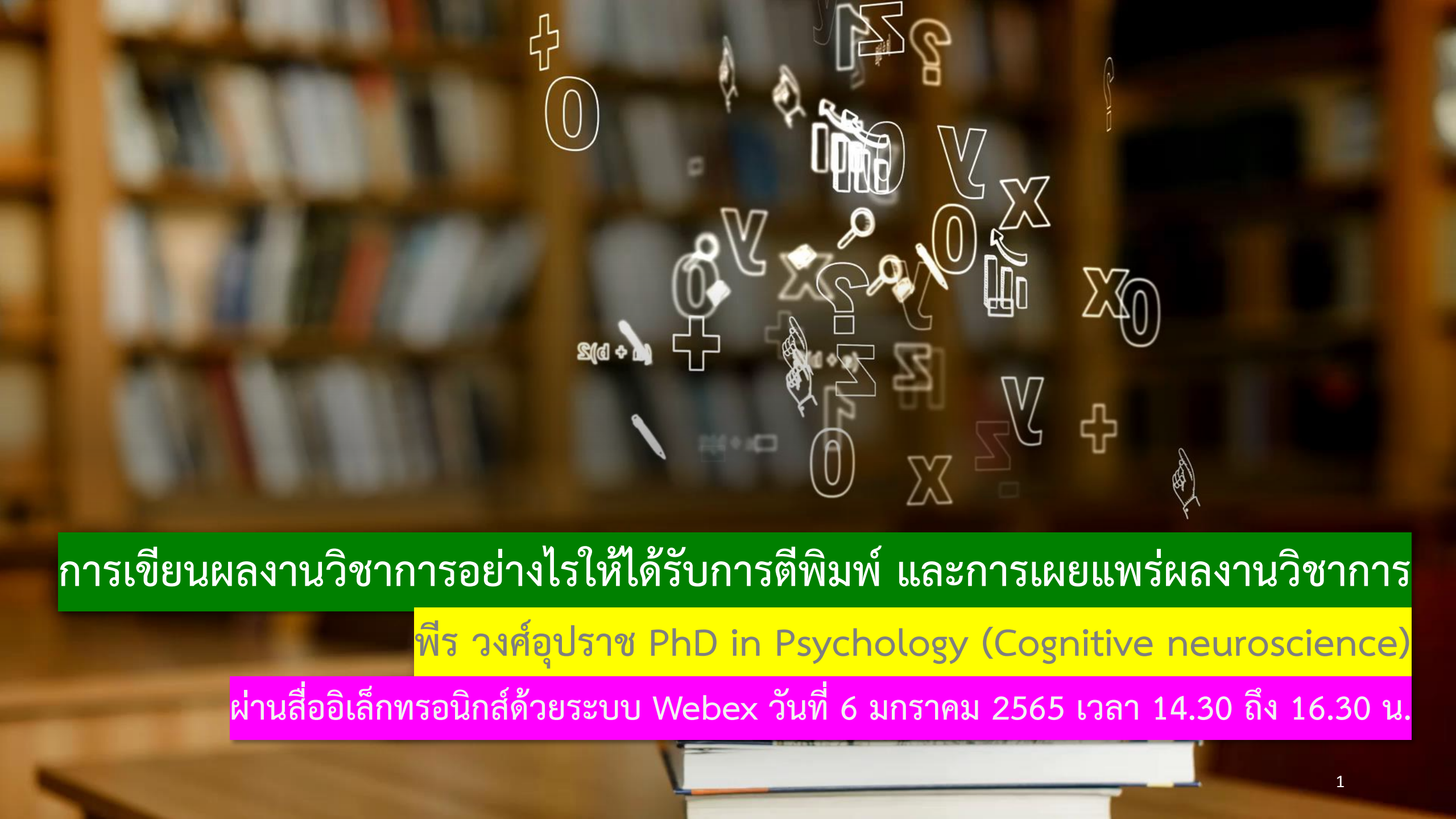


การเขียนผลงานวิชาการอย่างไรให้ได้รับการตีพิมพ์ และการเผยแพร่ผลงานวิชาการ

พีร วงศ์อุปราช PhD in Psychology (Cognitive neuroscience)

ผ่านสื่ออิเล็กทรอนิกส์ด้วยระบบ Webex วันที่ 6 มกราคม 2565 เวลา 14.30 ถึง 16.30 น.

แนะนำวิทยากร



ประวัติการศึกษา

- ศศ.บ. จิตวิทยา (จิตวิทยาคลินิก) มหาวิทยาลัยนเรศวร รุ่นที่ 2 เกียรตินิยมอันดับ 1 เหรียญทอง (2547)
- PhD in Psychology (Cognitive neuroscience), Institute of Psychiatry, Psychology, and Neuroscience, King's College London, England (2559) ด้วยทุนรัฐบาลไทย (ก.พ.)
- Visiting Fellow at Institute of Psychology, Karl-Franzens-University of Graz, Austria (2561) สนับสนุนโดย ASEA-UNINET ร่วมกับ สกอ.
- British Academy Visiting Fellow at Department of Experimental Psychology, University of Oxford, England (2560-2561) สนับสนุนโดย British academy ร่วมกับ สกว.
- Visiting Scholar at College of Medicine, Seoul National University, Republic of Korea (2562) สนับสนุนโดย National Research Foundation of Korea (NRF) ร่วมกับ วช.

Ad hoc reviewers

ผู้ทรงคุณวุฒิฯ (Reviewer) วารสาร ISI และ SCOPUS กลุ่ม 1 (Q1) ได้แก่ Personality and Individual Differences (PAID), Schizophrenia Research, Cortex, Plos One, Child Neuropsychology, Journal of Individual Differences, Cognitive Development และ Journal of Intelligence (Q2)

Novelty

Valuable dataset

Strong research methodology

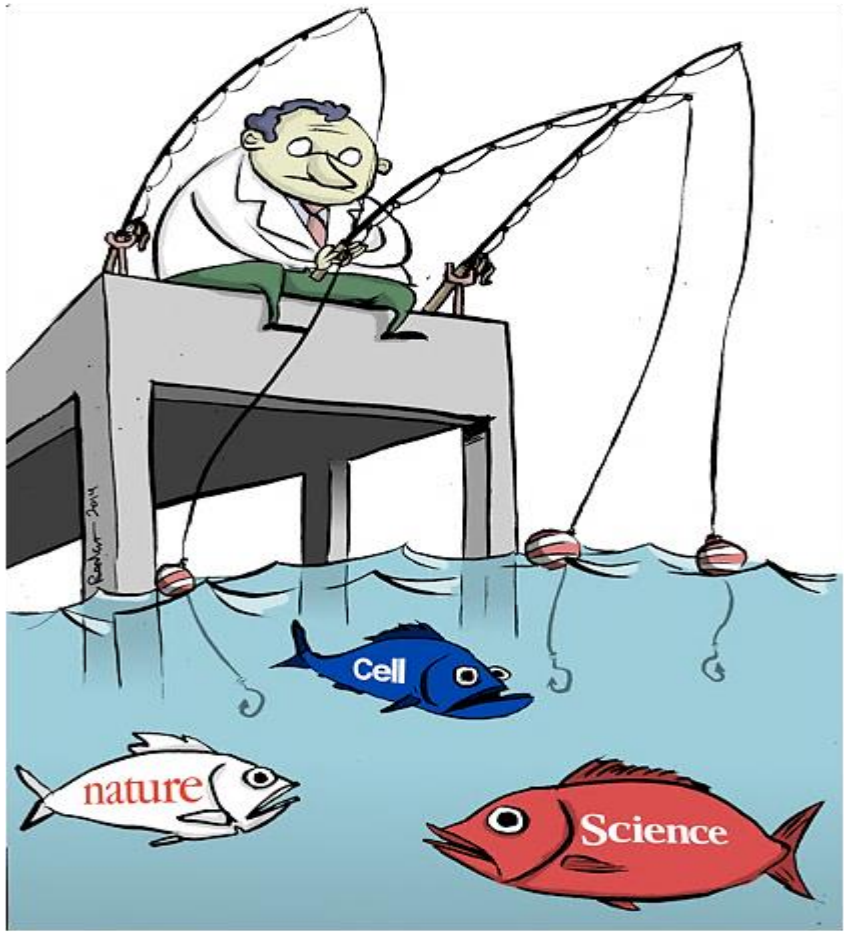
Impact (multi-, longitudinal-, cross-)

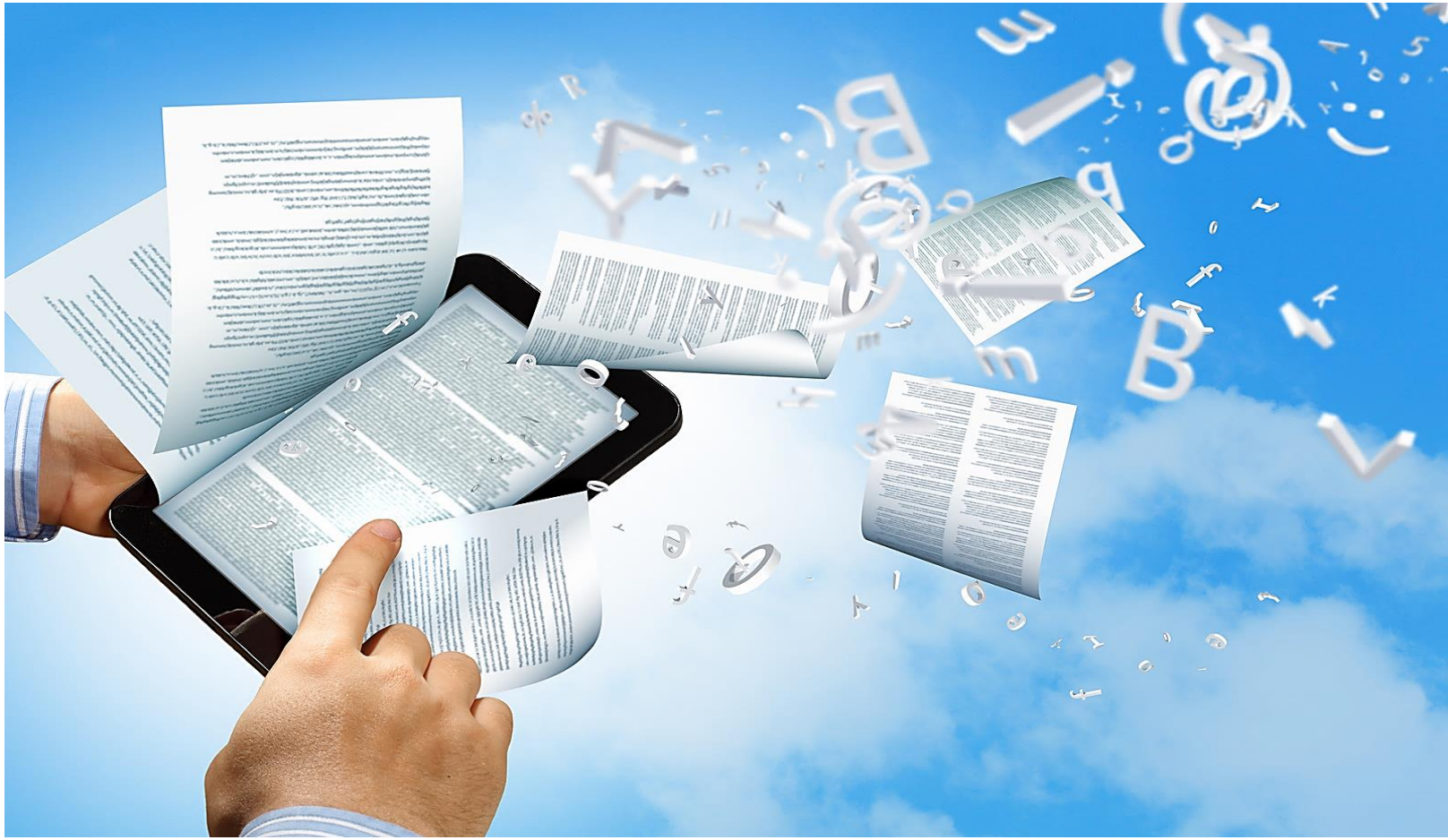
Outline of the talk

- Why do we publish?
- History of research publication.
- Anatomy of research paper
- How to write a good paper?
- The right journals and the editorial review process.

Saver, 2010; Mack, 2018; Nutley, Powell, & Davies, 2013; Cerulo, 2015; Rawat & Meena; 2014

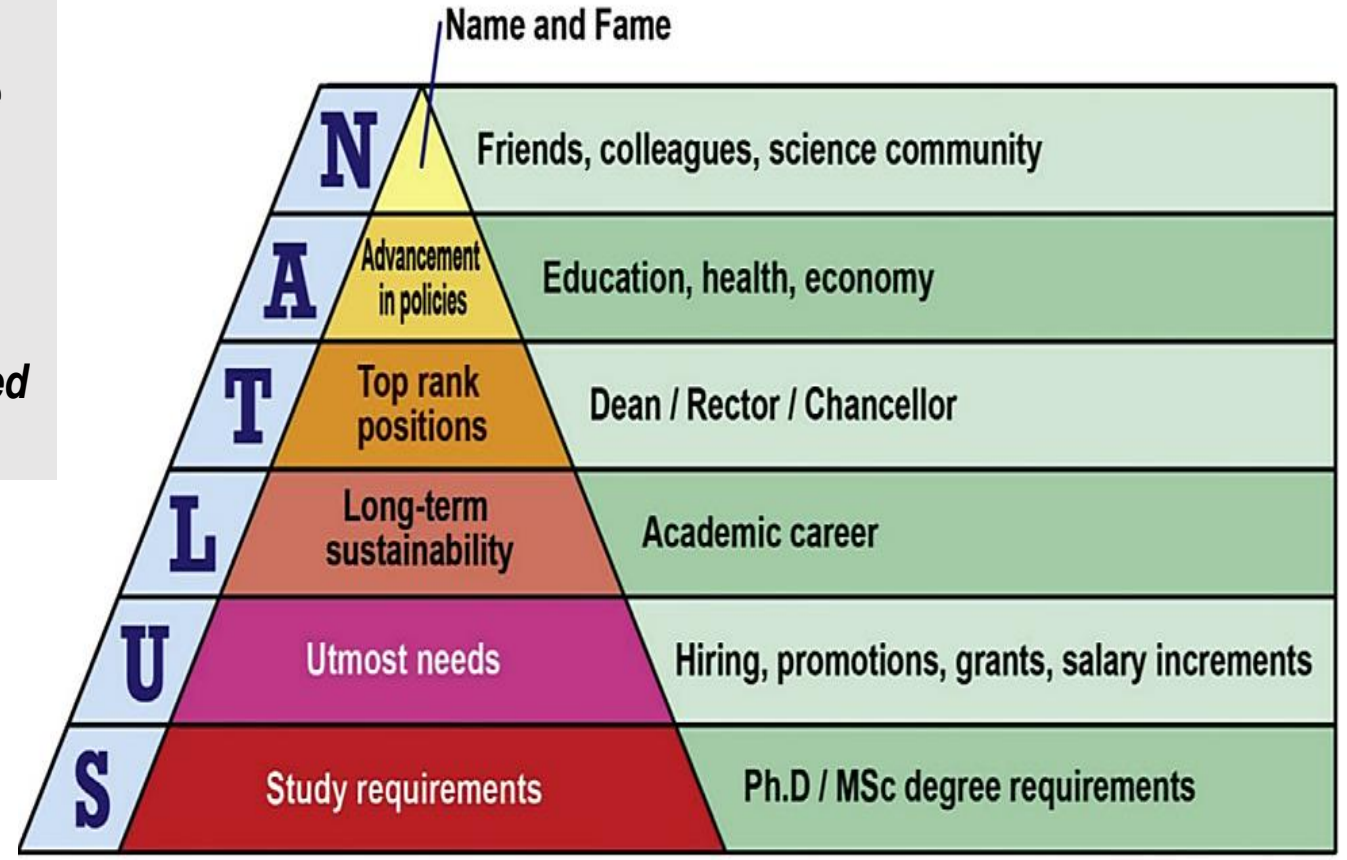
Why do we publish?





Why do we publish journal articles?

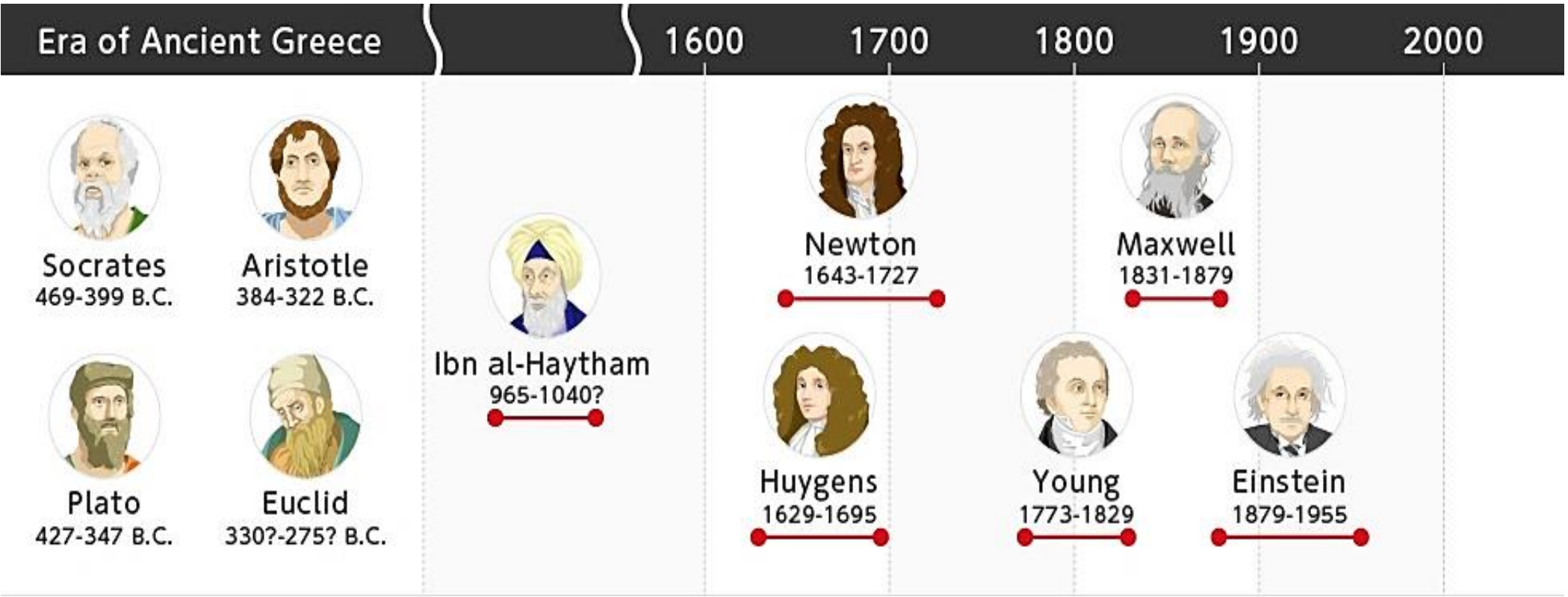
Scientific publications are the golden eggs of an academic career, disseminate knowledge, boost the research profile and career progression. It encourages the discussion within the professional community and develop the high academic foundation. Considering the significance of why researchers publish, we established a pyramid called "SULTAN'S" pyramid (Meo, 2018).



Why do we publish journal articles?

