



transforming  
medicine,  
improving lives

# GETTING YOUR PAPER ACCEPTED

Desiree Lie, MD, MSED  
Clinical Professor, OCS  
Duke-NUS Graduate Medical School  
27 April 2012

# Workshop Objectives

By the end of the workshop you will be able to

1. Identify strategies for submitting your paper
2. Constructively review other's submissions
3. (Receive feedback on your writing)
4. Respond to editor and reviewer comments
5. Build your record of successful publication

# Since last workshop of 28 September 2011...

## ED writing results

### 1. Published

Collaboration in Pre-hospital Care Research: the Pan Asian Resuscitation Outcomes Study. Soon SS, H Tanaka, MH Ma, MEH Ong. International Paramedic Practice. Vol 1, Iss. 3, 13 Mar 2012, pp 90 – 96.

### 2. Accepted

Comparison of Emergency Medical Service Systems of Pan-Asian Countries: a Web-based Survey. SD Shin, DC Cone, MEH Ong, H Tanaka, MH Ma, P Khruengkarnchana, N Rahman, K Kajino, CH Lin, P Ko, N Khunklai, KJ Song, KW Lee.

Accepted by: Prehospital Emergency Care

# Since last workshop of 28 September 2011...

## ED writing results

### 3. In review

Comparison of EMS Systems in the Pan-Asian Resuscitation Outcomes Study Countries: Report from a Literature Review & Survey. MEH Ong, J Cho, MH Ma, H Tanaka, T Nishiuchi, Omer Alsakaf, Sarah Abdul Karim, N Khunklai, R Atilla, C Lin, Nur Shahidah, Desiree Lie, SD Shin

Submitted to: Resuscitation

### 4. In review

Mechanical CPR Devices Compared to Manual CPR During Ambulance Transport: A Systematic Review. MEH Ong, KE Mackey, ZC Zhang, H Tanaka, MH Ma, R Swor, SD Shin

Submitted to: Scandinavian Journal of Trauma, Resuscitation and Emergency Medicine

# Congratulations to the Authors!

- **Celebrate success**
- **Build on framework**
  - = Mentoring
  - = Reviewing
  - = Timelines
  - = Ownership



# Objective 1

Identify strategies for submitting your paper

# Recap of September Workshop

transforming  
medicine,  
improving lives





*Writing is 90% procrastination  
and 30% panic.*

**DUKE**  **NUS**  
GRADUATE MEDICAL SCHOOL SINGAPORE

**DUKE**  **NUS**  
GRADUATE MEDICAL SCHOOL SINGAPORE



# CLEAR WRITING



"You've gotta help me! I can't read my own writing!"

# WHAT IS CLEAR WRITING?

“Writing that is incapable of being misunderstood” *Quintilus*

- Short sentences
- Attention to the object
- No compound sentences
- Tell the story
- Reader can summarize story (gold standard)

Ref: Strunk and White ‘Elements of Style’

