INSTRUCTOR’S GUIDE for

FOURTH EDITION

Anatomy of WRITING FOR PUBLICATION FOR NURSES

CYNT HIA SAVER, MS, RN

© 2021 by Cynthia Saver. All rights reserved. Visit www.sigmamarketplace.org/sigmabooks to purchase the full book.
About the Author
Cynthia Saver, MS, RN, President of CLS Development Inc.
Cynthia Saver, an award-winning author and president of CLS Development, Inc., has more than four decades of experience in nursing, including more than three decades of publishing experience as a writer, editor, and senior vice president of editorial teams. Saver has written for many nursing publications, including American Nurse Journal, American Journal of Nursing, AORN Journal, Journal of Nursing Regulation, Nurse.com, Nurse Leader, Nursing Management, Nursing Spectrum, The Nurse Practitioner, and OR Manager, to name a few. Her writing experience includes a 10-part writing for publication series for AORN Journal, research reports, case studies, interviews, clinical articles, and continuing education programs. She has written materials for nurses, physicians, pharmacists, social workers, physical therapists, occupational therapists, dentists, and other healthcare professionals. Saver has worked with the top publishers as an author, editor, managing editor, and editorial director, and was an invited reviewer for the Publication Manual of the American Psychological Association (7th ed., 2020). Her writing for publication program for nurses has received excellent reviews, and participants have published many articles. She received her master’s degree in nursing from The Ohio State University and is an author-in-residence for Nurse Author & Editor.
Table of Contents

PART 1: A PRIMER ON WRITING AND PUBLISHING ................................................. 2
Chapter 1: Anatomy of Writing ................................................................. 2
Chapter 2: Finding, Refining, and Defining a Topic .................................. 3
Chapter 3: How to Select and Query a Publication .................................. 3
Chapter 4: Finding and Documenting Sources ........................................ 4
Chapter 5: Organizing the Article ............................................................. 5
Chapter 6: Writing Skills Lab ................................................................. 5
Chapter 7: All About Graphics and Tables .............................................. 7
Chapter 8: Submissions and Revisions .................................................... 7
Chapter 9: Writing a Peer Review ............................................................ 8
Chapter 10: Publishing for Global Authors ............................................. 9
Chapter 11: Legal and Ethical Issues ......................................................... 9
Chapter 12: Promoting Your Work .......................................................... 10

PART 2: TIPS FOR WRITING DIFFERENT TYPES OF ARTICLES .................... 10
Chapter 13: Writing the Clinical Article ................................................. 10
Chapter 14: Writing the Research Report .............................................. 11
Chapter 15: Writing the Review Article .................................................. 12
Chapter 16: Reporting the Quality Improvement or Evidence-Based Practice Project ... 12
Chapter 17: Writing for Presentations ..................................................... 13
Chapter 18: From Student Project or Dissertation to Publication .............. 13
Chapter 19: Writing Continuing Education Programs ................................ 14
Chapter 20: Writing the Nursing Narrative ............................................ 14
Chapter 21: Think Outside the Journal: Alternative Publication Options ........ 14
Chapter 22: Writing a Book or Book Chapter ......................................... 15
Chapter 23: Writing for a General Audience .......................................... 15

ADDITIONAL RESOURCES .................................................................. 16
Introduction to the Instructor’s Guide

Anatomy of Writing for Publication, Fourth Edition, is designed to take the mystery out of writing by providing practical advice from a wealth of experts in the publishing field. Not only have these experts written published articles of their own, but many have sat on the other side of the table in the publishing world, editing manuscripts and making decisions as to what gets published, so they each offer a unique and valuable perspective. The book walks readers through the writing process, with in-depth tips, examples, and resources to provide stepping-stones along the way. The ultimate goal is to get nurses and students writing!

The book is divided into two parts.

- **Part 1, “A Primer on Writing and Publishing,”** describes the basics of publishing, from generating a great idea and writing the article to revising a manuscript and seeing it published. The goal is to give readers a solid understanding of the publishing process. Chapters 1–12 serve as a primer—when followed in order, students can use these chapters as a guide to create a finished article, from idea conception to submitting a manuscript. Students also should consider the information in Chapter 11.

