

YALE EMERGENCY MEDICINE RESIDENCY ***JOURNAL CLUB GUIDELINE***

Purpose of this Document

- To provide year-to-year consistency and a high-quality curriculum for the Yale EM Residency journal club

Personnel

- Designated faculty will be responsible for the quality of journal club (JC). These are the core JC faculty
 - For AY 2014-2015, this is Arjun Venkatesh, Steve Bernstein, Fred Vaca, and Ted Melnick
- A PGY 3 resident will serve as JC Resident Chair
- PGY-3 Residents will run each journal club. These are the JC Presenters.
- Serving as a JC presenter is a residency requirement and helps fulfill EM-RRC Milestone 19 for Practice Based Performance Improvement (PBLI). For AY 2014-2015 this has already been designated by the residency leadership.
- For each JC session, **content area experts** from the EM faculty will be identified and asked to participate in the small group sessions.

Policies and Procedures

- The goal of JC is for faculty and residents to review and discuss a combination of landmark and recently published medical literature to improve the translation of medical evidence into practice.
- Articles are hypothesis-based research with the potential to alter practice.
- **JC Session Outline:**
 - Usually, two articles are presented at each monthly JC session. One article will be a landmark, or “classic,” and one recently published paper.
 - A team is responsible for each JC session comprised of: one core JC faculty, the JC Resident Chair and the JC Presenter
 - During each small group session, each article will be given 20 minutes discussion.
 - A standardized format, such as P-I-C-O, will be used to review and begin each article discussion
 - JC presenters and Core faculty will identify 1-2 key learning objectives for each paper prior to the JC session. Learning objectives should help residents learn the practice implications of the evidence as well as basic research methods for literature interpretation.

Roles & Responsibilities for Each JC Session

- **Core JC faculty:**
 - Work with the JC Resident Chair and JC Presenter to choose the theme and articles
 - Ensure that at least one member can attend each JC session
 - Identify **content area experts**, who are additional faculty with methodological or topical expertise to be invited to each session.
 - Publicize the JC among faculty
- **JC Resident chair**
 - Keep a record of articles covered in all sessions (present and past years). Pass this down year to year.
 - Assist in article selection and curriculum development
 - Keep core JC faculty up to date on faculty and resident coverage for each session.
 - Collect suggestions for future JC articles
 - Serve as administrator for the JC listserv
 - Publicize the JC among residents
 - The JC Resident Chair should attempt to attend all JC sessions, but is not expected given anticipated clinical commitments
 - Keep updated log of all completed JC preparatory templates as part of improving institutional memory of potentially practice altering research.
- **JC presenters:**
 - With the core JC faculty and JC resident chair, select articles for each session
 - Meet as needed with resident or faculty leadership ahead of journal club to review papers and plan the presentation. Each presentation should identify 1-2 teaching points per paper covering key research methods or clinical practice issues.
 - Complete the pre-journal club template to facilitate the above step, and update this template based on the discussion at JC.
 - Presentations needn't be comprehensive reviews, but should provide a platform for discussion, with the assumption that most attendees will have read the articles ahead of JC
 - Prepare a short summary following a structured format for posting on the Yale EM Residency website. We will also work with CCEP regarding adding these summaries to the CCEP Newsletter.

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• **Content Area Experts:**

- Their assistance in reviewing the completed JC template prior to the actual small group sessions is appreciated but not required.
- Attend all three small group sessions of JC and help facilitate discussion specifically around the clinical implications of the articles and current related issues

Articles and Reading for JC Curriculum:

1. Emergency Medicine Evidence: The Practice Changing Studies. Will be used to identify landmark studies <http://www.amazon.com/Emergency-Medicine-Evidence-Practice-Changing-Studies/dp/1451192983>
2. JAMA User's Guide to the Medical Literature will be used periodically to provide supplementary research interpretation guidance. <http://jamaevidence.com/resource/520>
3. Recent studies will largely be drawn from general journals such as The New England Journal of Medicine, JAMA, and the Lancet as well as Emergency Medicine journal such as Annals of Emergency Medicine and Academic Emergency Medicine.

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JOURNAL CLUB PREPARATORY TEMPLATE TO BE COMPLETED BY JOURNAL CLUB PRESENTER

Classic Article:

PICO Question:

Patient, population, or problem:

Intervention, prognostic factor, or exposure:

Comparison or intervention:

Outcome:

Article Basics:

What was the study design?

What are the strengths and weaknesses of the study?

Clinical Practice Teaching Points:

Basic Literature Analysis Teaching Points:

Current Article:

PICO Question:

Patient, population, or problem:

Intervention, prognostic factor, or exposure:

Comparison or intervention:

Outcome:

Article Basics:

What was the study design?

What are the strengths and weaknesses of the study?

Clinical Practice Teaching Points:

Basic Literature Analysis Teaching Points: