

# Writing for Publication and Reviewing the Literature

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# Writing for Publication and Reviewing the Literature

1. Writing tips for publication and reviewing the literature
2. What is writing for publication all about?
3. Reviewing the steps and procedures in writing and publishing
4. Explain the peer review process
5. Describe structure/tips for a good manuscript
6. Using figures and tables
7. Guidance and tips for successful manuscript submission

# Writing for Publication and Reviewing the Literature

## ■ Article type for a Journal

1. Reports / Business cases
2. Systematic Review
3. Literature Reviews – scoping, narrative, integrative...
4. Research
5. Clinical Practice Updates
6. Discussion and Debate Papers
7. Case Reports

# Writing for Publication and Reviewing the Literature

■ Have a go!

Writing is thinking!

Writing clarifies thoughts/data

Time to write – you are never ready

Set specific times – a schedule 30 minutes; one-two hours

Writing drafts is normal

Your not a fraud you are developing new knowledge



# Writing for Publication and Reviewing the Literature

## Flow and Narrative

Map themes for: flow, consistency, structure, logic

Concept mapping

Models for flow

Similar manuscript

Balance between description,

evidence and interpretation

Provides sufficient description to allow the reader to understand the basis for an interpretation

Provide sufficient interpretation to allow the reader to understand the description you provide

Uncover patterns of social reality



# Writing for Publication and Reviewing the Literature

- Finding your literature/translation of evidence - solutions to the gap
- Develop robust search terms/strategy MeSH
  - Library course
  - Include multiple databases: CIAP, Google, Cochrane, PubMed, ScienceDirect etc
  - Consider scoping/systematic review – PRISMA tool
- Set up automatic feeds to stay up to date with literature
- Follow up citations manually in articles
- Make sure you capture/describe your search strategy
- Use program such as endnote or excel to full extent
  - Learn endnote and/or do my masterclass
- Match key word or themes to a PDF
- Age of literature used depends on topic, be able to provide rationale but often last five years is appropriate.

# Writing for Publication and Reviewing the Literature

■ **Tables provide a summary of your literature - CASP tools**

Study method

Country, design, duration,

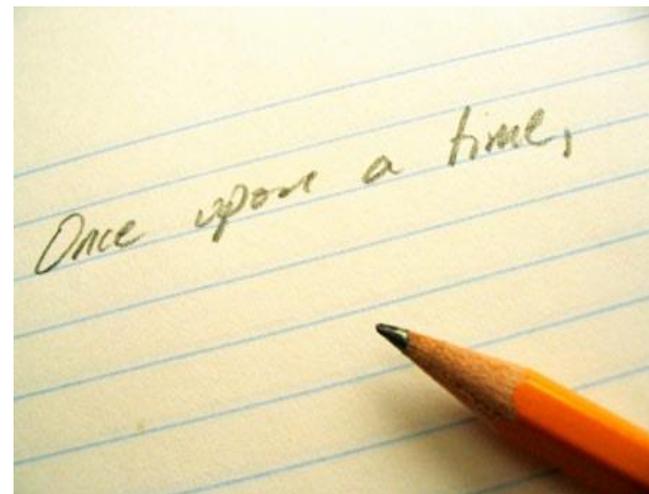
Population (inclusion/exclusion), age, number, type

Intervention

Findings include statistics - CI, p-value

Risk or bias

Outcomes



# Writing for Publication and Reviewing the Literature

When using authors, you have two choices

## **The author**

Fry et. al (2021) notes that nurse initiated morphine reduces the time to analgesia within the ED.

## **The information or idea**

With the increasing collection of patient data privacy has become a more important issue (Fry 2020, Smith 2019, Clark 2021)

# Writing for Publication and Reviewing the Literature

■ Literature review writing tips:

**The writing has a story – a line of logic / not bullet points**

Provides evidence to support each step

Simple short sentences better – Past tense

Topic sentence match headings used

Topic sentence for each paragraph

Numbers cannot start a sentence

Each paragraph must link

Open and close sections

**No** references in results or conclusion

# Writing for Publication and Reviewing the Literature

## Introduction: Topic sentences

It is becoming increasingly difficult to ignore the .....

X is the leading cause of death in western industrialised countries.

X is a common disorder characterised by .....

One of the most significant current discussions in patient safety is .....

X is an important component of the health system, and plays a key role in Y...

# Writing for Publication and Reviewing the Literature

## ■ Developing your argument/report/manuscript/proposal

Keep the reader in mind

Leads the reader through the document

Story of the project/proposal all steps detailed

Be gentle with the reader and sign post your work

Build on each step – the logic of the argument

Provide evidence to support each step.

