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SCIENTIFIC ARTICLE

Anesthesiology Journal club assessment by means of semantic changes

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Abstract

Background and objectives: the interactive approach of a journal club has been described in the medical education literature. The aim of this investigation is to present an assessment of journal club as a tool to address the question whether residents read more and critically.

Methods: this study reports the performance of medical residents in anesthesiology from the Clinics Hospital – University of São Paulo Medical School. All medical residents were invited to answer five questions derived from discussed papers. The answer sheet consisted of an affirmative statement with a Likert type scale (totally disagree–disagree–not sure–agree–totally agree), each related to one of the chosen articles. The results were evaluated by means of item analysis – difficulty index and discrimination power.

Results: residents filled one hundred and seventy three evaluations in the months of December 2011 ($n=51$), July 2012 ($n=66$) and December 2012 ($n=56$). The first exam presented all items with straight statement, second and third exams presented mixed items. Separating “totally agree” from “agree” increased the difficulty indices, but did not improve the discrimination power.

Conclusions: the use of a journal club assessment with straight and inverted statements and by means of five points scale for agreement has been shown to increase its item difficulty and discrimination power. This may reflect involvement either with the reading or the discussion during the journal meeting.

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PALAVRAS-CHAVE

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educacional;
Periódicos como tema

Avaliação do clube de revista de anestesiologia por meio de mudanças semânticas**Resumo**

Justificativa e objetivos: A abordagem interativa de um clube de revista foi descrita na literatura de ensino médico. O objetivo desta investigação é apresentar uma avaliação do clube de revista como uma ferramenta para discutir a questão da leitura crítica entre os residentes.

Métodos: Este estudo relata o desempenho dos médicos residentes de anestesiologia do Hospital das Clínicas – Faculdade de Medicina da Universidade de São Paulo. Todos os médicos residentes foram convidados a responder a cinco perguntas derivadas de artigos discutidos. A folha de resposta consistia em uma declaração afirmativa com uma escala do tipo Likert (discordo totalmente, discordo, não tenho certeza, concordo, concordo totalmente), cada declaração relacionada a um dos artigos escolhidos. Os resultados foram avaliados por meio da análise de itens – índice de dificuldade e poder de discriminação.

Resultados: Os residentes completaram 173 avaliações nos meses de dezembro de 2011 ($n=51$), julho de 2012 ($n=66$) e dezembro de 2012 ($n=56$). O primeiro teste apresentou todos os itens com declaração direta e o segundo e terceiro testes apresentaram itens mistos. Separar “concordo totalmente” de “concordo” aumentou os índices de dificuldade, mas não melhorou o poder de discriminação.

Conclusões: O uso de uma avaliação do clube revista com declarações diretas e inversas e com o uso de uma escala de cinco pontos para acordo mostrou aumentar a dificuldade do item e o poder de discriminação. Isso pode refletir o envolvimento com a leitura ou com a discussão durante as reuniões do clube.

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Introduction

The interactive approach of a journal club (JC) has been described in the medical education literature. As stated before, the major goal for most clubs is to teach critical appraisal skills. In addition, early characteristics still work for high attendance: mandatory attendance, availability of food, and perceived importance by the program director.¹ In addition, providing credits for attendance has been associated with increased participation.² It has been described as powerful motivator of critical house-staff reading behavior,³ and indeed as a means to develop a curriculum in epidemiology, biostatistics and experimental design.⁴

Journal clubs have been an integral part of health care education, medical residency in general and in general surgery training and it is an educational resource that can help a residency program to meet core competency requirements.^{5,6} A survey with the Association of Program Directors in Surgery showed that the typical journal club meets once in a month and discuss three to six articles. It is interesting to notice, though, that few programs reported performing any systematic or formal evaluation.⁷ Notwithstanding, those who do so used objective assessment with pretest and posttest examinations,⁸ measurement of JC satisfaction with a structured checklist for article review,⁹ and the use of critical appraisal tests.

Lately, the use of internet did not surpass the JC model with in person moderation for surgical residents.¹⁰ Considering the successful JC, it seems reasonable to use checklists, make explicit the learning objectives and provide a formal meeting structure and process, not much different from the features pointed out previously by Alguire.^{1,11} It is also noticeable that a journal club should focus on current, real

patient's problem of most interest to the group,¹² as well as to provide experiences like the use of the 'Critical Appraisal Tool' (CAT) software to help residents streamline their presentations leaving the majority of journal club time for discussion.¹³

Considering that the medical literature continues to expand and physicians must keep up with the amount of information available, the JC provides a place where specialists openly review with residents the literature while also promote an ambience where to teach to evaluate the scientific methods critically.¹⁴

The aim of this investigation is to present an assessment of JC as a tool to address the question whether residents read more and critically, beyond the JC presentation.

Methods

This study reports the performance of medical residents in anesthesiology from the Clinics Hospital – University of São Paulo Medical School (HCFMUSP), São Paulo, Brazil, during three evaluations of Journal Club activities, December, 2011 through December 2012. These assessments are part of their formal evaluation system to achieve anesthesiology professional certification from HCFMUSP Residency Program. The study is part of a continuing project that surveys the quality of life of medical residents in the HCFMUSP and approved by the Ethical Review Board of University of São Paulo Medical School (protocol 9017).

Medical residents of 1st, 2nd and 3rd years enrolled in the Anesthesiology Residency Program receive their formal graduate training in the various institutes of HCFMUSP that includes Heart Institute, Children Hospital, Orthopedic Surgery Institute, Cancer Institute, University Hospital

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