

Writing for Publication

ECI Research Symposium 2019



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Writing for Publication (Success)

1. About writing
2. Explain the key people involved in writing
3. Explore the steps and procedures in writing and publishing
4. Explain the peer review process
5. Guidance and tips for success

Life in Emergency Care...

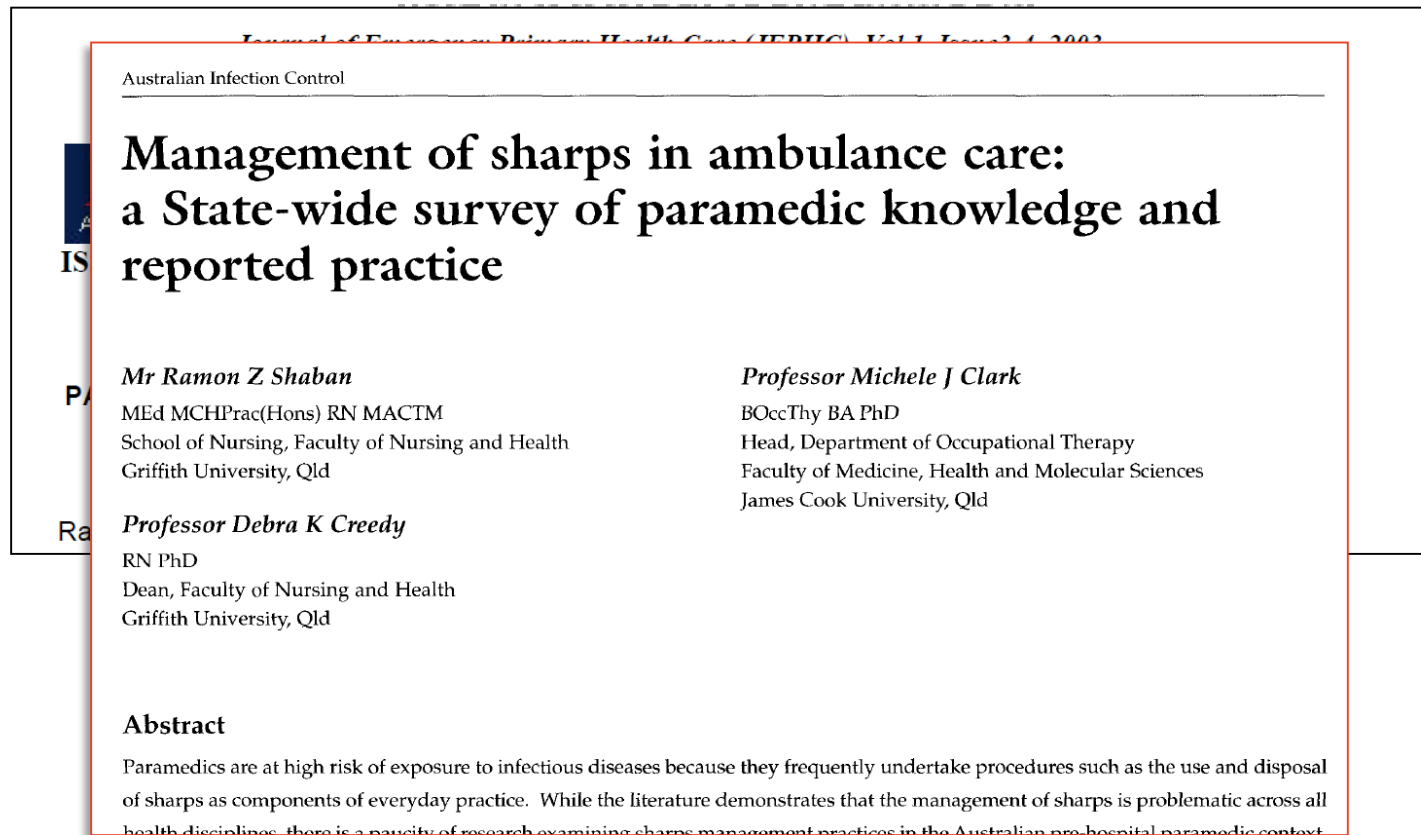
Life in Writing.....



This is how we want to feel... and look...



In the beginning...



Most editors are not like this...



Don't be a writer like this...



1



ABOUT WRITING...

Why write?