# Writing for Publication and Reviewing the Literature

## ■ •Struggling with writing

- Start writing, treat it like an assignment/report
- Change the sentence (back is front)
- If you struggle to finish reading your work so will everyone else (especially reviewers)
- Simple is better
- Use less emotive language
- Get someone to read your work (bribery works)/mentor
- Everyone has their own style so be prepared for comments

# Writing for Publication and Reviewing the Literature

## Writing tips

- Print out and **read aloud**
- Cluster your thoughts
- Use short simple sentences
- Follow your own headings
- Consider the first sentence and relationship to heading
- What are the linking words between each paragraph
- Enter, discuss and close every paragraph and section
- Avoid the use of abbreviations
- Be consistent with terms for the LR/introduction/discussion

# Writing Reports and Publishing Your Work

## ■ THE INTRODUCTION

Context for a manuscript, proposal or report

Writing will be different depending on the purpose

Use your ethics protocol to construct your manuscript

**Start broad highlight the issue/problem**

Funnel approach – global (international) then national, and state.

Why is your topic an issue/problem? .... The aim follows

# Writing for Publication and Reviewing the Literature

## **METHOD** (Context – Ethics proposal)

Design / aim

Site

Sample - inclusion criteria

Tools

Data collection

Data analysis steps

Data management/storage

HREC/QI Ethics approval

### **PICO:**

Patient or Population

Intervention or Indicator

Comparison or Control

Outcome

### **SPIDER: Qualitative research**

Sample, Phenomenon of Interest, Design, Evaluation, Research type

**ECLIPSE:** For health policy / management  
Expectation, Client group, Location, Impact, Professionals, Service

**CIMO:** For management  
Context, Intervention, Mechanism, Outcome

# Writing for Publication and Reviewing the Literature

## RESULTS (build description)

Start with your sample and descriptive findings

(e.g. mean/median, range/frequency) consider summary of data

Use tables/figures (in text - Figure 1 or Table 1)

Provide numerator and percentage (n=50, 50%)

## No references

Compare your **key** findings using parametric/non parametric

Proportions and association tests (e.g. Chi-square/linear regression)

# Writing for Publication and Reviewing the Literature

## DISCUSSION (So what - What does it mean?)

- Start with your findings or main argument. Summary of research questions/aims - not literature

Compare your **key** findings with the literature

- Are the findings similar or different to the literature?
- How is it similar?
- How is it different?
- What does it add?

# Writing for Publication and Reviewing the Literature

■ Limitations - research can always be done better

What were the limitations with?

Design

Site(s)

Sample

Group

Intervention/tools/model of care

Human factors

How do these make a difference to the findings?

What could be done/changed in future work to reduce the limitations?

# Writing for Publication and Reviewing the Literature

## **CONCLUSION (What are the key messages)**

Summarise your study outcomes in a few lines.

What is the lasting message that you want to communicate.

**No references / no new data / no new arguments**

Draw together the key issues

Link your findings to result outcomes

# The publication process...



# Writing for Publication and Reviewing the Literature

1. The Writer
2. The Editor
3. The Reviewers
4. The Reader

# Writing for Publication and Reviewing the Literature

## The Writer...

Which journal and obtain the author guidelines

Are my aims consistent with the journal - check ToC?

Who is the audience?

What outcome do I want from the paper?

What information and help do I need?

# Writing for Publication and Reviewing the Literature

## The Editor

- Develops journal philosophy, mission and direction
- Plans and creates the journal content
- Keeps the reader in mind
- Recruit authors and reviewers
- Email to review articles - ask about your study/project

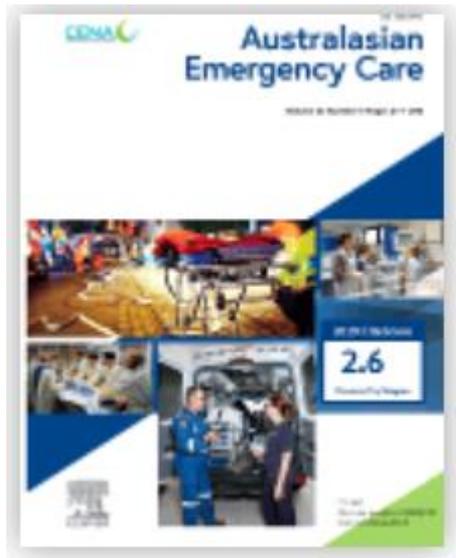
# Writing for Publication and Reviewing the Literature

