



The INSPIRE Journal Club

A step-by-step guide

What is INSPIRE?

INSPIRE is an initiative to engage medical and dental students with research. INSPIRE is coordinated by the Academy of Medical Sciences and supported by the Wellcome Trust. It aims at nurturing the next generation of medical researchers via activities that would:

- Inspire medical and dental undergraduates to consider a research career
- Using innovative and proven approaches to build interests in research
- In collaborations with existing student research network (e.g GEMS in Glasgow)
- Encourage partnerships between faculty, students and external organisations

The INSPIRE Journal Club

In accordance to the spirit of INSPIRE, the INSPIRE journal club is an integration of journal clubs previously organised by the Glasgow Evidence Based Medicine Society (GEMS) and Academic Foundation Programme (AFY). Moreover, this new journal club will incorporate specialty trainees from the Glasgow Academic Training Environment (GATE). GATE trainees will act as mentors of their individual presenting teams and take on the responsibility of their journal club session in a relaxed and encouraging environment.

Key Information

Where? University of Glasgow Boyd Orr Building or Wolfson Medical School

When? Last Thursday of each month at 6.30pm

How? Evidence-based journal club format (see below).

How many? Two papers will be discussed at each journal club

Further question? For questions about a particular journal club, please contact the GATE trainee hosting the journal club.

Other queries can be directed to Dr. Alan Cameron (INSPIRE Journal Club co-ordinator). Email: alan.c.cameron@hotmail.co.uk

Updates: The GATE trainee hosting the journal club will circulate links to the journal club papers at least 1 week before his/her session.

Changes of venue or time: The GATE trainee hosting the journal club will notify participants of any changes by email with at least 1 week's notice wherever possible.

Who will be presenting and what are their roles?

Each paper discussed will be prepared by a team consisting of the following members. We aim to match team members who have similar specialty interests.

- 1 GATE trainee as the moderator who guides the team and discussion
- 2 Academic Foundation Year (AFY) Doctors, who will present the interpretation of the study results
- 2 Medical students, who will search the literature and present the study

Expert chair: Similar to previous GEMS journal clubs, presenting teams are encouraged to invite expert in the specific research field to chair their journal clubs and corresponding discussion sessions after their presentation.

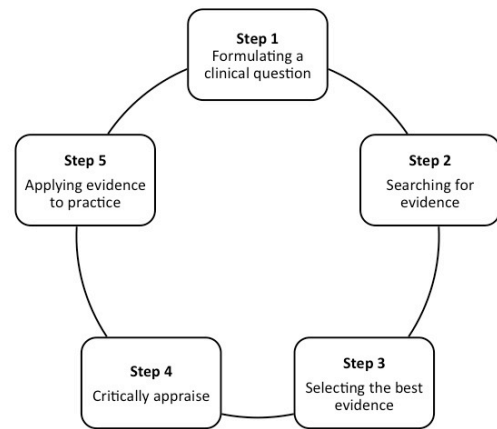
Allocation: GATE trainees will be sent a timetable to detail their specialty interest and select a month to present. The timetable will then be sent to AFYs and medical students via GEMS to select a session (first-come-first basis).

Evidence-based journal club format

Introduction

Journal clubs are effective to improve knowledge and skills in evidence-based clinical practice (Deenadayalan 2008). Evidence-based journal clubs, which simulate the process of evidence-based medicine (EBM) practice (Figure 1), are clinical-oriented and interactive. Moreover, such clinically-integrated EBM teaching has consistently been shown to improve knowledge, skills, attitudes and behaviour of clinicians (Coomarasamy 2004). The INSPIRE journal club will allow such format to maximise the benefit of this journal club.

Figure 1: Key steps in an evidence-based practice



Key steps of the INSPIRE journal club

Step 1:

- The presenting team identifies a current clinical problem (based on a clinical scenario) that has created uncertainty regarding its best management.

Step 2:

- Converting the clinical problem into focused, answerable questions by defining the population, intervention, possible comparison and outcome.
- The PICOD model as an example to structure a clinical question

PICOD	Explanation
Participants	Which patient group is the question relating to?
Intervention	Which main intervention, prognostic factor, or exposure am I considering?
Comparison	What is the intervention to compare with?
Outcome	What is the outcome of interest?
Design	This depends on the type of question: <ul style="list-style-type: none"> • Diagnostic question: cross-sectional studies • Patient preference: qualitative research • Prognostic question: cohort study • Therapy question: RCT/systematic review

Step 3:

- Search the literature to identify relevant articles. This process should be structured and conducted using keywords and search filters.
- A brief description of the literature search should be included in the journal club presentation (verbal or as a flow chart).

Step 4:

- The potentially relevant articles are retrieved. The most representable study should be used for your presentation.

Step 5:

- Critically appraise the selected article. You are encouraged to base your appraisal on structured guidelines (e.g. checklist or computer software such as CATmaker by the CEBM at University of Oxford).

Step 6:

- Presentation and discussion of the findings. You are encouraged to use the standard template (editing, stylistic changes and some flexibility of the basic structure are permissible)
- Each presentation should last up to 20 minutes with an additional 15 minutes for questions and discussion.

Step 7:

- The final version of the presentation will be kept by GEMS as a record of peer-appraisal. It will also be used as educational records for the participating AFY and GATE trainees.

References

- Deenadayalan Y, Grimmer-Somers K, Prior M, Kumar S. How to run an effective journal club: a systematic review. *J Eval Clin Pract.* 2008 Oct;14(5):898-911.
- Coomarasamy A, Khan KS. What is the evidence that postgraduate teaching in evidence based medicine changes anything? A systematic review. *BMJ.* 2004 Oct 30;329(7473):1017. Review.

Acknowledgements

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