- ❑ Journal articles as a seal of approval (Collaboration, substantial citation, & promotion).
- ❑ Journal articles as a source of money.
- ❑ Journal articles as an academic job qualification.
- ❑ Journal articles as soft skills.
- ❑ Journal articles as a knowledge contribution.

History of research publication



History of research publication

The origins and development of the scientific and technical press can be traced back to 1665 when the first "modern" scientific papers appeared and were characterized by non standardised form and style[1]. Subsequently, nearly 300 years ago[2], in an attempt to ensure that articles met the journal's standards of quality and scientific validity, the peer-reviewed process for scientific manuscripts was born in England and France. Since then, there has been an enormous proliferation of scientific journals and manuscripts so that, at present, the numbers of biomedical papers published annually by over 20,000 journals, at a rate of 5,500 new papers per day, far exceeds 2,000,000[1,2].

Liumbruno, Velati, Pasqualetti, & Francini, 2013

History of research publication

Table 1 Origin of the scientific paper

1665	First "modern" scientific papers Form and Style not standardised: • Letter: single authored, polite style, addressing several subjects • Experimental report: purely descriptive, events presented in chronological order Papers evolved to a more structured form; Methods and Results were incipiently described and interpreted, while the Letter form disappeared
1850s	The 'Methods' description developed, an overall organisation known as "theory–experiment–discussion" appeared
1900	Norms began to be standardised, decreasing the use of the literary style
1980s	The formal established Introduction, Methods, Results, and Discussion (IMRAD) structure was adopted: • facilitates modular reading • readers may not read in a linear way but browse in each section • looking for specific information • found in pre-established areas of the paper

Audisio et al. (2009)

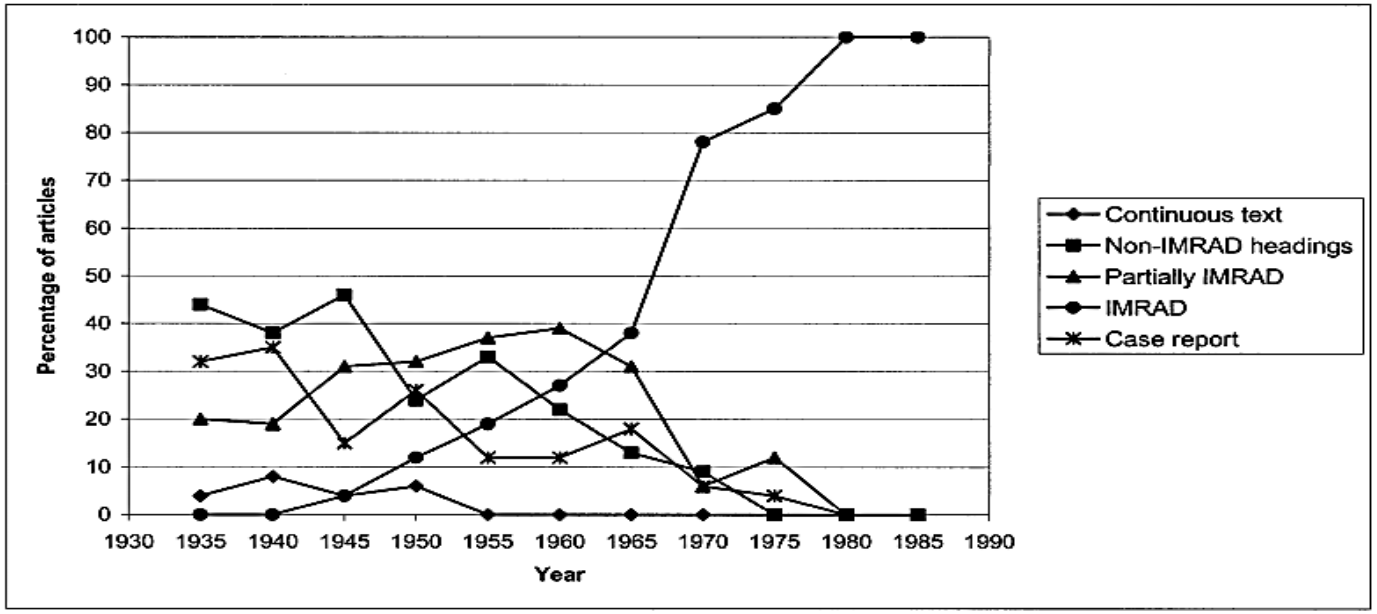
History of research publication

The IMRAD Format—Main Sections of a Scientific Paper

Section	Purpose
Title	What the paper is about
Authors	Names and affiliations of authors
Keywords	Words other than those in title that best describe the paper
Abstract	A stand-alone, short narrative of the paper
Introduction	***Why this paper?*** The problem, what is not known, the objective of the study
Materials and methods	***How was the study done***?
Results	***What did you find?***
Discussion	***What does it mean? What next?*** Interpretation of results and future directions
Conclusion	Possible implications
Acknowledgments	***Who helped and how; what was the funding source?***
References	Details of papers cited
Appendices	Supplementary materials

History of research publication

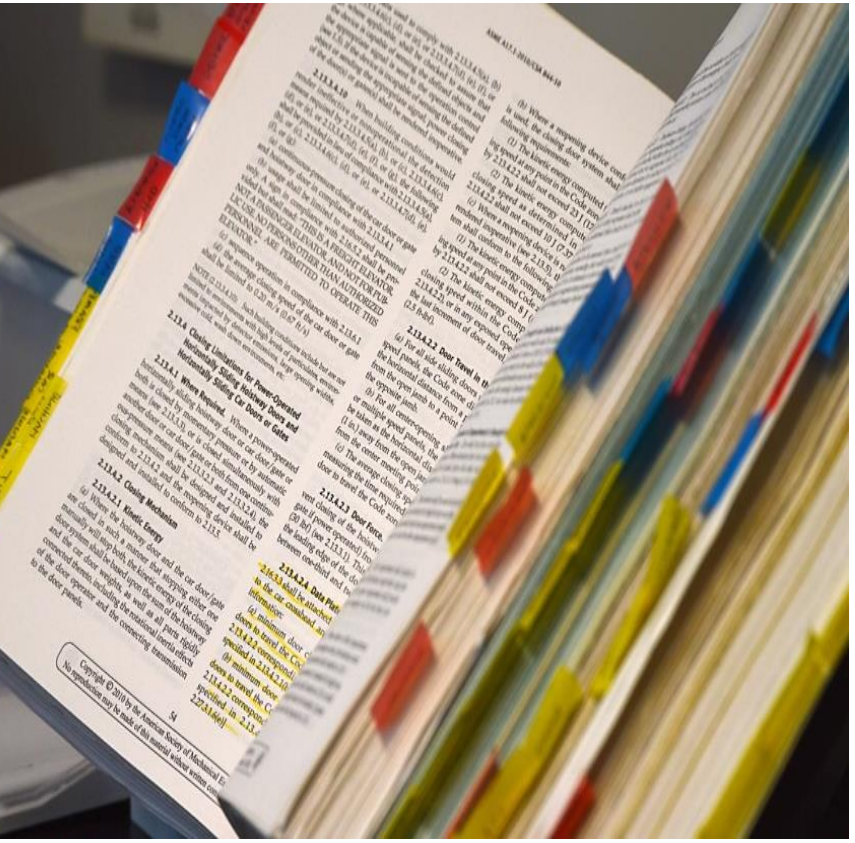
Figure 2
Text organization of published articles in the *British Medical Journal* from 1935 to 1985 (n = 341)

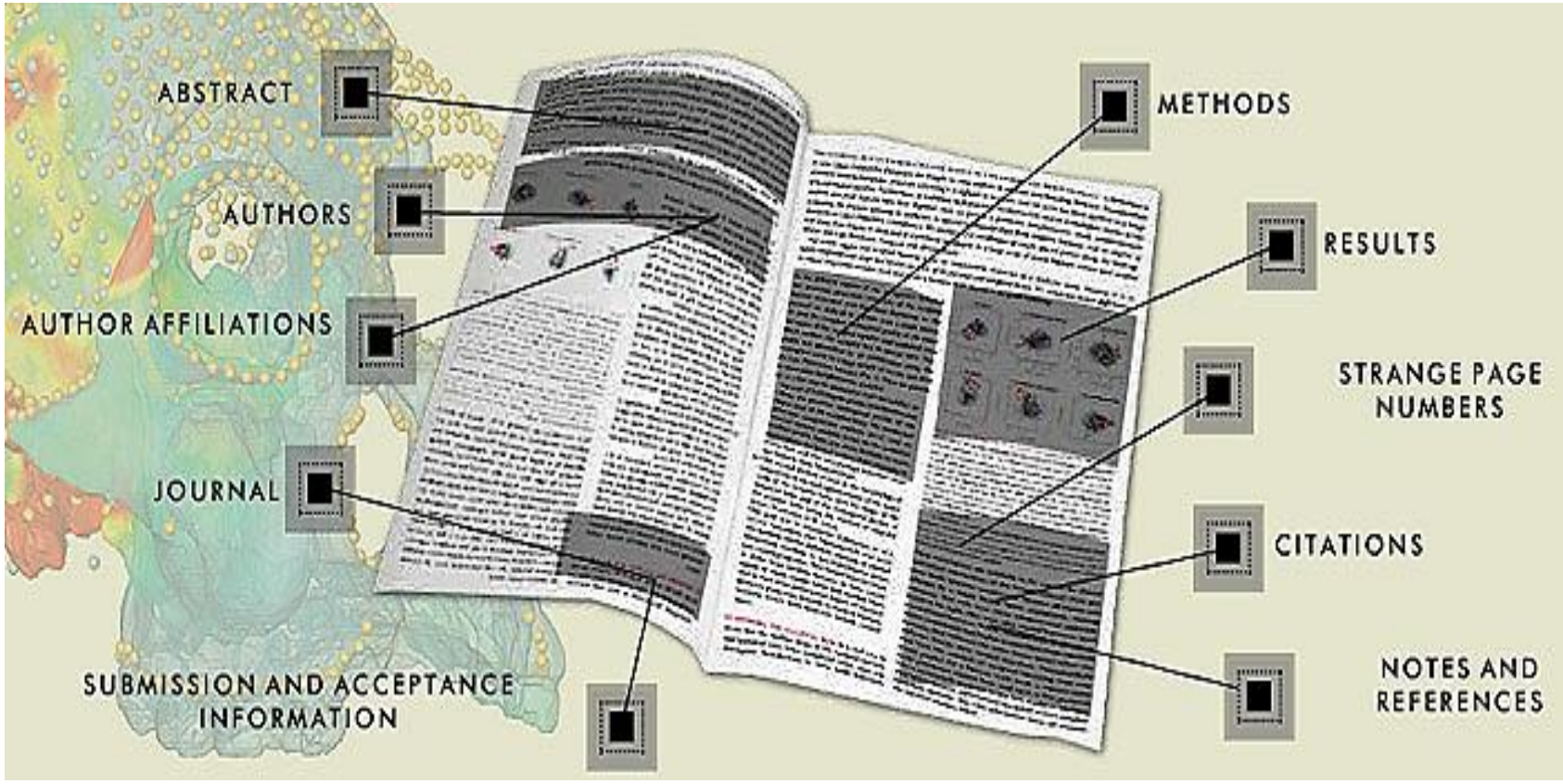


Since its origin in 1665, the scientific paper has been through many changes. an overall organization known as **"theory—experiment—discussion"** appeared (1735-1985) (Atkinson, 1992).

The scientific article in the health sciences evolved from the letter form and purely descriptive style in the seventeenth century to a very standardized structure in the twentieth century known as introduction, methods, results, and discussion (IMRAD) (Sollaci et al, 2004).

Anatomy of research paper?





Anatomy of research paper

Types of academic articles

Review articles

- Review articles/Systematic review/Meta-analysis

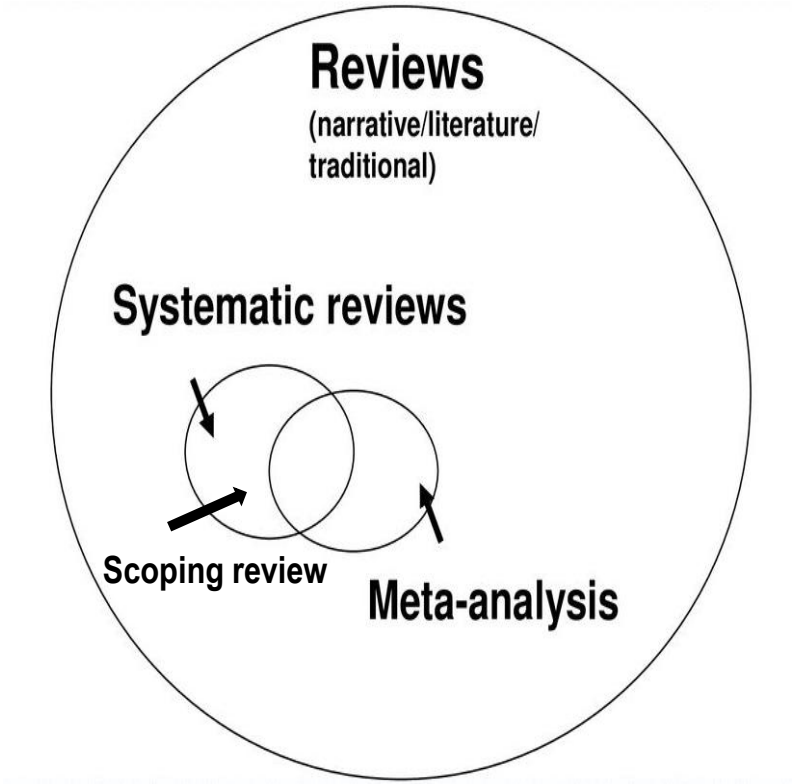
Research articles

- Protocol/Short-communication/Original research articles

Data article

Anatomy of research paper

Types of academic articles



Literature Review

- **Summarizes** a topic that is **broad** in scope (e.x. cancer treatment)
- **Qualitative**
- May use sources that are **biased**
- Does **not** define what types of studies will be included (looks at everything)

Systematic Review

- Answers a **specific clinical question** (e.x. PICO) (e.x. Is Vitamin C or Chemotherapy a better cancer treatment in patients over the age of 40?)
- **Defines** a specific search strategy; lists what will be **included and excluded** in articles selected
- Can include a meta-analysis within the review (but no necessary)

Meta-Analysis

- Looks at studies from a systemic review
- Purpose: Combines similar studies and pulls **data** to get a **statistically** significant result
- Important because **statistical analysis** may overturn results of smaller clinical trials

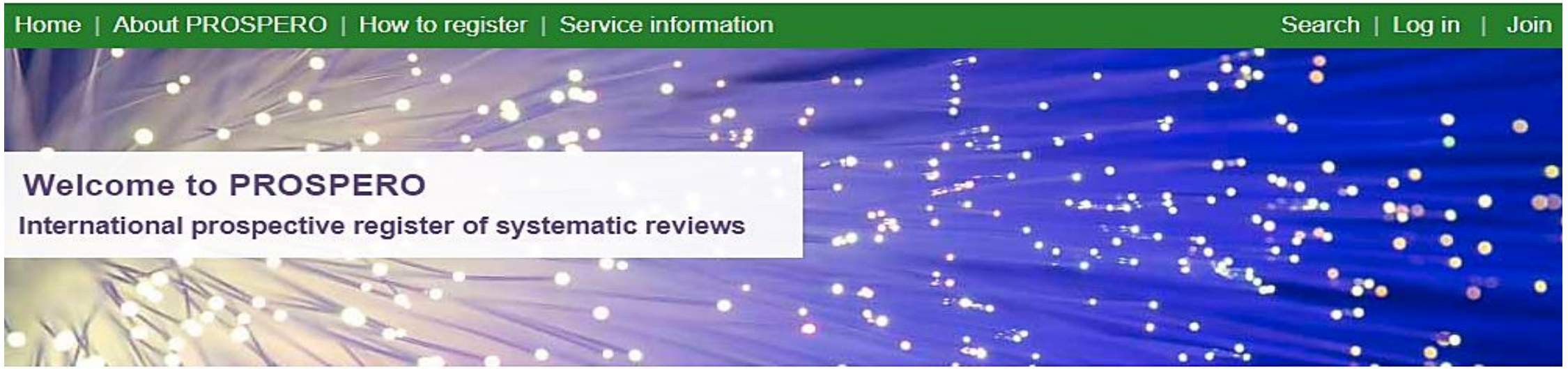
Anatomy of research paper

Types of academic articles

For health-related data

NIHR | National Institute for Health Research

PROSPERO
International prospective register of systematic reviews

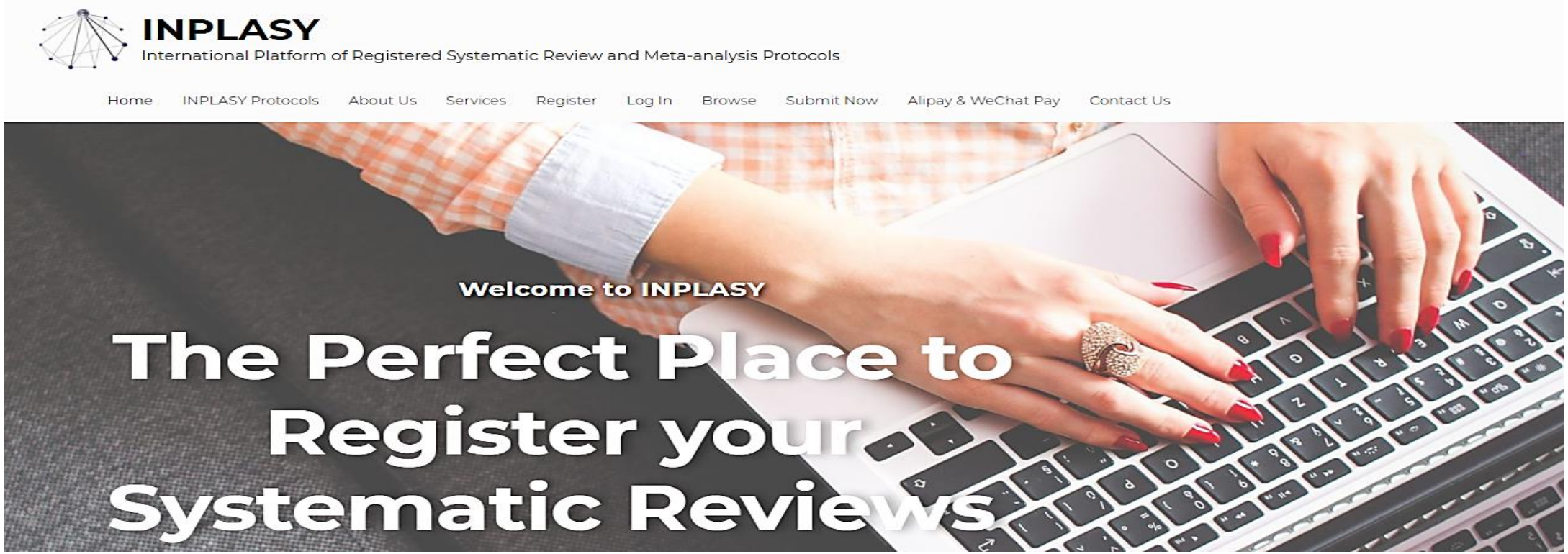


https://www.crd.york.ac.uk/prospero/

Anatomy of research paper

Types of academic articles

https://inplasy.com/ For health-related data



Anatomy of research paper

Types of academic articles

Short Communications are limited to 3000 words and are not subdivided. The paper should contain an abstract, main body and references, and contain no more than 6 figures or tables, combined. The abstract is limited to 100 words.