## The Reviewers

Cornerstone of the scholarly publication system

Maintain integrity in the advancement of knowledge

Well-established process over centuries



# Writing for Publication and Reviewing the Literature

## Peer review functions:

- **Act** as a filter and gatekeepers
- Helps to **determine** validity, significance and originality
- Provide journals with invaluable expertise that is absolutely critical to journal quality and success
- **Improve** the quality of the work submitted for publication by giving reviewers the opportunity to suggest improvements
- Advise Editors on the quality of the manuscript



# Writing for Publication and Reviewing the Literature

## REVIEWER BENEFITS

Fulfill an academic and professional roles

Contribute to the work of others

Provide contemporary advice

Helps with one's own research

Build associations with prestigious journals and editors

Maintains awareness of new innovative research

Development of career

Helps with one's own writing

# Writing for Publication and Reviewing the Literature

## READERS

Who are the readers?

- Our audience
- Our clients
- Our focus

Papers that meet the needs of the readership are those most successful

Not about pleasing them but challenging, constructing, extending, informing the reader...

# Choosing the Right Journal

Consider both the **quality** and the **impact** of the journal

- Is this journal peer-reviewed?
- Is this journal an international journal?
- Who is on the editorial board?
- What are the aims and scope of the journal and how do these sit with your paper?
- Is this a multi-disciplinary journal?

Discuss your choices with co-authors and make sure you agree on the plan

Be realistic about your expectations

Have a plan A and a plan B beware of spam journals

Open access always incurs a significant cost to the author

# Establishing Authorship

- An author is someone who has made a substantial contribution to a published study

Discuss authorship with co-authors and people who have contributed to your work

Establish who will be the first author (the lead investigator)

Establish the order of the other authors

# Establishing Authorship

Credit for authorship must be based on the following [ICMJE](#)

[Criteria](#) and [COPE Guidelines](#):

1. contribution to conception, design acquisition, analysis and interpretation of the meaning of the data
2. Drafting an article or revising for critically important intellectual content
3. Giving final approval for the work to be published.

COPE guidelines

<https://publicationethics.org/files/u7141/1999pdf13.pdf>

# Establishing Authorship

■ **Conflict of interest:** defined as a situation in which a person has a private or personal interest sufficient to appear to influence the objective exercise of his or her official duties as, say, a public official, an employee, or a professional. *For example, a financial or personal relationship that influences decisions about a manuscript.*

All conflicts of interest (actual and potential) MUST be disclosed to the journal and managed in a systematic manner. Serious consequences if not declared.

**Provenance:** Knowing the beginning of something's existence; something's origin. Important for declarations about commissioning of papers. Can be actual or potential, and vary in the ways they might influence a person's scientific judgment.

# Must have HREC approval or exemption

- **Helsinki Declaration** of the World Medical Association (2000)

- **NHMRC National Statement** on Ethical Conduct in Human Research

- **NHMRC Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research**

- **NHMRC - when does Quality Assurance in Health Care Require Independent Ethical Review?**

<https://www.nhmrc.gov.au/research-policy/ethics-and-integrity#:~:text=NHMRC%20encourages%20and%20promotes%20ethical,for%20health%20and%20medical%20research.>

# Writing for Publication and Reviewing the Literature

## PITCHING YOUR MESSAGE

One paper = one message

- Your message must come from the analysis that is grounded in data
- Your message must be original
- Look at your data carefully when you are pitching your message
- Start with your tables and data first

# PITCHING YOUR MESSAGE

- Ensure your message is reflected in the title of the paper

- Ensure your headings reflect the message in a consistent way

  - Use signposts and lead the reader through your argument in a logical way that points to the main message of your paper.

  - “The critical review of the literature yielded five themes...”

- Decide which category your paper fits under BEFORE writing.

