Nurse Editor Survey Findings Inform a White Paper on Student Publication: Faculty and Student Resources

**Student Paper Workgroup**

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- American Journal of Nursing

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“Of the student papers you receive, are they written by:” (Q2)

<table>
<thead>
<tr>
<th>Program</th>
<th>Never (n%)</th>
<th>Rarely (%)</th>
<th>Occasionally (%)</th>
<th>Often (%)</th>
<th>Frequently (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD, EdD, DNS</td>
<td>0</td>
<td>5 (9.4)</td>
<td>20 (37.7)</td>
<td>14 (26.4)</td>
<td>14 (26.4)</td>
</tr>
<tr>
<td>DNP, ND</td>
<td>0</td>
<td>7 (13.7)</td>
<td>10 (19.6)</td>
<td>16 (31.4)</td>
<td>18 (35.3)</td>
</tr>
<tr>
<td>Masters</td>
<td>1 (2)</td>
<td>7 (14)</td>
<td>20 (40)</td>
<td>16 (32)</td>
<td>6 (12)</td>
</tr>
<tr>
<td>BSN</td>
<td>15 (30.6)</td>
<td>20 (40.8)</td>
<td>11 (22.4)</td>
<td>3 (6.1)</td>
<td>0</td>
</tr>
<tr>
<td>ASN,AD</td>
<td>41 (85.4)</td>
<td>6 (12.5)</td>
<td>1 (2)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Summary of quantitative results

CHALLENGES:
- Poor writing and use of language
- Lack of detail, superficial
- Poorly organized
- Incorrect formatting
Faculty as mentors

- A few editors responded that they receive papers with clear evidence of faculty mentoring; most noted the need for faculty to provide more mentoring.

- Editors see the role of faculty to:
  - Include a professional (ethical) obligation to help students write
  - Require adherence to standards
  - Identify those publishable student papers from all submissions

- Need for careful faculty review and feedback for students
Faculty as Mentors: 4 Subthemes

1. Teaching Scholarly Writing
2. Teaching Manuscript Preparation
3. Faculty Challenges
4. Program Requirement to Submit Manuscript

Kennedy, Newland, & Owens: J Prof Nurs 33:175–183, 2017
Subtheme #1: Teaching scholarly writing

- Make writing instruction part of coursework throughout entire program (e.g., content, depth, organization, grammar, language, format)
- Consider a stand alone course or workshop for graduate-level students
- Require students to conduct peer review using a selected journal’s format
- Require practice:
  - Multiple writing assignments with faculty feedback before writing for submission
  - Help students understand different types of scholarly writing as appropriate (e.g., research reports, quality improvement/projects, case studies)
- Design process to help students learn about scholarly writing
Subtheme #2: Teaching manuscript preparation

- Need for faculty experience and support to help them
  - Teach the publication process (e.g., query letters, journal match, author guidelines, peer review, revisions and commitment to process, rejection)
  - Assist with converting class papers to manuscript format
  - Guide students to review and select appropriate journal (enlist librarian)
  - Read student papers, critique, edit, assist with revisions
  - Ensure that student writes in a scholarly tone and follows author guidelines
  - Help students understand value of rejection comments to guide future publications
- Do not encourage students to submit low level and/or well known information no matter how well written or organized
Subtheme #3: Faculty challenges

- Has faculty been published or been a reviewer?
- Knowledgeable about publication process
- Experienced in writing and/or mentoring
- Able and willing to invest time and effort
- Insufficient number of faculty to mentor students
Subtheme #4: Program requirement to submit manuscript

- Requiring students to write papers has value, but only encourage students with a publishable paper to submit to journal.
- Do not make a blanket rule for submission of manuscript as requirement for course or graduation.
- Faculty should take responsibility for quality of paper - reflection on academic program.
- If a requirement, advocate for sufficient number of faculty to mentor students and provide other supports.
- Is a manuscript a realistic goal given the length of the program or coursework?
Helping Students Get Published

Helping Students Get Published: Tips from Journal Editors
A White Paper developed by the INANE Student Papers Work Group
Julia Muennich Cowell and Charon A. Pierson
NURSE AUTHOR & EDITOR, 2016, 26(4), 6
Sample faculty resources from Table 1

| Inappropriate topic for selected journal | QI projects targeted to a research journals, project done with staff nurses targeted to NP journals | Consider a preparatory writing assignment to locate 3 possible target journals for submission and ask students to write out justification for each choice along with a summary of how the article should be focused to appeal to that target audience. | Nurse Author & Editor/INANE Directory of Nursing Journals, Journal Due Diligence in Nicoll & Chinn (2015) (begins at location 1373 in the ebook). |
| Inappropriate authorship | Unclear who has contributed to paper or what the contribution was | Require students to review ICMJE authorship declaration, explain completely who has contributed which portions to the manuscript, and review CASRI contributor roles taxonomy. For students working in groups require feedback from group to individuals as well as overall confidential feedback. If faculty are to be considered authors require that the students ask faculty specifically and justify the author role. Require that students ask anyone who is a contributor for permission to list them as such. | ICMJE Manuscript Preparation Guidelines, Casrai Contributor Guidelines, How to Handle Authorship Disputes: A Guide for New Researchers (from COPE). |

Faculty resources continued

- Writing for Professional Journals is a free web-based course at the University of Utah (http://nursing.utah.edu/journalwriting/)
  - Faculty can download the entire course as an export package
  - Include in course materials
  - Licensed under a Creative Commons Non-commercial Share Alike license
- Directory of vetted nursing journals hosted and curated by INANE volunteers in collaboration with Nurse Author & Editor (https://nursingeditors.com/journals-directory/)
  - Help students avoid predatory publishers
  - Locate an appropriate journal for the paper
  - Lists Editor, Publisher, scope/aims, and links to author guidelines
  - Currently lists 240 nursing journals
Faculty resources continued

Enhancing the QUAlity and Transparency Of health Research

Your one-stop-shop for writing and publishing high-impact health research

Library for health research reporting

Reporting guidelines for main study types

See all 376 reporting guidelines

Visit our new browse reporting guidelines by specialty page
Consider requiring student projects address the research agenda of a specialty association and help them articulate how their work contributes to the advancement of the role and the improvement of outcomes for patients.

Nurse Practitioner Research Agenda Roundtable, October 2015
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Conclusions - Take Home messages

- Editors do welcome student submissions but may have particular guidelines for identification of student authors.
- Looking for well-written submissions that follow author guidelines.
- Desire content presented at appropriate level for journal audience.
- Looking for papers to meet standards of scholarship.
- Desire for nursing journal content to contribute to the conversation and advance the science.
References