- Q: Who has published a paper in a journal?
- Knowledge creation and translation
- Critique and challenge status quo
- Professional obligations
- Identity forming and shaping
- Contribute to the discipline
- Fix problems
- Learning
- **Make a learned, scholarly point....**



So What? The Fundamental Four...

Table 1

The Fundamental Four for informing quality research.

1. What do we know?	<ul style="list-style-type: none"> • What has already been written about the topic / issue of interest? • Has the issue of interest already been investigated? –If so, by whom, when, and in what context? • Has the question already been answered?
2. What don't we know?	<ul style="list-style-type: none"> • Is this a new or emerging issue that has not been addressed previously? • Is there a gap in the research literature that makes this a new problem or issue? For example, has the problem or issue been investigated at a different time? In a different context?
3. What should we know?	<ul style="list-style-type: none"> • What is the specific gap that this study/literature review is going to address?
4. Why should we know it?	<ul style="list-style-type: none"> • Why is addressing that gap important? for patients? for families? for clinicians? for the broader health system?



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Review

Evidence based emergency nursing: Designing a research question and searching the literature



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PEOPLE INVOLVED IN WRITING

Key people in writing...

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

1. The Writer

People who write want to:

- Create and transfer knowledge
- Critique and challenge the status quo
- Fix problems
- Complete professional obligations
- Form and shape their identity
- Contribute to their profession and discipline
- Learn

The Writer...

Before you write you must ask yourself...

- Why do I want to write?
- What is my goal?
- What outcome do I want from the paper?
- Which journal?
- Are my aims consistent with the journal?
- Who is the audience?
- What are my biases?
- What lens colours my view of your world?
- What information and help do I need?
- **What is my point!**

The Writer...

- Our writing tells others things about us that we are not conscious of
- Reviewers comments bring this to our attention
- Have (find) a (your) voice
- Know what your point is
- Go on the public record
- Take a stand or position
- Stand by what you say and your work

2. The Reader...

- Who are the readers?
- Our audience
- Our client
- Our focus
- Papers that meet the needs of the readership are those most successful
- Not about pleasing them
- Challenging, constructing
- Extending, informing
- Must have the so what?

3. The Editor

- Responsible for the content of the journal
- Meet the needs of the readership and the profession
- Lead, support, gate keep, encourage, enable, protect...
- Make important decisions about the journal and
- Appointed by journal owners



<http://193.178.1.126/link/20050903/images/Editor-cartoon.jpg>

Most editors are not like this...



As a writer, don't' be like this...



When do we accept papers?

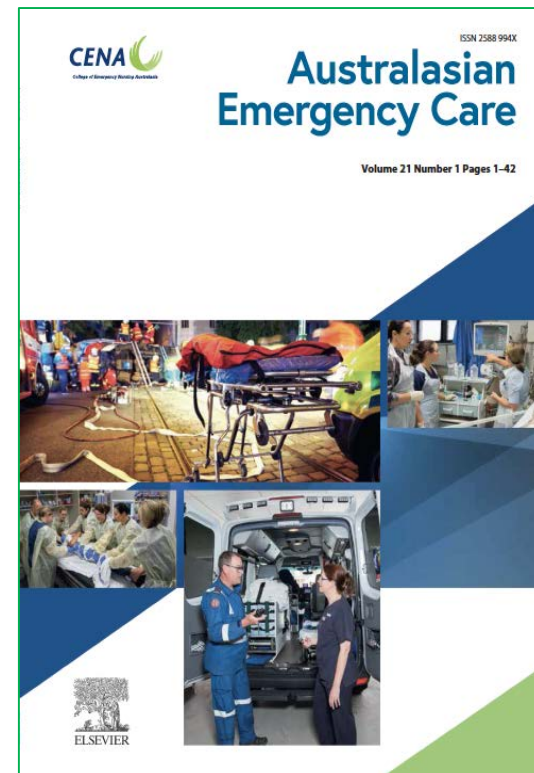
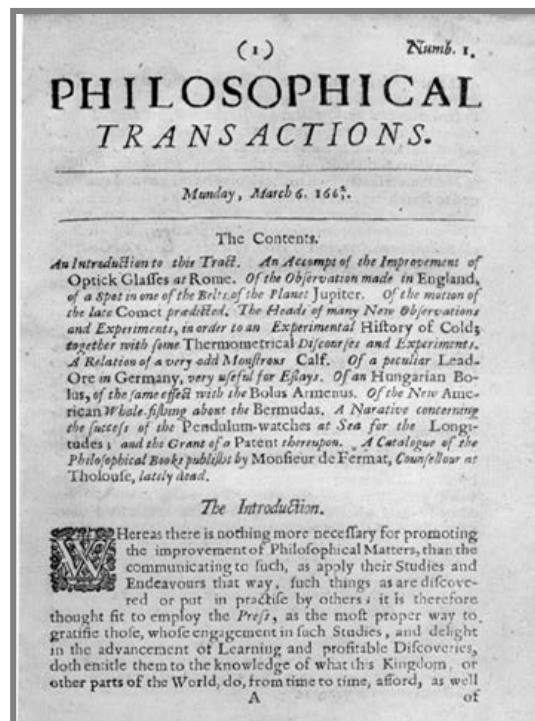
1. Inside the scope of the journal
2. Original contribution, that is new or different
3. Audience-focused
4. Clear, Coherent, Considered, Comprehensive, Contributory
5. Helps the reader to read
6. Take readers with you to new a new place, even if they disagree
7. Narrative outcome is evident
8. Nail the “So What”