Annals of Medicine and Surgery 59 (2020) 10–13

Contents lists available at ScienceDirect

Annals of Medicine and Surgery

journal homepage: www.elsevier.com/locate/amsu

Short Communication

Changing our training paradigms in general surgery residency during the covid-19 outbreak. Short communication

Gustavo Mastroianni [a,1], Virginia M. Cano Busnelli [b,*,1], Martin de Santibañes [c], Pablo E. Huespe [d], Agustin Dietrich [e], Axel Beskow [f], Juan Pekolj [g]

[a] Residents for General Surgery, Hospital Italiano de Buenos Aires, Argentina
[b] Upper GI and Bariatric Surgery, General Surgery Service, Hospital Italiano de Buenos Aires, Argentina
[c] HPB and Liver Transplant, General Surgery Service, Hospital Italiano de Buenos Aires, Argentina
[d] Minimally Invasive Surgery, General Surgery Service, Hospital Italiano de Buenos Aires, Argentina
[e] Thoracic Surgery and Lung Transplant, General Surgery Service, Hospital Italiano de Buenos Aires, Argentina
[f] Upper GI and Bariatric Surgery Unit, Hospital Italiano de Buenos Aires, Argentina
[g] General Surgery, Liver Transplant Unit, Hospital Italiano de Buenos Aires, Argentina

Anatomy of research paper

Types of academic articles

SAGE journals

Clinical Case Studies

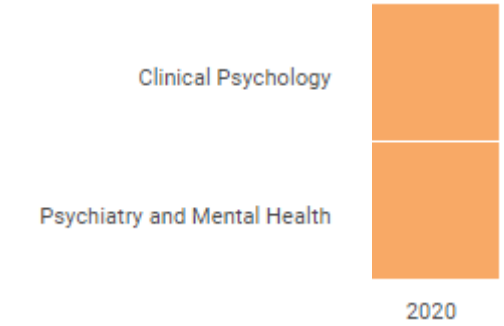
0.869 Impact Factor
5-Year Impact Factor 1.171
Journal Indexing & Metrics »

About this journal

Clinical Case Studies (*CCS*), peer-reviewed & published bi-monthly electronic only, is the only journal devoted entirely to innovative psychotherapy case studies & presents cases involving individual, couples, & family therapy. The easy-to-follow case presentation format allows you to learn how interesting & challenging cases were assessed & conceptualized, & how treatment followed such conceptualization. This format allows clinicians to replicate successful treatments in their own practices. This journal is a member of COPE.

H-INDEX

22



Anatomy of research paper

Types of academic articles

Brain Research Protocols

CURRENT PROTOCOLS
A Wiley Brand
in Bioinformatics

Current Protocols in Bioinformatics is a comprehensive source for protocols and reviews in the multidisciplinary field of bioinformatics, including the areas of analyzing expression patterns, pathway analysis, recognizing functional domains, building and using biological databases, and more.

Online ISSN: 1934-340X

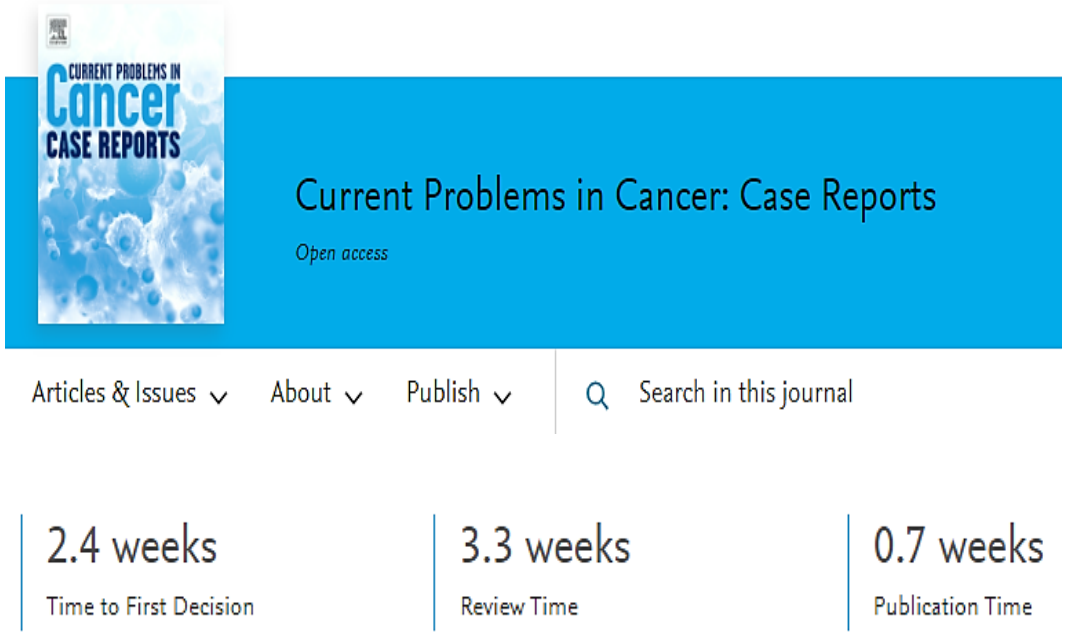
OXFORD
ACADEMIC

BIOLOGY
Methods & Protocols

Issues ▾ Advance articles Submit ▾ Alerts About ▾

Anatomy of research paper

Types of academic articles

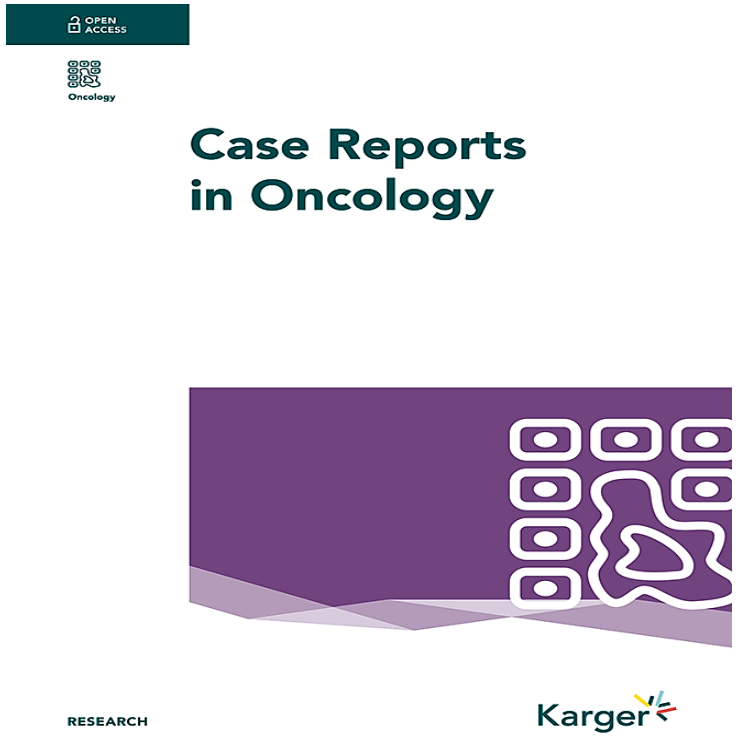


Aims and scope | Editorial board | Abstracting and indexing

Current Problems in Cancer: Case Reports is an international, peer-reviewed open access Journal which aims to fortify the field of oncology by publishing original case reports featuring prevention, diagnosis and treatment of cancer, supportive care, quality of life and rehabilitation. A companion title to *Current Problems in Cancer*, the Journal provides a global forum for clinicians and researchers to share their personal experiences through case reports, striving to inform clinical cancer research and care.

Anatomy of research paper

Types of academic articles



Case Reports in Oncology

The first oncology journal dedicated exclusively to case reports

Aims and Scope

Case Reports in Oncology is a peer-reviewed, open-access journal that publishes original case studies covering the entire spectrum of oncology, including prevention, diagnosis, treatment, toxicities of therapy, supportive care, quality-of-life, and survivorship issues. The journal will also accept case reports dealing with the use of novel technologies, both in the area of diagnosis and treatment. In this forum, clinicians and researchers can communicate their findings to a broader oncology community. The authors may also provide supplementary material free of charge.

Anatomy of research paper

Types of academic articles

BMC Part of Springer Nature

Journal of Hematology & Oncology

Case reports submitted to *Journal of Hematology & Oncology* should make a contribution to medical knowledge and must have educational value or highlight the need for a change in clinical practice or diagnostic/prognostic approaches. The journal will not consider case reports describing preventive or therapeutic interventions, as these generally require stronger evidence.

Authors are encouraged to describe how the case report is rare or unusual as well as its educational and/or scientific merits in the covering letter that accompanies the submission of the manuscript.

Case report

Criteria

Journal of Hematology & Oncology welcomes well-described reports of cases that include the following:

- Unreported or unusual side effects or adverse interactions involving medications
- Unexpected or unusual presentations of a disease
- New associations or variations in disease processes
- Presentations, diagnoses and/or management of new and emerging diseases
- An unexpected association between diseases or symptoms
- An unexpected event in the course of observing or treating a patient
- Findings that shed new light on the possible pathogenesis of a disease or an adverse effect

Anatomy of research paper

Types of academic articles

BMC Part of Springer Nature

BMC Cancer

Annual Journal Metrics

Speed
79 days to first decision for reviewed manuscripts only
55 days to first decision for all manuscripts
170 days from submission to acceptance
16 days from acceptance to publication

Citation Impact
4.430 - 2-year Impact Factor
4.372 - 5-year Impact Factor
1.218 - Source Normalized Impact per Paper (SNIP)
1.358 - SCImago Journal Rank (SJR)

Usage
5,089,371 Downloads
2,117 Altmetric Mentions

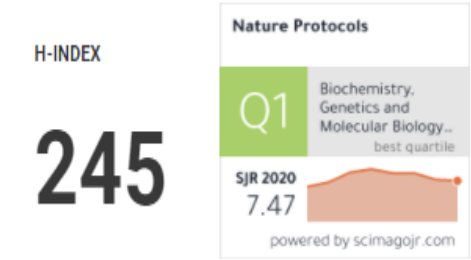
Study protocol

Criteria

BMC believes that publishing study protocols will help to improve the standard of medical research by reducing publication bias and improving reproducibility. Study protocol articles can be for proposed or ongoing prospective clinical research, and should provide a detailed account of the hypothesis, rationale and methodology of the study. By publishing your protocol in *BMC Cancer*, it becomes a fully citable open-access article.

Anatomy of research paper

Types of academic articles



2 year Impact Factor - 13.491

5- year Impact Factor - 17.24

Immediacy index - 2.51

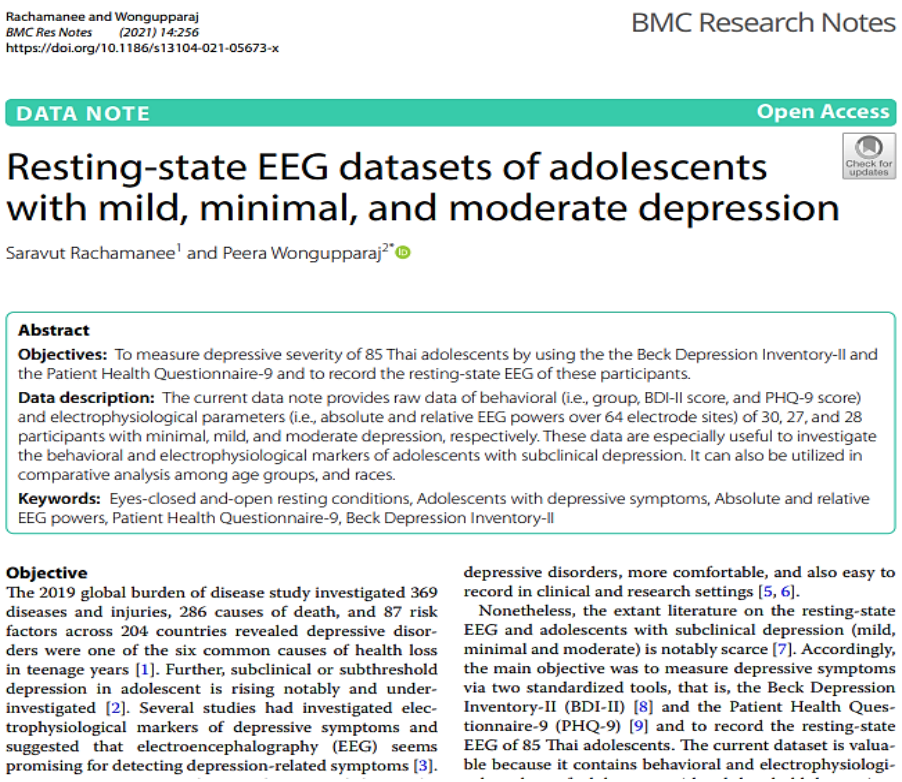
Eigenfactor® score - 0.058

Article Influence Score - 7.632

2-year Median - TBC

Anatomy of research paper

Types of academic articles



Rachamanee and Wongupparaj
BMC Res Notes (2021) 14:256
https://doi.org/10.1186/s13104-021-05673-x

BMC Research Notes

DATA NOTE — Open Access

Resting-state EEG datasets of adolescents with mild, minimal, and moderate depression

Saravut Rachamanee[1] and Peera Wongupparaj[2*]

Abstract

Objectives: To measure depressive severity of 85 Thai adolescents by using the the Beck Depression Inventory-II and the Patient Health Questionnaire-9 and to record the resting-state EEG of these participants.

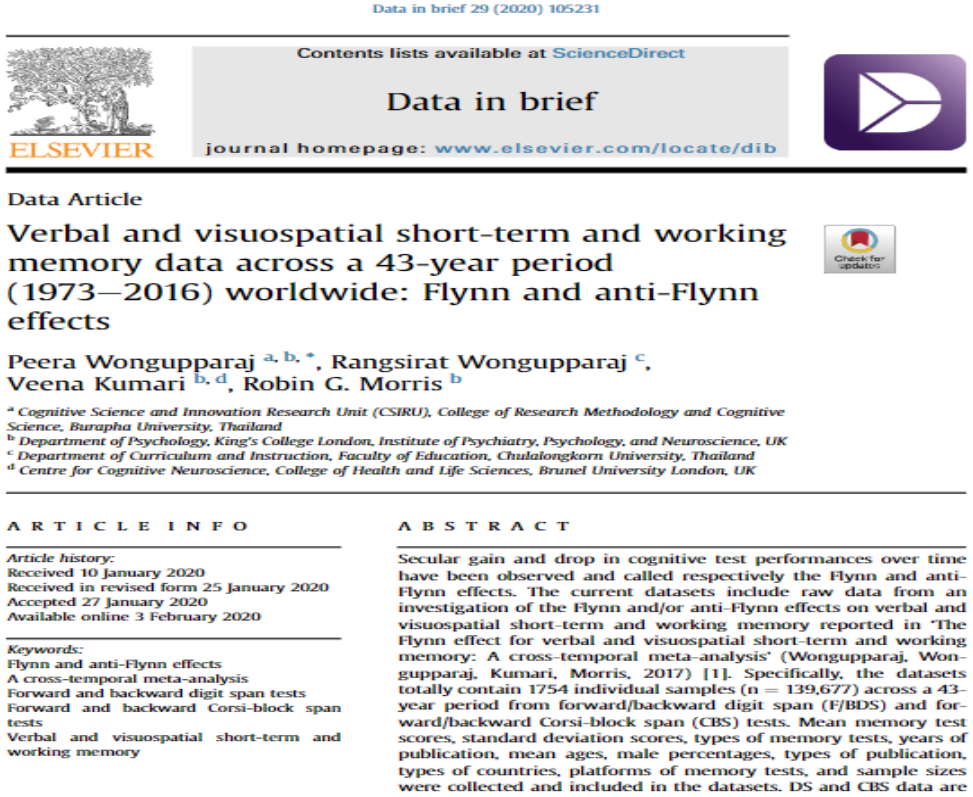
Data description: The current data note provides raw data of behavioral (i.e., group, BDI-II score, and PHQ-9 score) and electrophysiological parameters (i.e., absolute and relative EEG powers over 64 electrode sites) of 30, 27, and 28 participants with minimal, mild, and moderate depression, respectively. These data are especially useful to investigate the behavioral and electrophysiological markers of adolescents with subclinical depression. It can also be utilized in comparative analysis among age groups, and races.

Keywords: Eyes-closed and-open resting conditions, Adolescents with depressive symptoms, Absolute and relative EEG powers, Patient Health Questionnaire-9, Beck Depression Inventory-II

Objective

The 2019 global burden of disease study investigated 369 diseases and injuries, 286 causes of death, and 87 risk factors across 204 countries revealed depressive disorders were one of the six common causes of health loss in teenage years [1]. Further, subclinical or subthreshold depression in adolescent is rising notably and under-investigated [2]. Several studies had investigated electrophysiological markers of depressive symptoms and suggested that electroencephalography (EEG) seems promising for detecting depression-related symptoms [3]. depressive disorders, more comfortable, and also easy to record in clinical and research settings [5, 6].

