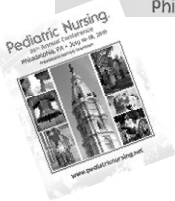



Pediatric Nursing
26th Annual Conference
Philadelphia, PA • July 16-18, 2010




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Pediatric Nursing Conference
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26th Annual
**Pediatric Nursing Conference
Philadelphia, PA**

**Writing with Influence:
Leading with the “Pen”**





Veronica D. Feeg, PhD, RN, FAAN
Editor, *PEDIATRIC NURSING*
Professor of Nursing
Molloy College

**Welcome to Philly –
City of Brotherly Love!**



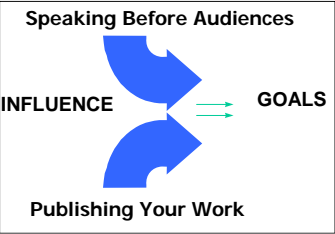
- Exploring the “Power of the Pen”
- Building a “Cornerstone” of Leadership
- Writing with Confidence
 - Advocacy
 - Dissemination
 - Self-Expression
 - Personal Satisfaction!

**Beyond the Bedside –
Publishing and Presenting**

- Exploring the “Power of the Pen”
- Shaping Clinical Practice Beyond Your Own Sphere of Influence

Speaking Before Audiences




INFLUENCE → GOALS


Publishing Your Work

Overview of Strategies


- Key Aspects to Writing with Clarity and Style
- How to be Successful at Getting it Published
- Writing Practicum – Guided Workshop
- Ethics and Issues in Publishing
- Next Steps



**Key Aspects to Writing with
Clarity and Style**



“CLEAR AS A BELL”





Key Aspects to Writing with Clarity and Style

- Clarity is Key
 - Write to EXPRESS; not to IMPRESS
 - Your speaking voice is different than your writing voice
 - Third person – unless intentional
 - Choose active voice over passive voice
- Style is a function of the writing goal, the topic of interest and the approach you choose



Key Elements for Writing Success

- The idea
- The knowledge
- The writing skill OR the collaborators with writing skill
- The organization of content and thesis
- The right target goals
- The passion
- The time



Writing Practicum – Guided Workshop

Putting all the Elements Together

Planning and Writing

- Build on exercise and collaboration for workshop
 - Writers-block block buster drill (TBA)
 - Review prior activities
- Outline vs. other strategies
 - Step 2 – try it out

Beginning to Write

- Staring at the computer
- Getting coffee
- The dog needs a walk
- The bathroom calls
- The house is filthy

JUST DO IT!



Beginning to Write



- Starting with the intro?? Or an overall thesis statement
- Write what seem easiest – just “get in the zone”
- Immerse yourself in the literature, then step back and write, filling in later from the papers
- Scribble...sketch...start in the middle...start at the end...

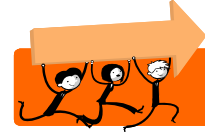
Warm-up Exercise: Exercising and Colorizing Your Ideas

- Write the first ten ____ that come to mind
- Write a sentence that describes how you got to the conference today
- Write it again with a purpose
- Use a sentence you have written in the early activities, and write it another way



Writing as a Collaboration

- Clear benefits of collaborating with others
- Develop goals for moving it forward



25 Ways of Overcoming Writer's Block

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> ■ Decide you have something valuable to say ■ Solicit the editor's feedback on your idea ■ Set a target date ■ Ask for support ■ Start today ■ Avoid planning for an 8-hour day of writing ■ Use short periods of time for writing ■ Break your writing into parts ■ Write only one part in a time period ■ Schedule your writing times ■ Don't get stuck in the literature search ■ Learn to dictate | | <ul style="list-style-type: none"> ■ Don't coauthor without careful planning ■ Brainstorm before writing ■ Don't blame the pen for not writing ■ Start your mind first ■ Decide on your single main idea ■ Set up a comfortable and uninterrupted environment ■ Start writing any section ■ Don't worry about journalism for your first draft ■ Don't show your writing to anyone while it's in progress ■ Have colleagues review your manuscript after it's completed ■ Submit your manuscript ■ Follow through on requested revisions |
|--|--|---|