- **Part 2, “Tips for Writing Different Types of Articles,”** is where students can apply what they learned in Part 1 to a variety of content styles. It isn’t necessary to have the students read these chapters sequentially—rather, you can pick and choose which areas best fit the goals of the class. For example, graduate students might be particularly interested in Chapter 18. Undergraduate students might benefit more from Chapter 13. Chapters not covered in class can be resources for future writing projects.

Each chapter contains these elements:

- **Opening quotes:** Quotes at the start of each chapter provide pithy words of wisdom related to the craft of writing.

- **What You’ll Learn in This Chapter:** This provides an overview of what’s to come.

- **Q&A sidebars:** These provide answers to some of the common questions related to each chapter topic.

- **Confidence Boosters:** Lack of confidence can hold nurses back from sharing their wealth of knowledge. These special sections are intended to build confidence and inspire.

- **Write Now!:** Exercises at the end of each chapter help students apply what they have learned.

The appendices include many additional resources:

- **Appendix A: Tips for Editing Checklist:** Students can use this to check their papers before submission.
• **Appendix B: Proofing Checklist**: This checklist should be completed immediately before submission.

• **Appendix C: Publishing Terminology**: Information here will help mitigate the intimidation many new authors feel when faced with publishing industry jargon.

• **Appendix D: Guidelines for Reporting Results**: Many journals require authors to follow established guidelines when reporting research or quality improvement projects. A table provides an overview of common guidelines and what they are used for.

• **Appendix E: Statistical Abbreviations**: This short list will help students use the correct abbreviations in their articles.

• **Appendix F: What Editors and Writers Want**: It’s important to drive home that editors and writers are partners in any publishing endeavor.

• **Appendix G: Publishing Secrets From Editors**: This article provides honest insights from experienced editors.

This book can be used for a writing course or as a resource for courses in which students are expected to be able to use writing as a communication tool. It may be particularly helpful for students who want to publish aspects of their DNP project or dissertation.

This instructor’s guide includes an overview of each chapter, followed by the writing lessons provided at the end of each chapter, and finally, additional exercises to help deepen understanding.

---

**Part 1: A Primer on Writing and Publishing**

**Chapter 1: Anatomy of Writing**

This chapter introduces the analogy between writing and anatomy, so nurses can see that writing is more in line with their nursing knowledge than they might have originally thought. This analogy is used to provide an overview of the entire writing process, which is then discussed in more detail in subsequent chapters. Key points include why it’s important to write, how to overcome barriers, and how to write as part of a team. Chapter 1 serves as an overview of the publishing process, including a look at the roles within a publishing team.

**Write Now!**

1. List three benefits that you feel will come from writing an article. It might be personal satisfaction, a desire to learn more about a topic, or something else. The point is that it should be personal to you.

2. Now write a few sentences about how you will carve out time to write in your schedule. Create action steps—for example, when you will set your first writing date in your calendar.

**Additional Exercises**

1. Give students a topic, such as malnutrition in hospital patients, and ask them to identify possible collaborators from other disciplines who might serve as coauthors or contributors.

2. Have students complete the editing checklist in Appendix A for their next writing project.
3. Ask students to consider this scenario and answer the questions: You are on a writing team of four people. The final draft of the article is done, but one person repeatedly ignores requests for input. What would you do? How could you avoid this situation?

Chapter 2: Finding, Refining, and Defining a Topic

This chapter presents a series of questions students can use to identify a topic on which they would like to write. If they already have an idea, the questions can be used to evaluate the strength of the idea. A significant portion is dedicated to the process of narrowing a broad idea down to a more specific topic, with a special focus on mind mapping as a useful tool.

Write Now!
1. Identify an idea for an article. (Have students complete the “Writing Assessment Worksheet,” Figure 2.1.)
2. Use a mind map to narrow the focus of your idea.
3. Write a summary statement.
4. Create an outline.

Additional Exercise
Team students together in groups of three or four. Have them choose a general topic and use mind mapping to narrow it down to a more specific one.