Nonetheless, the extant literature on the resting-state EEG and adolescents with subclinical depression (mild, minimal and moderate) is notably scarce [7]. Accordingly, the main objective was to measure depressive symptoms via two standardized tools, that is, the Beck Depression Inventory-II (BDI-II) [8] and the Patient Health Questionnaire-9 (PHQ-9) [9] and to record the resting-state EEG of 85 Thai adolescents. The current dataset is valuable because it contains behavioral and electrophysiologi-



Data in brief 29 (2020) 105231

Contents lists available at ScienceDirect

Data in brief

journal homepage: www.elsevier.com/locate/dib

Data Article

Verbal and visuospatial short-term and working memory data across a 43-year period (1973—2016) worldwide: Flynn and anti-Flynn effects

Peera Wongupparaj [a, b, *], Rangsirat Wongupparaj [c], Veena Kumari [b, d], Robin G. Morris [b]

[a] Cognitive Science and Innovation Research Unit (CSIRU), College of Research Methodology and Cognitive Science, Burapha University, Thailand
[b] Department of Psychology, King's College London, Institute of Psychiatry, Psychology, and Neuroscience, UK
[c] Department of Curriculum and Instruction, Faculty of Education, Chulalongkorn University, Thailand
[d] Centre for Cognitive Neuroscience, College of Health and Life Sciences, Brunel University London, UK

ARTICLE INFO

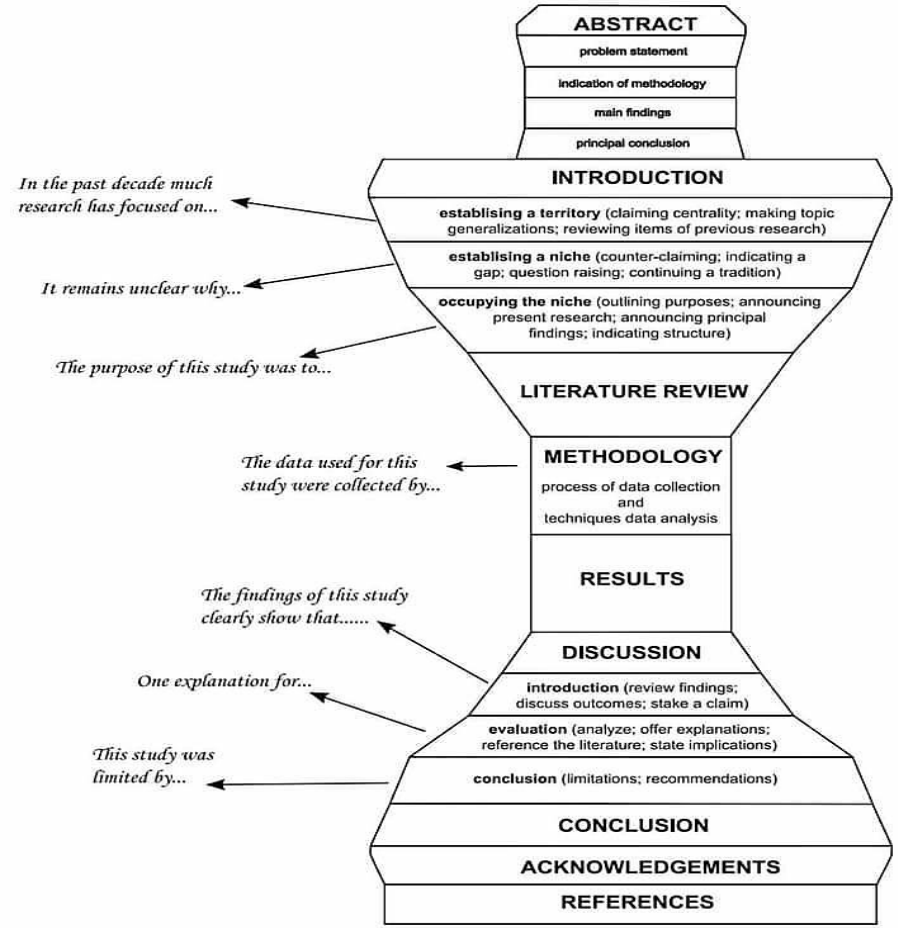
Article history:
Received 10 January 2020
Received in revised form 25 January 2020
Accepted 27 January 2020
Available online 3 February 2020

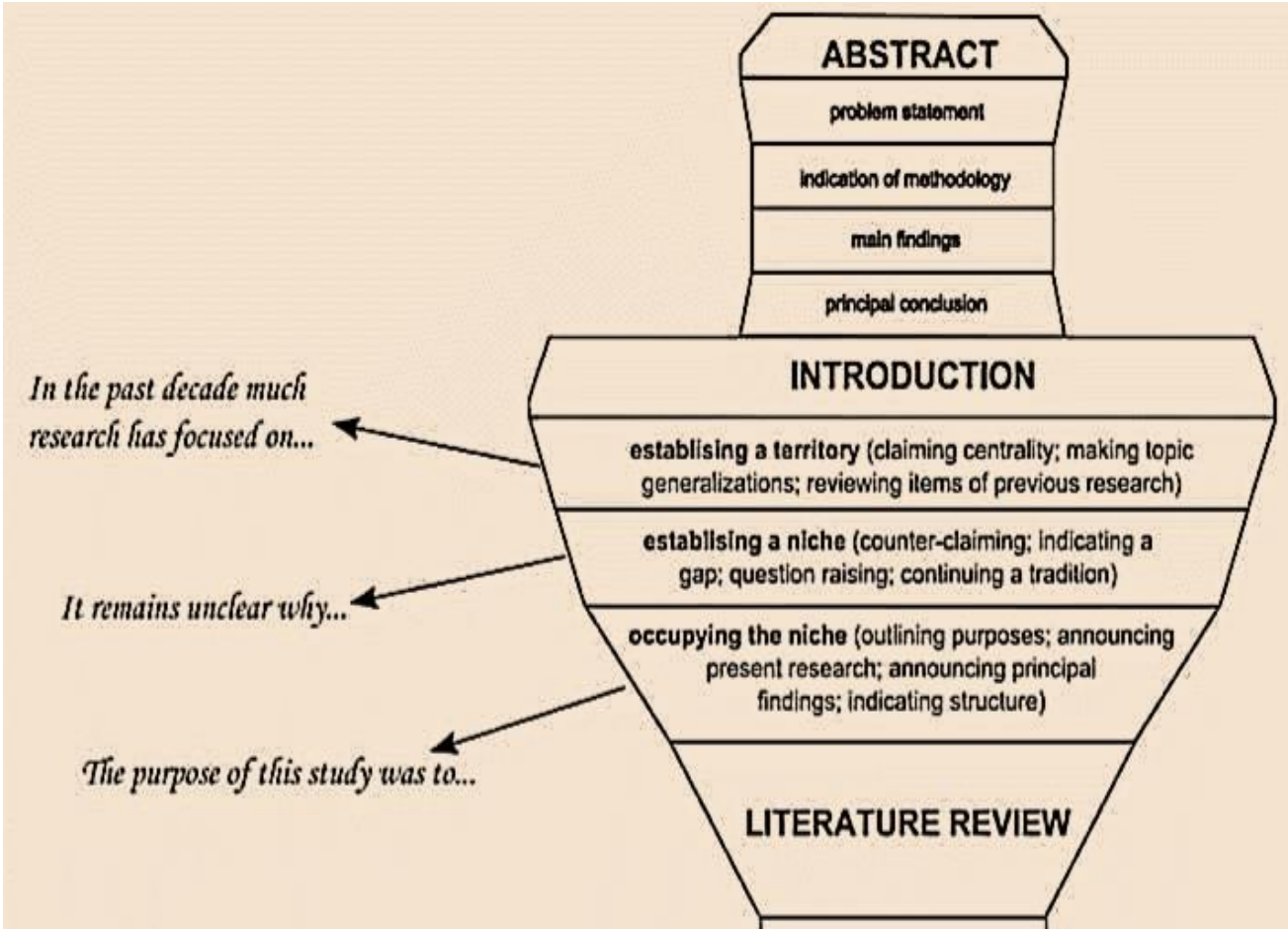
Keywords:
Flynn and anti-Flynn effects
A cross-temporal meta-analysis
Forward and backward digit span tests
Forward and backward Corsi-block span tests
Verbal and visuospatial short-term and working memory

ABSTRACT

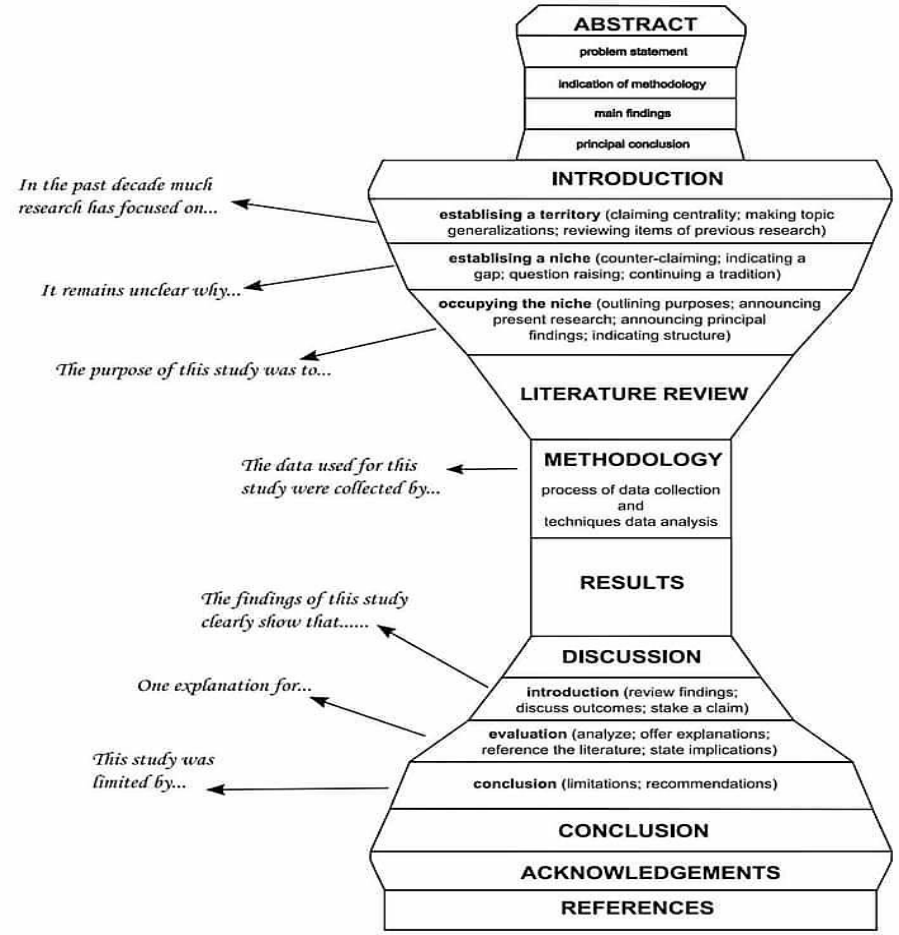
Secular gain and drop in cognitive test performances over time have been observed and called respectively the Flynn and anti-Flynn effects. The current datasets include raw data from an investigation of the Flynn and/or anti-Flynn effects on verbal and visuospatial short-term and working memory reported in 'The Flynn effect for verbal and visuospatial short-term and working memory: A cross-temporal meta-analysis' (Wongupparaj, Wongupparaj, Kumari, Morris, 2017) [1]. Specifically, the datasets totally contain 1754 individual samples (n = 139,677) across a 43-year period from forward/backward digit span (F/BDS) and forward/backward Corsi-block span (CBS) tests. Mean memory test scores, standard deviation scores, types of memory tests, years of publication, mean ages, male percentages, types of publication, types of countries, platforms of memory tests, and sample sizes were collected and included in the datasets. DS and CBS data are

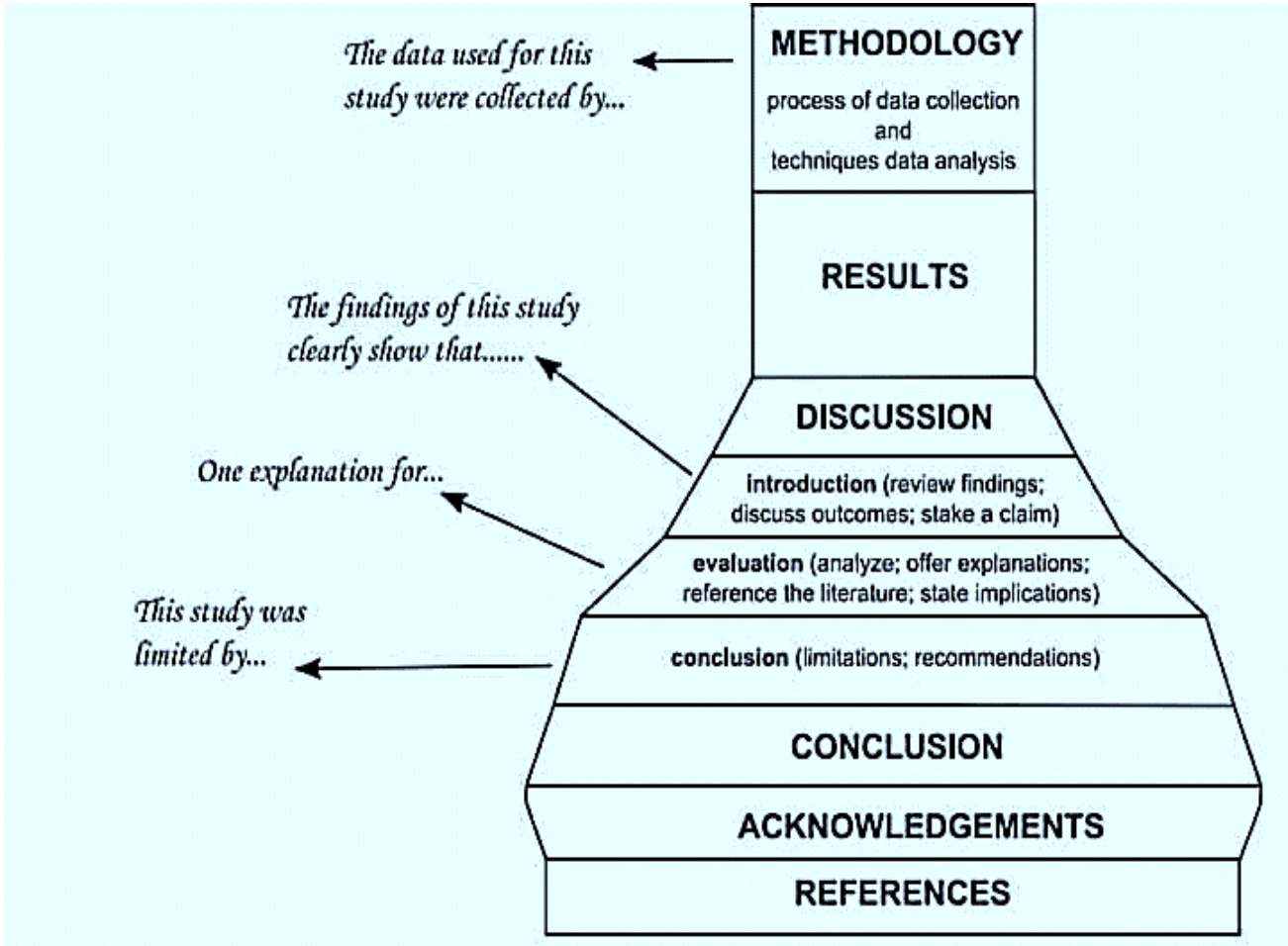
Anatomy of research paper





Anatomy of research paper





How to write a good paper?

Academy of Management

Annals

ACADEMY OF Management

How to write a good paper?

Elements	Length and Limits
Title	<12 words
Abstract	250–300 words
Introduction	600 words (3–4 paragraphs)
Methods	3–4 pages
Results	2–3 pages
Tables and figures	≤5 combined (see journal style)
Discussion	3–5 pages
References	<40 (see journal style)

Manuscript Structure

Methods

Study Population/Source of information.

- Institutes/community
- Period
- Eligibility criteria
- Exclusion criteria

Study design:
e.g. Randomization

How to write a good paper?

Title of manuscripts

- The way in which a paper is "browsed" by readers is in the order: Title—Abstract—Results (Tables and Figures)—Full paper.
- The number of readers from one section to the next in the above sequence decreases by **a factor of 10**. That means for every 10 readers who look at the title, one reads the Abstract; for every 10 who read the Abstract, one goes to the Results section, especially Tables and Figures; for every 10 who read the Results, one reads the full paper. Thus, for every person who reads the full paper, 1,000 read the title.

A good title of a research paper should: Nair & Nair, 2014

- Contain as few words as possible: many journals limit titles to 12 words
- Be easy to understand
- Describe the contents of the paper accurately and specifically
- Avoid abbreviations, formulas, and jargon
- Not include any verb
- Not contain low-impact words such as "Some notes on ...," "Observations on ...," "Investigations on ...," "Study of ...," and "Effect of ..."

How to write a good paper?

Title of manuscripts

Follow the style preference of the target journal

Avoid overly general titles; however, too much detail should be avoided (AMA, 2007). For example, the following original title goes into too much detail for the targeted general nursing journal. The revised title is more concise.

Original title: Management of the Patient with Phlebitis and the Nursing Interventions Needed to Treat the Problem After Assessing Needs: Utilizing the INS Phlebitis Scale

Revised title: Effective Management of the Patient with Phlebitis

A great title entices the audience to read on; a poorly-titled article may never reach its target readers.

- Increasing socioeconomic disparities in adolescent obesity.
- A 30-Minute Physical Education Program Improves Students' Executive Attention.
- Geography, biogeography, and why some countries are rich and others are poor.
- Higher social class predicts increased unethical behavior.

How to write a good paper?

Title of manuscripts

Follow the style preference of the target journal

CA:
A Cancer Journal for Clinicians

Editor-in-Chief: William G. Cance, MD
Editor: Ted Gansler, MD, MBA, MPH
Impact factor: 508.702
2020 Journal Citation Reports (Clarivate Analytics): 1/243 (Oncology)
Online ISSN: 1542-4863

Article Open Access

Current treatment and future directions in the management of anal cancer

Leila T. Tchelebi MD, Cathy Eng MD, Craig A. Messick MD, Theodore S. Hong MD, Ethan B. Ludmir MD, Lisa A. Kachnic MD, Nicholas G. Zaorsky MD, MS

Review Article Open Access

Molecular imaging in oncology: Current impact and future directions

Steven P. Rowe MD, PhD, Martin G. Pomper MD, PhD

Article Open Access

American Cancer Society's report on the status of cancer disparities in the United States, 2021

Perspectives: Research In Context Open Access

The social media cancer misinformation conundrum

Mike Fillon

Perspectives: Research In Context Open Access

Genomic-derived radiation dosage improves prediction of outcomes

Mike Fillon

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Jeffrey Mathew Boby, Senthil Rajappa, Aju Mathew
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Jessica S W Borgers, Joosje H Heimovaara, Elyce Cardonick, Daan Dierickx, Matteo Lambertini, John B A G Haanen, Frédéric Amant
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e562 Avoidance or adaptation of radiotherapy in patients with cancer with Li-Fraumeni and heritable *TP53*-related cancer syndromes
Juliette Thariat, Francois Chevalier, Daniel Orbach, Luc Ollivier, Pierre-Yves Marcy, Nadege Corradini, Arnaud Beddok, Nicolas Foray, Gaelle Bougeard
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Title of manuscripts

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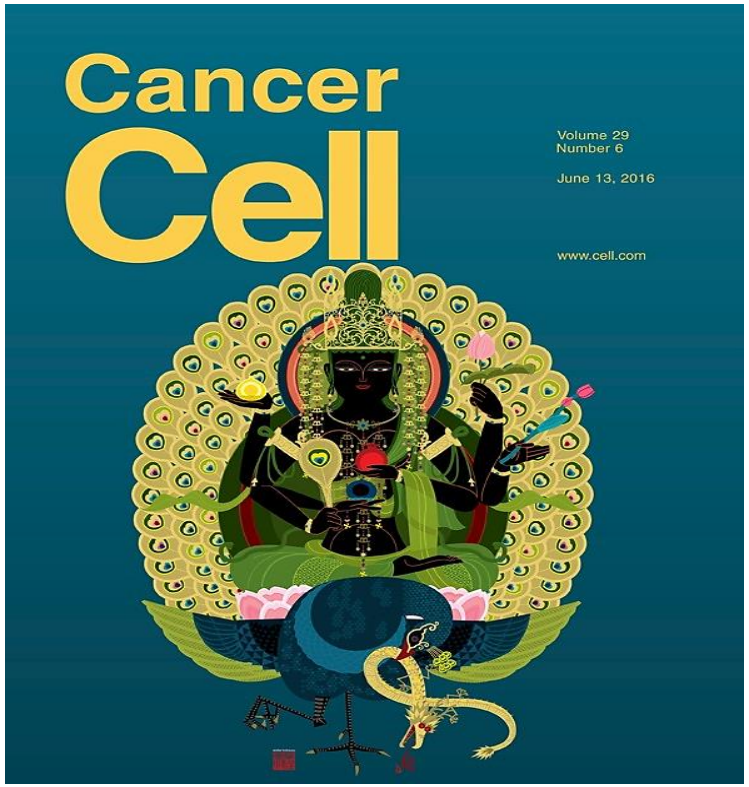

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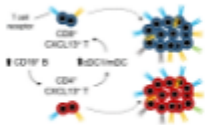
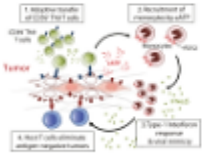


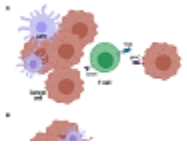
Immune activation and evolution through chemotherapy plus checkpoint blockade in triple-negative breast cancer

Siang-Boon Koh, Leif W. Ellisen



Adoptive transfer of tumor-specific Th9 cells eradicates heterogeneous antigen-expressing tumor cells

Kevin Sek, Cheok Weng Chan, Paul A. Beavis, Phillip K. Darcy



Rejuvenating dysfunctional T cells in ovarian cancer: CD28 is the license to kill

Florian Uhlitz, Dmitriy Zamarin

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Journal of Clinical Oncology®
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BRE12-158: A Postneoadjuvant, Randomized Phase II Trial of Personalized Therapy Versus Treatment of Physician's Choice for Patients With Residual Triple-Negative Breast Cancer
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Lyu et al. | December 14, 2021

ORIGINAL REPORTS
Daratumumab, Carfilzomib, Lenalidomide, and Dexamethasone With Minimal Residual Disease Response-Adapted Therapy in Newly Diagnosed Multiple Myeloma
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JAMA Oncology

Diversity Trends Among US Radiation and Medical Oncology Faculty

Sophia C. Kamran, MD; et al.

