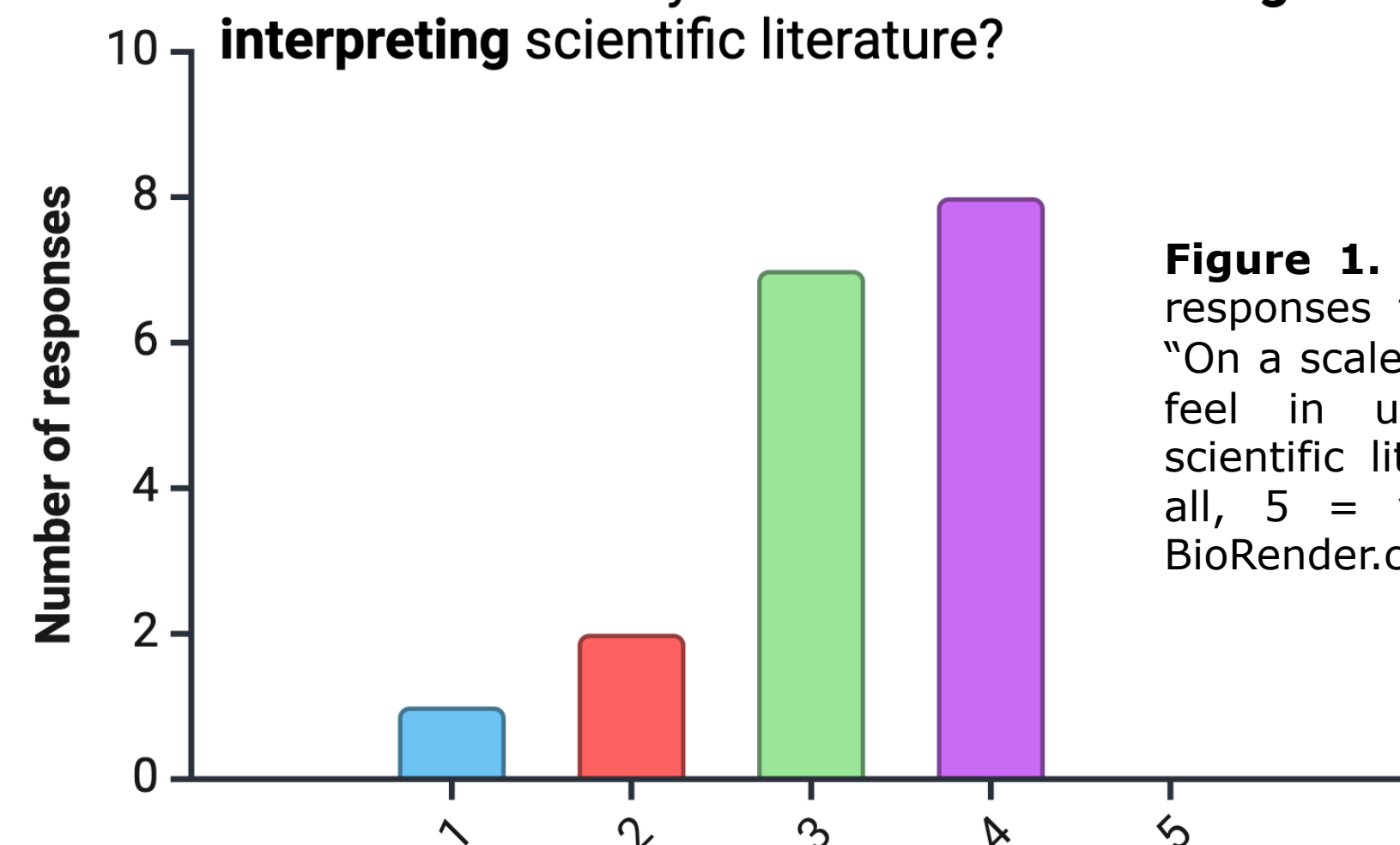


Figure 1. Graphical representation of the responses from attendees to the question "On a scale of 1 to 5, how confident do you feel in understanding and interpreting scientific literature? (1 = not confident at all, 5 = very confident)". Created with BioRender.com.

How confident do you feel in **critically reviewing and evaluating** scientific papers?

