



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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► *The Journal of School Nursing*

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► *Nurse Practitioner*

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► *OJIN: The Online Journal of Issues in Nursing*

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► *Journal of the American Association of Nurse Practitioners*

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

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

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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



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?

Resources for faculty

Nurse Author & Editor

Leslie H. Nicoll, PhD, MBA, RN, FAAN Editor-in-Chief

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DECEMBER 20, 2016

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

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Sample faculty resources from Table 1

<p>Inappropriate topic for selected journal</p>	<p>QI projects targeted to a research journals, project done with staff nurses targeted to NP journals</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Nurse Author & Editor/INANE Directory of Nursing Journals Journal Due Diligence in Nicoll & Chinn (2015) (begins at location 1373 in the ebook).
<p>Inappropriate authorship</p>	<p>Unclear who has contributed to paper or what the contribution was</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> ICMJE Manuscript Preparation Guidelines Casrai Contributor Guidelines How to Handle Authorship Disputes: A Guide for New Researchers (from COPE)

Cowell, J.M., & Pierson, C.A. (2016). Helping Students Get Published: Tips from Journal Editors. A White Paper developed by the INANE Student Papers Work Group. *Nurse Author & Editor*, 26(4), 6.



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



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Reporting guidelines for main study types

Randomised trials	CONSORT	Extensions	Other
Observational studies	STROBE	Extensions	Other
Systematic reviews	PRISMA	Extensions	Other
Case reports	CARE	Extensions	Other
Qualitative research	SRQR	COREQ	Other
Diagnostic / prognostic studies	STARD	TRIPOD	Other
Quality improvement studies	SQUIRE		Other
Economic evaluations	CHEERS		Other
Animal pre-clinical studies	ARRIVE		Other
Study protocols	SPIRIT	PRISMA-P	Other
Clinical practice guidelines	AGREE	RIGHT	Other

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The specialties listed below are those for which there are specialty-specific reporting guidelines available. If your specialty is not listed please visit the [main reporting guidelines search page](#).



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Suggestions for faculty teaching NPs



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,
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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

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