Chapter 3: How to Select and Query a Publication

This chapter gives an overview of how to find possible publishing outlets and then explains what students should consider when deciding which to target. The “rights of medication administration,” a fundamental tenet of nursing care, is mirrored in this chapter’s theme of the “rights of choosing a journal.” Here are the rights:

- The right audience
- The right numbers
- The right timing
- The right review process
- The right journal-level metrics

Additional topics covered in this chapter include open-access journals, alternative metrics, and predatory journals. The second part of the chapter discusses how to write an effective query letter.

Write Now!
1. Make a list of journals that would fit your idea for an article. Narrow the list to three and rank them in order of best fit.
2. Write a query letter, including the topic, a brief description of the article, why you should write the article, and your contact information.
**Additional Exercises**

1. Have students evaluate a journal using the checklist from Think. Check. Submit. (http://thinkchecksubmit.org/check/).

2. Have students write a query letter.

3. Ask students to consider this scenario and answer the questions: You are two weeks from the deadline for your article when you receive a new assignment and realize you won’t be able to complete the article. What would you do?

**Chapter 4: Finding and Documenting Sources**

This chapter explains how to find appropriate sources and cite and format those sources correctly, and it reviews types of style manuals. It includes an overview of databases, use of MeSH terms for searching, the ins and outs of bibliography database managers, and information on digital object identifier (DOI) numbers. The chapter contains a short section on the difference between a student paper and an article for publication.

**Write Now!**

1. Conduct a search in PubMed and Google Scholar and compare your results.

2. Access a free BDM or one that has a free trial. Import some citations from the search you did in the first writing exercise into your library. Change the output style to APA and then to AMA. Compare how the citations look.

3. Select three journals and identify the style of reference citation that each uses from looking at some articles. Then look at the information for authors for the journals. Do the guidelines specify which style manual to use for citations? Did you pick the right ones?

**Additional Exercises**

1. Have students choose a free bibliography database manager to explore. Have them create a profile and enter five references. Students may want to work in pairs.

2. Ask students to use the MeSH browser (https://www.nlm.nih.gov/mesh/MBrowser.html) to find the correct MeSH term for an upcoming assignment.

3. Have students copy and paste an abstract (their own or a published one) into MeSH on Demand (https://www.nlm.nih.gov/mesh/MeshOnDemand.html) to identify suggested MeSH terms.

4. Give students this citation information for a fictitious article. Ask them to format the citation as a reference at the end of the article, first using APA style and then using AMA style.

   **Author:** Latoya M. Smith
   **Title:** Effectiveness of a computer-based app in improving adherence with medications in older adults with chronic obstructive pulmonary disease
   **Journal:** Journal of Pulmonary Nurses
   **Year:** 2021
   **Volume:** 14
   **Issue:** 6
Chapter 5: Organizing the Article

This chapter introduces the basic format of an article (title, abstract, headings, beginning, middle, and end), discusses types of article structure (how to, case studies, IMRAD, disease process, chronological), and presents templates for different types of articles (research, evidence-based practice, quality improvement, clinical, literature review, case study, nursing narratives). The chapter contains a table comparing quality improvement and research articles and provides an overview of various reporting guidelines.

Write Now!
1. Choose a journal in your specialty. Read two to three articles and identify the types of articles you’ve read.
2. Identify three types of articles that you would like to write. For each one, create an overview of what you would include, using templates for those provided.

Additional Exercises
1. Pair up students and have each team use the online wizard from the Equator Network (http://www.equator-network.org/toolkits/selecting-the-appropriate-reporting-guideline) to determine the most appropriate reporting guideline. Give teams different scenarios so the group can compare results. For example, some teams could evaluate a quantitative research project, while others look at a qualitative project. As an additional step, you can ask the students to enter text from an existing manuscript into the free manuscript-check function to see what results the wizard generates.
2. Break students up into teams and assign a few guidelines from Appendix D to each team. Have them review the guidelines and report to the class what they’ve learned.
3. Ask students to pick three articles from two to three of their favorite nursing journals. Have them list the name of the article and its type: research, evidence-based practice, quality improvement, clinical, literature review, or case study. They could do this as a team exercise.

