

Journal Club 2.0:

**Using Team-Based Learning and
Online Collaboration
to Engage Learners**

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Dr. Walker and Dr. Touchet have no conflicts of interest to report.

Goals and Objectives

- Describe how Team-Based Learning and online collaboration are integrated into a journal club seminar for residents
- Be prepared to use technology (such as SharePoint) to foster team engagement in the learning process
- Be prepared to integrate engaging instructional methods (such as TBL) into current curriculum practices
- Diagram and practice using the 3 phases of TBL
- Describe challenges and solutions in implementing the new journal club format

Overview of session today

- Introduction
- Background for JC changes
- Overview of new JC format
- Walk through and practice with TBL Phases 1-3
- Challenges/solutions and outcomes
- Wrap-up and discussion

Background

- Problems with traditional format
 - Poor or irregular faculty involvement
 - Inadequate resident (and faculty) training on methods for analyzing scientific publications
 - Passive learning in which residents showed up but participated little in discussions of the articles
 - Poor motivation to prepare for JC meetings by reading ahead
 - Some trouble with article distribution prior to meetings

Principles of Adult Learning

- Relate the task to personal goals or to the immediate environment
- Present learning objectives as clinical problems
- Use problem-solving techniques
- Vary teaching approaches to suit different learning styles
- Use active learner participation
- Provide frequent constructive feedback

Format Changes

- TBL methodology
- 5 teams, each composed of residents and faculty
- SharePoint website for between-class collaboration
- Team competition, scoring, and prizes

Team-Based Learning (TBL)

- Phase 1:
 - Pre-class reading assignment
 - Pre-class group activity using SharePoint collaboration
- Phase 2:
 - Individual readiness assurance test (iRAT)
 - Group readiness assurance test (gRAT)
 - Discussion and appeals
- Phase 3:
 - In-class group activity

Phase 1

- Discussion
- Demonstration of SharePoint Journal Club website
- <https://share.ou.edu/sites/Tulsa-Psychiatry/pjc/default.aspx>

Team Formation

Phase 2

- iRAT
- Once all individuals complete iRAT, then take the gRAT together.

Phase 2 (continued)

- Discussion of answers
- Appeals

Phase 3

- In-class activity
- Discussion

Challenges and Solutions

- Preparation – dedicated facilitator
- Participation – prizes as incentive, group competition
- Attendance – prizes, food, Outlook meeting requests
- Difficulty level – easier/fewer questions and more time for discussion

Outcomes

- Team cohesion drives in-between class preparation, in-class participation and team competition to create motivation for learning.
- Online resource allows for easy access in a central location for all learning materials without the need to replace lost materials. Also allows for display and convenient distribution to all teams of any exemplary learning materials created by participants.

Outcomes

- Online resource facilitates online collaboration as teams analyze articles outside of class. Creates a sense of continuity in-between classes for the learning experience.
- Online resource creates a virtual focus for the learning experience where teams can monitor team progress (team score board) and may communicate with each other or the course director at anytime.

Outcomes

	Pre-Test (8/28/13)	Post-Test (6/24/15)	P-value
9-question quiz	1.43	4.3	0.0003*
# lit searches/2 mos	3.174	4.3	0.5461
Incorporating evidence into practice	2	2.8	0.064
Appraising reviews	1.64	2.4	0.041*
Appraising original research	1.57	2.2	0.0798
Searching for answers	2.57	3.2	0.152
Formulating a clinical question	2.07	2.9	0.057
Level of interest in critical appraisal	2.692	2.550	0.142

Q & A

References

- Swift, G. How to make journal clubs interesting. *Advances in Psychiatric Treatment* 2004, 10:67-72.
- Touchet B, Coon K, Walker A. Journal Club 2.0: Using Team-Based Learning and Online Collaboration to Engage Learners. *Academic Psychiatry* Nov 2013; 37(6): 442-443.