EBM Journal Club Evaluation

STUDENT NAME: ___________________________  DATE: _______________________

1. Question

a. The student asks a clear question that balances being specific but not overly detailed

b. The student asks a clear question but it is too detailed to be specifically addressed in the literature

c. The student asks a clear question but it is too general to be addressed within a reasonable amount of time using only 1-2 references

d. The student does not ask one clear question but either has several questions phrased as one or it is simply unclear what is being asked.

2. Reference

a. The student selects relevant resource(s) from the primary literature that use a study design of higher quality (e.g. RCT, meta analysis, large cohort rather than review article or expert opinion)

b. The student selects relevant resource(s) but not of the highest quality

c. The student selects a high quality reference but it does not clearly address the question

d. The student selects a lower quality reference that also does not clearly address the question.

3. Analysis/Discussion

a. The student addresses major potential problems unique to the study design in a concise fashion and accurately judges the general quality of the selected reference(s)

b. The student provides a very thoughtful analysis but the amount of detail and work suggests that the student spent much more time than would be feasible in real practice.

b. The student understands the types of questions to ask when analyzing the specific study design selected but it is not clear the student is drawing accurate conclusion.

d. The student is not able to pick up relevant pros and/or cons of the selected reference(s)

4. Application

a. The student appropriately applies the reference’s conclusion to the patient case that initiated the question (recognizes any limitation of generalizability).

b. The student inappropriately applies the reference’s conclusion to the patient case that initiated the question.

b. The student does not apply the reference to patient care.