Clinical Scholarship

Dissemination, Peer Review and Public Critique

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Objectives

- Examine the critical role of dissemination in advancing nursing practice
- Describe strategies for disseminating practice-based scholarship
- Discuss the importance of peer review and public critique in advancing nursing scholarship.
The Academia “Tug-of-War”

Research           Teaching

Academic tenure depends on evidence of faculty scholarship, what counts as scholarship?
Carnegie Foundation: Scholarship Reconsidered (Boyer, 1990)

- Scholarship has 4 separate, overlapping meanings
  - Scholarship of discovery (research)
  - Scholarship of integration
  - Scholarship of application (practice)
  - Scholarship of teaching
Scholarship Model

- Gives meaning to isolated facts
- Applies academic work to solving problems in context
- Developing methods for preparing students as creative, critical thinkers
- Generating new knowledge - research
What makes something scholarship?

- Dissemination!!!!
  - Publication & presentation
  - Grant applications
  - Awards/recognitions
  - Reports
  - Products; patents; copyright
  - Policy papers
What is Dissemination?

**External**
- Publication and presentation
  - Placing work in the public domain for critical review
- Review by the community of professionals/scholars (peer-reviewed)
  - Experts in the field (research/practice)
- Engaging scholarly dialogue for the purpose of advancing science and practice

**Internal**
- Submitting work for review and comment within a system/organization
Applause!!!!

- Thanks to all the conference presenters, podium and poster, for disseminating your scholarly work!
Evidence-Based Practice

- Problem solving approach to clinical decision-making
- Uses evidence
  - Scientific (research)
  - Experiential
- Contextually grounded
  - Culture/environment
  - Resources (staffing/equipment/supplies)
  - Professional/regulatory standards
What counts as evidence?

- **Research:** Peer-reviewed; public domain
  - Experimental
  - Non-experimental
  - Qualitative
- **Non-Research:** Organization specific; not peer-reviewed
  - Organizational experience (E.G.: QI project; financial data)
  - Clinical experience and patient preference
- **Professional/regulatory standards and guidelines:** Agency/profession specific; public domain
Dissemination

Contributing Scholarly Work for Advancing the Practice of Nursing

From an Editor’s Point of View
Rule #1: Frame the work correctly

- **Research**
  - Systematic process that generates new knowledge – findings are generalizable

- **Quality Improvement**
  - A process to improve systems and procedures within and organization intended to improve outcomes/ systems.

- **EBP**
  - Translates evidence into practice
  - Uses research and other evidence
  - “What is the best method or practice”… in a given context.
Research Abstract

- **Purpose**
  - What is the intent or goal of the study? What did you want to learn?
  - What was the aim of the study? What is the gap in knowledge?

- **Background/Significance**
  - What was the problem and why was it important? What knowledge are you building on? *Theoretical/scientific rationale*

- **Methods**
  - What is the design? Sample? Instruments? Data collection and analysis?

- **Results**
  - What did you find?
Conclusions: Did the study satisfy the stated aim(s)?

- What do your findings mean?...in the context of the theoretical rationale/framework.

- What is the clinical significance? How do these findings help fill the gap in knowledge?

**Note:** Purpose of a theoretical framework

- Determines what counts as data
- How the data are to be analyzed

Implications for Practice and Further Research
Research without a Theoretical Rationale...
Dissemination of Research Findings

Introduction
Aim(s)
Literature review/Background/Significance
Theoretical Framework
Methods: design, sample, measurement, procedures, analysis
Results
Discussion
Conclusions
EBP Initiatives

- **PICO Question**
  - **P**: Problem/patient/population
  - **I**: Intervention: “What do we want to try out?”
  - **C**: Comparison with another intervention
    - Does not apply when PICO is a “best practice” question
  - **O**: Outcomes of interest (measurable)
    - Metric for measuring
    - Frequency for measuring
    - Reporting results
PICO Question

- Guides the formulation of a question that can be answered with existing evidence
- Specificity makes the question answerable
- Shapes the purpose of the initiative
- Defines the evaluation parameters (measurement)
EBP Abstract

- **Purpose**
  - What is the intent or goal of the project? What problem is being addressed by the EBP initiative?
  - *... the purpose is always to fix the problem*

- **Synthesis of Evidence**
  - Describe 1) the steps taken to synthesize the evidence and 2) outcomes of the review
  - *The outcome of the evidence synthesis is a summary of the evidence.*
Synthesis of Evidence: Translation Pathway Options

- Strong evidence, consistent results
  - Indication for practice change
- Good and consistent evidence
  - Varying in quality
  - High quality/low level evidence (e.g. quality descriptive studies)
  - Consider piloting a change
- Good but conflicting evidence – **ABSTRACT ENDS: Change does not proceed**
  - Conflicting evidence from quality studies
  - More evidence is needed
  - No change can be recommended
Assuming a Practice Change is Supported by Evidence

- Proposed Change in Practice
  - Describe the change in practice based on the synthesis of evidence Translation Pathway Option

- Implementing Strategies
  - How did you implement the change in practice?
  - How did you turn knowledge into action?