# Where do I send it to?

- Ask editors if interested (email or call)
- Ask JANE

<http://biosemantics.org/jane/>

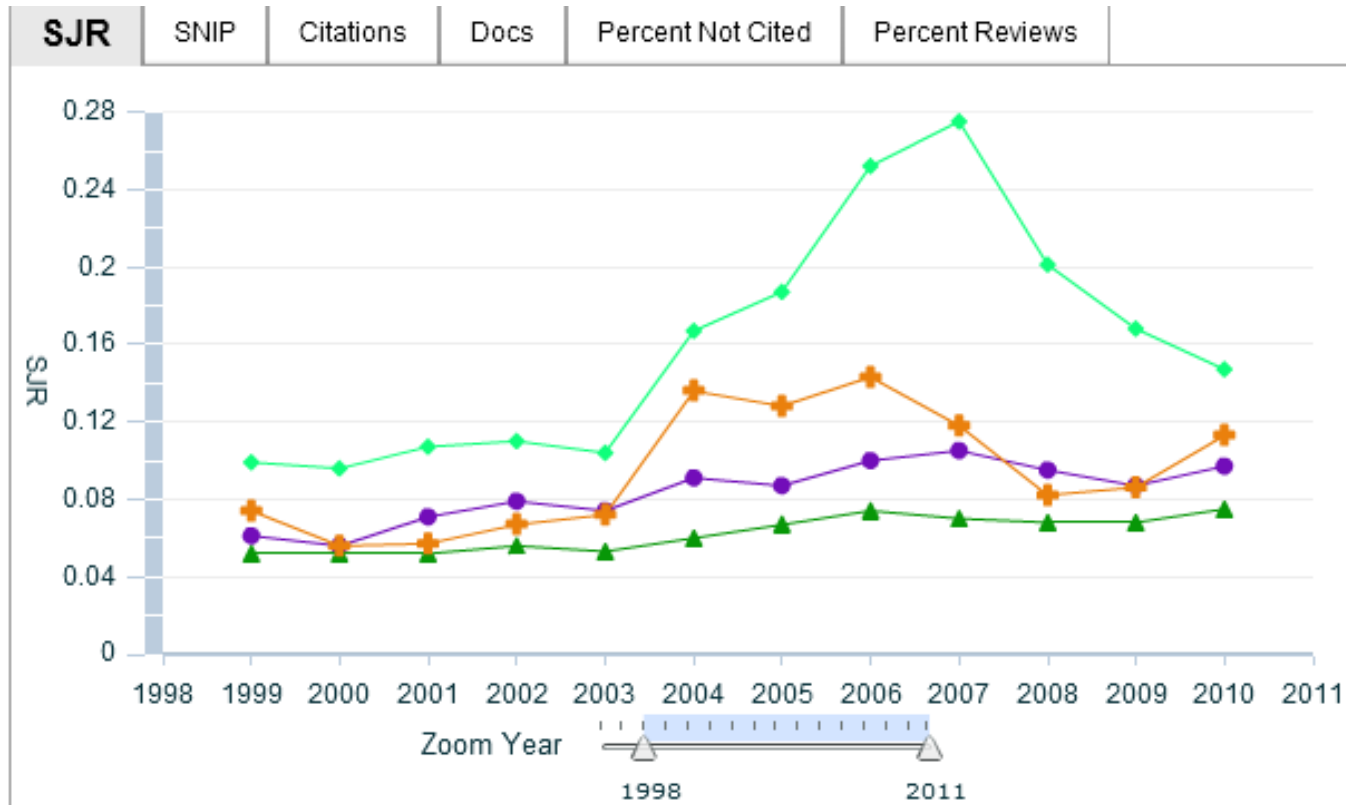
‘Have you recently written a paper, but you're not sure to which journal you should submit it? Or maybe you want to find relevant articles to cite in your paper? Jane can help’

# Where do I send it to?

Factors to consider:

- Impact factor (citation index)
- **Likelihood of publication**
- Access to editorial support and assistance
- Intended audience
- Cost of publication
- Speed of publication (= speed of updates in your field)

# Impact factor Scopus



Note: Scopus does not have complete citation information for articles published before 1996.

Calculations Last Updated: 30 May 2011

Journals in Chart

Clear chart

◆ Academic Medicine	Show Info	✕
● Medical Teacher	Show Info	✕
▲ Singapore Medical Journal	Show Info	✕
✚ Advances in Health Sciences Education	Show Info	✕

# Impact factor Journal Citation Reports (Web of Knowledge)

Sorted by: Journal Title

▼ SORT AGAIN

JOURNAL TITLE CHANGES

Journals 1 - 5 (of 5)

◀◀◀ [ 1 ] ▶▶▶

Page 1 of 1

CLEAR MARKED LIST

UPDATE MARKED LIST

SAVE TO FILE

FORMAT FOR PRINT

Ranking is based on your journal and sort selections.

Mark	Rank	Abbreviated Journal Title <i>(linked to journal information)</i>	ISSN	JCR Data ⓘ						Eigenfactor™ Metrics ⓘ	
				2010 Total Cites	Impact Factor	5-Year Impact Factor	Immediacy Index	2010 Items	Cited Half-life	Eigenfactor™ Score	Article Influence™ Score
<input checked="" type="checkbox"/>	1	<a href="#">ACAD MED</a>	1040-2446	7578	2.631	3.004	0.929	211	7.3	0.01881	1.019
<input checked="" type="checkbox"/>	2	<a href="#">J SURG EDUC</a>	1931-7204	296	1.351		0.071	70	2.9	0.00188	
<input checked="" type="checkbox"/>	3	<a href="#">MED EDUC</a>	0308-0110	5434	2.639	3.343	1.243	115	6.6	0.01310	0.998
<input checked="" type="checkbox"/>	4	<a href="#">MED TEACH</a>	0142-159X	2602	1.494	1.982	0.328	204	4.9	0.00797	0.522
<input checked="" type="checkbox"/>	5	<a href="#">NURS EDUC</a>	0363-3624	550	0.684		0.098	51	6.3	0.00141	

CLEAR MARKED LIST

UPDATE MARKED LIST

SAVE TO FILE

FORMAT FOR PRINT

Ranking is based on your journal and sort selections.

Journals 1 - 5 (of 5)

◀◀◀ [ 1 ] ▶▶▶

Page 1 of 1

# Why Should the Journal Publish Your Paper?

- Is the topic of interest to its **audience**?
- Is the information new/**innovative**?
- If research-based, is there a **hypothesis**?
- Does it influence **future policy**/education?
- Is it written with **clarity**?
- Is there a '**take home**' message?
- Are all required **elements** met?