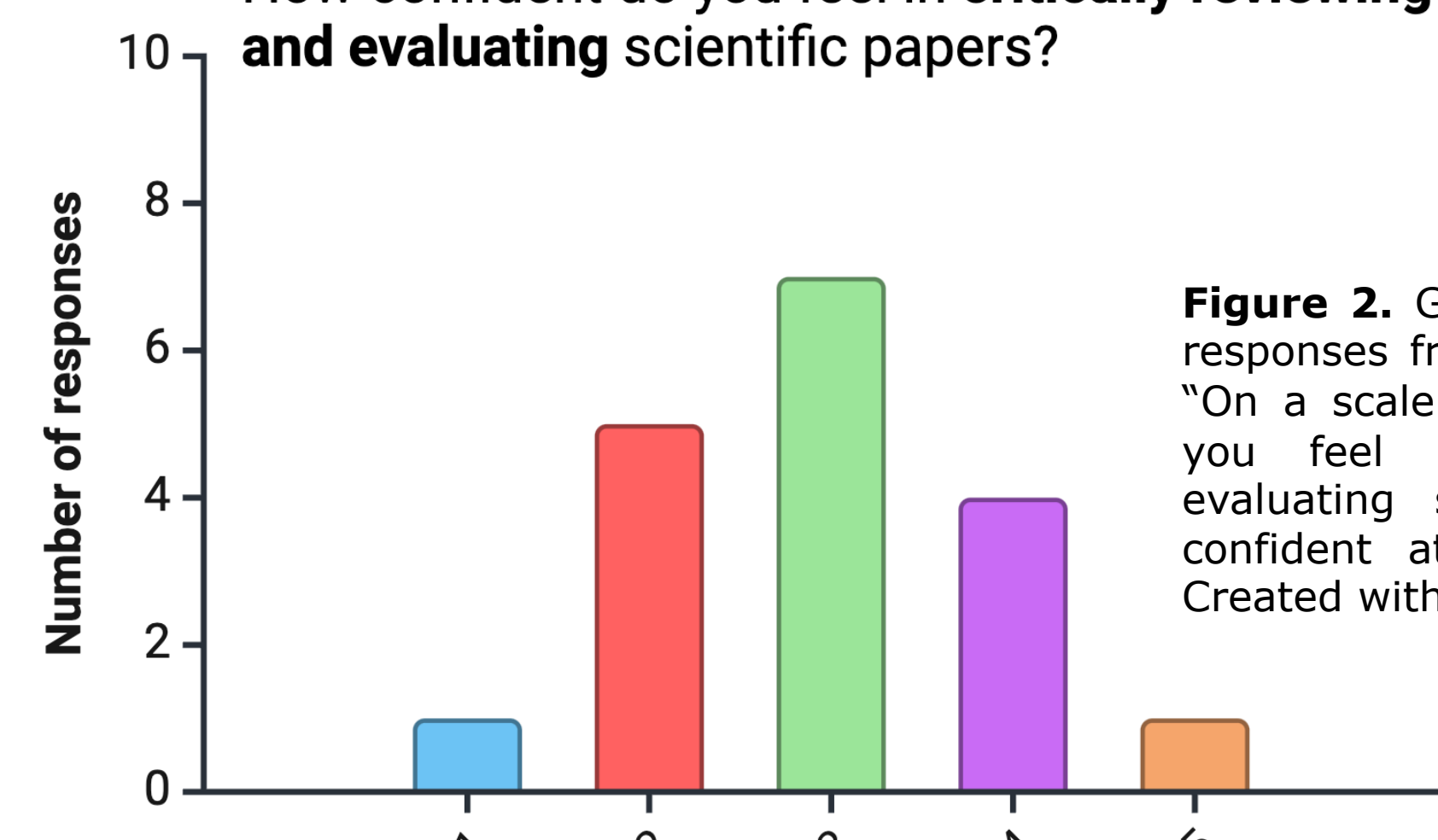


Figure 2. Graphical representation of the responses from attendees to the question "On a scale of 1 to 5, how confident do you feel in critically reviewing and evaluating scientific papers? (1 = not confident at all, 5 = very confident)". Created with BioRender.com.

Presenters:

- 4 responses (75% SFP trainees)
- 75% received prior teaching on critical appraisal
 - UG education, intercalation, informal/independent learning, SFP teaching

