Journal Club Makeover

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Mr. Fotis has nothing to disclose.
Get to the Point

In Healthcare:

“You have one sentence---two if you are lucky---to convince your audience that you are worth listening to.”

Presentation Format

For journal club answer these questions in **one or two sentences**---you should always use your own words: (proves you have comprehension of the material)

- Why did you pick *this* article?
- Why should I care? (some people refer to this as an introduction)
- How did they do it? (Methods)
- What did they find? (Results)
- Why should I believe them?
- What is YOUR conclusion?
- What are you going to do about it?
Thou shalt not:

- Read from the article or from your handout
- Read entire tables or figures to the audience
- Include superfluous or irrelevant information in your discussion
- Include every detail in your presentation instead: “as you can see from Table 1 there was a good match between the control and treatment group” or “The exclusion criteria are listed in my handout- since this study of heart failure treatments excluded patients over 55 I really do not think we can generalize these results to our practice.”
- Exceed 20 minutes

Selection of Article

- Everyone is talking about the article
- The article skewers a sacred cow
- Personal interest
- A cheap trashy day-time T.V. type of article. (My personal favorite)
## Demographics

<table>
<thead>
<tr>
<th>Traditional</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student assumes passive role</td>
<td>• Student takes on an editor’s role</td>
</tr>
<tr>
<td>• Student reads <em>entire</em> demographic table to the audience</td>
<td>• Example: “as you can see from Table I-there was a good match between the control and treatment group”</td>
</tr>
</tbody>
</table>

## Inclusion and Exclusion Criteria

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>• Student assumes passive role</td>
<td>• Student takes on an editor’s role</td>
</tr>
<tr>
<td>• Student reads <em>entire</em> listing of criteria to the audience</td>
<td>• Example:&quot; The exclusion criteria are listed on page xxxx- since this study of heart failure treatments excluded patients over 55- I really do not think we can generalize these results to our practice.&quot;</td>
</tr>
</tbody>
</table>
Results

Traditional
• Student assumes passive role
• Student reads entire results table to the audience

Proposed
• Student takes on an editor’s role
• For Example: Authors state that cardiovascular complications were measured but this outcome is NOT reported in results section
• Key findings are emphasized, while superfluous material is omitted.

Be Prepared to Answer

Regarding statistics-
• What is meaning of Power?
• Why is intent to treat important?
• Explain 95% Confidence Intervals:
• Explain the importance of Number Needed to Treat:
• What is the difference between statistical significance, and clinical significance?
Why should we believe them?

Give an example for each of the following:
• Inserting bias in the abstract
• Inserting bias during allocation
• Inserting bias using inclusion/exclusion criteria
• Inserting bias when reporting adverse effects
• Inserting bias when measuring efficacy
• Inserting bias in results

Conclusion

• What is your conclusion?
• Compare to the stated conclusion of the authors