

Why is Medical Education Journal Club necessary & how does it support faculty?



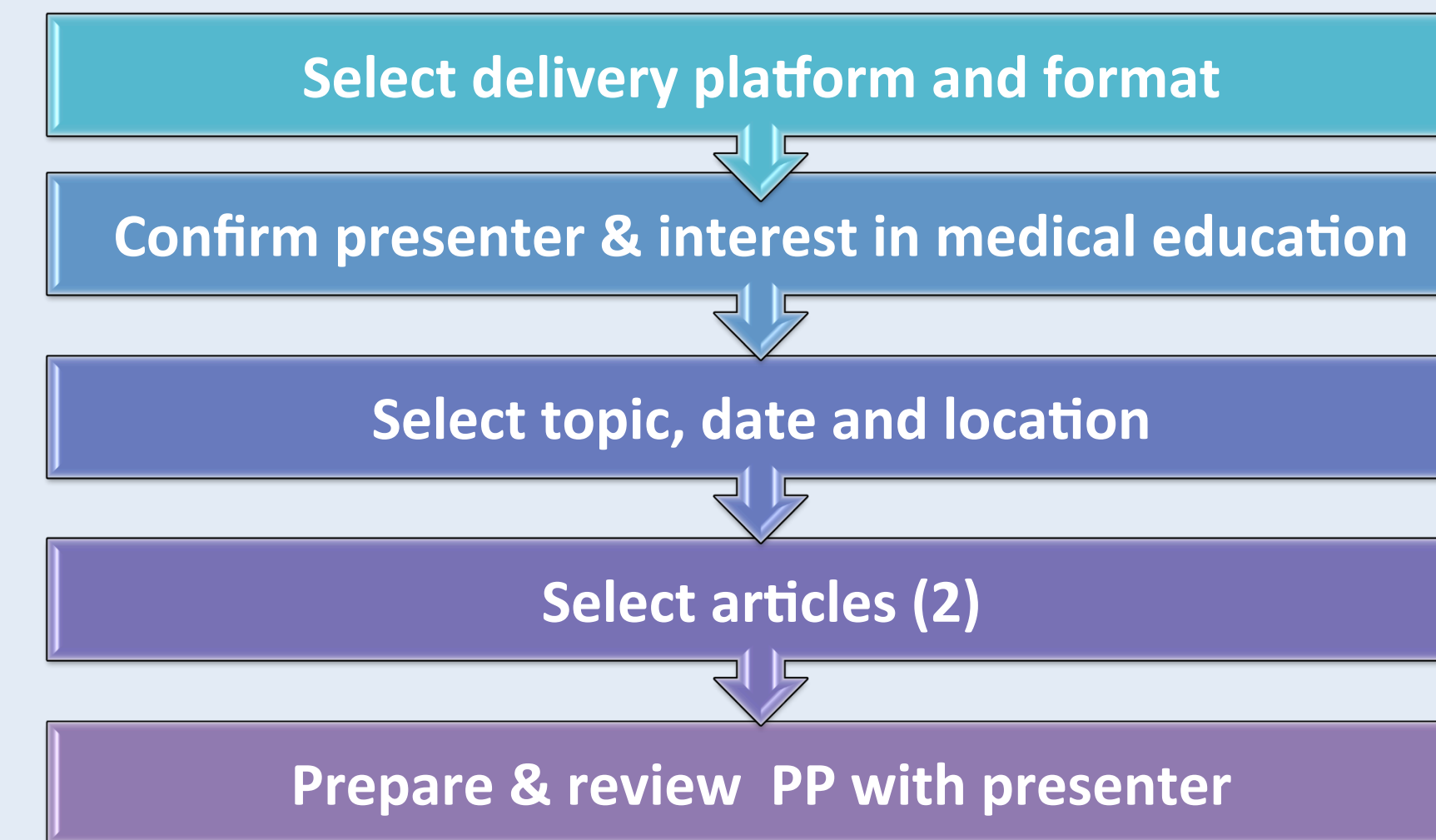
Why an Online Format?

- Everyone is scattered across a large health system
- Attract multiple disciplines to present & supports an inter-professional learning environment
- Ability to limit barriers to participation face to face (i.e. accessible from any location)
- Professional education with CME can be part of the workday
- Able to invite author/expert voice of an article/topic to lead discussion from a distance
- Can be uploaded to allow asynchronous access
- http://medicine.hofstra.edu/faculty/facdev/facdev_journalclub_webinar.html

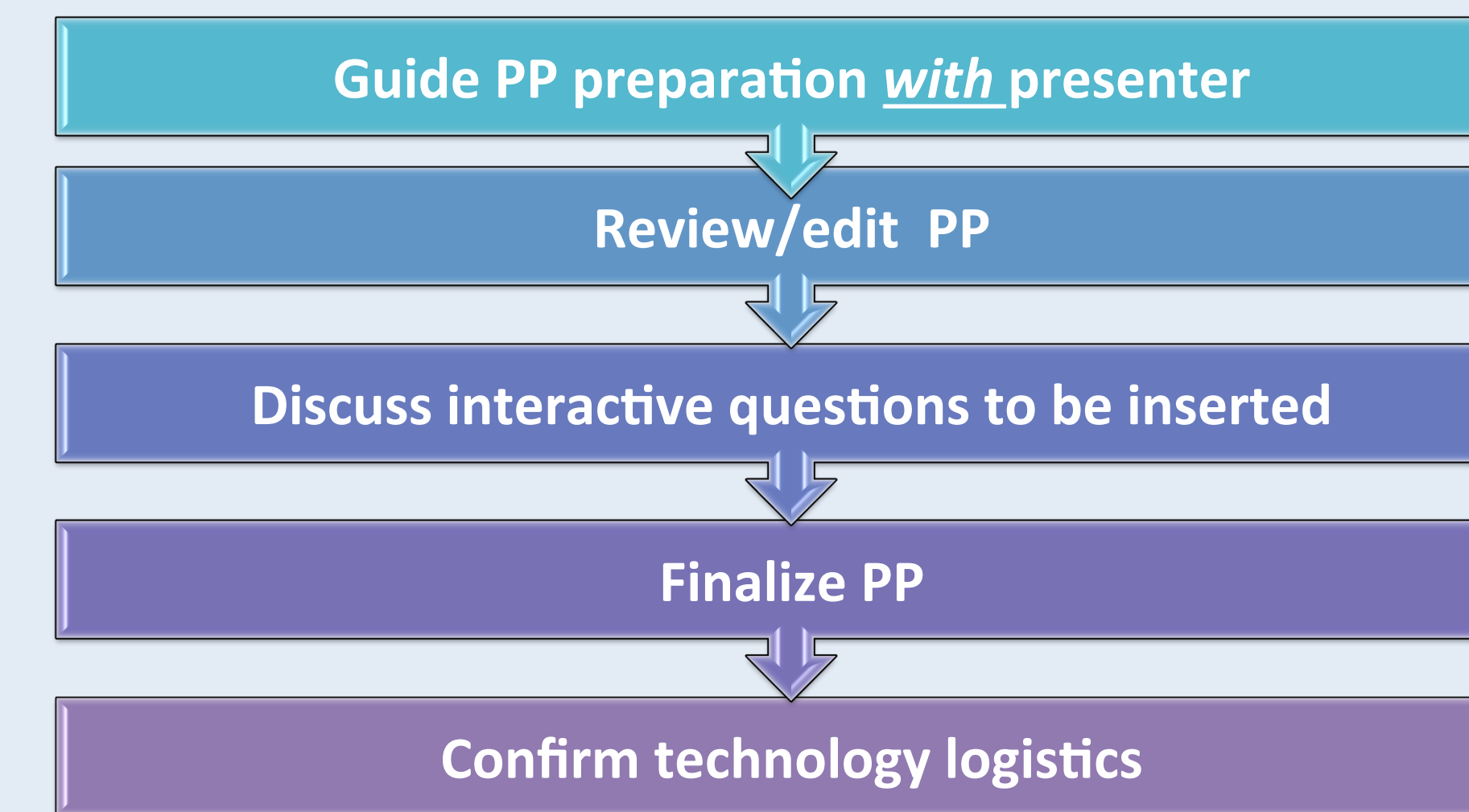
Schedule of Journal Club Sessions

Date	Presenter	Topic	Name of Article (s)
April 2015	Alice Fornari, EdD	Faculty Roles	•Defining "Faculty" in Academic Medicine: Responding to the Challenges of a Changing Environment
June 2015	Ethan Fried, MD, MACP	Work Based Assessment (GME)	•The McMaster Modular Assessment Program (McMAP): A Theoretically Grounded Work-Based Assessment System for an Emergency Medicine Residency Program & Realizing the Promise and Importance of Performance-Based Assessment
September 2015	Saima Chaudhry, MD, MSHS	Reform of Didactics in GME	•Medical Education Reimagined: A Call to Action •Team Based Learning for Residency Didactic Sessions
October 2015	Adam Aponte, MD, MSc, FAAP	Diversity in Academic Environments	•Building Diversity in a Complex Academic Health Center •Dimensions of Diversity and Perception of Having Learned From Individuals From Different Backgrounds: The Particular Importance of Racial Diversity
November 2015	Ronald Kanner, MD	Evidence Based Medicine	•Challenges to learning Evidence-Based Medicine and Educational Approaches to Meet these Challenges: A Qualitative Study of Selected EBM Curricula in US and Canadian Medical Schools •Designing Evidence-Based Medicine Training to Optimize the Transfer of Skills From the Classroom to Clinical Practice: Applying the Four Component Instructional Design Model
January 2016	Steven Rubin, MD *Wendy Herman	Unprofessional Behavior	•Gauging the Impact of Events that Occur During Medical School •The Impact of Rudeness on Medical Team Performance: A Randomized Trial
February 2016	Michael Cassara, DO, MSEd, FACEP *Wendy Herman	Simulation	•Learn, See, Practice, Prove, Do, Maintain: An Evidence-Based Pedagogical Framework for Procedural Skill Training in Medicine •Structuring Feedback and Debriefing to Achieve Mastery Learning Goals
