

COVID-19 Related Innovation: Journal Club Assignments

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Issue Addressed

Develop a remote journal club assignment designed to:

1. Improve students' critical thinking and presentation skills
2. Prepare students for advancement to APPE

Background

Four year PharmD program began in 2014, with three cohorts graduated to date (2018, 2019, 2020)

Feedback from clinical site preceptors indicated that students struggled with presenting key points during rounds and journal clubs

Faculty voted to increase didactic course activities designed to improve student performance (e.g., Progress notes, SOAP notes, journal clubs) in clinical rotation sites

Curriculum Committee approved a standard journal club rubric for use across courses for consistency

Prior to COVID-19, each course held one journal club assignment per year in a face-to-face format

During COVID-19, faculty were challenged to find new ways to deliver journal club assignments without decreasing the impact or quality of the experience

Journal Club Comparison

Pre-COVID-19

Face-to-face

One journal club assignment

Individual or team assignment

Students find articles

Standard rubric

COVID-19 Changes

Remote via Zoom

Two journal club assignments

Team assignment

Students select from a pool of pre-selected articles related to course content

Standard rubric

Methods

Enrolled 32 P3 PharmD students in PHAR 588 Geriatric Patient Care, divided into four teams

Faculty identified a pool of articles related to course content from which student teams could select for the journal club assignments

Each team selected two articles, one for each session, no duplications were allowed

Faculty scheduled two journal club sessions for student presentations

Faculty reviewed the assignment instructions and the rubric with the students at the beginning of the course

Students were responsible to review articles and meet with their teams outside of class time to prepare for the presentation

Methods continued

For each journal club session, teams presented using powerpoint and had 10 minutes to present with 5 minutes for Q&A

Powerpoint presentations were evaluated using the Journal Club Written Grading Rubric

Each student on the team was required to speak

Two faculty members graded each team and compared the scored rubrics prior to providing the students with a composite score

Faculty provided verbal and written comments in addition to scoring the rubric

Rubric

Three components

1. Handout – not used for remote
2. Written – used for the powerpoint presentations but not scored as part of the grade
3. Verbal – used for the students' presentations

Assigned Teams and Articles

Team	JC 1 - APR 7	JC 2 - MAY 5
A	Deprescribing in Older People Approaching End of Life: A Randomized Controlled Trial Using STOPPFrail Criteria	Accuracy of the Clinical Frailty Scale for perioperative frailty screening: a prospective observational study
B	Deintensification of Diabetes Medications among Veterans at the End of Life in VA Nursing Homes	The consequences of poor communication during transitions from hospital to skilled nursing facility: a qualitative study
C	Patterns of Potentially Inappropriate Bladder Antimuscarinic Use in People with Dementia: A Retrospective Cohort Study	Reduction of Inappropriate Benzodiazepine Prescriptions Among Older Adults Through Direct Patient Education_The EMPOWER Cluster Randomized Trial
D	Targeted Medication Deprescribing in the Elderly: Results of a Pharmacist-Driven Procedure in a Transitional Care Unit	Frailty and Risk of Adverse Outcomes in Hospitalized Older Adults: A Comparison of Different Frailty Measures

Results

Team	JC 1 - APR 7	JC 2 - MAY 5
A	Deprescribing in Older People Approaching End of Life: A Randomized Controlled Trial Using STOPPFrail Criteria	Accuracy of the Clinical Frailty Scale for perioperative frailty screening: a prospective observational study
Scores	20/36	33/36
B	Deintensification of Diabetes Medications among Veterans at the End of Life in VA Nursing Homes	The consequences of poor communication during transitions from hospital to skilled nursing facility: a qualitative study
Scores	25/36	30/36
C	Patterns of Potentially Inappropriate Bladder Antimuscarinic Use in People with Dementia: A Retrospective Cohort Study	Reduction of Inappropriate Benzodiazepine Prescriptions Among Older Adults Through Direct Patient Education_The EMPOWER Cluster Randomized Trial
Scores	34/36	33/36
D	Targeted Medication Deprescribing in the Elderly: Results of a Pharmacist-Driven Procedure in a Transitional Care Unit	Frailty and Risk of Adverse Outcomes in Hospitalized Older Adults: A Comparison of Different Frailty Measures
Scores	33/36	31/36

Faculty feedback

Team needs to focus on the objectives of the study of analyzing incidence and predictors of de-intensifying diabetes medications, but did not include the predictors in the results

Team could not answer the questions regarding the validated instruments

Team went over the allotted time.

Team did not define STOPPFRAIL as a key feature in the study

Not all team members wore professional attire

Team did not include reference citations

Observations/Outcomes:

The mean class scores between the first and second journal club was 28/36 and 32/36, respectively.

Teams that performed poorly in the first journal club (i.e., teams A & B), demonstrated the greatest improvement in the second journal club.

Teams with higher scores in the first journal club, earned slightly lower scores in the second.

Observations/Outcomes

Although students did not always like faculty feedback, they preferred the team format because they did not feel “singled” out.

Students also felt supported by team members while completing the assignments

Students reported increased confidence in presenting in the course evaluations.

Conclusion

Virtual journal clubs can be effective in improving students' presentation skills through multiple team-based sessions

Next Steps

Follow up with students to determine whether or not the experience helped them during their APPE rotations

Comparison of journal club results across all pharmacy therapeutics courses

Comparison of various active learning exercises that were identified across all therapeutics courses

Acknowledgements

PharmD Class 2021, for being the first class to embrace and endure the remote journal club

Dr. Nazia Rashid, for coaching and mentoring students through the process

Thank you

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