Chapter 6: Writing Skills Lab

This chapter explains that effective writing meets the four Cs—clear, concise, correct, and compelling—and details how to achieve each C. The basic writing principles will serve students well as they produce any type of written product for print or online. Topics including active/passive voice, parallelism, transitions, and the importance of bias-free writing.
**Write Now!**

1. Pick an article from your favorite journal and identify active and passive sentences.

2. Compare articles research and clinical journals. Note how they differ in style.

**Additional Exercises**

1. Have students evaluate free grammar websites that they could use as resources, such as Grammar Girl (http://www.quickanddirtytips.com/grammar-girl), Grammarly (https://www.grammarly.com), and Grammarphobia (http://www.grammarphobia.com/blog).

2. Ask students to identify the noun, verb, object, and qualifiers in the following sentences:
   - The nurse finished her night shift on time. (nurse = noun, finished = verb, night = qualifier, shift = object, time = noun)
   - The trauma patient wakened to firm pressure. (trauma = qualifier, patient = noun, wakened = verb, firm = qualifier, pressure = noun)

3. Have students make the passive sentences active.
   - Passive: Three main steps can be taken by nurses to improve pain management.
   - Active: Nurses can take three main steps to improve pain management.

4. Have students rework the following list so that each entry is parallel in structure.
   - **Original**
     - To start an IV, the nurse should:
       - Wear gloves.
       - The tourniquet should be tied a few centimeters above the location.
       - The patient should make a fist.
       - Find an appropriate vein.
       - Cleanse the skin with alcohol.
       - The alcohol should be allowed to dry completely.

   - **Parallel**
     - To start an IV, the nurse should:
       - Wear gloves.
       - Tie the tourniquet a few centimeters above the location.
       - Ask the patient to make a fist.
• Find an appropriate vein.
• Cleanse the skin with alcohol.
• Allow the alcohol to dry completely.

5. Divide students into small teams. Ask each team to compare an article from *Nursing Research* to one from *American Nurse Journal* by examining how they differ in tone, prevalence of passive/active voice, and use of references.

**Chapter 7: All About Graphics and Tables**

This chapter provides practical strategies for using graphics effectively. The student will learn about the various types of graphics that might be used, along with how to create strong graphics that best present the data or information. Other valuable sections include obtaining reprint permission, proper submission of graphics to a publication, and a table that assists writers to select the right graphic based on purpose.

**Write Now!**

1. Choose a research article and analyze the effectiveness of the graphics.
2. Choose a clinical article and note how the graphics differ. Are they effective?

**Additional Exercises**

1. Ask students which would be the best type of graphic (and why) for each of the following situations (possible answers in parentheses):
   - Demographics of comparison groups (table or pie chart)
   - Certification among the sample size of critical care nurses (pie chart)
   - Comparison of health habits of patients with and without heart failure (bar chart)
   - Process of early assessment and administration of t-PA for stroke (flow chart)
   - New type of ventilator (photograph or illustration)
2. Have students pick a research article and a clinical article to review. Ask them to analyze the effectiveness of the graphics in each.

**Chapter 8: Submissions and Revisions**

This chapter discusses the importance of following the author guidelines when submitting the manuscript and provides a submission checklist writers can use. Key points include the basics of the peer-review process and its role in achieving a quality publication. The latter part of the chapter acknowledges that criticism can at first be difficult to hear, but assures the writer that constructive feedback is key to improving the manuscript. The focus is on moving beyond the initial reaction and onto the next steps—revision and resubmission of the manuscript. Types of requested revisions, how to format responses to reviewers, and what to do when reviewers disagree are all covered.
Write Now!
1. Identify a journal in which you are interested in publishing and review its submission guidelines along with some previously published articles. This will help you understand what topics are more likely to be accepted.

2. To learn more about peer review, visit Elsevier’s reviewer’s resource information page at http://www.elsevier.com/wps/find/reviewershome.reviewers.

3. Pick out your favorite two journals and identify topics for possible development and submission. Set a deadline and start writing!

Additional Exercises
1. Ask students to complete the first part of the proofing checklist in Appendix B for their next writing assignment.