REWARD YOURSELF FOR EACH ACCOMPLISHMENT



Focusing on the Goal

- Reflect on expectations
 - Plan the strategy
 - Target the method to disseminate – who is your audience?
 - Set a time-line to accomplish overall goals
 - Diversify
- Prioritize writing projects
 - Set-aside time
 - Establish environment



Choosing a Topic

- Where to look?
- How to focus?
- Plan – Plan - Plan



Choosing a Topic

- What's hot?
- What's not but ought to be?
- What do you know?
- What do others need to know?
- What do you know that has a unique slant on something others know?
- How many ways can you develop what you know?





Content and Organization

- Approach dictates how you use your voice
 - Research article – original research or review of research
 - Clinical articles
 - Case reviews
 - “How we do it in our hospital...”
 - “How we did it in our hospital...”
 - “How you should do it in your hospital...”
- Elements of Clarity and Style



What style of writing will you use?

- Research
- Literature reviews
- Application
- Narratives
- Commentaries
- Alternatives
- Weighing the pro’s and con’s of each

Evidence-Based Practice
 Meredith Marzani Blahut, PhD, RN, CPHNP, FAAN, FAAP
 Leigh Smith, PhD, RN, CL, FAAP

The Effects of Massage Therapy in Improving Outcomes for Youth with Cystic Fibrosis: An Evidence Review

Myra Martz Huth
 Kathleen A. Zink
 Naomi R. Van Horn

Cystic fibrosis (CF) is a genetic disorder found in approximately 30,000 children and adults in the United States. About 1 out of 3,500 babies are born with CF, and approximately 1,000 new cases are diagnosed each year (Cystic Fibrosis Foundation [CFF], 2005). CF is a life-threatening condition caused by a defective gene inherited from both parents. Life expectancy of individuals with CF has increased over the past several years and is now into the early 30s (CFF, 2005). Children with CF have very thick secretions that cause major organs to become damaged, typically resulting in severe lung disease, pancreatic insufficiency including diabetes, and reproductive problems (CFF, 2005; Mayo Foundation for Medical Education and Research, 2005; Orenstein, Winnie, & Abrams, 2002).

As CF progresses, treatment intensifies and individuals often experience chest, head, back, limb, and abdominal pain (Ravily, Robinson, Sarah, Wohl, & Bende, 1996). Pain may intensify as a result of musculoskeletal changes associated with postural shifting (intended to ease respiratory effort) and tissue irritation (from frequent coughing).

address pain issues related to structural changes. Massage therapy (MT) is a treatment that may be beneficial to youth with CF. MT is described as hands on manipulation of the soft tissue of the body by a trained therapist with the intention to produce physiological effects (State Medical Board of Ohio, 2004). Selected benefits of MT include pain relief, relaxation, improved pulmonary function, decreased anxiety, improved mood, and sleep (Field, 1995, 1998; Ireland & Olson, 2000).

The purpose of this evidence review is to examine the research surrounding MT and CF to determine if there is adequate evidence to support the use of massage in youth with CF. The clinical question that guided this review was: In hospitalized youth, is MT effective in reducing pain and improving health outcomes?

Theoretical Framework
 The theoretical framework used for this evidence review was the Rosebaum and Larrabee Model (1999). This six-step model guides researchers and clinicians through assessing the need for change in practice to the integration

Glossary of Terms

Cross-over design: An experimental design in which the same subject receives both the treatment and the control in random order.

Meta-analysis: A rigorous process to analyze the results from multiple studies in order to answer a specific question and draw conclusions about the data gathered. This may be in the form of a summary statistic that represents the effect of the intervention across studies.

Quasi-experimental design: An experimental study that includes treatment and control/comparison groups, but the design lacks randomization.

Randomized controlled trial (RCT): An experimental design in which the subjects are randomly assigned to a treatment or control group.

Theoretical framework: Two or more concepts that are related and provide a structure on which to base a study or clinical practice.