When we do not accept papers...

1. Not written for the correct journal or audience
2. Nothing new or different, not original
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
7. Well written and executed, but completely misses the point and is not grounded in a significant problem.

4. The Reviewers

- Cornerstone of the scholarly publication system
- Maintain integrity in the advancement of knowledge
- Well-established process over centuries



What is Peer Review?

- Act as 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

Who are the Reviewers?

- Experts in specific fields and topics
 - clinical experts
 - research experts
 - methodologists / statisticians
- Provide variability in readership essential to the validity and reliability of the paper
- Average number of completed reviews is 4-6 per year

Why Do Reviewers Review?

- Fulfill an academic and professional ‘duty’
- Contribute to the work of others
- Provide contemporary advice
- Helps with their own research
- Build associations with prestigious journals and editors
- Maintain awareness of new research
- Develop career
- Help with their own writing

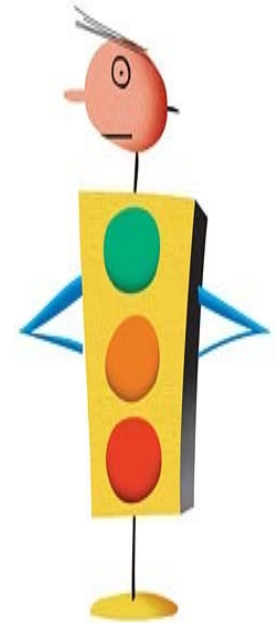
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THE STEPS AND PROCESSES IN WRITING AND PUBLISHING

The process...

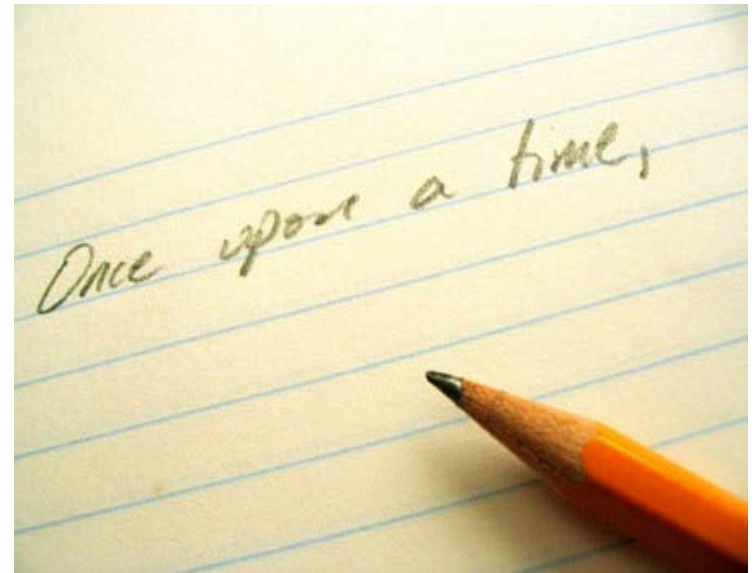
1. Topic selection
2. Journal and audience selection
3. Gathering results and information
4. Writing and pitching your message
5. Rewriting (and rewriting!)
6. Submission
7. Responding to the Editor and Peer Review
8. Rewriting and resubmission
9. Publication!



