

Development and Implementation of an Interactive Online Regional PGY2 Cardiology Pharmacy Residency Journal Club

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Background

- Critical evaluation of peer-reviewed literature can be challenging for student and resident pharmacists.
- Participation in and/or delivery of journal club presentations supports the development of therapeutic knowledge, increased awareness of current research, and enhanced critical thinking skills.¹
- Finding time to coordinate and maintain a routine and effective journal club discussions can be difficult for preceptors due to other responsibilities.

Objectives

- To describe an innovative approach to developing and implementing an interactive regional Postgraduate Year 2 (PGY2) Cardiology Pharmacy Residency journal club.

Methods

- There are several PGY2 Cardiology Pharmacy Residency programs on the east coast.
- In June 2014, preceptors from the University of Maryland (UM) Cardiology Residency contacted directors from four other programs to gauge their interest in participating.
- Duke University Hospital, the Johns Hopkins Hospital, the University of North Carolina Medical Center and the University of Pittsburgh Medical Center were invited and agreed to participate.
- A survey was distributed to program directors of participating programs; questions included:
 - preference for day of week and time of presentations
 - number of presenters per session

Results

Schedule

- Ten presentations were delivered monthly during the 2014-15 training year; no sessions were delivered in July or December.
- There were five resident presenters; each presented twice.

Google Site

- University of Maryland preceptors created and maintained a site to provide information for preceptors and residents. Participating residents were able to post the article that they would present and their handouts.
- The site included the presentation schedule, instructions for logging on to Blackboard Collaborate®, instructions for presenters, template slide presentation, and evaluation form.

Delivery

- The journal club was conducted using Blackboard Collaborate®, an online collaboration platform, and a teleconference line.
- Presentations were interactive and lasted 40-50 minutes including time for questions. The remaining time was used to discuss “hot topics” in cardiology.
- Three preceptors at UM served as moderators for each session.
- Preceptors, residents, and students from each program participated in the discussion.
- Participants were asked to review the articles presented in advance of each session.

Results (continued)

Evaluation

- Link to survey evaluation sent to participants following each session.
- UM preceptors collated evaluations and sent them to the resident and their program director.
- Resident completed a self-evaluation and discussed their evaluation and summary of audience evaluations with their program director or mentor for the presentation.

Conclusions

- The development and implementation of an interactive online regional PGY2 Cardiology Pharmacy journal club was well received.
- Presentation format allowed for enhanced knowledge of therapeutics and communication skills, opportunities for additional learning experiences for residents and students, and potentially decreased preceptor burden.
- Use of an active discussion format to share information and expertise was a valuable, innovative, and practical approach to implementing an effective journal club.
- Participants were surveyed in May 2015 to determine changes that should be employed for the 2015-16 training year.
- Two additional programs were invited for 2015-2016. Ten residents are participating this year; each presenting once.

Reference

1. Kleinpell RM. Rediscovering the value of the journal club. *Am J Crit Care.* 2002; 11:412-414.