

**Creating a Student Pediatric Nursing Journal Club**

**What's a Journal Club?**

A journal club is an open forum to meet, discuss, and critically evaluate research. The goal is to translate literature into meaningful knowledge that can applied today and in the future.

Before each meeting, an article from a peer-reviewed journal is selected and read. Questions are developed to guide collaborative discussion during the meeting. Usually a leader is selected to facilitate discussion. Participants have access to questions prior to meeting so they can be prepared to discuss the article's content.

**What are the Benefits?**

A journal club helps you:

* Make pediatric nursing literature/research understandable, useful, and interesting.
* Engage in professional discussions with like-minded peers.
* Know hot topics being studied in the field.
* Strengthen critical thinking.
* Support your current courses.
* Become familiar with evidence-based research methodologies.
* Get more out of your pediatric clinical rotation experience.
* Prepare for your future career.

**Getting Started**

* ***Before you start:***
	+ Get support: Invite a faculty member to give input or join in as an advisory participant.
	+ Find a convenient place, preferably with a table to gather around informally.
	+ Use the sign on page 4 to gauge interest and kick-off your first meeting.
* A group of 5 or more participants is suggested to stimulate meaningful review and discussion.
* At your first meeting:
	+ Determine if you need a chair (or two co-chairs), or if you'll take turns facilitating each meeting.
	+ Decide when/how often you will meet. Try to keep meetings less than 60 minutes.
	+ Exchange contact information.
	+ Share information in this document to help others know the club goals and prepare.
	+ Consider holding a contest to name your club.
* Once you decide on the first article, and going forward, personalize and post the sign on page 5 to make the club visible and get new participants interested.
	+ ***Tip!*** Naming the specific article can create more interest and have crossover appeal (e.g., an article about mental health in schools can appeal to students considering pediatrics, school-based health, or mental health nursing).
* Consider leaving a brightly colored "you're invited" note on print-outs of the article in areas where other students can see it (e.g., bulletin boards, lounge or common areas).
* Use social media to send reminders, decide on future articles, or continue the discussion after a meeting.

**During the Meeting**

* Have someone give a 5- to 10-minute summary of the article.
* Run through the questions to consider on page 3. Redirect conversation if it goes off topic.
* Encourage participation by asking open-ended questions:
* **"Who wants to share their thoughts about the article?"**
* **"Did anything stand out to you, or surprise you?"**
* **"Did any findings change preconceived ideas you had about this topic?"**
* Provide positive feedback for sharing of ideas.
* Offer a summary at the end of the discussion.
* Remind attendees of the next meeting and share the next article, if decided.

**Keep It Going**

* Evaluate your group efforts periodically or even at the end of each meeting, to keep participants engaged. For anonymous feedback, use a free online survey tool like [SurveyMonkey](https://www.surveymonkey.com/).
	+ ***Tip!*** Think about creating a **Frequent Attendee Card** like the one page 6. At the end of six meetings, present certificates for consistent attendance. Or take turns offering a modest raffle item at each meeting (e.g., $5 Starbucks gift card).

**Suggested Guidelines**

* Attendance should not be mandatory or exclusive. If a participant is unable to attend a particular session, that person is welcome at another time.
* Take turns selecting an article. Articles should not be more than 5 years old.
* Share the next article's information at least two weeks before the upcoming meeting to allow time to acquire the article and read it. Or consider deciding on the next article before the current meeting ends.
	+ ***Tip!*** Use the journal suggestions below to browse the tables of content for current and past issues to identify new articles.
* For your discussion questions, use or modify the questions list on page 3. Distribute the questions before you meet, and request that participants complete their answers prior to the meeting.
* At the end of each meeting, decide who will facilitate the next one.
* Share any classroom content or clinical rotation experiences relevant to the article.
* Nurture participation when things get quiet or if someone consistently seems shy. Be on the lookout for introverts who seem to want to say something but take a backseat to more extroverted members.
* Encourage different viewpoints, but keep the dialog respectful.
* And most importantly, actively contribute to the discussion.

**Journal Suggestions**

These journals offer relevant content for your discussions, but don't feel limited to these titles. Journals for pediatricians or nursing administration can offer relevant articles too. Hopefully your library offers online access.

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| Title | Publisher |
| [Journal of Pediatric Nursing](http://www.pediatricnursing.org/) | *Elsevier / Society of Pediatric Nurses (SPN) and the Pediatric Endocrinology Nursing Society (PENS)* |
| [Pediatric Nursing Journal](http://www.pediatricnursing.net/) | *Jannetti Publications* |
| [Journal of Pediatric Health Care](http://www.jpedhc.org/) | *Elsevier / The National Association of Pediatric Nurse Practitioners (NAPNAP)*  |
| [Journal of Pediatric Oncology Nursing](http://jpo.sagepub.com/) | *Sage / Association of Pediatric Hematology/Oncology Nurses (APHON)* |
| [Journal for Specialists in Pediatric Nursing](http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291744-6155)  | *Wiley* |

**Article Questions to Consider**

|  |  |
| --- | --- |
| Question | Notes |
| What question is the author(s) trying to answer? |  |
| Why is the problem important? |  |
| (If clinical) Are study patients similar to ones in my rotation experiences? |  |
| Are the procedures for recruiting subjects and collecting data well described and consistent? |  |
| How were the data analyzed? |  |
| What were the results? Were they significant? |  |
| Are the results presented in a clear way? |  |
| What were some of the limitations of the study? How did the authors address these?  |  |
| Were the authors' conclusions accurate and relevant to the problem they identified? |  |
| Do the references strongly support the research problem? Are they recent? |  |
| What are the article's strengths? |  |
| What are the article's weaknesses? |  |
| (If clinical) Is the evidence is strong enough to support a practice change where you have had a rotation? |  |
| How might this study be adapted to other pediatric clinical settings/populations? |  |
| Do the likely intervention benefits offset costs and any potential harm? |  |
| What additional questions does the article/study raise?  |  |
| How would you have conducted the study differently?  |  |
| What additional studies would you develop to build upon the knowledge presented in this article or to address unanswered questions? |  |
| What are the implications of the findings for educating pediatric nurses of the future? |  |



**Interested in** pediatric nursing**?**

**We're starting a** journal club **to make research meaningful as we prepare for our future career.**

**Contact me to learn more and get started!**

Enter your contact information here.



The Campaign for Pediatric Nursing

www.ipedsnursing.org



**Interested in** pediatric nursing**?**

**Come to our next** journal club meeting **to discuss this article!**

Type name of article, date/volume, journal title.

Post or share a link to the questions to review prior to meeting.

Type meeting date, time, place, and club leader contact information.

Ask for RSVP if you need one.



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