1. Purpose and Topic

Original and significant

1. Problems and solutions
2. Old topics, new approaches
3. New topics, old approaches
4. Learn from the evidence



Ask yourself the following...

- What is the readership of the paper?
- What story do they want to tell?
- What story do they ACTUALLY tell?
- What's the so what?
- Is it learned?
- **Original** and **significant** (which does not mean earth shatteringly so)

2. Establishing Authorship

- Formal criteria follow ICMJE Criteria :
 1. Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
 2. Drafting the work or revising it critically for important intellectual content; AND
 3. Final approval of the version to be published; AND
 4. Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved.
- Discuss authorship with co-authors and people who have contributed to your work
- Establish who will be the order of the other by **formal agreement**

Conflicts of Interest and Provenance

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

Human and Animal Research Ethics

- **Must have HREC approval or exemption.**
 - **Helsinki Declaration** of the World Medical Association (2000)
 - **NHMRC National Statement (2007)** on Ethical Conduct in Human Research
 - **NHMRC (2003) Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research**
 - **NHMRC (2003) When does Quality Assurance in Health Care Require Independent Ethical Review?**
- <http://www.nhmrc.gov.au/health-ethics/human-research-ethics>

Ethical Issues

- Plagiarism
- Fraud
- Consent
- Medical ethical concerns
- Criminal
- Professional

Profile: Hwang Woo-suk

South Korea's Hwang Woo-suk was feted as a national hero when, in 2004, his research team said it had successfully cloned a human embryo and produced stem cells from it, a technique that could one day provide cures for a range of diseases.

But allegations he used unacceptable practices to acquire eggs from human donors, then faked two landmark pieces of research into cloning human stem cells, have left his reputation in tatters.



Dr Hwang captured the public's imagination

3. Pitching the Message

- One paper = one argument
- Message should be
 - clear, useful, and exciting message
 - presented and constructed in a logical manner
 - readers, reviewers and editors can grasp the significance easily
- What is the “So What”

The Awesome Foursome

1. What do we know
2. What don't we know
3. What should we know
4. Why should we know it

Pitching the Message

- Your argument
 - must come from the analysis of the data you present
 - maybe research data
 - maybe a literature review
 - must be original
- Look at the data carefully regarding the message

Pitching the Message

- Ensure message is reflected in the title of the paper
- Ensure headings reflects the message in a consistent way
 - Use sign posts 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...”

4. Presentation of the paper...

- More important than people realize
- Attention to detail is vital
- Structure means that:
 - a consistent argument is presented
 - there are connections made between various sections of the paper
 - there is synergy between the aims, methods, results, discussion and conclusion

Style

- Avoid complicated use of language
 - use simple English
 - resist the temptation to sound clever!
 - Clear
 - Concise
 - Considered

Structure

Key sections included and are laid out clearly

Title
Abstract
Introduction
Methodology
Results
Discussion/ Conclusion
References

Title
Abstract <ul style="list-style-type: none">• Does it reflect what was done and what the major findings
Introduction
Methodology
Results
<ul style="list-style-type: none">• Discussion/ Conclusion• Are the claims in this section supported by the results, do they
References/Previous Research <ul style="list-style-type: none">• If the article builds upon previous research does it reference that work appropriately?• Are there any important works that have been omitted?• Are the references accurate?
<ul style="list-style-type: none">• Does the article make it clear what type of data was recorded; has the author been precise in describing measurements?

Structure

- Paragraphs will provide the framework for the structure of the manuscript
- One key message per paragraph
- All sentences in the paragraph will link to the main idea
- Vary paragraph lengths

Expression

- A variety of sentences will engage the reader
- Avoid the use of long and complex sentences
- Use punctuation correctly to separate ideas in a sentence
- Take care with spelling and beware the spell check!
- Voice...