Table 2. Assessment of Quality of Randomized Clinical Trials

Criteria	Study #1	Study #2	Study #3	Study #4
Randomized	X	X	X	X
Blinded (single)	-	-	X	X
Description of withdrawals and dropouts	X	-	-	-
Outcome measures defined	X	-	X	-
Inclusion/exclusion criteria	-	-	-	-
Power calculations	X	-	X	-
Description of intervention	X	X	X	X
Control/comparison group	X	X	X	X
Adverse events described	-	-	-	X
Methods of statistical analysis described & appropriate	X	X	X	-
Pre-post test measures	X	X	X	X
Quality of study (%)	72%	40%	72%	55%



Elements of Clarity and Style

- Title and Subtitle
 - The colonized title
 - Long titles are hard to handle – more words are not necessarily more clarity
 - Title and abstract as keyholes
 - Grind your ax some other way
- Headings and Subheadings
 - To outline or not to outline?





The Outline

- Research
 - Intro
 - Background/Literature Review
 - Methods
 - Results
 - Discussion
- Clinical paper
- Creative writing



The Outline

- Research
- Clinical paper
 - The Problem
 - Epidemiology/pathophysiology
 - Diagnosis and Treatment
 - Nursing Care and Patient Teaching
 - Resources
- Creative writing



The Outline

- Research
- Clinical paper
- Creative writing
 - What venue? What purpose?
 - How to 'launch' it – title and prose style
 - Consider the ebb and flow of the writing
 - Writing with passion



Other elements of the manuscript

- References
- Tables, charts, figures
- Attachments
- References
- Photos, illustrations
- Reprint permission



Resources

- W. Strunk, E.B. White, R. Angell. (2000). *Elements of Style*. (4th Ed.) Pearson, Allyn & Bacon.

Review from the Previous Session

Write down a list of five topics of interest that you would like to write about someday.

Review from the Previous Session

Keep your fingers moving, if you don't have anything to say, then write that down, write what comes to you mind.

Review from the Previous Session

Choose your favorite, the one you want to focus on for this writing class and write for 15 minutes on this subject. Write whatever comes to your mind.

Organization is a journey, not a destination

- What message do I want to convey?
- Which format is most appropriate for the message?
- Who will be interested in the message?
- Where should the paper be published?
- Message, format and audience

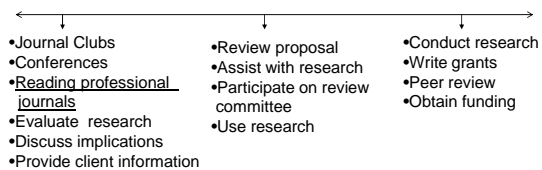
How to be Successful at Getting it Published

Tips from an insider...



THE RESEARCH CRITIQUE CRITICAL APPRAISAL OF STUDIES

Nurses are expected to maintain 'up to date findings' that affect their practice – activities in research and writing



Focusing on the Publishing Goal

- Commitment
- Writing as skill
 - Do it
 - Read others
 - Do it again
- Writing as process
- Developing your process

Which journal?



- Focus on goal – which journal to accomplish the goal?
- Focus on what you know – who cares?
- What do you know about your target audience?
- Which journal has that target audience?
- Journal's circulation?
- Journal's focus?
- Journal's turn around time?
- Is it peer reviewed?
- Get the author guidelines

<http://pediatricnursing.net>



The Query

- Is it worth the time?
- Correspond with the editor of selected journal – call, email, letter, meetings
- Write query letter to journals of interest
 - Recognize the differences
 - Plant the ideas around

The Query Letter

- Idea
- Topic significance and focus of manuscript
- Your qualifications
- Target date
- Contact information
- Attach outline



The Query Letter

I am writing to inquire about your interest in a manuscript on nursing care of the patient with dysphagia.

Over 20% of all hospital and home care patients have some form of dysphagia. It can lead to malnutrition and aspiration pneumonia, but these sequelae can be minimized with proper diagnosis, treatment and patient education. My manuscript will discuss the pathophysiology of dysphagia, approaches to diagnosis, treatment options, and nursing management. Patient teaching will be emphasized.