  - e.g. review, case report, original research

- Follow author guideline instructions carefully

- Set up your headings using the author guidelines

- Do not change these or make up your own

- Do not use abbreviations if possible

# Writing for Publication and Reviewing the Literature

## STRUCTURE

Title and author(s) +contact details and ORCID

Abstract (250-300 words) + key words

Introduction

Method(s)/methodology

Results

Discussion/limitations

Conclusion

References

Tables and Figures separate documents

Supplementary information / data sharing

# Writing for Publication and Reviewing the Literature

## **Submitting your manuscript**

Give yourself 2-3 hours to submit a manuscript

Make sure that you cannot be identified in text – no title page

No numbers start a sentence

Incorrect/mixing tenses – do not

Make sure your data is presented in a logical sequence

Grammar and punctuation must be correct

Follow author guidelines for referencing, tables, headings etc

# Writing for Publication and Reviewing the Literature

## YOUR LETTER TO THE EDITOR

You need to sell the paper to the editor so they do not reject it outright

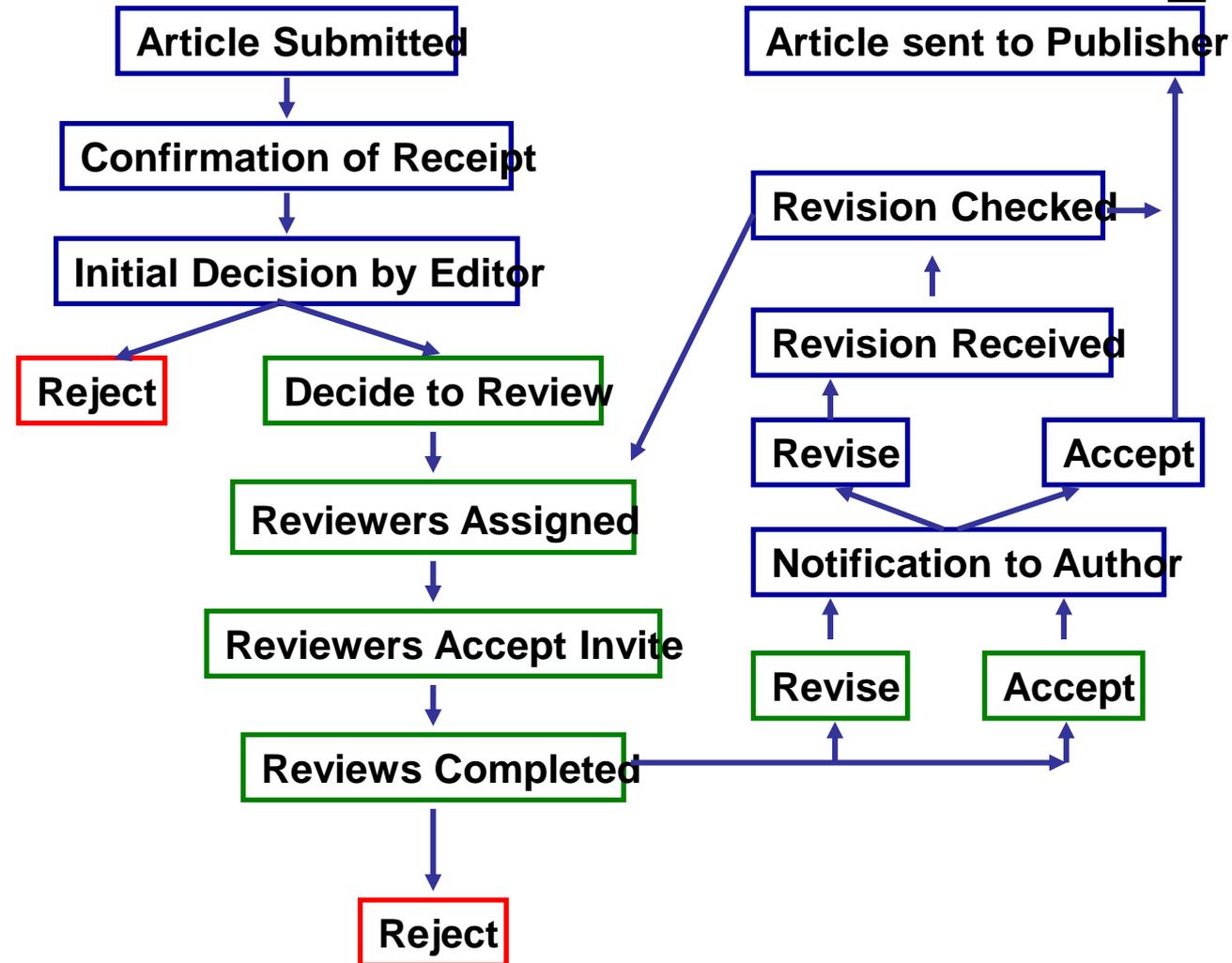
How and why is this work original?

What is the gap and why is the gap important to the journals readership?

How does it fit with aims and scope of the journal?

# Writing for Publication and Reviewing the Literature

1. “Single blind” peer review
2. “Double blind” peer review
3. Open peer review



# Writing for Publication and Reviewing the Literature

## Possible Reviewer recommendations

- Accept
- Minor Revision
- Major Revision
- Reject, Invite Resubmission
- Reject



# Writing for Publication and Reviewing the Literature

## Responding to unfavorable reviews

Provide a response to reviewers outlining what you have changed and justify what you have not.