Immune-Mediated Diseases Associated With Cancer Risks

Ming-ming He, MD; et al.

Association of COVID-19 Vaccination With SARS-CoV-2 Infection in Patients With Cancer

Julie Tsu-Yu Wu, MD, PhD; et al.

Efficacy of Treatment With Armodafinil for Cancer-Related Fatigue in Patients With High-grade Glioma

Adjuvant Chemotherapy Use and Survival Outcomes in Older Adults With Pancreatic Adenocarcinoma

Winta T. Mehtsun, MD, MPH; et al.

Immune-Mediated Diseases Associated With Cancer Risks

Ming-ming He, MD; Chun-Han Lo, MD, MPH; Kai Wang, MD, PhD; et al.

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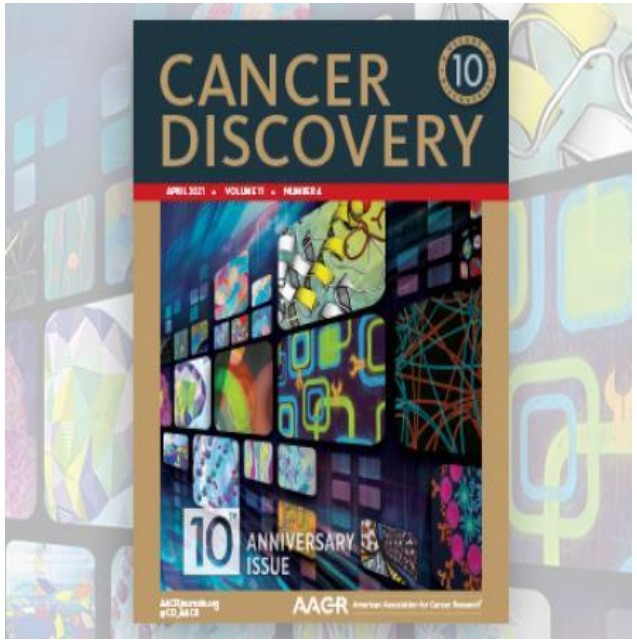

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Research Articles
Longitudinal Single-Cell Dynamics of Chromatin Accessibility and Mitochondrial Mutations in Chronic Lymphocytic Leukemia Mirror Disease History

Research Articles
A Humanized Animal Model Predicts Clonal Evolution and Therapeutic Vulnerabilities in Myeloproliferative Neoplasms

Research Articles
Cholesterol Auxotrophy as a Targetable Vulnerability in Clear Cell Renal Cell Carcinoma

Reviews
Clonal Hematopoiesis: From Mechanisms to Clinical Intervention

Reviews
Detecting Liquid Remnants of Solid Tumors: Circulating Tumor DNA Minimal Residual Disease

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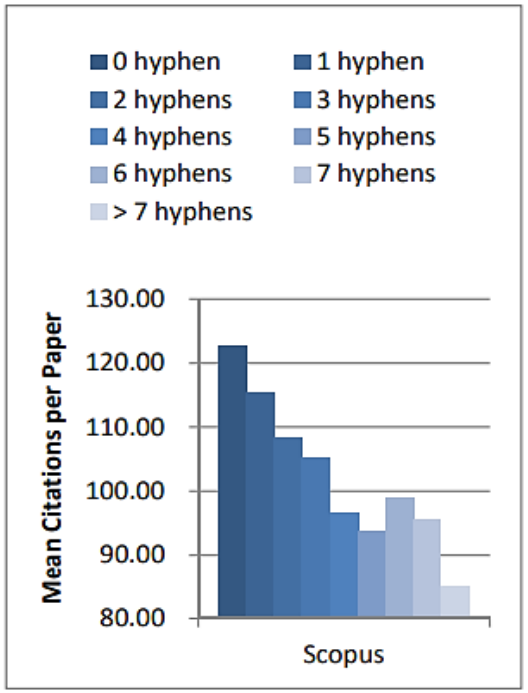
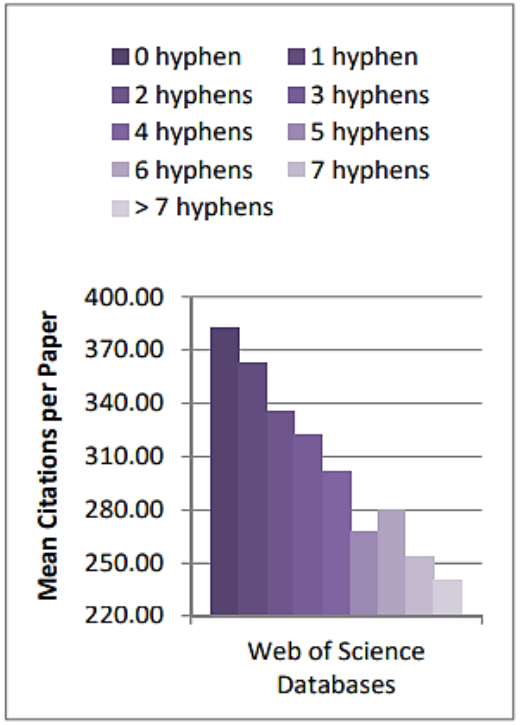
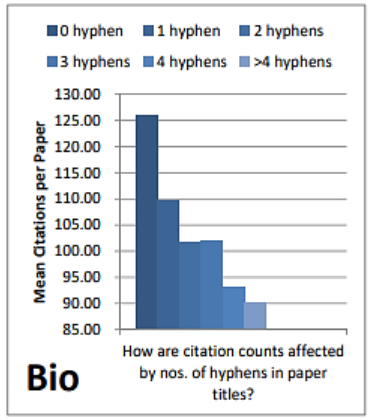
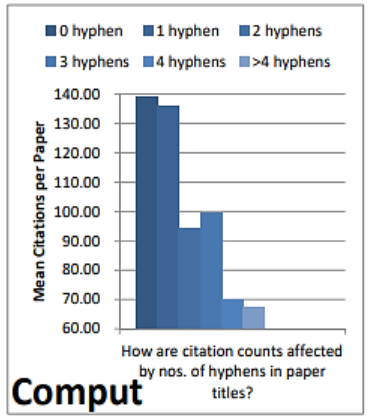


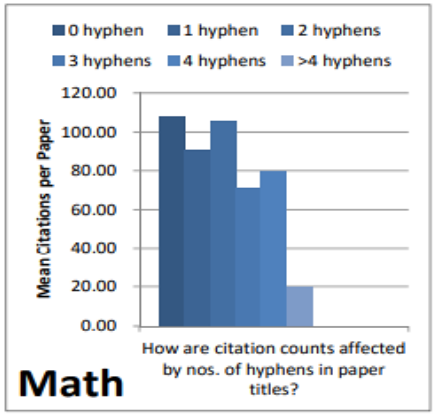
(a) Scopus dataset.

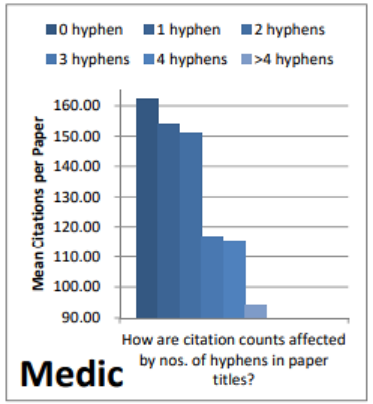


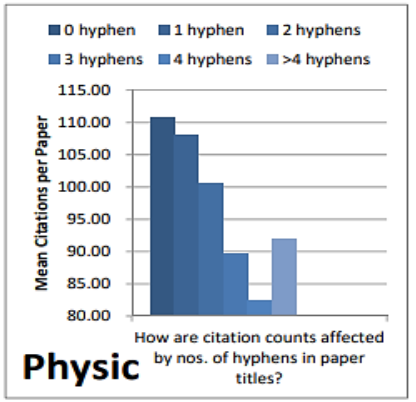
(b) Web of Science dataset.

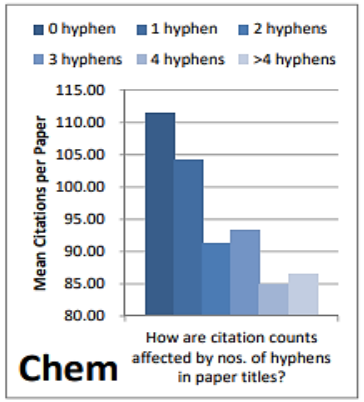








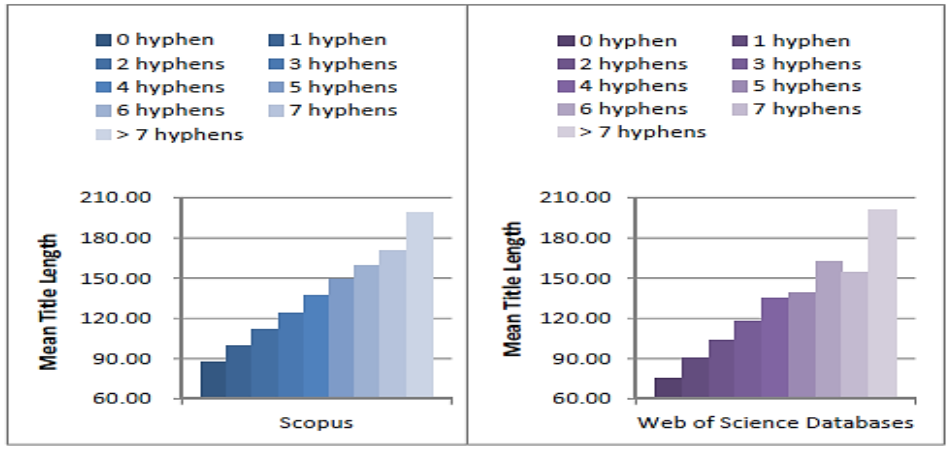




Zhou, Tse, & Witheridge (2019)

How to write a good paper?

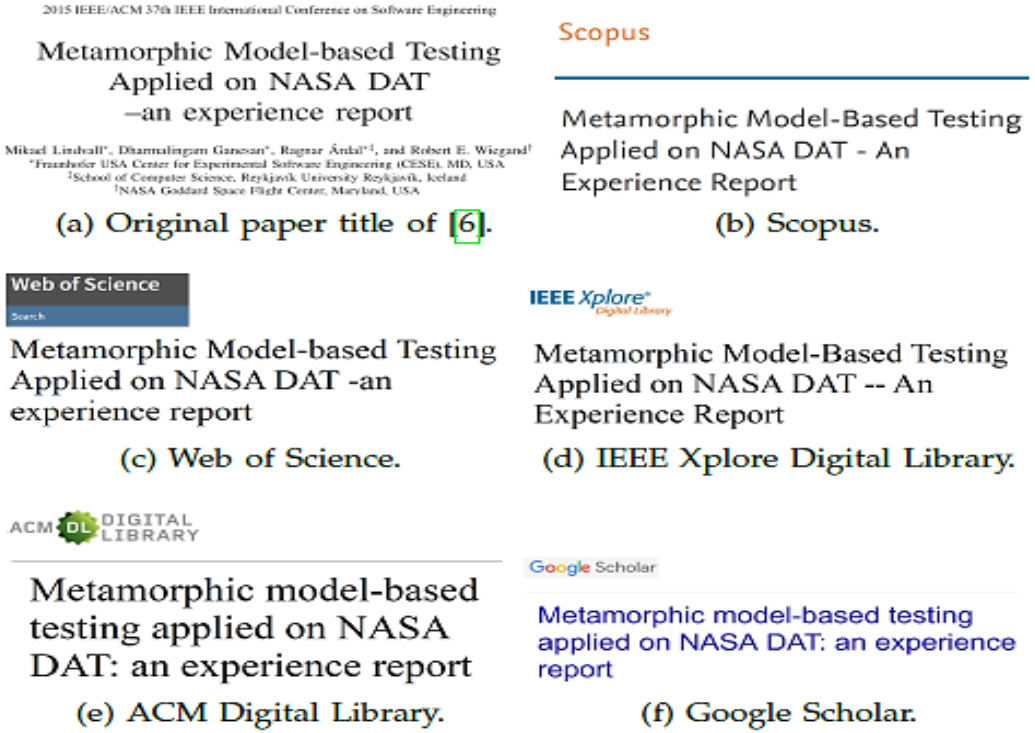
Title of manuscripts



(a) Scopus dataset. (b) Web of Science dataset.

"Our results question the common belief by the academia, governments, and funding bodies that citation counts are a reliable measure of the contributions and significance of papers. In fact, they can be distorted simply by the presence of hyphens in article titles, which has no bearing on the quality of research. Similarly, our results also challenge the validity of journal impact factors," said Professor Tse.

Zhou, Tse, & Witheridge (2019)



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How to write a good paper?

Title of manuscripts

Write Your Title Last

Your title is the first thing your readers read; it should be the last thing you write. It should both announce the topic of your report and communicate its conceptual framework, so build it out of the key terms that you earlier circled and underlined (review 9.3). Compare these three titles:

Risk
Thinking about Risk
Irrational but Systematic Risk Assessment: The Role of Visual Imagination in Calculating Relative Risk

Turabian, 2018; A manual for writer of research papers, theses, & dissertation (8th edition)

How to write a good paper?

Authors of manuscripts

Author's Name and Institutional Affiliation

Write your name as you wish it to be recognized professionally; for example, John Jones might choose John Jones, John J. Jones, John James Jones, J. Jones, J. J. Jones, or J. James Jones. A first name, middle initial, and last name is the most commonly used form of presentation. Omit titles such as BA, MA, PhD, Lover of Mankind, and so on. Underneath your name, write your institutional affiliation: Podunk College, Frink University. If you have changed your affiliation since you did the research, list the old affiliation under your name and the new affiliation in a footnote. A dual affiliation is listed under your name only if both institutions contributed financially to the study. If you are unaffiliated with any institution, list your city and state. If there is more than one author, you may wish to discuss the order of appearance of names as soon as possible with your collaborators.

How to write a good paper?

Authors of manuscripts

If scientists or clinicians are prepared to lie about the people involved with a research project or a publication, why should we expect them to be any more honest about their findings? (Wager, 2009)

The authors are listed in the logical order of importance of their contribution to the work.

Listing authors in alphabetical order is an old practice that is not followed by journals anymore.

Author names should be complete enough to ensure proper identification, and be followed by an address including email, presented according to the journal's style.

How to write a good paper?

Authors of manuscripts

First vs Corresponding authors

It is important for young authors to understand that there are two positions that count, the first author and the last author.

Attached to either position is the status associated with being the author for correspondence. The best combination when one is young is to be first author and the author for correspondence.

1. The first author should be that person who contributed most to the work, including writing of the manuscript
2. The sequence of authors should be determined by the relative overall contributions to the manuscrip
3. It is common practice to have the senior author appear last, sometimes regardless of his or her contribution. The senior author, like all other authors, should meet all criteria for authorship.
4. The senior author sometimes takes responsibility for writing the paper, especially when the research student has not yet learned the skills of scientific writing. The senior author then becomes the corresponding author, but should the student be the first author? Some supervisors put their students first, others put their own names first. Perhaps it should be decided on the absolute amount of time spent on the project by the student (in getting the data) and the supervisor (in providing help and in writing the paper). Or perhaps the supervisor should be satisfied with being corresponding author, regardless of time committed to the project.
5. A sensible policy adopted by many supervisors is to give the student a fixed period of time (say 12 months) to write the first draft of the paper. If the student does not deliver, the supervisor may then write the paper and put her or his own name first.

How to write a good paper?

Keywords of manuscripts

Words that appear on the title should not be repeated as keywords because titles and keywords are listed together by abstracting services.

Common words are too general to be of any value as keywords

Keywords are used by abstracting and indexing services; choosing the right ones can increase the chances of your article being found by other researchers.

Many Elsevier journals also ask for a subject classification during the online submission process; this helps editors to select reviewers.

How to write a good paper?

Abstract of manuscripts

The abstract should include (a) the major hypotheses, (b) a summary of the method, including a description of the materials, apparatus, subjects, design, and procedure, (c) a synopsis of the main results, and (d) the conclusions drawn from the results.

The Abstract should ***not*** contain:

- Abbreviations or acronyms unless they are standard or explained
- References to tables or figures in the paper
- Literature citations
- Any information or conclusion not in the paper itself
- General statements
- Complex, winding, verbose sentences.

How to write a good paper?

Abstract of manuscripts

An Abstract is a mini-version of the paper (Day, 1988) *and written in one paragraph (multiple paragraphs for review papers).*

Abstract

Abstracts can vary in length from one paragraph to several pages, but they follow the IMRaD format and *typically* spend:

- 25% of their space on importance of research (Introduction)
- 25% of their space on what you did (Methods)
- 35% of their space on what you found: this is the most important part of the abstract (Results)
- 15% of their space on the implications of the research (Discussion)

How to write a good paper?

Introduction section of manuscripts

The introduction usually opens with a brief review of the literature most pertinent to your research …..

It should answer four basic questions:

1. What previous research led up to your research?
2. What does your research add to this previous research?
3. Why is the addition made by your research important or interesting?
4. How is the addition made?

How to write a good paper?

Introduction section of manuscripts

The introduction usually opens with a brief review of the literature most pertinent to your research …..

- The first questions to ask about a paper are connected with the problem or issue being investigated. There should be a clear statement near the beginning of a paper explaining what problem the paper seeks to resolve.
- If there are hypotheses, they should be clearly stated. If there are no hypotheses, then this, of itself, is not a problem.
- If the research is not built on hypotheses, the significance of the paper's contribution to the development of theory must be explained.

How to write a good paper?

Introduction section of manuscripts

The opening paragraph-Example

For a study about child development, parenting and culture

Parenting style is a well-established influence on child development (Bornstein, 2003). Research indicates that different parenting styles are generally predictive of academic and emotional adaptation in children (Steinberg, Elmen & Mounts, 1989) . However, some research has suggested that the influence of parenting style may vary across cultures and by immigration status (Frankel & Roer-Bornstein, 1982). The aim of the current study was to examine how parenting style among first-generation immigrants from the African diaspora influenced child development. The study examined parenting style and child outcomes within a community of Somalian immigrants in the Northeastern United States.

Overview of the manuscript

Frye, 2018

How to write a good paper?

Introduction section of manuscripts

The opening paragraph-First sentence

A statement of the general topic:

Parenting style is a well-established influence on child development (Bornstein, 2003).

Note
The statement is general, but not too general, it is not a sweeping statement. The statement is empirical—it is a statement of research findings: Not an opinion.

The statement includes a citation

Frye, 2018

How to write a good paper?