# Authorship Guidelines

- See JAMA

<http://jama.ama-assn.org/site/misc/ifora.xhtml>

Flanagin A, Fontanarosa PB, DeAngelis CD. Authorship for research groups. *JAMA*. 2002;288(24):3166-3168

- Uniform ICMJE guidelines

[http://www.icmje.org/ethical\\_1author.html](http://www.icmje.org/ethical_1author.html)

- Unethical writing practices

Bennet DM and Taylor DM. Unethical practices in authorship of scientific papers. *Emerg. Med.* June 2003;15(3):263-70

- Handling disputes in authorship

[http://www.provost.duke.edu/pdfs/Authorship\\_guidelines.pdf](http://www.provost.duke.edu/pdfs/Authorship_guidelines.pdf)



# Successful Submission: Getting to Yes

- Read and highlight author instructions
- Find **reviewers** (1 to 2) for your paper and provide timeline
- Revise (sequential or simultaneous?)
- Set **submission deadline**



# Objectives 2 and 3

2. Constructively review other's submissions
3. (Receive feedback on your writing)

# Next – Paired Exercise



transforming  
medicine,  
improving lives

# Audience Exercise (one hour)

## Objective 2

If you did not bring your own writing

1. Individually: using the review criteria provided, critique the papers provided using the review form provided

Then,

2. As a group: collate the reviews and provide a written summary to the author

# Audience Exercise (one hour)

Objectives 2 and 3

If you brought a paper-in-progress,

- Find a partner who has also brought a similar paper-in-progress
- Exchange papers, and read through their paper
- Then use the review criteria provided to write down critiques and give feedback to your partner

# Break – 20 minutes



# Objectives 4 and 5

4. Respond to editor and reviewer comments

5. Build your record of successful publication



# After Submission: Responding to Editors/Reviewers

transforming  
medicine,  
improving lives



# Next....Prof Marcus Ong

Submission, Pre-review  
and Lessons Learnt

transforming  
medicine,  
improving lives



# After Submission

- How long to wait?
- Check average review time
- Send gentle reminder/query
- Respond to editor requests



# Editors' Responses

- **Outright rejections**
- **Major revisions**
- Minor revisions
- Next submission

**Don't** - Ignore/delete letter

**Do** - Take a deep breath and wait a few days

- Review letter with your co-authors and mentor
- Consider your options
- Thank the editor and reviewers!

**If at first you don't succeed, try, try and try again**

# Reasons for Rejection and Solutions

- Wrong journal
- Wrong category
- Unclear writing/hypothesis
- Study not original
- Send to different journal
- Resubmit to correct category
- Rewrite and get reviewed before sending to another journal
- Convert to letter/short report

# Major Revisions

- Put yourself in the shoes of the reviewer
- Reviewers/editors want to improve the paper
- Respond to editor and every individual reviewer
- Use gracious grateful language/tone
- Thank the editor at beginning and end of response

# Sample Responses – ‘Contradictory information from one reviewer’

## **This...**

‘We appreciate the suggestion to rewrite the Introduction with more information and using fewer words. We have added a brief summary of X literature review, omitted the description of the Y program and shortened the statement of aims and hypothesis accordingly.’

## **Not this...**

‘The reviewer appears to contradict him or herself in asking for more information in the Introduction and yet telling us to reduce the word count by 50%. We have provided the added information but could not reduce the word count further.’

# Sample Responses: ‘Redesigning your study’

## Say this...

‘We note reviewer 2’s excellent comment that a control group would have increased the validity of the findings. However, because this was a planned observational study, there was no control group. We believe the study remains robust because....’

## Not this....

‘Reviewer 2 failed to notice that the study is not a randomized controlled trial but an observational study. We do not believe that a control group is necessary.’



# Sample responses: 'Opposing reviewers'

'Reviewer 1 suggests redesign of table 1 to reflect all data. Reviewer 2 suggests an abbreviation of the same table. We therefore maintained the table in its current format for the revised paper. But we also provide both a shortened and a fuller table for the editor's review. We will be happy for the editor to make the final decision in selecting the appropriate table.'

'Reviewers 1 and 2 appear to disagree on the content for table 1. Since they make opposing suggestions, we decided to maintain the table as is and to not make any changes.'

# SUMMARY

- Follow manuscript instructions
- Write clearly (tell a story)
- Make use of reviewers and mentors
- Be accountable to yourself and team
- Be responsive to editors
- If you do not succeed, try, try, try again!

You will succeed!



transforming  
medicine,  
improving lives

**DUKE**  **NUS**  
GRADUATE MEDICAL SCHOOL SINGAPORE



[www.duke-nus.edu.sg](http://www.duke-nus.edu.sg)