PUBLISHING OUR STUDENTS’ WORK

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MSc Advanced Manipulative Physiotherapy and MSc Exercise and Sports Medicine (Football) programmes
• Most student work not disseminated
• Much work of high quality – recognised within marking criteria – ‘of publishable quality’
• Hard for students to publish during or at the end of a programme
• In our experience, need a specific strategy
• Focused in particular to the research project component of programmes (Standards Document, Dimension 9)
Dissertation
- Empirical or literature based project
- Creating new knowledge

Staff led projects

Students allocated a lead supervisor

Research culture

Assessment process
- Research article
- Oral presentation

What explains the change in our success?

DATA FROM THE UNIVERSITY OF BIRMINGHAM, UK
Project assessment requirements

Culture for publishing students’ work
  - Relationship of supervision changes to be collaborative for dissemination
  - Lead authorship is a key discussion point early on

Timescales key from outset
  - e.g. currency systematic review search date
One students experience (IFOMPT approved programme)

- Systematic review proposal (October 2012)
- Searches conducted January 2013
- Dissertation submitted August 2013
- Manual Therapy November 2013 - not successful
- JOSPT February 2014 - not successful
- Archives Physical Rehab April 2014 - not sure what happened with this one!!
- JMMT first submitted April 2014 and finally published Sept 2015
- Since then….citations 2

HOW LONG DOES IT TAKE?
‘……..having a educator who actively encouraged me to go on to submit for publication..... Giving me the confidence that the work could be of interest to others, along side my own determination…..(Student 2014)

…submission for publication should be encouraged for every project.... The work that goes into a project is considerable, and for just a bit more work, you get a publication as well as an MSc! .......good for the student, good for their place of study, and good for the educators who work so hard with their students......'(Student 2014)

‘Suddenly, the MSc programme was not anymore "just another qualification" but a unique opportunity to contribute to research and physiotherapy. My dissertation topic was carefully selected to reflect not only my interests/needs but also to explore areas in the literature that required exploration'. .....(Student 2015)
The enablers -
- Support from the educators and other students
- Support from work
- Support of family
- Format of the project written as an article
- Co-authors

The barriers –
- Changes to life circumstance (family, work)
- Formats required by different journals,
- Time for review process as lose momentum,
- Need to update work with repeated submissions for currency
- Working with co-authors

BARRIERS AND ENABLERS
Student X has completed their research project and achieved a distinction indicating that with some further work the project is publishable

Title: Survey of current practice of manipulative thrust techniques in the management of thoracic dysfunction in the UK

You are in the process of advising the student about potential journals that you may target
YOU HAVE NARROWED IT DOWN TO A CHOICE OF 2 - WHAT IS YOUR ADVICE? AND WHY?
### Manual Therapy
- Peer reviewed
- International
- Subject excellence
- JIF 1.869 (2016)
- Supports open access
- Immediate publication
- Welcomes range of methodologies
- Clinical focus

### BMJ Open
- Peer reviewed
- International
- Subject excellence
- JIF 2.562 (2015)
- Indexed by: Science Citation Index Expanded (Web of Science), PubMed, PubMed Central, Medline, Scopus, Google Scholar, CAB Abstracts, Global Health (CABI)
- Open access
- Immediate publication
- Broad clinical scope
- Interdisciplinary
KEY CONSIDERATIONS

- In no particular order....
- Aim and scope of journal
- Journal indexing
- Journal Impact Factor (JIF)
- Target readership
- Open access
- Previous articles published
- Acceptance rates
- Cost
- Anecdotal experience
- Ability to suggest reviewers etc
POINTS FOR SUCCESS

- It is a game!
- Have a back up plan – a 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> of targeted journals
  - Perseverance!
- Realistic choices of journal(s)
- Ensure quality of initial submission
- Ensure students are fully aware of process – in particular that revisions are common and do not equate to reject(!)
- Willingness/time to take over role of 1<sup>st</sup> author
- etc
CONCLUSIONS

- Part of our responsibility as Educators is to get the important clinical and research messages out
- Evidence based practice!
- Dissemination is good for Universities / community programmes
- Students are now actively looking for programmes that will support publication and the development of their research careers in particular
- Increasing number of students going on to study for PhD