Passive Voice

- longer, more words
- non committed
- indirect
- ambiguous
- weak, timid
- dissociates the author
from the reader



Active Voice



- Directed to the reader and catches their attention
- Strong
- Easy to read
- Less words
- Authoritative
- Used by both informal and academic publications
- But NOT in an autocratic or bossy way

Passive voice

- The handwashing practices of staff were observed by four members of the nursing staff during rostered shifts
 - (17 words)
- Patient assessment was the responsibility of the nursing staff
 - 9 words

Active voice

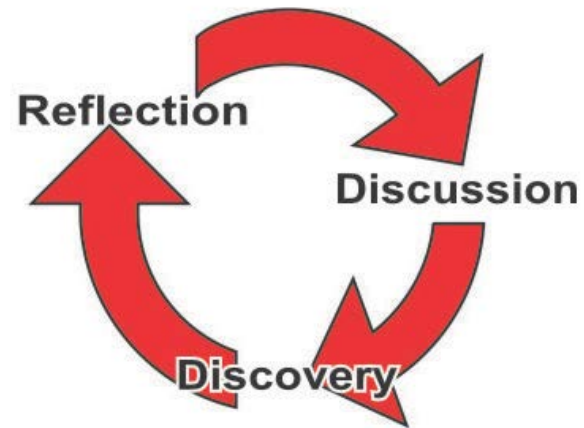
- Four members of the nursing staff observed the handwashing practices of staff during rostered shifts
 - 15 words
- Nurses were responsible for patient assessment
 - 6 words

Presenting the Manuscript

- Make sure that you cannot be identified in text
- Make sure your data is presented in a logical sequence to support your main message
- Write clearly
 - you will do this if you are clear about your message
- Grammar, punctuation, spelling **MUST** be correct

The Covering Letter

- Sell the paper to the editor so they won't reject it outright
- How and why is this work original?
- What is the gap and why is the gap important to the journal's readership?
- How does it fit with aims and scope of the journal?
- Attention to detail



PEER REVIEW

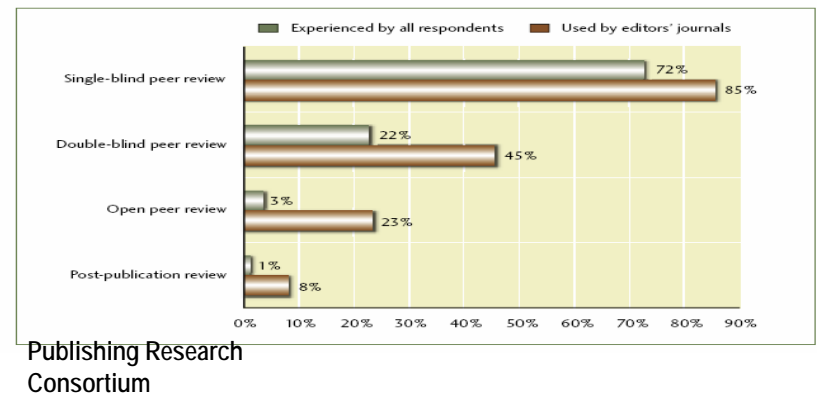
5. Peer Review

Functions:

- Act as a gatekeeper
- Helps to determine validity, significance and originality
- Provide journals with invaluable expertise that it 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

Types of Peer Review

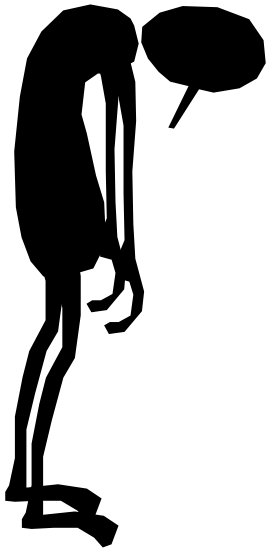
- “Single blind” peer review
 - commonly, the author is known to the reviewer
- “Double blind” peer review - AENJ
 - the author and reviewers are anonymous
- Open peer review
 - the authors and reviewers know who each other are
- Experimental
 - Post-publication peer review
 - Dynamic peer review



Remember, Top 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
7. Fail's the So What Test

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
- 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

Maintaining Momentum

- Re-submit quickly if possible
- Engage with critical friends, mentors or writing peer group
- Ask questions, seek counsel
- 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

Critical aspect for success...

1. Mentor or critical friend
2. Appropriate journal and authorship
3. Pitch of your message
4. Having a 'ready', but not 'perfect' manuscript.
5. Insight into the peer review process
6. Respond to reviews in a learned fashion
7. Maintain momentum
8. **Enjoy it!**



To your future success...

