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# Writing for Publication

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# Why write? Because you have to . . .

## RPT Guidelines

***Statement on Scholarship in Faculty Roles*** (Approved by College Council March 13, 1998)

Scholarship is an integral part of the faculty role in a university setting. The hallmark of the university is the creation of new knowledge, reorganization of existing knowledge in ways that make it accessible and applicable to practice, and the dissemination of these scholarly products. Dissemination takes many forms, but goes beyond the individual practice setting, classroom, or institution of higher learning. The creator of the product provides the rationale for the form of dissemination selected. The dissemination path should be appropriate to the goal of the work and accessible to the audience identified. Publication in the popular press, products to support clinical practice disseminated by industry, books, journal articles, electronic publication, computer software, and video productions are examples of potential avenues of dissemination. The purpose of this statement is to describe the links between scholarship and the various roles of faculty, ***emphasizing scholarly products that arise from all aspects of the work of faculty.***

# I have nothing to write

## Variations:

I can't write

I have no time to write

I did write, but it was rejected

My stuff is too boring—nobody wants to read it

If you don't have anything nice to say, the  
don't say it (or if you don't have anything good to write, don't write it)

# Publishing is the way that. . .

Innovation, opinions, policies, procedures are disseminated, communicated, supported and adopted or vetted

Responses modify, mold, accept, ignore, or dump

Innovations accelerate, adopt or squish.

**Irregardless**: It is the way that our profession develops

# The Joy of Writing

- Will writing make me rich?
- Will it make me famous?
- Will writing change the world?
- Will writing get me tenure? YES

# Uncommon resources

Mosley, Walter (2007), *This year you write your novel*. New York: Little, Brown

Excellent advice about doing it

Writing **MUST** be a priority

Must write everyday for one and half hours, **EVERY DAY**, including Christmas day, holidays, vacations. . .

Don't worry it is not very good. It is a *draft*, rewrite, rework, revise

Stop reading start writing/think before writing

# Excellent advice

## Steven King

“On Writing” Simon & Schuster, 2000.

<http://37signals.com/svn/posts/322-excerpts-from-steven-kings-on-writing>

**The scariest moment is always just before you start.**

## JMM

Think before you write

Prepare a detailed outline, and writing directly into your outline

Who said you have to start at the beginning?



# Best Advice

**Nora Roberts** <http://jessicaburkhart.blogspot.com/2009/07/writing-advice-from-nora-roberts.html>

\*85,000,000 books in print; \$60,000,000/yr

- 1) Use discipline and guilt to maintain focus
- 2) Sit in your writing space: “Keep your \*\*\* in the chair”
- 3) Write one word at a time
- 4) Writing is a job—Forget about ‘waiting for the muse’—  
Push through. Write every day.

# What happens if you write?

- You may get a reject slip
  - A valuable resource for rewriting and resubmitting
- You may get an invitation to “revise and resubmit”
  - Valuable information to resubmit and
  - Then you may get an “accept”
- You may get an “accept”
  - and a copy to give your Dean, a copy to keep, and a copy to give your mother

And a gold check mark, contributing to tenure.

People will cite you; students will “learn” you; clinicians will do what you say.

# We could deliberately.. .

Saturate nursing literature

sole authored articles

publish all presentations

co-authored articles—from teaching groups

OR write something else . . .

# Deciding what to write

- Do you have something to write?
- Deciding who you are writing for . .
  - Who will read it? Why?

# Selecting your journal

Consider:

- Readership
- If you have a thesis, which journals did you cite?
- Where do you read? Why?

# Choosing your journal: Technical concerns

## Look for

- Presence of high quality qual articles in past issues
- Length restrictions
- Printing of photos, figures
- Digital auxiliary file?
- Consider readership
- Consider impact factor(?)
- Publish ahead of print

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# MAKE CERTAIN YOUR ARTICLE FITS THE JOURNAL'S MANDATE

Qualitative researchers:

1. Do not do pilot studies
2. Do not publish *preliminary* findings
3. Do not bother to publish components—literature reviews\*, or *methods* as separate articles
4. Your study must be *finished*
  - complete*
  - exciting*
  - methodological coherent*
  - add something to the literature*

\*they may do meta synthesis/analysis



# When writing

- First check the websites of the journals you are interested in.
- Look for “instructions for authors”
- Follow these EXACTLY—why do something twice?
- Download an article for your journal.

# Do not 'salami slice'

- Qualitative researchers argue that
  - - QI is holistic, develops theory
    - YET some people (not us, of course) split their research and publish concept by concept
- “This is a part of a larger study. . .”*

# Decisions made during the study affects the ‘publish-ability’

What is **methodological coherence**?

Strategies and methods are a set:

do not borrow

- e.g., we see *constant comparison* from GT used in phenomenology
- do not use methods that “approach”  
e.g., we read, “approaching GT”
- complete the process. If using GT, then create the theory. If using and interpretative methods, then be interpretative.

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# Make a great outline

A detailed outline

And into this outline place the  
participant's quotations that you think you  
will use  
and the figures  
and the tables  
and the photos.

# The order of writing

- Write the results FIRST
- Then write the literature review and the discussion in synchrony
- The methods may be written any time—also the reference list

# Results

- Are the BULK of the article
- Tell the story; stay true to qual principles
- Build concepts, label qualitatively
- Make marvelous theory
- Synthesize, do not over quote
- Be true to the *perspective* of your method

# Literature

- Synthesize with style and flourish
  - No 'bib-card' paragraphs
- Reference appropriately
  - 6 pages of references = article from dissertation
- Develop a theoretical context to illustrate significance
- Use pre-existing theory wisely
- Form an intriguing argument for your study, moving towards your question
  - Not too long 2-3 pages



# Methods

- Do not be hackneyed; be succinct
- Description of sample
  - Write according to your reason for selection
    - Do not use quan demographics
- Present interview questions, if you used a consistent guide
- Overview of analytic techniques

# Discussion

- Briefly remind folks of your question and how it was answered
- Place your findings in the context of the literature. Claim your contribution very clearly
- Limitations
  - Do **not** write that QI is **not** generalizable
  - Do **NOT** apologize

# In the introduction

- Make the reader fascinated
  - Interested is not enough
  - Do NOT use the first sentence of the abstract as the first sentence of your article

# Abstract

- Write the very last
- Check your **title**
  - What is a good qualitative title?

# Then

- Have your article ***professionally*** EDITED
  - Not a friend, not a colleague
    - Give the editor a sample article and the journal guidelines
- Have your article reviewed internally
  - Give the reviewers the review criteria
- Revise and double check
- Submit

- An invitation to resubmit is **great**
- Resubmitting  
(not too soon/do not be slow)  
Include a table showing the reviewers comments and how you have responded

Respond to everything.

If you agree, fix it

If you do not, say why

[state changes in a letter to the editor]

**Remember its your article!**

# If you are the author, how do you respond to the reviewers?

- Create a Table
- On the left column copy all of the reviewers concerns, by reviewer
- On the other column, write how you responded to each concern (give page #s).
- Submit with ms, thanking the reviewers.

# But: It is your article

- Do not make any changes you think are incorrect—rather explain your position to the reviewers.
- If 2 reviewers disagree, choose your position, and explain.
- Do what the editor says:
  - cut your article in half, do it
  - shorten bib, do it
  - redo your figures, do it
  - get the article professionally edited, do it



# Book Reviews

Books selected by the journal

Reviews by invitation

Usually short: 3-4 pages

# ***Global Qualitative Nursing Research***

*Digital*

*Photos; movies*

*Open access*

*Supplementary file—submit a  
manuscript in a second language*

Discussion?

