



Session # J1

Disseminating your ideas: A conversation with the editors of Families, Systems, and Health

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Faculty Disclosure

The presenters of this session have NOT had any relevant financial relationships during the past 12 months.



Learning Objectives

At the conclusion of this session, the participant will be able to:

- Identify an idea or project they wish to disseminate, one challenge they have encountered and one strategy to overcome this challenge
- Describe the process from idea to publication, and common pitfalls that can arise at each stage
- Join a collegial community of authors and peer reviewers involved in *Families, Systems, & Health*



Introduction to *FSH* Editors



Jodi Polaha, Incoming



Nadiya Sunderji, Incoming



Colleen Fogarty,
Outgoing



Larry Mauksch, Outgoing

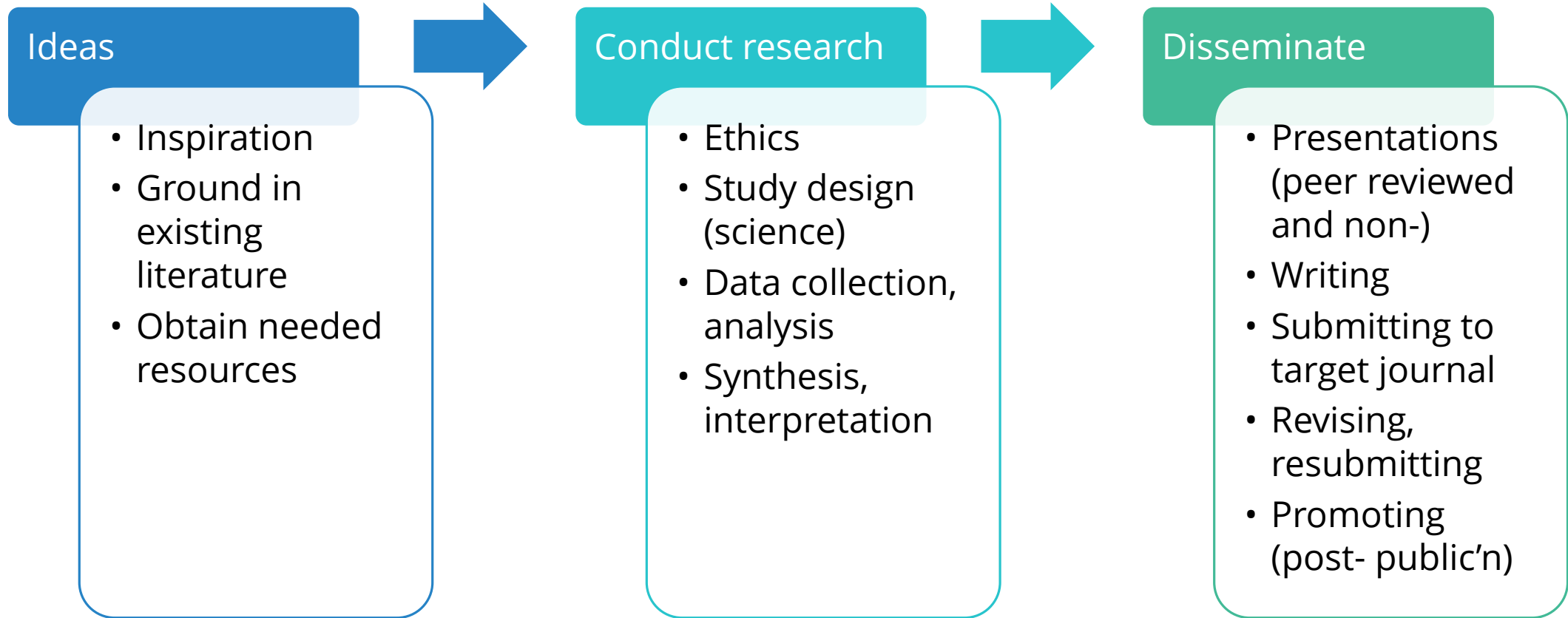


Introduction to You

- What are your experiences to date with publishing?
- What challenges have you encountered?
- What are you hoping to learn in this session?



The Publication Process



The Publication Process: Ideas

Ideas: Where do they come from?

The role of clinician innovator

The role of QI in initiating research

Academic-clinical-community-other collaborations

Common Concerns: Ideas

- Ground ideas in the literature
- Don't misuse/abuse the literature (unethical/poor use of citations)
- Thinly sliced – small value add
- Narrow perspective (e.g. single discipline on a multidisciplinary topic)
- Vet ideas with collaborators / stakeholders from the start (integrated KT)

FINER criteria: Interesting, Novel, Relevant

Common Concerns: Conducting Research

Ethical considerations

Weak methods

- Justify your approach using accepted scientific frameworks and methodologies
- Qualitative research – theoretical and informational/thematic saturation

Consider referring to reporting guidelines for the conduct of various types of research

FINER criteria: Feasible, Ethical

The Publication Process: Dissemination

1. Ask yourself:

- Who is the target audience you are trying to reach?
- What is the main message you want them to take away?
- What do you want them to know or do differently after reading your paper?
- Why should they care?

