

“MEMO TO MYSELF” PROCESS FOR JOURNAL CLUBS AND RECURRING CASE CONFERENCES:

1. Once each calendar year, each journal club or case conference will submit a CME application with the overall activity/series objectives. The activity is accredited once a year.
2. Each journal club or case conference series requires a facilitator.
 - The facilitator is a physician who is willing to attend each of the sessions, choose the articles and cases presented for review and/or decided which articles or cases will be presented. The facilitator should guide the process of the conference, not the content. It is helpful if the facilitator is a same-specialty opinion leader, because this assists in gaining buy-in from the other attendees when you introduce change to how you structure your journal clubs and case conferences.
3. Attendees must sign in to each session attended in order to receive CME credit.
4. Each attendee must also complete a disclosure form in order for the activity to receive CME credit.
 - Disclosure information of all participants will be gathered on one form and is given to the facilitator. It is then the facilitator's responsibility to update disclosure information when necessary (and inform the CME Office if this is done) and to make disclosure information available when requested or needed.
5. The guidelines for articles should be as follows: The goal is to review articles that will improve practice and discuss topics that can be implemented. Articles should not be commercially biased. Whenever possible, meta-analyses should be chosen. The research must be validated and peer-reviewed.
6. The guidelines for cases should be as follows: The goal is to review cases that will improve practice and discuss topics that can be implemented. The point is not to discuss a case of a rare combination of diseases that your colleagues will likely never encounter but rather to discuss a novel approach you found to deal with a common problem.
7. Each attendee should complete a “memo to myself” (MTM) at the end of each attended session, indicating new insights/learnings that attendees plan to incorporate into practice. These MTMs are for attendees to keep as reminders and reinforcements to try new things in practice. Facilitators will have a supply of MTMs to hand out at each meeting.

Notes:

- Not all cases or articles will have “incorporable learnings” (may just be articles of intellectual interest)
 - Some cases or articles may serve to verify current practice.
 - However, the goal of having these conferences is to develop and further evidence-based practice, so on the balance, **over time**, participation in these sessions should lead participants to try to incorporate new things in practice.
 - If participants are not identifying possible practice changes, facilitators should use that information (data) to alter the balance of articles/cases away from being solely intellectually interesting or validating of current practice.
 - Facilitators should encourage attendees to think about how they might use learnings from the articles or cases in discussing diagnostic or treatment options if patients initiate discussions on the topic (i.e., “I heard about this new drug on TV, what can you tell me about it?”)
8. At the end of each session, facilitators will briefly ask the attendees (5-10 minutes) for key concepts they have gathered from the presentation. Facilitators will note these key concepts on the provided form and submit a copy (preferably electronically) with the sign in sheet to the Department of Education. Facilitators will keep a copy of the form for the next session.

- In addition to sending the sign in sheet and key concepts sheet, facilitators should also send copies of each article discussed, or a bibliography of references used in discussing the cases to the Department of Education (need to do this to meet “content validation” standards).
9. At the beginning of the next session, facilitators will hold a “mini-huddle” and briefly (5-10 minutes) note which key concepts from the previous session were attempted, which were successful, which were not (and why – barriers are important!). Facilitators will note these remarks and submit them on the provided form (preferably electronically) to the Department of Education.
 - This creates continuity between sessions, takes advantage of huddles as a learning opportunity, and serves as a short-term outcomes assessment.
 10. The Department of Education will consider a periodic brief email or voice mail reminder to participants in selected conferences (based on return of ideas and available resources) about ideas that attendees suggested could be incorporated into/influence/modify practice.
 11. For 10-25 percent of sessions within each series, attendees will be asked to complete a follow-up evaluation to assess longer term self reported outcomes of the CME series.
 - You may want to work with the facilitator to include specialty- and conference-specific questions in the evaluation.

A MEMO TO MYSELF

In order to assist you in making this learning activity more valuable to you, take a moment to consider the most important aspects of the material presented and discussed.

Please write down 3 things in the space at the bottom that you will do when you return to your practice, as a result of this learning activity.

Your responses serve as a reminder and feedback to yourself. Please bring this form with you to the next meeting.

1.

2.

3.

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1.

2.

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JOURNAL CLUB

Date:

Specialty:

Title of Article:

Reference:

Key concepts gathered from the presentation:

Concepts that were **successfully** attempted:

Concepts that were **unsuccessfully** attempted (and why):

Were any **barriers** identified? Please list them:

JOURNAL CLUB EVALUATION

1.
Activity Objectives

Activity Objectives	I was already able to demonstrate this objective before coming to this activity.	I need to learn more in order to demonstrate this objective.	I have now learned about this issue and am ready to try applying this knowledge to my practice.
List Objective 1	1	2	3
List Objective 2	1	2	3
List Objective 3	1	2	3

2.
Attitude, Behavior

4 = strongly agree 3 = agree 2 = disagree 1 = strongly disagree

a. What I learned in this activity has increased my confidence in evaluating my patients.
4 3 2 1

b. What I learned in this activity has changed my patient management approaches.
4 3 2 1

c. What I learned in this activity will result in improvement in my patients' health status.
4 3 2 1

3. **General Questions**

a. The articles selected for this journal club were from peer-reviewed journals, evidence-based, and valid.
Yes___ No___

b. The articles that were presented were timely and appropriate for this journal club.
Yes___ No___

c. The presentations were clear, organized and objective. Yes___ No___

d. The journal club actively engaged learners. Yes___ No___

e. Discussion in this journal club was enthusiastic, stimulating and free of commercial bias.
Yes___ No___

f. I find the Memos to Myself a helpful learning tool. Yes___ No___

CASE CONFERENCE EVALUATION

Date:

Specialty:

References:

Brief description of the case:

Key concepts gathered from the presentation:

Concepts that were **successfully** attempted:

Concepts that were **unsuccessfully** attempted (and why):

Were any **barriers** identified? Please list them:

CASE CONFERENCE EVALUATION

1.
Activity Objectives

Activity Objectives	I was already able to demonstrate this objective before coming to this activity.	I need to learn more in order to demonstrate this objective.	I have now learned about this issue and am ready to try applying this knowledge to my practice.
List Objective 1	1	2	3
List Objective 2	1	2	3
List Objective 3	1	2	3

2.
Attitude, Behavior

4 = strongly agree 3 = agree 2 = disagree 1 = strongly disagree

a. What I learned in this activity has increased my confidence in evaluating my patients.
4 3 2 1

b. What I learned in this activity has changed my patient management approaches.
4 3 2 1

c. What I learned in this activity will result in improvement in my patients' health status.
4 3 2 1

3. **General Questions**

a. The cases that were presented were timely and appropriate to my specialty.
 Yes___ No___

b. The cases were clear, organized and objective. Yes___ No___

c. The case conference actively engaged learners. Yes___ No___

d. Discussion in this case conference was enthusiastic, stimulating and free of commercial bias.
 Yes___ No___

e. I find the Memos to Myself a helpful learning tool. Yes___ No___