Introduction section of manuscripts

The opening paragraph-Second sentence

A statement about what the literature has found

Research indicates that different parenting styles are generally predictive of academic and emotional adaptation in children (Steinberg, Elmen & Mounts, 1989).

Note
This is more specific than your first statement.
It introduces the reader to the specific area you are interested in "Parenting style and academic and emotional outcomes in children." It includes a citation.

Frye, 2018

How to write a good paper?

Introduction section of manuscripts

The opening paragraph-Third sentence

A statement about what the literature is missing or where there is an unanswered question:

However, some research has suggested that the influence of parenting style may vary across cultures and by immigration status (Frankel & Roer-Bornstein, 1982).

Note
This statement is a contrast with the previous statement. It says not all parenting styles lead to the same outcome. It introduces the idea that there is a an unanswered question to be explored. It includes a citation.

Frye, 2018

How to write a good paper?

Introduction section of manuscripts

The opening paragraph-Fourth sentence

The aim of the study:

The aim of the current study was to examine how parenting style among first-generation immigrants from the African diaspora influenced child development.

Note
This tells the reader generally what your study is about.
It should be a study that responds to the question you identified in the previous sentence.
Because the study is completed, it is a statement in the past tense.

Frye, 2018

How to write a good paper?

Introduction section of manuscripts

The opening paragraph-Fifth sentence

A general statement of the study approach:

The study examined parenting style and child outcomes within a community of Somalian immigrants in the Northeastern United States.

Note
This tells the reader just a little about your sample and method.

Frye, 2018

How to write a good paper?

Introduction section of manuscripts

JAMA Oncology

December 2, 2021

Immune-Mediated Diseases Associated With Cancer Risks

Ming-ming He, MD[1,2]; Chun-Han Lo, MD, MPH[2,3,4]; Kai Wang, MD, PhD[2]; et al

» Author Affiliations | Article Information

Introduction

Inflammation plays a pivotal role in carcinogenesis. Recent breakthroughs in cancer immunotherapy have markedly advanced our understanding about the importance of immunoregulation in cancer development. Specific mechanisms of immunoregulation in tumorigenesis have been elucidated, such as tumor-promoting inflammation, T_H17 and regulatory T-cell (Treg)–mediated suppression of immune surveillance, inhibition of T_H1 immunity, and local and distant tumorigenesis regulated by microbiota via alterations in the inflammatory and metabolic circuitry.[1]

Immune-mediated diseases constitute a clinically heterogeneous group of disorders, affecting up to 10% of the population worldwide.[2,3] Several of the aforementioned immune mechanisms for cancer are also implicated in immune-mediated diseases, such as inflammation-promoting T_H17 dominance, dysfunctional Treg surveillance, and microbiota cross talk between colonized and distant organs.[4,5] Several immune-mediated diseases have been associated with increased risk of cancer in the involved organs, such as inflammatory bowel diseases and colorectal cancer,[6] primary sclerosing cholangitis and hepatobiliary cancer,[7] and celiac disease and small intestine cancer.[8] These findings suggest a local carcinogenic effect of immune dysregulation. However, a recent study[9] found an association of certain immune-mediated diseases with higher risk of cancer in the distant organs, such as Crohn disease with extracolonic cancer and ulcerative colitis with hepatobiliary cancer. Rheumatoid arthritis as a systemic disease has been associated with a higher risk of lymphoma and lung cancer and a lower risk of breast, colorectal, and prostate cancers.[10,11] These findings suggest that some immune-mediated diseases may be associated with cancer risk in the distant organs or systemically beyond local organs.

How to write a good paper?

Introduction section of manuscripts

JAMA Oncology

December 2, 2021

Immune-Mediated Diseases Associated With Cancer Risks

Ming-ming He, MD[1,2]; Chun-Han Lo, MD, MPH[2,3,4]; Kai Wang, MD, PhD[2]; et al

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To our knowledge, no studies have examined the association of organ-specific immune-mediated diseases with the risk of local and extralocal cancers. The cancer risk profiles for individual immune-mediated diseases need further characterization. Moreover, although immune-mediated diseases and cancer share some similar environmental triggers,[12] most prior studies[7,13] did not adjust for the lifestyle risk factors that may confound the associations. In addition, previous studies[7,13] did not assess the less common immune-mediated diseases associated with cancer risk.

We comprehensively assessed the prospective association of 48 immune-mediated diseases with risk of total and individual cancers in the UK Biobank. We also tested the organ specificity of the associations by mapping each organ-specific immune-mediated disease with risk of local and extralocal cancers.

How to write a good paper?

Introduction section of manuscripts

JAMA Oncology

December 2, 2021

Immune-Mediated Diseases Associated With Cancer Risks

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How to write a good paper?

Introduction section of manuscripts

1. Introduction

The proportion of older adults has been increasing in almost every country (Shetty, 2012; World Health Organization, 2021). It was estimated that by 2020, the number of older adults will outnumber younger children, suggesting that the pace of population ageing is probably faster than in the past (United Nations Report, 2019b; World Health Organization, 2021). Furthermore, increase in the share of older adult aged over 60 years is projected to nearly double between 2015 and 2020, from 12% to 22% (Livingston et al., 2020a; World Health Organization, 2021). In addition, improved and adequate access to healthcare systems are related to lower risks of mortality or added longer life expectancy at older ages (Hao et al., 2020; United Nations Report, 2019a).

Nonetheless, with the rapid growth of the older population across the globe, it is anticipated that age-related cognitive decline in prodromal phase (i.e., mild cognitive impairment) and more severe pathological decline are more common (i.e., dementia or Alzheimer's disease) (Jia et al., 2020; Livingston et al., 2020b; L. Nguyen et al., 2019). Another warning signal of ageing population is that it is projected to include 152 million older adults with dementia by

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1. State a fact or make a claim in the text; then cite your source in parentheses within the same sentence. In this case, the author(s) last name(s) and the date of publication appear outside the body of the sentence (that is, contained within parentheses). For example:

   It has been demonstrated that immediate recall is extremely limited for 5-year-old children (Jones, 2008).
   Previous research has shown that response to an auditory stimulus is much faster than response to a visual stimulus (Smith & Jones, 2009).

2. You may want to use the source as the subject of your sentence. In this case, the author(s) name(s) appear within the body of the sentence and only the year of publication is noted in parentheses. For example:

   In a related study, Jones (2008) found that...
   Smith and Jones (2009) found that...

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Citation and quotation

Examples of Original and Subsequent Citations

Number of Authors	First Time in Text	Subsequent Times in Text	First Time in Parentheses	Subsequent Times in Parentheses
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2	Smith and Jones (2009)	Smith and Jones (2009)	(Smith & Jones, 2009)	(Smith & Jones, 2009)
3-5	Jones, Smith, and Brown (2002)	Jones et al. (2002)	(Jones, Smith, & Brown, 2002)	(Jones et al., 2002)
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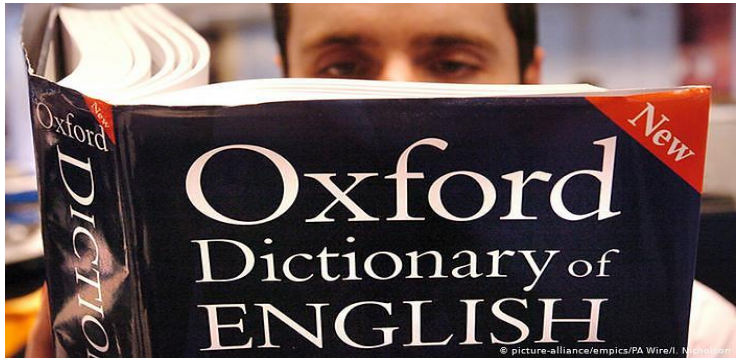
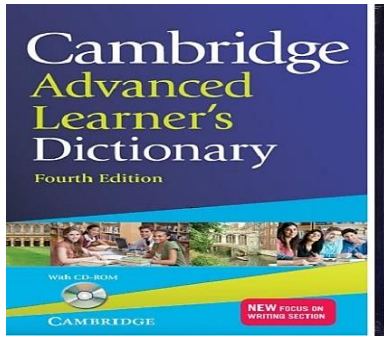
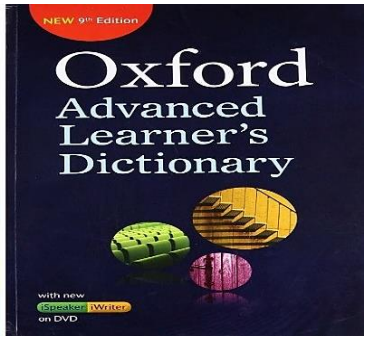
- Paraphrase:
- What is truly convincing and helps Arthur Miller's theatrical creations effective is their authenticity. He is an excellent reporter and he creates observations acceptable.







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Paraphrase

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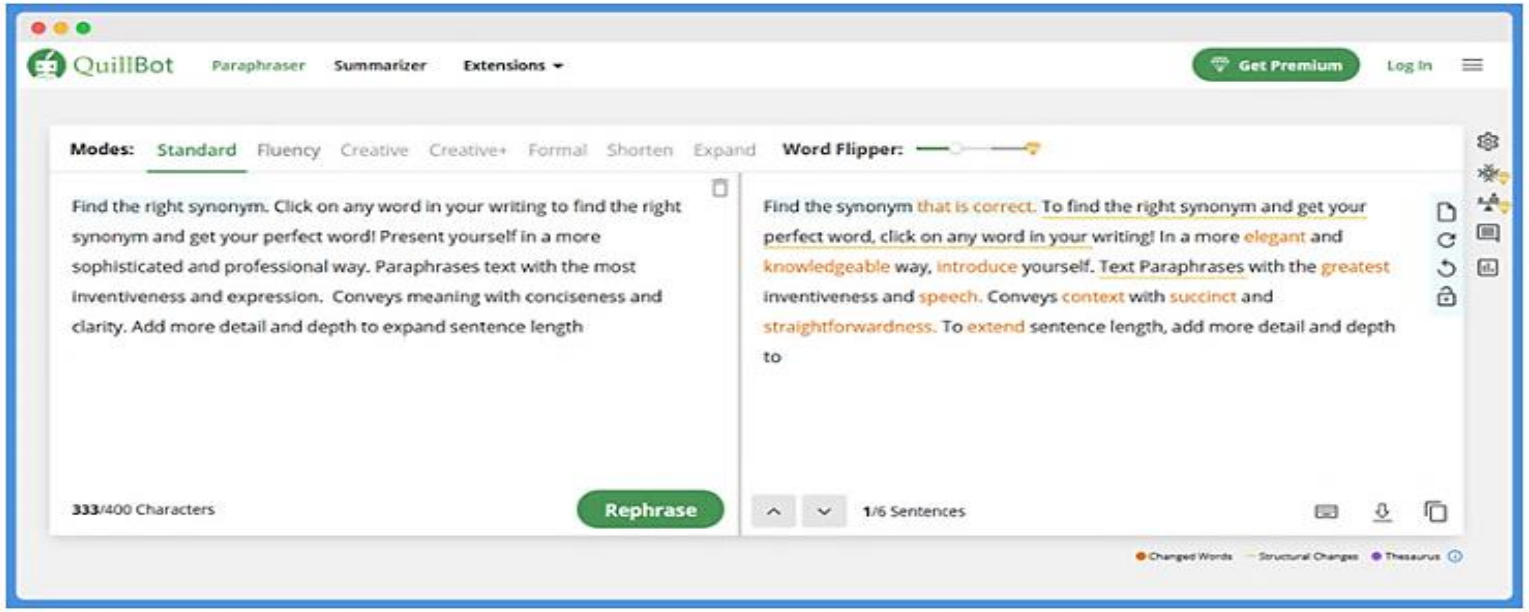

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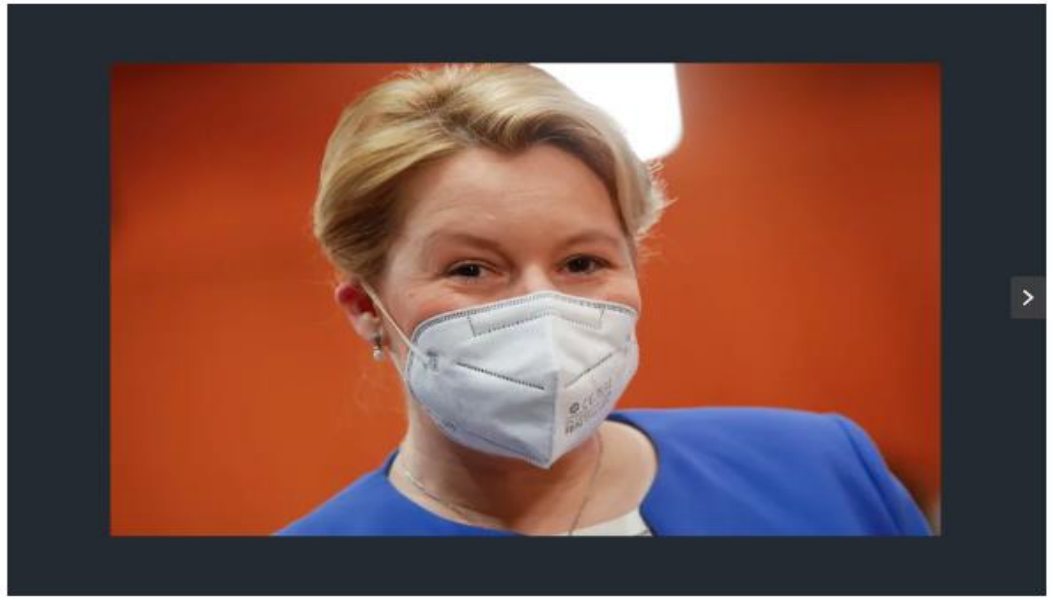

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Citation and quotation

For short quotations, fewer than 40 words, the quotation is embedded in the text with quotation marks at both ends.

> Resenhoeft, Villa, and Wiseman (2008) report that participants judged a model without a visible tattoo as "more attractive, athletic, and intelligent than the same model shown with a tattoo" (p. 594).

Quotations of 40 or more words are presented as an indented block, separate from the other text, and without any quotation marks.

> Fontes (2004) offers several recommendations to help protect the confidentiality and safety of individuals participating in studies investigating violence against women and girls, including the following:
>
> Interviewers should be trained to terminate or change the subject of discussion if the interview is interrupted by anyone. Researchers can have a questionnaire on a less sensitive topic in women's health (e.g., menstruation or eating habits) to "switch to" if they are interrupted. Researchers should forewarn respondents that they will switch to this other topic if the interview is interrupted. (p. 155)

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Citation and quotation

Block quotations (Prose)

Jackson begins by evoking the importance of home:

> Housing is an outward expression of the inner human nature; no society can be fully understood apart from the residences of its members. A nineteenth-century melody declares, "There's no place like home," and even though she had Emerald City at her feet, Dorothy could think of no place she would rather be than at home in Kansas. Our homes are our havens from the world.[1]

In the rest of his introduction, he discusses . . .

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Citation and quotation

Block quotations (Prose)

If you quote more than one paragraph, do not add extra line space between them, but indent the first line of the second and subsequent paragraphs farther than the rest of the quotation.

He observed that

> governments ordinarily perish by powerlessness or by tyranny. In the first case, power escapes them; in the other, it is torn from them.
>
> Many people, on seeing democratic states fall into anarchy, have thought that government in these states was naturally weak and powerless. The truth is that when war among their parties has once been set aflame, government loses its action on society. (Tocqueville, 248)

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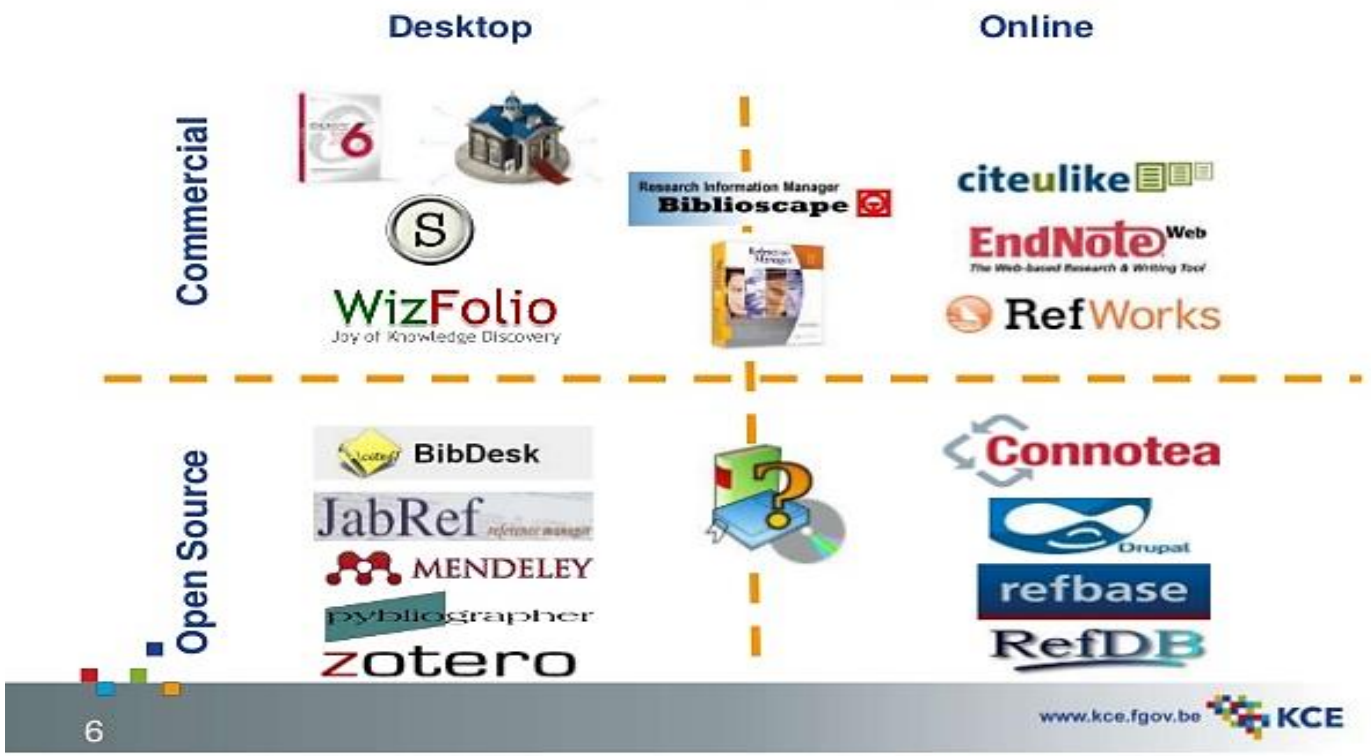