I am the Clinical Nurse Specialist for the medical-surgical units of University Hospital, with over 10 years of experience working with patients with dysphagia. I am currently a member of a research team investigating alternative feeding methods for patients with dysphagia. I have two publications on other topics in peer reviewed journals.

I expect to have a completed manuscript by March 30, 2010. I look forward to hearing from you.

Query letter

- Note any co-authors and their qualifications.
- Include all routes of contact
 - Snail mail
 - Phone, day and evening
 - E-mail

Writing the Manuscript – General Flow

- Collecting the literature
- Reviewing the literature
- Writing an outline
- Filling in the outline
- Finishing the first draft
- Writing the second draft
- Writing the third draft
- Colleague review
- Writing the fourth, fifth, etc. drafts
- Submitting the manuscript



Time

- Planning time for writing
- It will take longer than you plan
- Don't be discouraged—it's a process
- Time to think about what you want to write
- Time to think about what you've written

Submitting the Manuscript

- Follow journal's guidelines
- Spacing, margins, type size
- Number of copies
- Cover letter
- Return envelope

Record of receipt within two
to three weeks

Don't hesitate to call!

Editorial Review Process

- First editor's review
- Peer review
- Editor's evaluation of peer reviews
- Decision and communication with author

Review Process

- Elements of peer review
- Critique of peer review
 - Editorial, Marion Broome, *Nursing Outlook*, Vol 1, 2006.
- Quality of reviews

What Reviewers Look for

- Timeliness of the topic
- Quality of the presentation
- Approach/style of the content
- Qualifications of the author
- Appropriateness of the intended audience
- Attention to detail
- Potential of the materials developed
- WHAT A READER WOULD LIKE TO READ

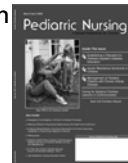
Pediatric Nursing Reviewer Sheet

- Please evaluate the following as adequate, inadequate, or not applicable
 - Content accuracy, depth, referenced
 - Attention to relevant literature
 - Organization, focus, clarity
 - Writing style
 - Research design if applicable
 - Data analysis if applicable



Pediatric Nursing Reviewer Sheet

- Rank this manuscript for its value (lowest, middle, highest)
 - Value of topic
 - Probable reader interest in topic
 - Importance of present contribution to nursing
 - Potential for Continuing Education activity
 - Quality of topic for presentation
 - Priority of topic for presentation



Pediatric Nursing Reviewer Sheet

- Reviewer's Recommendation Choices
 - Accept without revision
 - Accept with some revisions
 - Reconsider with revisions (re-review)
 - Needs extensive revision (re-review)
 - Reject



Decision: Revision

- Feel good about it
- Read between the lines
- Pay attention to time frame
- Depersonalize reviewers' comments
- Evaluate reviews with colleague
- Consider each recommendation
- Explain in cover letter reasons for not following one or more recommendations
- Another review

Decision: Rejection

- Was it just wrong for this journal?
- Was it flaws in the manuscript?
- How badly do you want to publish in this journal?
- Calling the editor
- Continuing to write

Common reasons for manuscript rejections

- Poorly written, poorly organized
- Not right for the journal you chose
- Not cutting edge
- Insufficient review of the evidence
- Author's expertise is not evident

Decision: Accept

- Jannetti Journals process
- Sending in the disk
- Copyright permission
- Author disclosures (if not sent with original mailing)
- Permissions in related content

Editorial Time Frames

- What to expect from Editors
- Inquire at other journals
- Keeping tabs on your manuscript

Editing Process

- Managed vs. non-managed journals
- Keeping the journal aware of how to contact you
- Timely turn around on sign offs and galley reviews
- Your rights
- Respecting the skill of editors

You're published!!

- Celebrate!
- Send copies to mom
- Reprints and use of your article
- Respond to letters to the editor
- Select a topic for your next paper!

10 Steps to Effective Writing

- Control sentence length and style
- Trim all unnecessary words
- Include only one idea in a sentence
- Keep your words simple
- Put yourself in your readers' shoes
- Use transitional words – sign posts
- Use specific, not abstract words
- Use positive, strong, colorful, definitive language
- Organize ideas and sentences
 - > Chronological, Spatial, Criteria, Importance, Familiarity, Logical
- Review, cut, review, cut



NOW REVIEW!
PRUNE WITH FRIENDS!