Answers influence: target journal, type of manuscript/format, intro & discussion

2. Make presentations: helps get feedback, frame the story

3. Consider reviewer guidelines

4. Get writing support, feedback from a non-author

Reviewer Guidelines

*Purpose: honest commentary on the **quality** and **originality** of a paper and the paper's **interest to the readership** of Families, Systems, and Health.*

Process: confidential, single blinded.

Guidelines:

- *We expect **clear and concise writing** in each section of every manuscript so as to be **understandable to a general audience**.*
- *Be honest and kind.*
- *Identify your concerns clearly and be sure they are consistent with your recommendations.*
- *Include specific suggestions for how the paper/research could be improved.*

Reviewer Guidelines

Title—Does the title adequately and concisely capture the content of the paper?

Abstract—Does the abstract concisely and accurately provide a distillation of the main points of the paper?

Introduction—Do the authors provide a concise review of the relevant literature to date, with up to date references from primary sources cited? Is there an adequate “gap” statement? Is the concept of the paper unique and relevant?

Reviewer Guidelines

Methods

Are the methods rigorous and appropriate to the topic of inquiry?

Is there an appropriate human subjects protection statement?

Are the methods described appropriately?

Is there a need for specialized statistical review?

Is the sample size appropriate?

Are the statistical analyses appropriate for the study design?

For systematic reviews of the literature, do the authors describe a reproducible strategy to conduct a thorough search of appropriate databases, and did they describe explicit inclusion/exclusion criteria related to selection of the primary studies?

Reviewer Guidelines

Results—Are the relevant demographics described adequately? Do the results follow logically from the stated reason to do the project? Are the results clear and focused? Are tables and figures used appropriately to illustrate findings without being more than minimally redundant with the text?

Discussion— Do the results have clinical, educational, or system design value and to what extent are they generalizable? Does the discussion include implications for clinical or educational practice? Are the noted limitations that are accurate, plausible and comprehensive?

For conceptual papers, do the authors include a thorough literature review, and does the model advance the literature and potentially enhance clinical practice?

Disseminate

Please rate the manuscript on a scale of 1 (low) to 5 (high).

Appropriateness for this journal.

N/A 1 2 3 4 5

Significance of the issue.

N/A 1 2 3 4 5

Interest to Readership

N/A 1 2 3 4 5

Quality of Research (Design and Analysis)

N/A 1 2 3 4 5

Adequacy of the Data

N/A 1 2 3 4 5

Data Interpretation

N/A 1 2 3 4 5

Quality of Writing (clarity, style)

N/A 1 2 3 4 5

Coverage of Topic

N/A 1 2 3 4 5

Relevance/Adequacy of Literature Reviewed

N/A 1 2 3 4 5

Contribution of New Knowledge

N/A 1 2 3 4 5

Utility of Tables/Figures

N/A 1 2 3 4 5

Common Concerns: Manuscripts

- Appropriate for the journal
- Adequate contribution:
 - Importance
 - Implications for health/health care
- Literature
- Scientific methods - we are NOT only after ideas
- Thinly sliced
- **Poor writing** - wordy, passive or mixed active and passive (“the passive voice is to be used only sparingly” ;)

Revising Manuscripts

READ THE COMMENTS OF REVIEWERS CAREFULLY. They're not just what you have to do to get by and get it published. **They are gifts.**



How?

Breathe. Take a break. Come back to it.

Reorganize the reviewer feedback into manageable chunks (e.g. by section of the paper). This can help take the sting out of criticism and use it constructively.

Read the editor comments carefully as we may offer help to digest the feedback.

Respond to all of it



Small Group Coaching

What do you want to work on?

Some common challenges:

- Finding time
- Writer's block
- Contextualizing your work in the existing literature
- Dealing with rejection, responding to reviewer feedback



Large Group Discussion

What have you learned or what new questions have surfaced for you?

What is one thing you might take home with you from this discussion?

Reviewing for *FSH*

Reviewing is a GREAT way to strengthen your academic writing
... and to be a part of our *FSH* community

Contact Cheryl Johnson at cjohnson@apa.org



Contact Us!



Jodi Polaha, Incoming



Nadiya Sunderji, Incoming

Conference Resources

Slides and handouts shared in advance by our Conference Presenters are available on the CFHA website at http://www.cfha.net/?page=Resources_2018



Slides and handouts are also available on the mobile app.



Bibliography / Reference

If we can develop this with a few good subheadings and ideas... could be a gift to audience.



Learning Assessment

A learning assessment is required for CE credit.

A question and answer period will be conducted at the end of this presentation.



Session Evaluation

Use the CFHA mobile app to complete the evaluation for this session.

Thank you!