- Evaluation
  - How did you determine the practice was a success? What clinical outcomes did you evaluate? What process variables (e.g. adherence) were studied?
  - What did you measure and how was it analyzed to determine that the problem was fixed (or not)?
EBP Abstract (continued)

- **Conclusions**
  - What did your findings mean? What was the clinical significance?
  - Did you fix the problem or not?

- **Implications for Practice**
  - What are the implications for practice? *in this context*
  - What lessons learned might be helpful to others with a similar problem?
  - Are there gaps in knowledge that could benefit from more research?
Disseminating EBP Practice Change

- **Purpose**
  - What problem is being addressed by the EBP initiative?

- **Synthesis of Evidence**
  - Describe the literature review process and summary of the evidence.

- **Change in Practice**
  - Describe the change in practice based on the synthesis of evidence.

- **Implementation**
  - Describe strategies for implementing the change and measures for evaluating/monitoring the change.

- **Results**
  - Present the evaluation measures and summarize the findings.

- **Conclusions**
  - Did you fix the problem or not?

- **Implications for Practice**
  - What are the implications for practice?...in this context
  - What lessons learned might be helpful to others with a similar problem?
Pitfalls to Avoid

- Vague problem/purpose statement.
  - “The problem was…”
  - “The purpose of the EBP initiative was…”
  - These two statements MUST match

- Poor description of the literature review process
  - Use PRISMA diagram/principles to describe the literature review
  - www.prisma-statement.org
PRISMA 2009 Flow Diagram

Identification

- # of records identified through database searching
- # of additional records identified through other sources

Screening

- # of records after duplicates removed
- # of records screened
- # of records excluded

Eligibility

- # of full-text articles assessed for eligibility
- # of full-text articles excluded, with reasons

Included

- # of studies included in qualitative synthesis
- # of studies included in qualitative synthesis (meta-analysis)


For more information, visit www.prisma-statement.org.
Pitfalls

- Be specific about outcome measures
  - What data, what instruments, who collected, how often, how managed, how analyzed
  - Make sure the data collected address the purpose of the initiative

- If the data shows statistical significance – DO NOT include a “p value”
  - EBP initiatives are not designed to test an hypothesis.

- Focus on outcomes, not process
  - Describe the strategies for making the change
  - Avoid long narratives about “process” – who did what, when
Research is recommended when...

- Good but conflicting evidence
  - No change can be recommended

- Little or no evidence
  - Insufficient evidence
  - No evidence
Options for “Little or No Evidence”

- Conduct a research study
- Evaluate community standard
- Quality improvement project
- Periodic review of the practice in question
Disseminating Summaries of “Little or Low Quality Evidence”

- What to do when the evidence is not available to suggest a practice change?
- Consider publishing the results of a rigorous literature search that yielded little or poor quality evidence.
  - If the problem is significant
  - If the problem lends itself to research methods
  - If there are professional guidelines for addressing the problem
    - The guidelines are based primarily on expert opinion (community standard)
Quality Improvement Projects

- QI is a process by which individuals work together to improve systems and processes with the intention of improving outcomes or systems process.
- A QI project produces evidence specific to a unit or organization.
- In contrast, EBP translates existing evidence into practice.
- A formal, written report should be prepared at the end of the QI project.
- QI projects are not intended for external dissemination.
Reporting a QI Project

- Problem and purpose
- Background/Significance
- Project description
  - Who, what, when, where, how
- Implementation Strategies
- Outcome measures
  - What data, collected by whom, when, using what methods, how often
- Results
- Conclusions
  - Do your outcomes demonstrate that you fixed the problem?
Pitfalls to Avoid: Internal QI Project Report

- It’s a written, formal report. Prepare it in a scholarly manner
- Put your name on the report
  - Include team members... acknowledge everyone’s contribution
  - Don’t add names of persons who did not contribute
- Put the date and location of the project (unit, clinic, etc.)
- Summarize data in tables and graphs – label all tables, figures and graphs
- Include clinical and fiscal implications as appropriate
- Submit the report to administration (whether they ask or it or not!)
Student Capstone Project: The Great Unknown

- Faculty should specify the purpose of a “capstone” project.
- A capstone project can be research, EBP, QI, literature review/synthesis, program development.
- Pick one of the above or other conventional approach to clinical problem solving… and ride that horse for the whole race!
- Do not leave out steps, mix methods or steps from different strategies, or invent steps.
- In the end, the logic of the initiative MUST be clear… and the measurement of findings designed to support the purpose.
- See Rule #1: Frame the work correctly
Getting Started: Writing a Journal Article
Get to Know the Journal

- What type of topics are being published?
  - Use a search system & search the journal for the previous 3-5 years.