2. Have students compare the submission portion of the author guidelines from two different journals.

3. After students receive feedback on a writing assignment, ask them to create a table that lists the reviewer’s comments in one column and the student’s responses in the other.

4. Have students read about the peer review process at https://www.elsevier.com/reviewers/what-is-peer-review and then write a short description of types of review (single blind, double blind, open).

Chapter 9: Writing a Peer Review
This chapter opens with a description of the peer-review process, including roles and responsibilities of peer reviewers, benefits of being a peer reviewer, how to become a reviewer, and types of peer review (double blind, single blind, and open review). The second part of the chapter explains how to write a peer review that will help authors improve their manuscript. Undergraduate students are unlikely to serve as peer reviewers; however, this chapter offers a helpful perspective for students who might find their own writing under peer review, as they learn what might be considered when evaluating an article.

Write Now!
1. Make a list of the three topic areas in which you are an expert and provide evidence of your expertise in each area (for example, certifications, presentations, publications, clinical experiences).

2. Contact the editor of a journal that publishes articles in your areas of expertise and ask about serving as a peer reviewer.

Additional Exercise
Give each student another student’s paper to review (keep the author confidential). Ask the students to write a short synopsis of the manuscript and their overall opinion. They should summarize the major positive aspects, state the most important problems (and how serious they are), and determine whether the problems can be fixed.
Chapter 10: Publishing for Global Authors

This chapter addresses the unique needs of authors in countries other than the United States. Readers learn how to determine if their work in one country serves a wider global audience. They will also find tips for writing in a second language and resources for non-native English-speaking authors.

Write Now!

1. Identify a topic for a current article, and then go online to identify global publications on this topic.
2. For your next upcoming project, identify global scientists who could help you plan the project so that global considerations are met.

Additional Exercises

2. Have students visit the Journal of Nursing Scholarship or International Journal of Nursing Studies website, read one article from an author not from the United States, and then summarize the article and its contribution to nursing.

Chapter 11: Legal and Ethical Issues

This chapter first reviews the legal issues related to publishing, such as copyright, permissions, and fair use of content. The chapter then discusses ethics of publishing, including authorship, conflicts of interest, confidentiality, privacy, and research misconduct. Readers can find legal information worrisome, so it helps to reassure them that following good publication practices will help avert potential problems.

Write Now!

1. Practice writing a permission letter to a journal, requesting the use of a figure from an article.
2. Visit the Journal of Nursing Education website at https://www.healio.com/nursing/journals/jne/submit-an-article and review its guidelines for submitting an article. Pay particular attention to the section Authorship Criteria and Responsibilities.
3. Compare and contrast other requirements for publishing in nursing journals for consistency and differences.

Additional Exercises

1. Choose a case from the Committee on Publication Ethics to discuss (http://publicationethics.org/cases).
2. Have students visit the Journal of Nursing Education website at https://www.healio.com/nursing/journals/jne/submit-an-article and review its guidelines for submitting an article. Ask them to summarize the section related to human subjects protection.
3. Ask students to imagine that they want to publish the last paper they submitted for a school project under a Creative Commons license. Have them use the Creative Commons Tool to find the recommended type of license based on their preferences: https://chooser-beta.creativecommons.org/.

Chapter 12: Promoting Your Work

This chapter emphasizes the importance of marketing your work if you want to be effective in disseminating information. Too often nurses don’t think about marketing until later in their careers, but starting early is best. Strategies covered in the chapter include picking the right keywords and using them effectively, social media and academia social networking sites, in-person networking, author-level metrics, and working with media outlets. This chapter would also be helpful for a professional development course.

Write Now!
1. Identify two or three target audiences for your work, and then describe the top two points of interest for each group.
2. Write three social media messages for a publication (ideally, your own!) and review them with a friend or colleague.
3. Make a list of potential magazines or news outlets for your work.

Additional Exercises
1. Choose a study from a nursing research journal and ask pairs or small groups of students to write a press release and two social media messages.
2. Have students identify two or three target audiences who might be interested in the topics they most like to write about. Ask them to list the top two points of interest for each group.