EBP: CLINICAL TOPIC STATED AS SPECIFIC QUESTION
Format for Poster Presentation/Conversation

Clinical Question

<u>Journal Article Citation Study #1</u>		<u>Journal Article Citation Study #2</u>
<u>Purpose Study #1</u>	<u>Background & Significance</u>	<u>Purpose Study #2</u>
<u>Variables – Hypotheses</u>		<u>Variables – Hypotheses</u>
<u>Methods</u>		<u>Methods</u>
<u>Procedures</u>		<u>Procedures</u>
<u>Population – Sample</u>		<u>Population – Sample</u>
<u>Measures</u>	<u>Conclusion from Evidence Summarized on Panels</u>	<u>Measures</u>
<u>Relevant Findings</u>		<u>Relevant Findings</u>
Study #1	<u>Applications to Practice</u>	Study #2
Charts, Graphs or Tables	<u>Recommendations from the Evidence</u>	Charts, Graphs or Tables
CRITICAL APPRAISAL OF EVIDENCE	<u>Recommendations for Future Research</u>	CRITICAL APPRAISAL OF EVIDENCE

Two Decades of Evidence to Support Implementation of the COPE Program as Standard Practice with Parents of Young Unexpectedly Hospitalized/ Critically Ill Children and Premature Infants

Bernadette Mazurek Melnyk
Nancy Feinstein
Eileen Fairbanks

Evidence-Based Practice
Bernadette Mazurek Melnyk, PhD, RN, CPNP/PNP FAAN, FAAP
Lugh Smoot, PhD, RN-CL, MPH

Characteristics of pediatric hospitalization have been changing in recent years. The number of children experiencing an intensive care stay in the United States (U.S.) has increased over the past 10 years, and it is projected that there will be a continued acceleration of pediatric intensive care unit (PICU) beds with a higher acuity of illness for children occupying them (Ostola et al., 2005; Randolph, Gonzalez, Cortelli, & Voh, 2004). There also are over 480,000 premature infants born every year in the United States, a 27% rise in the premature births since 1981 (Hamilton et al., 2004).

Hospitalization is a very stressful experience for both young children and parents, with even greater stress for families whose infants and children experience an unplanned hospitalization or intensive care unit stay (Melnyk et al., 2004). Evidence from multiple studies has supported the adverse effects following hospitalization for many premature infants and young children, including negative mental health/behavioral outcomes (e.g., post-traumatic stress disorder [PTSD], anxiety and depressive disorders, externalizing behaviors and developmental problems [Melnyk et al., 1997; Melnyk et al., 2004; Schneider,

Parents of hospitalized/critically ill children and premature infants also are at high risk for the development of PTSD, anxiety and depressive disorders (Hainy, Teuberg, Myers, & Bergman, 1994; Melnyk et al., 2004). They frequently experience guilt over the hospitalization of their children or birth of their premature infants, which can lead to overprotective parenting or the "vulnerable child syndrome" (Moehn & Rossett, 1996). As a result of being overprotected by their parents, many children develop problems with externalizing behaviors (Berlin, Brooks-Gunn, McCarton, & McCormick, 1998).

Although much research was conducted in the 1970s and 1980s to support the efficacy of psychological preparation of children and parents for planned minor surgeries and procedures (Peterson & Shapiro, 1981; Vainstainer & Wolke, 1975; Miller & Vainstainer, 1975, 1979; Zaslowsky, Wirscheburm, & Mend, 1996), there was a paucity of studies conducted to ameliorate the adverse effects of unplanned and critical care hospitalization on children and their parents during this same time period. Because of this gap in the science and a lack of evidence to guide clinical practice, the first author launched a program of research in the mid-1980s to develop, test, and refine a theory-based, reproducible, intervention program to improve the cop-

Table 1. Summary of Studies Testing the Efficacy of COPE with Unexpectedly Hospitalized/ Critically Ill Children, LBW Premature Infants and Parents