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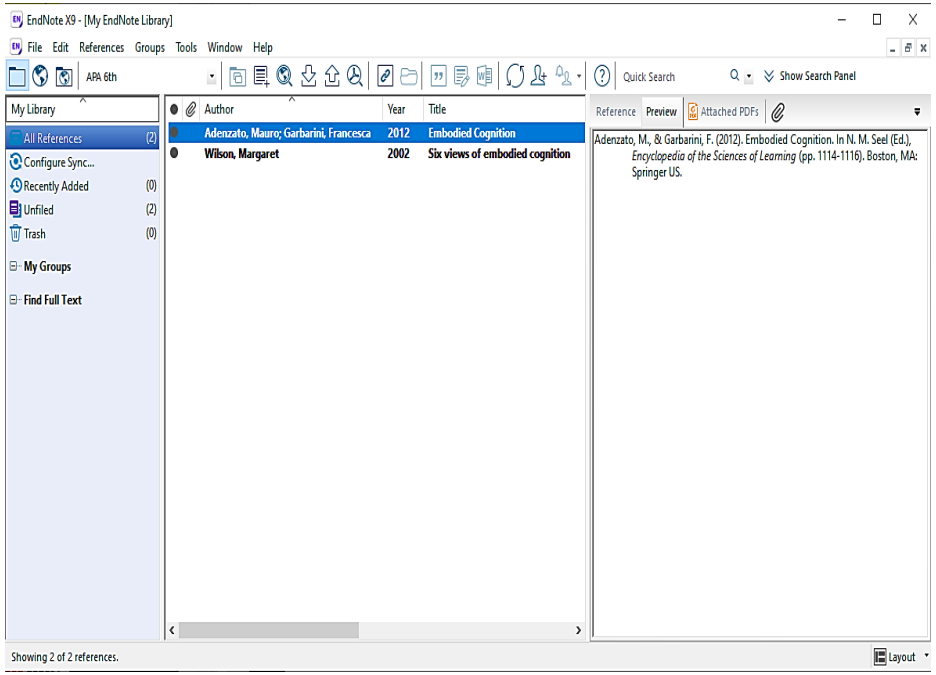

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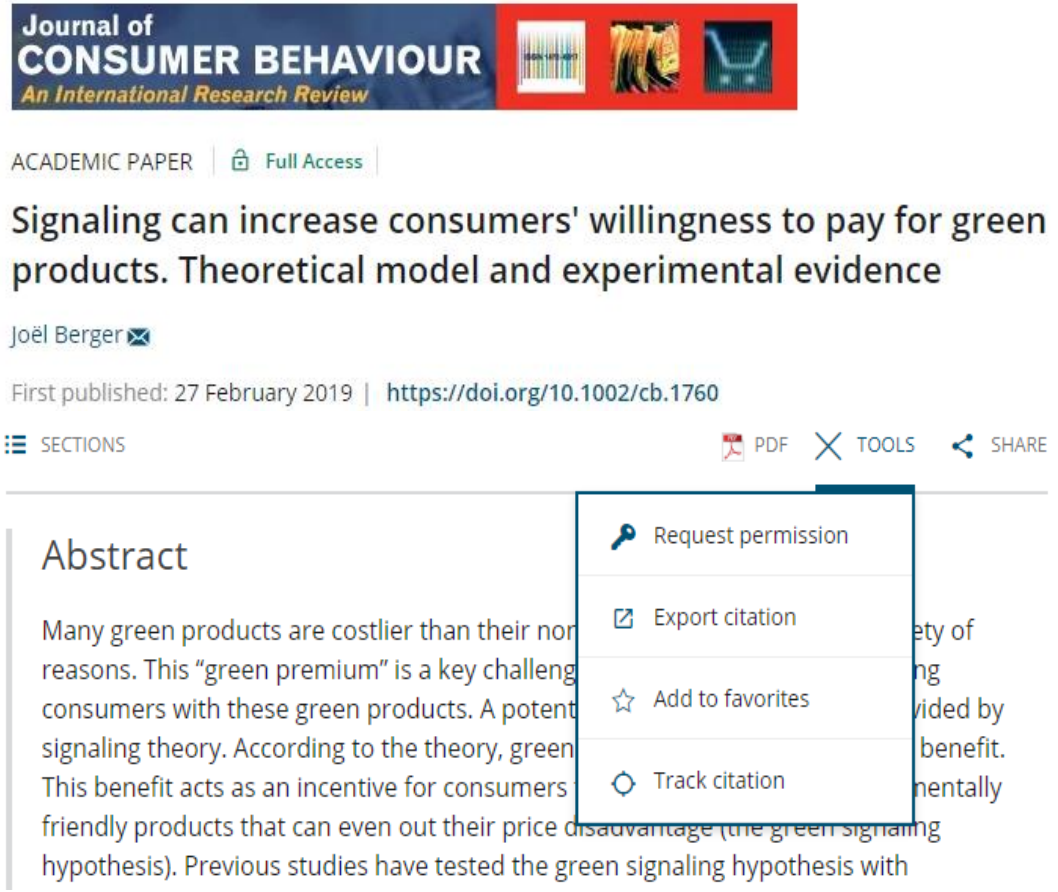

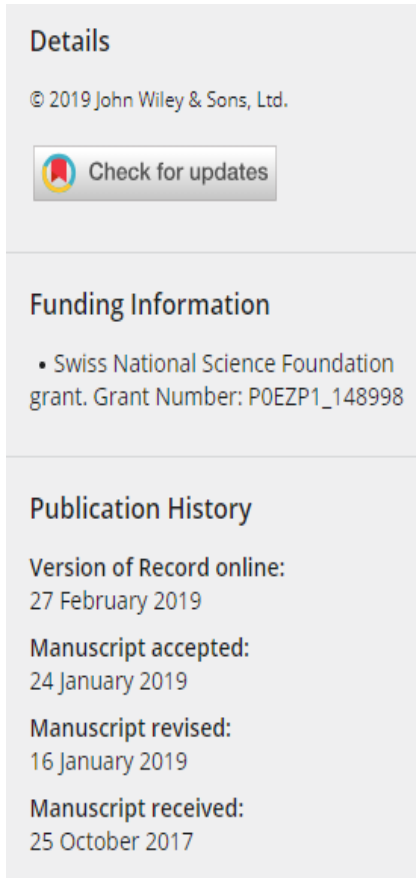

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Volume 397, Issue 10287, 15–21 May 2021, Pages 1830-1841

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Nicholas L Syn MBBS [a, b, †], Prof David E Cummings MD [c, †], Louis Z Wang MRCP [a, d, †], Daryl J Lin BEng [a, †], Joseph J Zhao [a], Marie Loh PhD [e, f], Zong Jie Koh MRCS [a, g], Claire Alexandra Chew MCI [a, g], Ying Ern Loo [a], Prof Bee Choo Tai CStat [a, b, h], Guowei Kim FRCS [a, g], Prof Jimmy Bok-Yan So FRCS [a, g], Prof Lee M Kaplan PhD [i, j], Prof John B Dixon PhD [k], Asim Shabbir FRCS [a, g]

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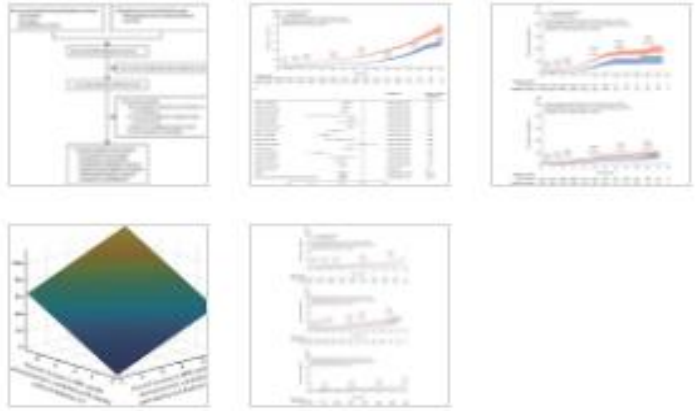

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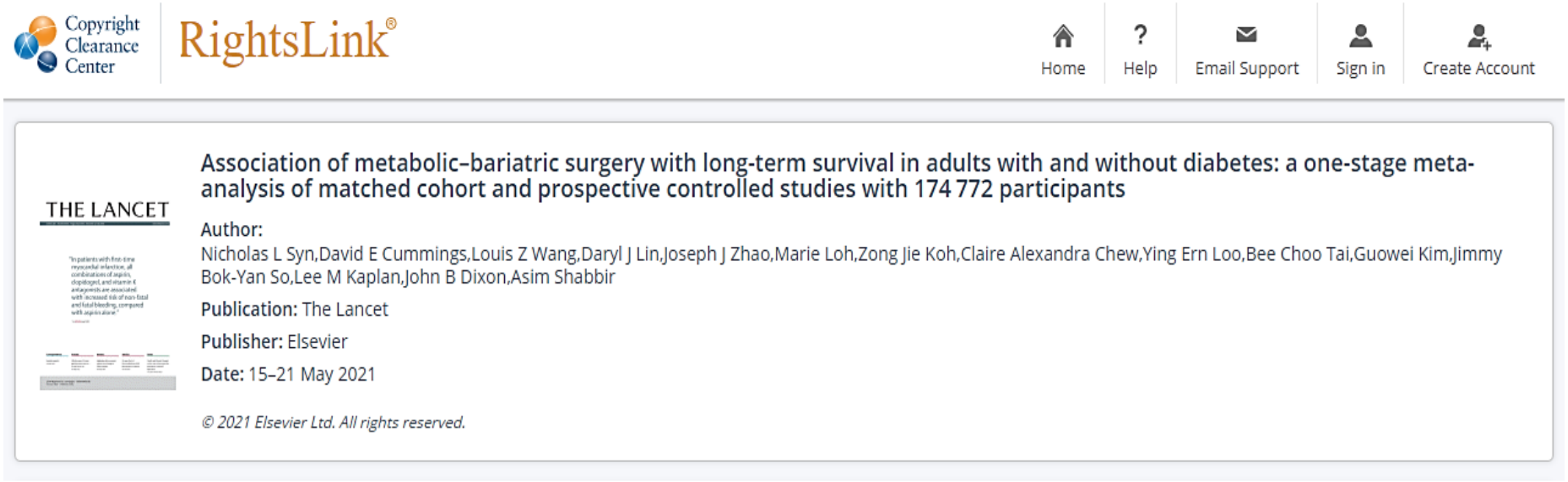

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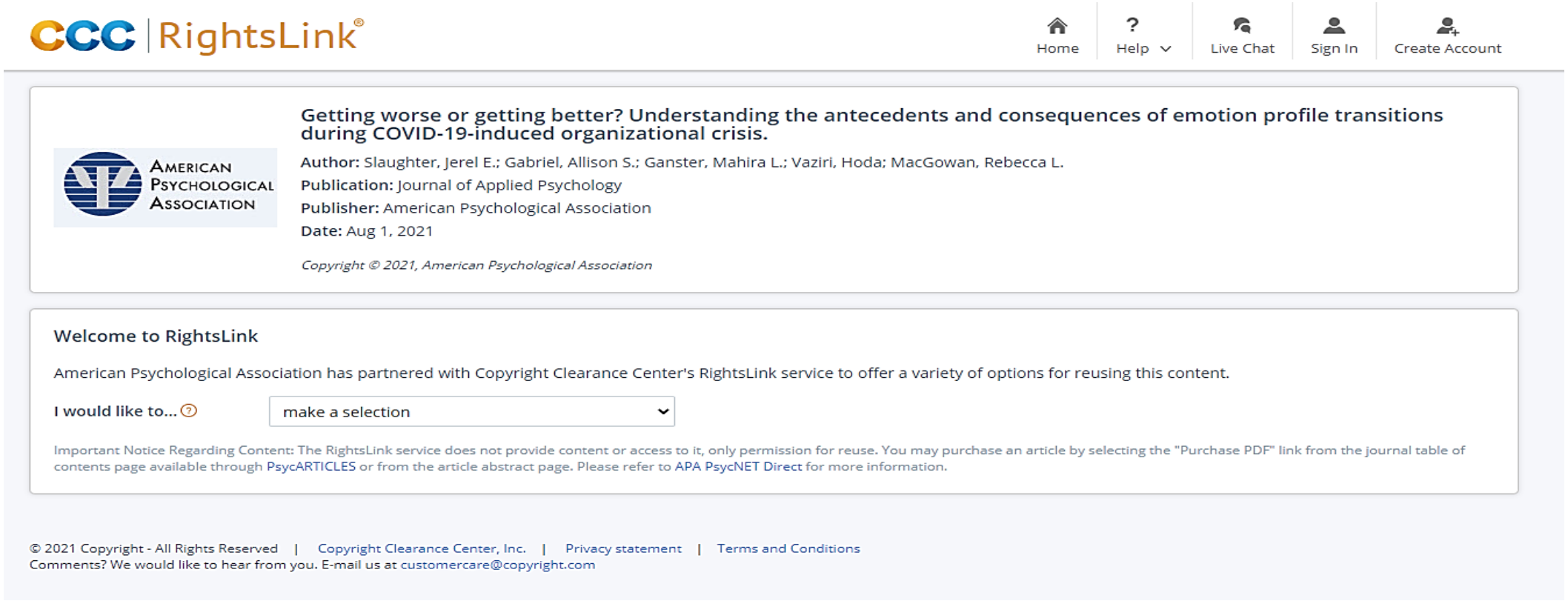

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Publication: Journal of Applied Psychology
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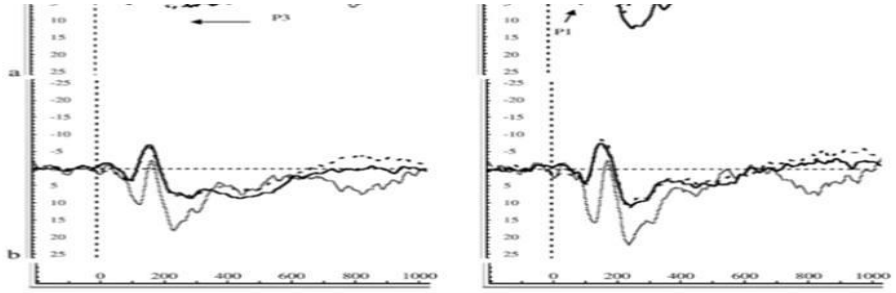

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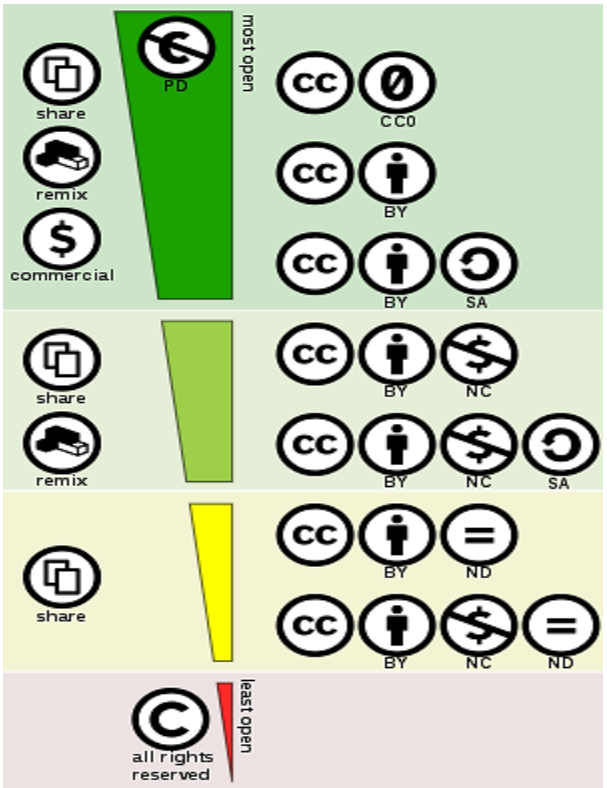

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Interpretation CLEIA testing of self-collected saliva is simple and provides results quickly, and is thus suitable for mass testing. To improve accuracy, we propose a two-step screening strategy with an initial CLEIA test followed by confirmatory RT-qPCR for intermediate concentrations, varying positive and negative thresholds depending on local prevalence. Implementation of this strategy has expedited sample processing at Japanese airports since July, 2020, and might apply to other large-scale mass screening initiatives.

Funding Ministry of Health, Labour and Welfare, Japan.

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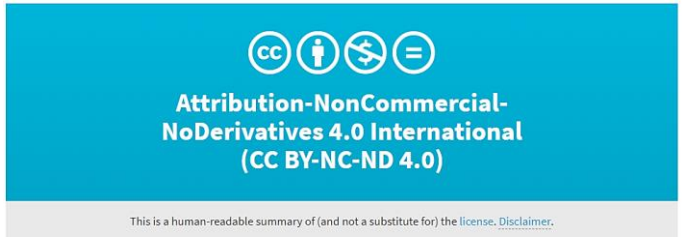

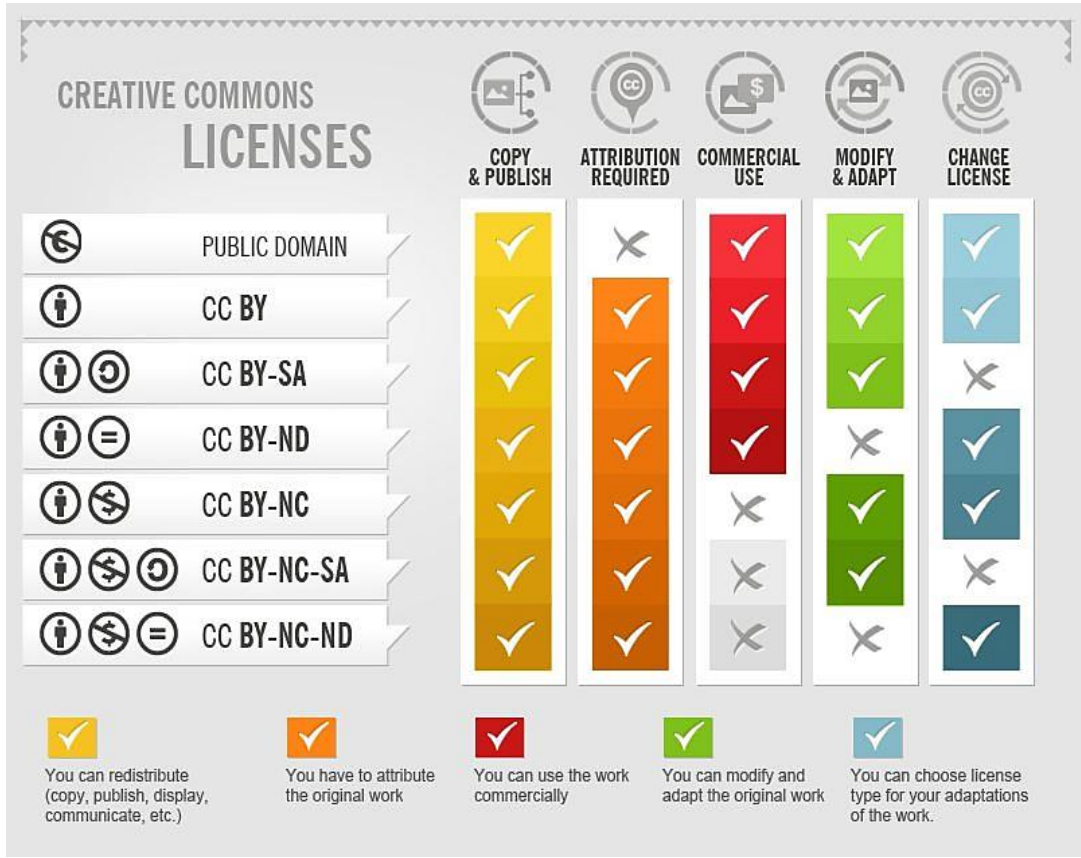

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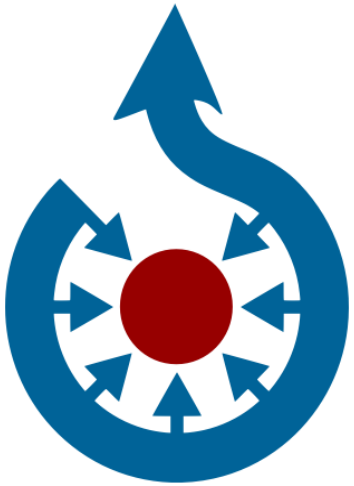