Part 2: Tips for Writing Different Types of Articles

Chapter 13: Writing the Clinical Article

This chapter covers one of the most common types of articles nurses write—the clinical article. It differentiates a clinical article from a scholarly one and takes readers through a stepped approach to writing: develop a clinical topic and focus, select a journal for publication, choose an appropriate format, gather information, write using active voice, edit the manuscript, and submit.

Write Now!
1. List three possible ideas for a clinical article.
2. Choose a format for an article on a clinical topic of your choice and describe how you will approach the article.
3. Go on a treasure hunt: Find the subheads in the chapter.

Additional Exercises
1. Give two submissions from a writing assignment from a previous class (remove names) to students and ask them to answer the “Getting Good Feedback” questions in the chapter (p. 175).
2. Give students more opportunities to change sentences from passive to active voice because that is one of the easiest ways to improve writing.
   • Approval for the new curriculum was given by the dean. (The dean approved the new curriculum.)
   • Several steps can be taken by hospitals to improve pain management. (Hospitals can take several steps to improve pain management.)
   • Phenomenological evidence of suffering and limitations wrought by pancreatic cancer that has been found in qualitative studies has resulted in an increased knowledge of living with pancreatic cancer. (Qualitative studies have increased our knowledge of living with pancreatic cancer by providing phenomenological evidence of the suffering and limitations wrought by the disease.)

3. Ask students to write a case study article on a topic of their choosing.

Chapter 14: Writing the Research Report

This chapter is vital for those pursuing research as part of their career path because it explains in detail how to write a research report. It explains each section of the report (abstract, introduction, methods, results, and discussion) and teaches the elements of crafting a strong abstract. The chapter covers quantitative, qualitative, and mixed methods studies and contains a table that compares the three.

Write Now!

1. Read a published research article without reading the abstract, and then write your own abstract and compare it to the published one.

2. Given the abstract from the study by McBride and colleagues (2019) included in this chapter, formulate one or two research questions and several hypotheses you may want to test if you were doing this study. Then read the entire article by these authors and see if any of your questions/hypotheses match those of the authors.

3. Read the results section of two research articles and note how the authors have used tables and figures to supplement the article. Critique the two papers. How well did they present their results? To what extent did the tables and figures help you understand what the authors were trying to convey? What would you do differently?

Additional Exercises

1. Have students analyze the quality of a research study abstract.

2. Give each student a published article minus the abstract, and have them use the OJISH mnemonic to write their own abstract. Then have them compare what they wrote with what was published.

3. Ask students to read the results section of two research articles and note how the authors have used tables and figures to supplement the article. Have them critique the two papers as to how well they presented their results and the extent to which tables and figures helped them understand what the authors were trying to convey. Ask them to answer the question: What would you do differently?
Chapter 15: Writing the Review Article

This chapter discusses the value of review articles and then provides guidance for writing the most common types—systematic, scoping, and integrative. Two tables are particularly valuable: one compares the three review types discussed in the chapter, and the other presents additional types of review articles.

Write Now!

1. Find an example of a systematic review, a scoping review, and an integrative review. Compare them to differentiate their purposes, methods, findings, and conclusions.

2. Read a published systematic review without reading the abstract. Then write one following the elements of a systematic review. Did you find similar conclusions to the investigators who published the review?

3. Find an appraisal tool for one type of review. (For example, find the “CASP tool for systematic reviews.) Read the review and identify its strengths and weaknesses.

Additional Exercise

Ask students to write a “plain language” summary of a review of their choosing. Discuss how challenging it was to summarize information so that those without a healthcare background could understand it.

Chapter 16: Reporting the Quality Improvement or Evidence-Based Practice Project

This chapter guides students through the process of writing articles about quality improvement (QI) or evidence-based practice (EBP) projects. It answers common questions about these two types of projects, such as how they differ from research studies and who target readers might be. Next, the chapter reviews how to write these articles, including use of the SQUIRE Guidelines.

Write Now!

1. Think about a QI or EBP project that you have either led or been involved in. Write an outline for an article, including subheadings and sample text for each section. Think about how you might involve other relevant stakeholders in this planning process.

