

# Journal Based Continuing Education

## A Guide for Planners and Facilitators



The broad goal of a Journal based CE offering is to appraise the literature, stimulate discussion and / or reflection, and translate research into clinical practice. Participants will review, reflect, and discuss literature and investigate opportunities to impact their unit, their team, or their patients. **Journal based CE offers two formats for engaging with current peer-reviewed literature:**

### 1. Live-Regularly Scheduled Series / Journal Club:

Medical professionals, either within a single profession or as part of a varied healthcare team, gather to discuss journal articles relevant to their clinical practice. This journal club format promotes lifelong learning, timely review of literature, and exercises critical thinking. Planner and session facilitator required.

**Planner Role:** Identify a professional practice gap, ensure the journal-based CE activity meets accreditation standards (selected article is from a peer-reviewed journal, less than 5 years old) and include additional planners to reflect the professions of the target audience.

**Facilitator Role:** In the regularly scheduled series, the facilitator guides the discussion, ensuring all participants have the opportunity to contribute. They help clarify complex concepts, encourage critical thinking, and ensure the conversation stays focused on the clinical implications of the research. The suggested Journal Club discussion questions are on page two.

The screenshot shows the Nemours Children's Health Continuing Education website. At the top, there is a navigation bar with links: Home, My Account, Catalog, RSS Catalog, Calendar, and Resources. Below the navigation bar, the page title is 'Journal Activity CE Request Form'. At the bottom of the form, there are buttons for 'View', 'Edit', 'Webform', 'Results', and 'Clone'.

### 2. On-Demand Journal-Based CE / Enduring Activity:

This format allows participants to independently review selected articles and complete a reflection on the research and apply the content to their clinical practice. It offers flexible learning opportunities and supports personal growth. Participants can select a published article for review or may submit a request to apply for CE for an article of interest that meets the accreditation standards.

**Article Selection:** For on-demand journal-based continuing education, select a scholarly, peer-reviewed article from the last five years that is relevant to the clinical practice of the participants. Utilize the Medical Library [nemoursfoundation.ovid.com](http://nemoursfoundation.ovid.com) or contact the NCH Librarians at [medlibrarians@nemours.org](mailto:medlibrarians@nemours.org) for assistance. Ensure the article aligns with the goals of the CE activity and provides valuable insights for independent review and reflection.

**Journal Request Process:** For on-demand journal based continuing education, take this opportunity to submit an article for accreditation. To request an article, follow the link below. We look forward to supporting your professional journey.

Journal Activity Request [Journal Activity CE Request Form | Nemours Children's Health CE](#)

## Planners:

### Delivery Tips

- Make it interactive
- Keep the conversation moving
- Value ideas from all team members
- Don't get hung up on one element
- Redirect sideline topics back to the elements of the literature

### Responsibilities

- Choose meaningful literature
- Make Teams meeting
- Select facilitator
- Complete request form
- Promote activity

### Formal Review Track:

For a structured, in-depth analysis and critical evaluation of the article. It ensures comprehensive coverage of the content, methodology, and implications, promoting rigorous critical thinking.

### Informal Review Track:

For a relaxed, conversational approach that encourages sharing personal insights and experiences. It fosters a supportive environment and makes the discussion more accessible and engaging.

## Formal Track: Facilitator Questions

Use these example questions to steer the discussion, ensuring that participants critically analyze the article's content, evaluate the evidence, and consider the practical implications for their clinical practice.

- What clinical problem is addressed in the article, and why is it important to the journal club members?
- What type of article is it (e.g., case study, literature review, synthesis of evidence)?
- What sources of evidence and search strategies did the authors use to collect information about the clinical problem?
- What resources (personnel, financial, environmental, time) were needed to collect, evaluate, and synthesize the evidence?
- Was a rating scale used to evaluate the evidence? If so, which one and what criteria were applied?
- Were the findings summarized in a table of evidence? If so, what criteria were included?
- What outcomes or recommendations for practice, education, administration, and/or research are presented based on the evidence?
- Which recommendations would you consider implementing in your setting, and why or why not?
- What are the next steps for applying the information presented in the article to your clinical practice?
- How do the authors' recommendations compare with current policies and procedures in your setting, and what changes would you recommend based on the evidence?

## Informal Track: Facilitator Questions

Use these informal questions to encourage open and engaging discussions. Allow participants to share their thoughts and experiences freely, fostering a collaborative and supportive environment.

- Would anyone like to share what they found to be the most valuable or important in this article?
- Are there any changes you might make to your practice moving forward based on this article?
- Does anyone have related clinical cases they'd like to share?
- Has this article raised any additional questions for anyone?
- What are the primary points the author is trying to make?
- Does the author provide compelling evidence to support their points?
- What assumptions or biases do you think the author has?
- Are there any parts of the author's conclusions or analysis with which you disagree?
- Do you feel like this discussion will have any impact on your practice? If so, how?
- Is there anything else anyone would like to discuss or any additional resources that might be useful?