



UNIVERSITY OF  
BIRMINGHAM

# PUBLISHING OUR STUDENTS' WORK

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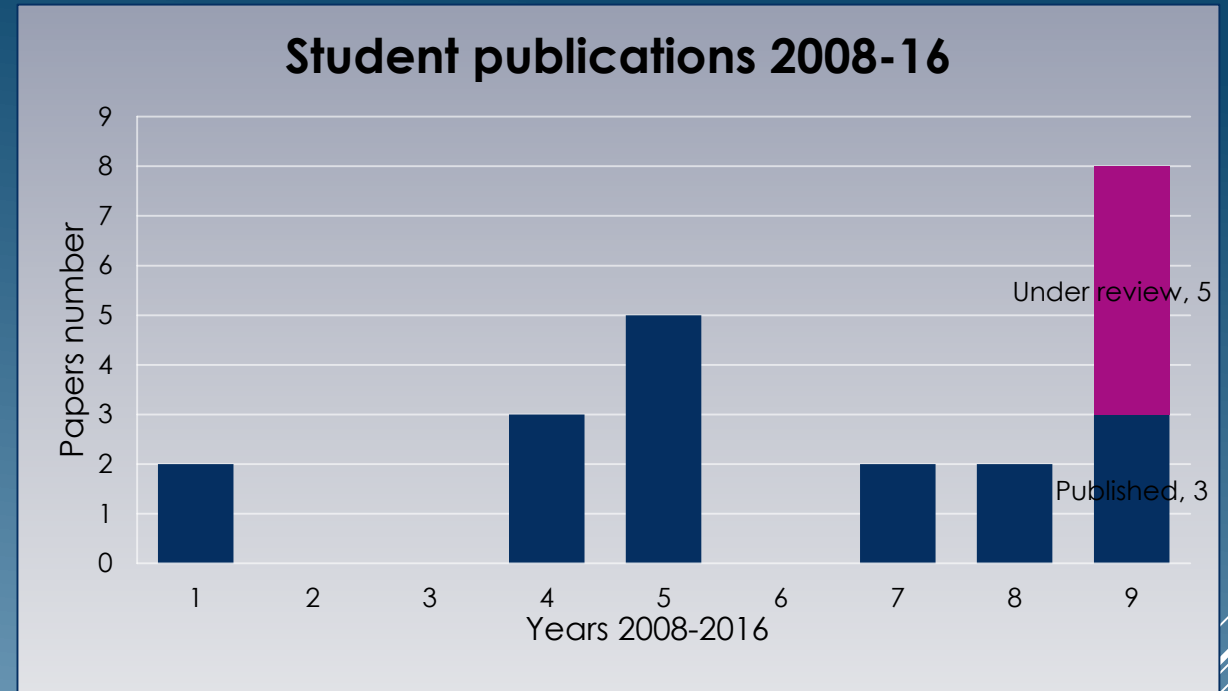


- Most student work not disseminated
- Much work of high quality – recognised within marking criteria – 'of publishable quality'
- Hard for students to publish during or at the end of a programme
- In our experience, need a specific strategy
- Focused in particular to the research project component of programmes (Standards Document, Dimension 9)

## BACKGROUND



- ▶ 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



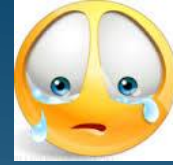
- ▶ Project assessment requirements
- ▶ Culture for publishing students' work
  - ▶ Relationship of supervision changes to be collaborative for dissemination
  - ▶ Lead authorship is a key discussion point early on
- ▶ Timescales key from outset
  - ▶ e.g. currency systematic review search date

# STRATEGY



## One student's 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)

## STUDENT EXPERIENCES



- ▶ 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

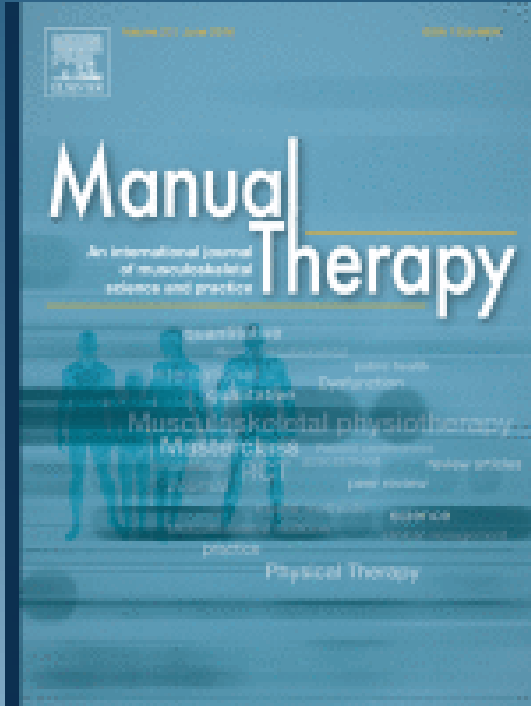


- ▶ Student X has completed their research project and achieved a distinction indicating that with some further work the project is publishable
- ▶ Title: Survey of current practice of manipulative thrust techniques in the management of thoracic dysfunction in the UK
- ▶ You are in the process of advising the student about potential journals that you may target

## ACTIVITY







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)
- ▶ Indexing: CINAHL, MEDLINE®, EMBASE, Research Alert, PEDro, MANTIS, Sports Science and Medicine, Sports Information Resource Centre, Scopus, Journal Citation Reports - Science Edition, Thomson Scientific SciSearch®, EMCARE
- ▶ 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



- ▶ 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

## KEY CONSIDERATIONS



- ▶ 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

## POINTS FOR SUCCESS



- ▶ 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

## CONCLUSIONS