2. Go to different journals and find different types of articles that report QI or EBP projects. Use the framework described in this chapter to assess the articles—What are some of the common missing elements from the articles you found? How would you improve them?

3. Write up the article that you planned as a result of undertaking the first task.

Additional Exercise

Divide the class into teams and ask them to agree on a possible QI project. Have the teams use the SQUIRE guidelines (http://www.squire-statement.org/index.cfm?fuseaction=Page.ViewPage&pageId=471) to make notes about what each section of a QI article would cover. For example, one team member could work on explaining why the project was started, another could write a description of the project overview, another could cover how the project was implemented, and so on.
Chapter 17: Writing for Presentations

This chapter discusses writing an abstract for a “live” talk or poster presentation. Key topics include how to review the call for abstracts. A sample reviewer evaluation form is provided so the reader can see what reviewers look for, and a case study presents the entire process. The chapter also gives readers tips for creating effective posters and encourages presenters to write an article based on their talk or poster.

Write Now!

1. Pick one of the resources for creating a poster mentioned in this chapter and review what it offers.

2. Visit the website of a professional organization in your specialty area and look for the date of the next conference and when the call for abstracts will be posted.

3. Plan to submit an abstract for a poster or podium presentation using the information presented in this chapter.

Additional Exercises

1. Divide students into teams and give each of them an article that they can use to create a poster. Have faculty and students vote for which they think is the best, and give a small award to the winner.

2. Give students the brochure from a recent or upcoming conference. Have them pick a session or poster and discuss how they could convert it into an article.

Chapter 18: From Student Project or Dissertation to Publication

This chapter helps students understand that a school assignment must be reworked before it can be published and provides a process for doing so. It then goes into more detail about how to rework presentations, academic papers, and capstone projects to create published articles. This chapter is a must-read for any student considering publishing work that started as a school presentation or paper.

Write Now!

1. Choose one assignment that you are passionate about or did well on. Explore prospective journals and magazines that would be appropriate for an article related to your work.

2. Find out your school’s requirements related to sharing work in databases.

Additional Exercises

1. Have students research the school’s requirements related to sharing their work in databases.

2. Ask students to create a short outline for a possible article based on a paper they completed for a school project.
Chapter 19: Writing Continuing Education Programs

This chapter discusses how to write an effective continuing education (CE) article, including understanding the target audience; choosing a topic; writing goals, objectives, and outcome statements; creating an outline; writing the content; and developing the post-test. Although this chapter is geared more toward practicing nurses, it can be valuable for undergraduate students as a guide to help make them more informed CE program consumers.

Write Now!
1. Describe the goal of the educational activity and form three learning objectives. Compare these with the sample objectives in this chapter.
2. Pick a CE program from a journal and develop one post-test question for it. Compare what you have written with the criteria in this chapter to evaluate the question.

Additional Exercise
Have students choose a topic that they would develop an interprofessional CE for. Ask them whom they would include on the writing team and what they would need to consider when writing the article.

Chapter 20: Writing the Nursing Narrative

This chapter explains the value of narratives and provides examples of each type—advocacy, error, interdisciplinary teamwork, reflection, resilience, and skill acquisition. The examples are from real nurses, and each one includes commentary. The chapter then delves into how to write an effective narrative and concludes with a discussion on publishing nursing narratives. The chapter can be used to reinforce to students that narratives may be required for clinical advancement, so it’s important to gain expertise with this type of writing.

Write Now!
1. Visualize a patient you cared for or a situation you’ve never forgotten. Recall what you saw, heard, smelled, and felt. Write the experience as you remember it. Include dialogue and the thoughts and feelings you had at the time.
2. Use your mobile device or a tape recorder to tell a story to yourself or a trusted colleague about a patient you cared for. Tell it quickly, without editing yourself. Then listen to the story for key points you might include in a narrative.

Additional Exercise
Have students discuss the sample nursing narrative at http://www.mghpcs.org/ipc/Programs/Recognition/Describing.asp, including identifying the type and its strengths and weaknesses.

