

Writing for publication

By Diane Duff

Abstract

A discussion of the benefits and obstacles of authoring a paper for a nursing journal is followed by an explanation of the process of writing for publication. Benefits include advancing nursing knowledge and professional recognition of the individual author. The barriers addressed are time, failure to recognize expertise, a reluctance to subject one's work and ideas to the public arena for scrutiny, and lack of confidence with scholarly writing. The discussion focuses on choosing a suitable journal and subject, the role of the editor and peer reviewers in a refereed journal, and a procedure for planning, writing, and editing a paper. The process is addressed both in a generic sense, and specifically when writing a paper for AXON. Strategies to get nurses started with writing, such as critical reading of journal articles individually or with a peer group, writing with a mentor or group, and starting with small projects, are also included.

Introduction

Writing for publication can be both a rewarding and intimidating experience for nurses. Despite the professional and personal rewards accrued from publishing, there are significant obstacles that inhibit many experienced neuroscience nurses from authoring papers for professional journals. My goals in writing this paper are to discuss the benefits and barriers to writing, to make the process of scholarly writing more open to understanding, and to suggest some strategies that may be helpful to new authors.

Benefits of publishing a paper

The principal benefit of publishing a paper in a professional nursing journal is to disseminate knowledge and make expertise explicit for the advantage of others. The objective of nursing is to continually strive to improve the care of patients, families, communities, and populations, through knowledge development. Journal articles are one mechanism for the distribution of research findings, and clinical, educational, and administrative innovations. On a personal level, publishing in professional journals increases your professional recognition, career opportunities, and advancement. When reviewing your curriculum vitae, prospective employers or graduate school admission faculty will be impressed that you have taken the initiative to engage in such a scholarly endeavour. Current employers and the quality assurance officers of provincial registered nursing organizations will see published papers as a substantial professional achievement. Published papers may be used as part of your yearly review. Additionally, publication may enhance your personal satisfaction with nursing (Burnard, 1995; Stewart-Amidei & Simmons, 2001).

Barriers to publishing a paper

One of the most significant barriers to publishing a paper in a professional journal is uncertainty about the process. In this article, I will try to make the procedure as transparent as possible. Another barrier to writing for publication is time. There is no denying that scholarly writing requires a significant amount of time and effort on the part of the author(s). However, with a good outline and some realistic time management strategies, this is generally manageable. More significant blocks to authorship are: failure to recognize your expertise, a reluctance to put your work and self "out there" for scrutiny and critique, and a lack of confidence with erudite writing. Finally, there is a lack of experienced authors to support and mentor new authors (Stewart-Amidei & Simmons, 2001). It is my objective to offer some tangible strategies for addressing these concerns in this paper as one means of making writing for publication more accessible to neuroscience nurses.

Making the process of writing explicit

Role of the author(s)

Selection of topic and style

Authorship requires work and commitment on the part of the author. The first task is to choose a topic. It is best to write from an area of strong interest or expertise. Next, select the type of paper. Some suggestions are: a report of a research study, clinical innovation, or administrative change; a review of a topic or a meta-synthesis/meta-analysis of the research literature; case study; a focused assessment or specialty discussion; a discussion of the process used to develop a policy or make a policy change; or a discussion of an ethical issue related to an area of neuroscience nursing (Bell, 1995; Plawocki & Plawocki, 1998; Sheridan & Dowdney, 1997).

All professional writing requires a review of the scholarly literature and accurate citation of references. The scholarly literature consists of professional books, data-based or theoretical papers in journals, or the proceedings of material presented at professional conferences or meetings. Internet websites associated with professional organizations or individuals may also be acceptable sources of material. However, it is often more difficult to determine the authorship and credentials of authors for papers posted on the web. Whenever possible, primary sources are preferred to secondary sources. A primary source is the researcher of a study or the originator of a theory. Secondary sources include review articles and textbooks. Literature reviews are generally organized to review the literature by sub-concept, study type, or chronologically. A literature review contains a summary at the end that clearly states current knowledge, gaps and inconsistencies, and identifies areas for further study (LoBiondo-Wood & Haber, 1998).

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