Study	Sample	Design and Intervention	Major Findings
Vulcan & Nickulich-Barnett (1988)	40 mothers of 1 to 5-year-old children with unplanned hospitalization admitted to a general pediatric unit for acute medical conditions	Quasi-experiment. Experimental intervention: A videotape "Young Children's Reactions to Hospitalization" that contained child behavior information and parent role information. Control: standard care.	Experimental group mothers reported a significantly greater reduction in state anxiety during hospitalization than control group mothers.
Melnyk (1994)	108 mothers of 2 to 6-year-old children with unplanned hospitalizations admitted to two general pediatric units	RCT: 2 x 2 factorial design with 4 experimental groups. Experimental interventions: (1) audio taped and matched written parent role information; (2) audio taped and matched written child behavior information; (3) audio taped and matched written parent role information and parent role information. Control information: audio and matched information about hospital services.	All 3 experimental group mothers reported significantly less anxiety than control group mothers as well as provided more support to their children during intrusive procedures and participated more in their children's care. Mothers who received both types of information supported their children more through intrusive procedures than mothers who received only parent role information. Ten to 14 days after hospitalization, all 3 experimental groups reported less anxiety than control group mothers. In addition, mothers who received child behavior information and the combined information reported less negative behavioral change in their children than control group mothers.
Melnyk et al. (1997)	108 mothers of 2 to 6-year-old children with unplanned hospitalizations admitted to two general pediatric units	RCT: 2 x 2 factorial design with 4 experimental groups. Experimental interventions: (1) audio taped and matched written parent role information; (2) audio taped and matched written child behavior information; (3) audio taped and matched written parent role information and parent role information. Control information: audio and matched information about hospital services.	Mothers who received COPE provided more support to their children during intrusive procedures as well as more emotional support to their children compared to control mothers. COPE mothers reported less negative mood state and less parental stress related to their children's emotions and behaviors than control mothers. COPE mothers also reported fewer PTSD symp-


Strategies for Optimizing Manuscript Development

- Overcoming Writer's Block
- Selecting Angles
- Collecting Material
- Organizing Piles



Maximizing Time and Organization

D -eveloping the idea
O -rganizing the information
I -ntegrating the material into an approach
T -ailor, trim and tighten



Ethics and Issues in Publishing

Avoiding the pitfalls

TEAM PLAY OR SOLO?

- Discuss the pros and cons of joint authorship
- Half the time and TWICE the work or Twice the time and HALF the work?
- Planning the work and authorship issues



Communicating with the Editor

- Authorship responsibilities
 - Plagiarism
 - Accuracy in content and attribution
 - Signature responsibilities
- Release of Copyright
- Timeliness and correspondence
 - Production schedule
 - Time and expense

Issues in Ethics and Scientific Integrity

- Duplicate publication
- Salami science
- Responsibility of each author
- Responsibility to subject matter
 - Informed consent
 - Photos and identifiable information

Issues in Publishing

- Costs, distribution and products
- Impact of the Internet
- Advertising relationship with editorial
- Disclosure and conflicts of interest



General Description of Editorial Content

- Unsolicited Features (Blind Reviewed)
- Continuing Nursing Education (CNE) Series
 - Topic Driven
 - PharmCE
- Regular Columns
 - Critical Thinking in Critical Care
 - Environmental Health Hot Topics
 - Evidence-Based Pediatric Practice
 - Family Matters
 - Historical Perspectives in Pediatrics
 - Pediatric Ethics, Issues & Commentary
 - Pediatric Management Problems
 - Practice Applications of Research
 - Primary Care Approaches
 - International Issues
- Web Supplements
 - Tool Kit
 - Discussions



Next Steps

Veronica D. Feeg
Editor, *Pediatric Nursing*
vfeeg@yahoo.com
(516) 678 – 5000 Ext 6871

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Veronica D. Feeg, PhD, RN, FAAN
Editor, *Pediatric Nursing* and
Professor, Molloy College, Division of Nursing
Assistant Dean for Research and Scholarly Practice
vfeeg@molloy.edu