Addressing concerns in the manuscript and in summary for to editor

Remain objective put it away for a day/two

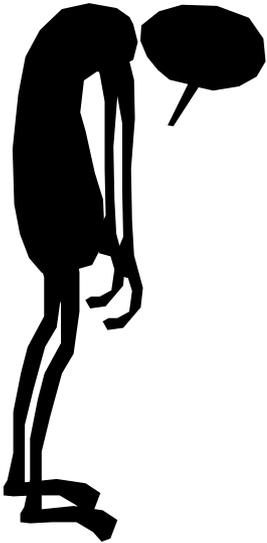
If you have conflicting comments, consider both and adjust to the most relevant

Editors are most impressed with robust arguments that respond to reviewer comments

Query the assumptions

Challenge the arguments

It is up to the Editor to make the determination, NOT the reviewer



# Writing for Publication and Reviewing the Literature

## Maintaining Momentum

Re-submit quickly if possible

Engage with critical friends, mentors or writing peer group

Ask questions, seek counsel/mentor

You will be given a time to make revisions

Take on board all feedback, this will improve your paper

Keep in touch with the Editor - you can request an extension etc



# Writing for Publication and Reviewing the Literature

## THE ROLE OF THE MENTOR

- To assist you to develop your argument
- Read drafts of your work and provide timely feedback
- To answer any questions, you have about the process of submitting the manuscript
- To provide honest feedback and clear direction



# Writing for Publication and Reviewing the Literature

## COMMON REASONS FOR REJECTION

1. Not written for the correct journal or audience
2. Nothing new or different
3. Narrow audience focus
4. Old information
5. Lack of clarity and focus
6. Fatal errors in the manuscript – e.g. data, methods, unsubstantiated claims, errors in grammar and spelling that lead to reader confusion



# Writing for Publication and Reviewing the Literature

## THINGS TO REMEMBER

Abandon perfectionism

Give yourself permission to play

Work with a mentor or critical friend

Surrender to critique, but stand by your work

Take what is useful, leave what is not

Try, try and try again...

Keep it simple

Read the author guidelines

Save your drafts



# Writing for Publication and Reviewing the Literature

## IN SUMMARY.....

1. Give yourself permission to have a go 'thinking writing'
2. Set a timeline or goals
3. Schedule time to write
4. Work with a mentor or critical friend
5. Surrender to critique, but stand by your work
6. Take what is useful, leave what is not
7. Try, try and try again...
8. Keep it simple – less emotive language
9. Read the author guidelines
10. Save all your drafts



# Success stories

1. Considine J Fry M Curtis K and Shaban RZ Systems for recognition and response to deteriorating emergency department patients: scoping review submitted IJQH <https://doi.org/10.1186/s13049-021-00882-6>
2. Chenoweth L Williams, A Fry M Outcomes of person-centered care for persons with dementia in the acute care setting: a pilot study." Person-centred care for people with dementia in the acute care setting. Clinical Gerontologist - Decision on Manuscript ID WCLI-2021-0040
3. Merrick E, Busby-Grant J, McKune A, D'Cunha N, Murphy E, Naumovski N, Fry M Measuring psychological and physiological stress in emergency clinicians. Australasian Emergency Care. 2021 24(1) 43-48
4. Shaban RZ Li C Sotomayor-Castillio C Nahidi N Kuznetsov S Considine J Curtis K Fry M Morgan D Walker T Burgess A Carver H Doyle B Varshney K Emergency clinicians' knowledge, preparedness and experiences of managing COVID-19 during the 2020 global pandemic in Australian healthcare settings In Press AUEC <https://doi.org/10.1016/j.auec.2021.03.008>
5. Sarah Kourouche, Kate Curtis, Munroe B Stephen Edward Asha, Carey, I Julie Considine Margaret Fry, Lyons Jack Middleton S Rebecca Mitchell, Ramon Z. Shaban, Unworth A Tom Buckley Implementation of a hospital wide multidisciplinary blunt chest injury care bundle(ChIP) for patients: Fidelity of delivery evaluation AuCC <https://doi.org/10.1016/j.aucc.2021.04.003>
6. Li, C., Sotomayor-Castillo, C., Nahidi, S., Kuznetsov, S., Considine, J., Curtis, K., Fry, M., Morgan, D., Walker, T., Burgess, A., Carver, H., Doyle, B., Tran, V., Varshney, K., & Shaban, R. Z. (2021). Emergency clinicians' knowledge, preparedness and experiences of managing COVID-19 during the 2020 global pandemic in Australian healthcare settings. Australasian Emergency Care. 10.1016/j.auec.2021.03.008
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