- Is the journal affiliated with a professional organization?
  - What is the mission of the organization? Purpose of the journal?

- Is it a theme journal – each issue a different focus.
Letter of Inquiry

- Maybe… depends on the journal.
- Most peer reviewed journals accept manuscripts on an ongoing basis. No inquiry letter needed.
- Some journals have large editorial staffs that plan content (e.g. AJN)

- Know the journal!
Journal Indexing

- Can the intended audience find the article?
- Where is the journal indexed?
- Index is different from the “delivery software”

**Examples:**
- PubMed (NLM)
- CINAHL (EBSCO)
- Medline – (PubMed on OVID)
- Science Citation Index (Thomson Reuters)
Information for Authors

- Journals publish *Information for Authors*
- Posted on journal website
- READ THE INSTRUCTIONS!!!!
  - Page length
  - Format (AMA, APA, etc.)
  - Instructions for tables and figures
  - Abstract requirements

- Review BEFORE beginning to write
Research manuscripts involving human subjects must include information about protection.

- Note in the manuscript that IRB approval was obtained.

EBP and QI projects or programs using institutional data should be reviewed by human subjects committees or other internal mechanism.

- Check your agency/organizational policies.
If the author’s affiliation is to be noted in the manuscript, follow institutional policies for employees submitting manuscripts.

Consider copyright and patent issues for proprietary information.
Authorship

- Who should be listed as an author?
- What is the order of authors?
- How many is too many authors?
- What is a corresponding author?
ICMJE Criteria for Authorship

Committee of Medical Journal Editors

- Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND
- Drafting the work or revising it critically for important intellectual content; AND
- Final approval of the version to be published; AND
- 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.
Acknowledgments

- Contributors who meet fewer than all 4 of the above criteria for authorship should not be listed as authors, but they should be acknowledged.
- Examples of activities that alone (without other contributions) do not qualify a contributor for authorship are acquisition of funding; general supervision of a research group or general administrative support; and writing assistance, technical editing, language editing, and proofreading.
- Persons being acknowledge must agree to be acknowledged in the published manuscript.
Open Access

- What is open access?
  - Whole journals or selected articles available digitally at no cost to readers
- What is “gold standard” open access?
  - Open access articles that meet the standards of rigor for publishing (peer review; indexing)
- Why does the author pay to publish in open access?
Predatory Publishers/Journals

- Sham operations
- Do not adhere to the rigors of publication
  - Minimal/non-existent review
  - Bogus editorial boards
  - Failure to index
- Why do they exist?
  - MAKE MONEY for the bogus publisher!
Beall’s List

- Jeffery Beall
  - Academic librarian
  - University of Colorado, Denver
- Blog site
  - Scholarly Open Access
Making it Happen: Writing Buddy(ies)

- Develop a group of colleagues who support each other in writing.
- Set and communicate target dates for manuscript completion/submission.
- Celebrate milestones along the way!
  - First draft completed
  - Manuscript submission
  - Reviewer comments
  - Resubmission
  - Publication
Submit the Manuscript

- Journals use web-based submission services
- See “information for authors”
- Register in the system
- Upload the items
  - Title page
  - Abstract
  - Text
  - Figures and tables
- Verify and hit “SUBMIT”
Copyright Transfer

- Authors transfer copyright of the work to the publisher
- READ the copyright transfer form provided by the publisher
- All authors must sign the form
Permissions

- Permission must be obtained to include work copyrighted to others
  - Diagrams
  - Tables
  - Tools and instruments for data collection
  - Longer quotes from works
- If you didn’t create it – get permission!
- Go to the publisher’s website for obtaining permissions
Review Process

- Takes 6 – 8 weeks
- Blind review
  - Reviewer doesn’t know author
  - Author doesn’t know reviewer
- Editor Decision
  - Accept
  - Revise and resubmit
  - Reject
Reviewer Feedback

- Expect comments
  - Reviewer comments to author
- The reviewer is always right!
  - Well, maybe not always....
- Concentrate first on comments about your ideas
- Reconcile contradictory feedback
- Address comments about grammar and format
- Allow time for revisions
Author Decision

- Submit to only one journal at a time
- Revise and resubmit (if invited)
  - Or can withdraw the manuscript
  - If withdrawn, can submit to another journal
- Reject
  - Free to submit to another journal
Congratulations! Your manuscript has been accepted for publication!
Proof Pages

- Once accepted, manuscripts go through copyediting
- Authors proof the copyedited pages
- Adhere to the timeline for returning proofs with corrections
Questions

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