Chapter 21: Think Outside the Journal: Alternative Publication Options

This chapter covers publishing options that don’t immediately come to mind but that can be important writing opportunities for nurses. Readers learn about these options and strategies for writing them. The content can be used to make students more thoughtful about what they read in publications.
Write Now!
1. Write a letter to the editor and submit it. You might try your local newspaper first.
2. Select a journal you read routinely. Does the journal publish columns? If so, read the author guidelines for writing a column. Review the past three years of the journal for relevant and “hot” topics not covered. Contact the editor to see if there is interest in your topic.
3. Review your professional association newsletter. Identify the three main focal areas. What can you contribute as an article in one of these areas?
4. Begin a professional blog to promote your research or a topic that is important to you.

Additional Exercises
1. Give students a controversial article from a nursing journal or general publication and have them write a letter to the editor expressing their opinions.
2. Ask students to write a blog on an issue they feel passionately about.

Chapter 22: Writing a Book or Book Chapter
This chapter takes authors from idea to published book. It includes preparation such as targeting a publisher, crafting a successful proposal, developing a table of contents, using a template for contributors’ content, and creating a sample chapter. It covers the advantages and challenges of working with contributors, as well as helpful pointers for choosing contributors. The chapter also discusses legal considerations (such as contracts), schedule creation, and the various parts of the book.

Write Now!
1. Think of an idea for a book or book chapter. Using the Sigma proposal format in this chapter, note how you would accomplish each step.
2. Compare the table of contents from three different books to identify various formats. Analyze how well the table of contents reflects the book’s stated purpose and title.

Additional Exercise
Create teams of students and ask them to develop an idea for a book for nursing students. The proposal should include a goal, potential title, table of contents, and list of potential contributors. Have the teams present their ideas to the group and vote for their favorite. Award a small prize to the winning team.

Chapter 23: Writing for a General Audience
This chapter discusses how to write for laypeople in need of healthcare information. It describes principles of writing for a general audience, such as delivering a clear and compelling message; and factors important to consider, such as literacy, reading level, and cultural sensitivity. The chapter revisits the letter to the editor, this time for a general publication, and emphasizes to students that nurses are well positioned to deliver health-related information to the public.
**Write Now!**

1. Write a letter to the editor of your local newspaper or a national magazine.

2. Write a paragraph designed for the public, and then test its readability level, using one of the tools discussed in this chapter.

**Additional Exercises**

1. Give students two paragraphs from an article published in a nursing journal and have them rewrite them for a general audience. Once completed, have them determine the readability level.

2. Pick a health-related article on the website of a consumer publication outlet and ask students to evaluate it using the checklist for plain language (https://www.plainlanguage.gov/resources/checklists/web-checklist/). Have them rate each item on a three-point scale, with 3 being completely meeting the criterion.

   - Less is more! Be concise.
   - Break documents into separate topics.
   - Use even shorter paragraphs than on paper.
   - Use short lists and bullets to organize information.
   - Use even more lists than on paper.
   - Use even more headings with less under each heading.
   - Questions often make great headings.
   - Present each topic or point separately, and use descriptive section headings.
   - Keep the information on each page to no more than two levels.
   - Make liberal use of white space so pages are easy to scan.
   - Write (especially page titles) using the same words your readers would use when doing a web search for the info.
   - Don’t assume your readers have knowledge of the subject or have read related pages on your site. Clearly explain things so each page can stand on its own.
   - Never use “click here” as a link. Link language should describe what your reader will get if they click the link.
   - Eliminate unnecessary words.

**Additional Resources**

Remember to download these free PDFs at http://hdl.handle.net/10755/21342.

- What Editors and Writers Want
- Tips for Becoming a Published Author
- Duty to Disseminate
I hope that this guide will help you as you encourage your students to write. Nurses have a professional duty to disseminate their knowledge and expertise—sharing valuable information promotes excellence in practice and improves the lives of our patients. Establishing writing expectations during the student years helps establish a career-long writing habit.

Above all, the contributors and I salute you for all your hard work in teaching future nurses and nurses who want to advance in their careers.

–Cynthia Saver, MS, RN
Editor

Anatomy of Writing for Publication for Nurses, Fourth Edition