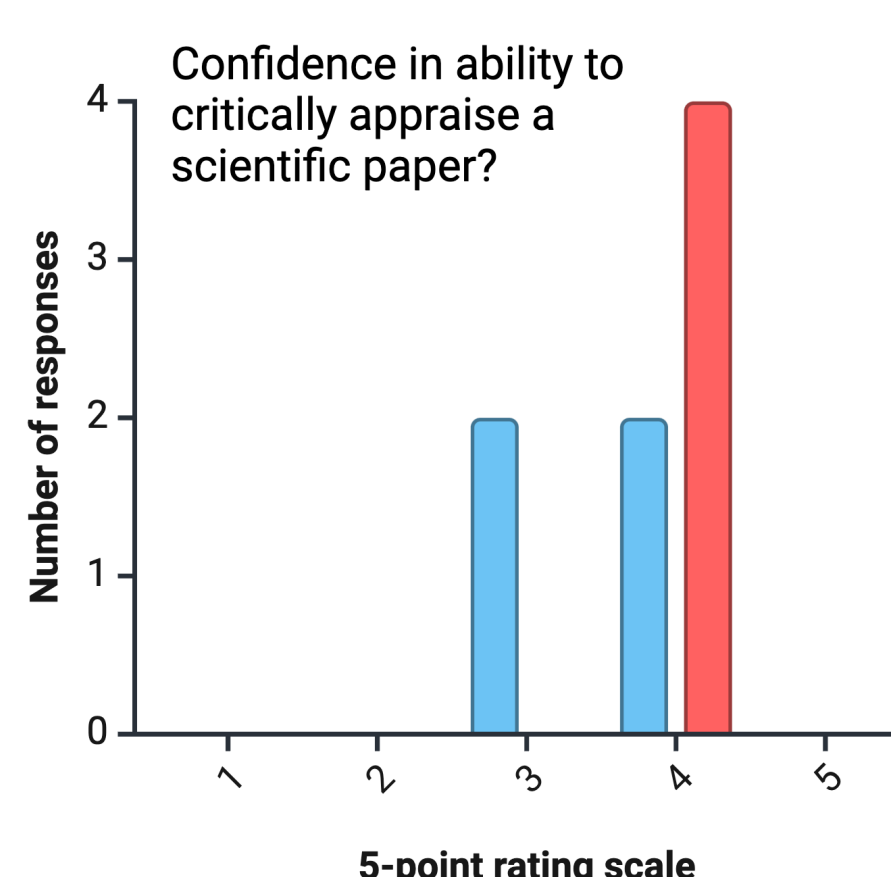


Figure 3. Graphical representation of the responses from attendees to the question "How confident were you in your ability to critically appraise a scientific paper on a scale of 1 to 5 (1 = not confident at all, 5 = extremely confident)?" before and after presenting at the JC. Created with BioRender.com.

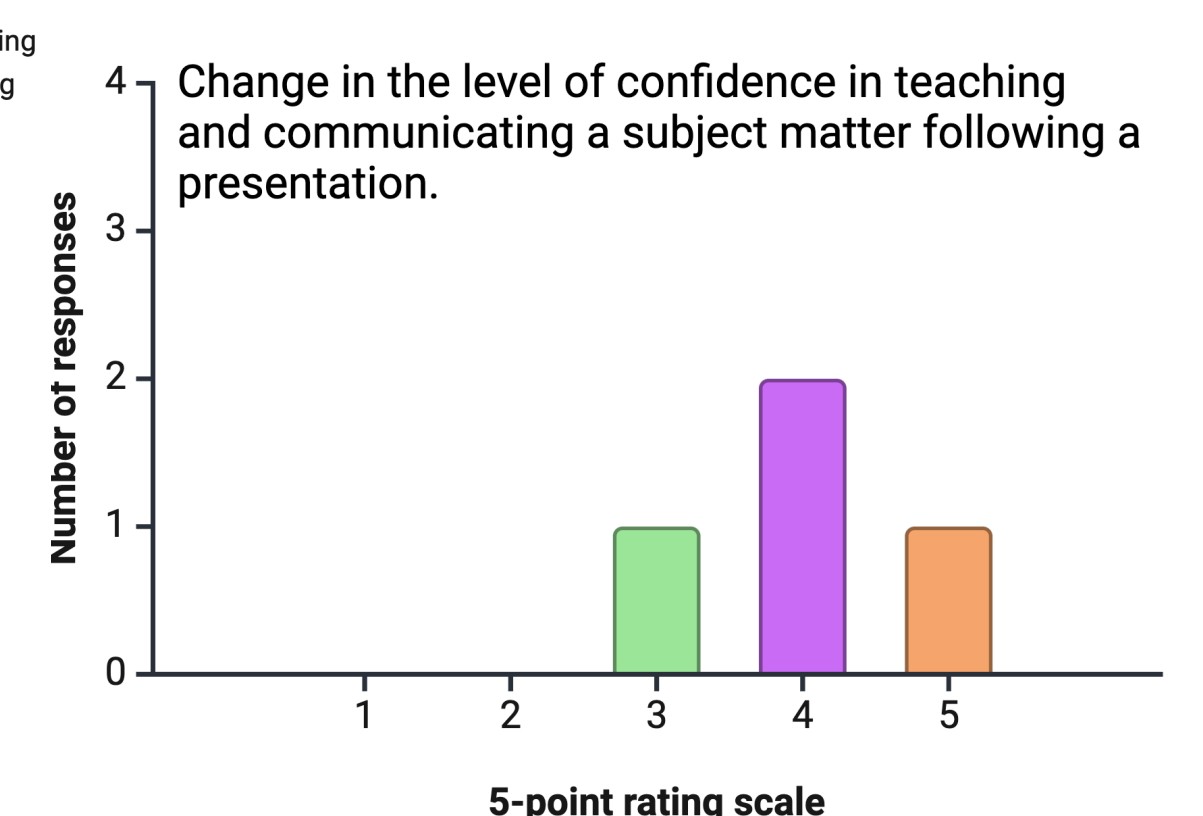


Figure 4. Graphical representation of the responses from attendees to the question "Please rate your confidence in your ability to effectively convey the material and engage your audience on a scale of 1 to 5 (1 = not confident at all, 5 = extremely confident)" after presenting at the JC. Half of the presenters had reported not being confident to effectively convey the material and engage the audience before presenting. Created with BioRender.com.