



COLLEGE OF
DENTAL HYGIENISTS
OF MANITOBA

CDHM Continuing Competency Program

Study & Journal Club Handbook

Introduction

Many registered dental hygienists find participation in **peer learning** to be an engaging and fulfilling component of professional development, sharing knowledge and collaborating for the purpose of continuing competency.

Peer learning embodies and cultivates the learning of **with and from each other**.¹ It is a participatory, supportive, and effective approach that nurtures and fosters the skills development of critical thinking, communication, and teamwork. Furthermore, peer learning offers the opportunity for a holistic, value-added and quality-enhanced education¹, thus laying the foundation for life-long continuing self-directed learning.

The College of Dental Hygienists of Manitoba supports and encourages the active participation and engagement of its members in peer learning as a part of continued professional development, life-long learning, and ongoing competence. Beginning in 2018, the CDHM has adopted the following regarding the peer learning of study clubs and journal clubs.

Study Club

The concept of a **study club** is individuals who meet regularly to *facilitate learning through a variety of methods*, combining traditional mentored group “study” with that of *constructive learning*. This is based on the idea that learning is active and constructed; learners build new knowledge upon the foundation of previous learning.²

Some groups may choose to have a mentor to guide the learning; others will share the responsibility amongst the group members. The mentor acts to engage members and facilitates group interaction in developing understanding, assessing knowledge, and thereby, learning.²

Journal Club

The purpose of a **journal club** is to *facilitate the review of specific evidence-based research and to discuss implications for clinical practice*. It is a valued educational resource as the fundamental concept of a journal club is to “improve [client] care by incorporating evidence into practice”;³ the implementation of what one learns and knows into clinical practice.¹

A journal club offers the opportunity for participants to review and discuss the current, academic literature, and provides a forum for developing skills in critical appraisal for evaluation of the literature, an essential part of being a competent clinician^{3,4}.

Examples of Study Club and Journal Club Learning

Study Club

- May have clinical and/or non-clinical components
- Research-orientated
- Could include Case Study review
- Activities may comprise of a combination of approaches that lend themselves to selected topic(s) which could include speakers and/or presentations

Journal Club

- Critically evaluate recent articles in the academic literature
- Literature review of a topic
- Single article review
- Specific Journal review

Examples of NEITHER

- Lunch and Learn
- Communication and/or networking between colleagues

CDHM Guidelines

Resources

Please refer to resources located at the end of this document for further information, guidance, and ideas on how to create and implement a successful Study club and/or Journal club.

Documentation

Always keep detailed documentation and adequate records of **ALL** meetings. Ensure to include: meeting date, time, location and meeting length, attendance list, meeting topic and details on topic.

Meetings

Planned meetings held at **regular intervals at a pre-determined schedule** are more likely to be successful and facilitate better attendance. Discern from those interested in participating, how much time they are willing to commit and preferred time/date/location for meetings. Long sessions can be less effective than shorter sessions held regularly.

Purpose

Clarity around the purpose of the study club or journal club will increase the likelihood of success. The interests and needs of the members direct the learning. Once the purpose has been defined, specific subject topics may become evident. Some may have a general purpose and present an overview of a variety of topics; others might focus to a narrower field, in more depth.

Membership Responsibilities

Identify expectations of members. Ensure that all participants are aware of the commitment and responsibilities of membership. One individual should agree to be the 'lead' of your group and commit to providing required information to the College as necessary.

CDHM Requirements

Registration

Journal Clubs and Study Clubs will designate a leader or coordinator who will be responsible for emailing the registrar with the required 'club' registration and membership information, annually. **Journal Club and Study Club applications will be reviewed by the CDHM from May 1st until September 30th for the CCP year, for acceptance.**

Membership

Each group/club must have a minimum of 3 individuals.⁵ **The recommendation is that of 4 to 6 individuals to maximize individual contribution.**⁶ Larger clubs are more logistically complex; however, they may provide a broader base of support and wider range of interest.⁵

Program Format

Program formats may vary depending on the needs and interests of the members. It is highly recommended/encouraged to have a minimum requirement of 3 topics per annual basis.

Continuing Competency Program (CCP)

Members are to use their professional discretion to determine which learning activities are applicable to his/her personal area of dental hygiene practice. If an activity is determined to be relevant, it may be used as part of the CDHM CCP.

Keep adequate records and detailed documentation if intended for use. In the event of a CDHM audit of a member's CCP, supporting documentation may take the form of:

- Confirmation of attendance (attendance list, membership receipt(s), letter verifying attendance) from each session attended
- Notes and/or handouts from each session attended
- The CDHM highly encourages peer learning and collaboration, however, the CCP is a 'self-directed' learning process. **Completion and submission, therefore, of any CCP requirements must be individualized and thus, interpreted and described as such.**

Additional Resources

1. College of Dental Hygienists of Alberta. (2016, June). Dental hygiene study club considerations.
2. The College of Dental Hygienists of British Columbia. (2017, September). Study club information guide.
3. What is a journal club? *American Journal of Critical Care*. Retrieved from <http://ajcc.aacnjournals.org/site/misc/journalclubwebpage.pdf>

References

1. Gwee M.C.E. (2003). Peer learning: enhancing student learning outcomes. *CTDL*, 13.
2. The College of Dental Hygienists of British Columbia. (2017, September). Study club information guide.
3. Sharp M., Young H. (2016, December 14). Journal club: how to build one and why. *NEJM Resident 360*.
4. Aronson J.K. (2017). Journal clubs: 2. Why and how to run them and how to publish them. *BMJ Evidence-Based Medicine*, 22(6th).
5. College of Dental Hygienists of Alberta. (2016, June). Dental hygiene study club considerations.
6. Murphy C. (1992, November). Study groups foster schoolwide learning. *Educational Leadership*, 50(3), 71-74.