March 2016	Karen Friedman, MD *Wendy Herman	Patient Satisfaction	•Improving patient satisfaction through physician education, feedback, and incentives & •Measuring patient experiences on hospitalist and teaching services: Patient responses to a 30 – day post discharge questionnaire

How to get Started



How to Prepare



What are we doing?

- ✓ 2 articles presented monthly
- ✓ Online webinar via GoToMeeting
 - ✓ Includes webcam, recording, and chat box function
 - ✓ Audio is by a call-in phone option but VoIP is available.
- ✓ Introduction of medical librarian
 - ✓ Purpose: Infuse an information science perspective on the articles that are being discussed
 - ✓ Current contributions:
 - ✓ Limitations
 - ✓ Bibliometrics & Altmetrics
- ✓ Upload to web for asynchronous access post session

Formative Data (N= 8 Sessions)

Session Evaluation Questions	Weighted Avg.
The program met it's learning objective	3.7*
The activity effectively targeted my needs	3.8*
The activity was appropriate for my knowledge or skill level	3.8*
The format of the activity was effective	3.8*
The activity was well organized	3.8*
Learning this content will positively impact my personal and/or professional life	3.7*

*Disagree= 1 Mostly Disagree= 2 Mostly Agree=3 Agree= 4

Total number of participants/8 sessions= 82

Challenges

- 1 • Presenters lean towards a lecture presentation for topic selected
• Re-orient to a *true* journal club article review format
- 2 • Clinician Educators are novice in understanding medical education literature
- 3 • Uncertain who reads articles prior to webinar
- 4 • Interactive questions to guide listener discussion
• Time for discussion is limited
• Discussions limited even with posed questions
- 4 • Need administrative support for registration/PR/email reminders
• Requires "champion" to be with presenter
- 5 • Technology related issues (e.g. Screen sharing, recording, etc.)

Next Steps

- Continue librarians as partners in the project; added value of another view of article.
- Better understand topics of interest to available audience
- Brainstorm participation of residents & faculty interested in medical education
- Add interprofessional focus
- Increase PR & learning communities by enhancing social media channels

Formative Data (N=6 sessions)

Evaluation Question	Average % of participants reporting positive change
Please rate how your overall knowledge/skill level has changed as a result of this webinar	30%
I intend to make changes in my clinical environment/teaching as a result of this webinar	57%

Total number of participants/6 session= 68