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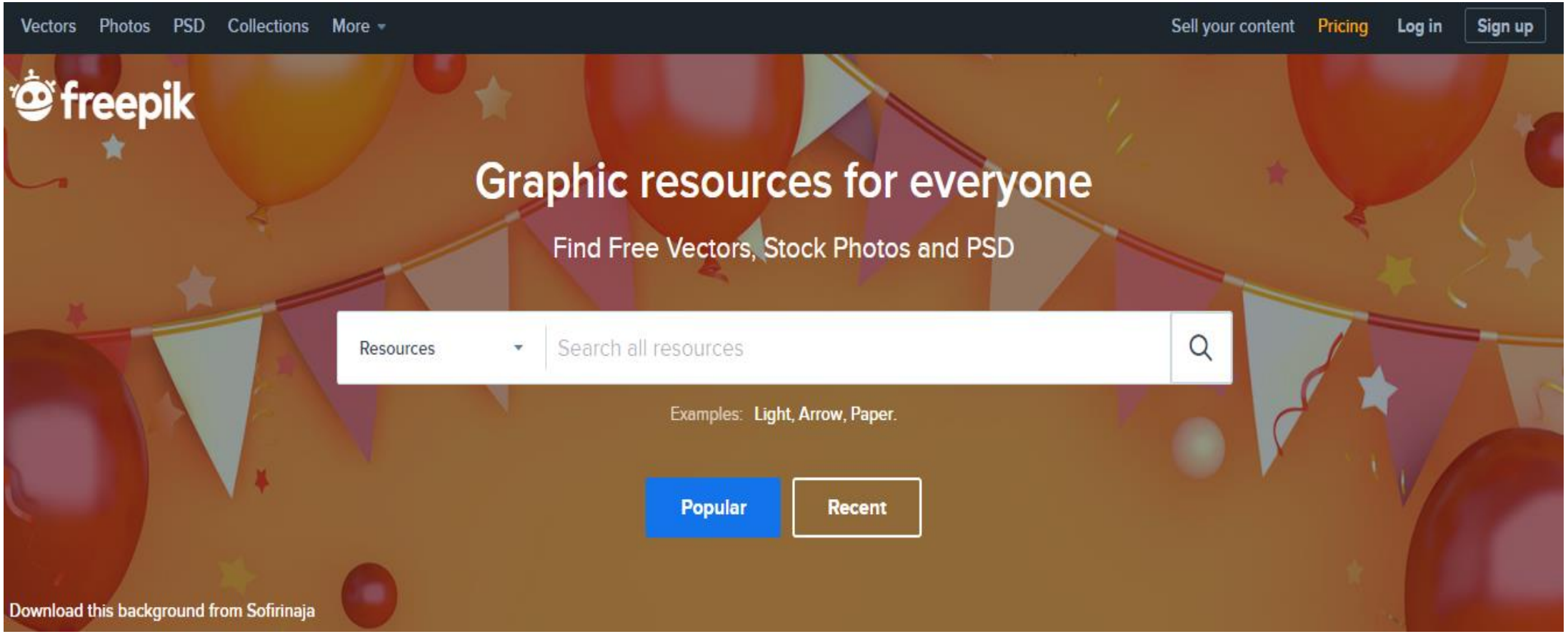

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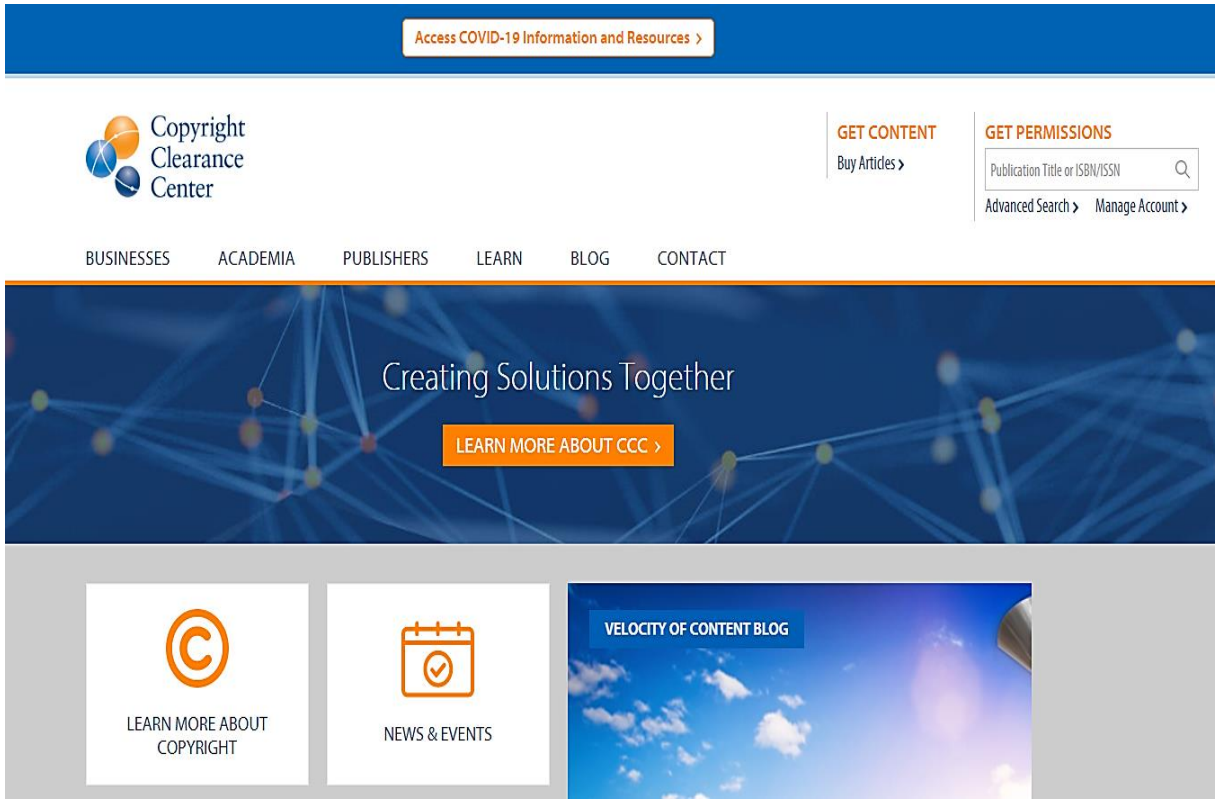

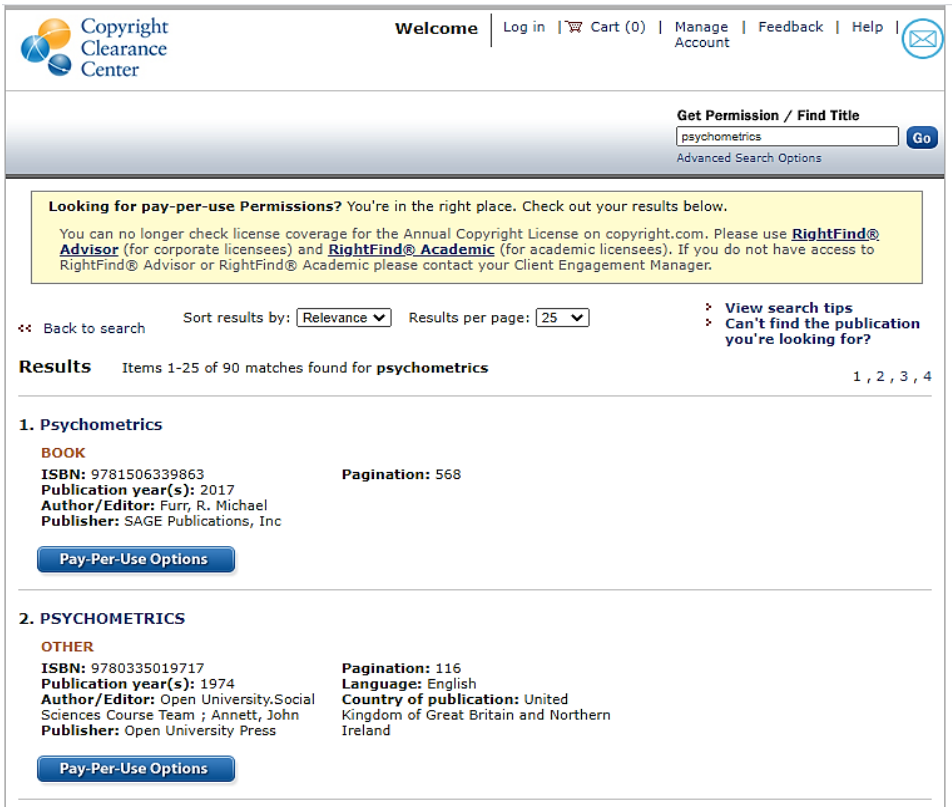

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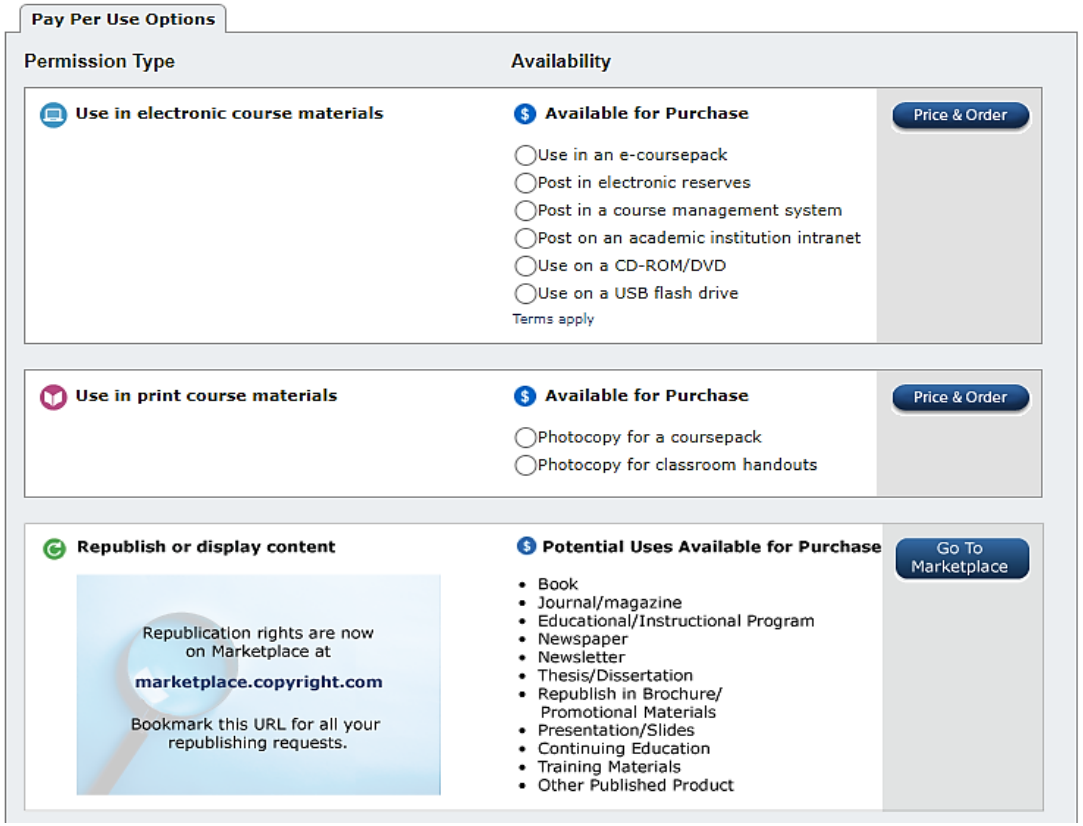

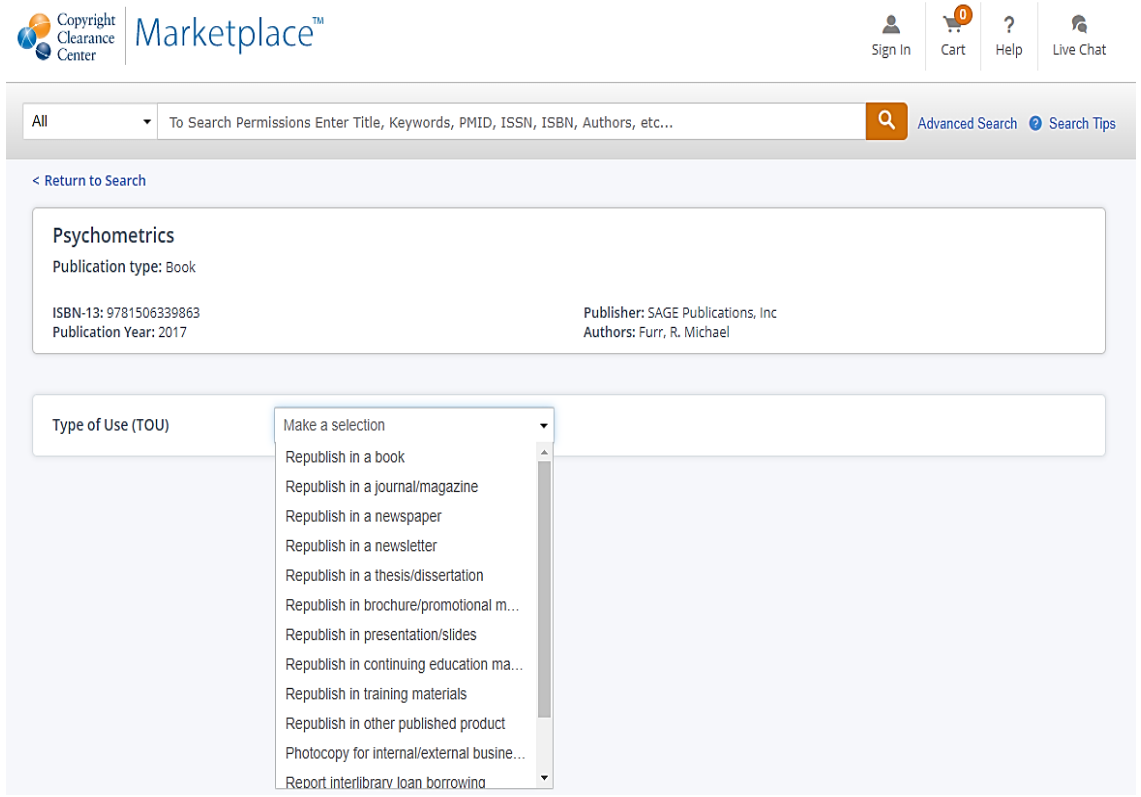

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General guideline for reducing impersonal style

- **Examples of active and passive sentences**
  - **Active:** I observed the angle to be…
  - **Passive:** The angle was observed to be…
  - **Active:** The authors suggest…
  - **Passive:** It is suggested…
  - **Active:** We used a standard graphical representation to…
  - **Passive:** A standard graphical representation was used to…

- **Examples of the first and third person pronouns**
  - **First person:** I found…
  - **Third person:** It was found that…
  - **First person:** I assumed that…
  - **Third person:** It was assumed that…

- **Examples of persons or things as subjects**
  - **Person as subject:** I noticed…
  - **Thing as subject:** Analysis of the raw data indicated…
  - **Person as subject:** In this report, I show…
  - **Thing as subject:** This report presents…

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Introduction section of manuscripts Writing style

INFORMAL LANGUAGE TO EDIT	HOW TO MAKE LANGUAGE MORE FORMAL
Generalizations ▪ *Criminals are dangerous.* ▪ *Americans are overweight.*	**Be more specific** ▪ *Violent criminals can be dangerous.* ▪ *Two-thirds of Americans are overweight.*
Vague language ▪ *School is a big thing in my life.* ▪ *They arrested some people at the march.* ▪ *Drinking while driving is bad.*	**Use more specific words** ▪ *School is an important part of my life.* ▪ *They arrested some protesters at the march.* ▪ *Drinking while driving is dangerous.*
Using "you" instead of a specific person/group ▪ *When you work with a patient who is very ill, you need to be patient.*	**Replace "you" with a specific person/group** ▪ *When nurses work with a patient who is very ill, they need to be patient.*
Informal words and expressions ▪ *My aunt has a lot of kids.* ▪ *The criminal justice system is messed up.*	**Use more formal words** ▪ *My aunt has many children.* ▪ *The criminal justice system has serious problems.*
Phrasal verbs used in conversation ▪ *I looked up information about nursing positions.*	**Replace with a one-word verb** ▪ *I researched information about nursing positions.*
Contractions ▪ *Many patients don't listen to their doctors.*	**Remove the contraction** ▪ *Many patients do not listen to their doctors.*
Incomplete sentences (Fragments) ▪ *I chose to attend a CUNY college. Because it is near my home.*	**Join the fragment to a complete sentence** ▪ *I chose to attend a CUNY college because it is near my home.*

General guideline for reducing informal language

You have thought carefully about your ideas and your reader may not take your ideas as seriously (Center for English Language Support, John Jay College, 2007).

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Part of speech	Informal vocabulary	Formal (more academic) vocabulary
1. Nouns	thing	factor, issue, aspect, item
	place	location, site
	buyer	purchaser
	parts	elements, components
	answer	response, solution
2. Phrases	good thing	benefit, advantage
	good enough	adequate
	lots of / a lot of	many, numerous
	to do with	regarding
3. Adjectives	good	positive, useful, valuable, advantageous
	bad	negative, disadvantageous
	big	large, major
	little	small, minor
4. Adverbs	around	approximately
5. Verbs	get	obtain
	has got, have got	have
	give	provide, donate
	watch	observe
	stay	remain
	keep	preserve
	show	demonstrate, indicate
	need	require
	guess	estimate
	happen	occur
	answer	respond

General guideline for reducing informal language

You have thought carefully about your ideas and your reader may not take your ideas as seriously (Center for English Language Support, John Jay College, 2007).

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Part of speech	Informal vocabulary	Formal (more academic) vocabulary
6. **Phrasal verbs** *(verbs + prepositions or adverbs)*	• Phrasal verbs are common in spoken and informal English, but are rarely used in academic writing. There is usually a more formal, academic verb which is used instead. Below is a list of the more frequently used phrasal verbs and their more formal equivalents.	
	bring along	bring
	start again	resume, recommence
	go up	rise, increase
	go down	fall, decrease
	find out	determine, discern, discover
	pick up	collect
	put in	insert
	fill out (a form)	complete
	take away	remove
	come back, go back	return (somewhere)
	give back, take back	return (something)
	throw away	discard
	take apart	dismantle
	think about	consider
	keep up	maintain
	come over	visit
	put up with	tolerate
	help out	assist
	set up	establish
	get rid of	eliminate
	look into	investigate
	bring up	raise
	meet with	encounter
	cut down	reduce
	move up and down	fluctuate
	put off	delay
	put out (a fire, cigarette)	extinguish
	talk over	discuss
	bump into (an old friend)	meet (by chance)

General guideline for reducing informal language

You have thought carefully about your ideas and your reader may not take your ideas as seriously (Center for English Language Support, John Jay College, 2007).

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Introduction section of manuscripts **Writing style**

- English is an important barrier in writing a manuscript. However, editors always look for **brief and simple words** and not really the linguistic expertise.
- **Use of long and complex sentences should be avoided**. *All that is required is to write simple English with an attempt to inform and educate the readers rather than to impress them.*
- A manuscript with poor language, spelling mistakes or grammatical errors will probably **never cause a rejection**. But, the amount of revision, rewriting required for accepting that paper will always be considered in making the decision to accept or reject .

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Introduction section of manuscripts Writing style

Contents lists available at ScienceDirect

English for Specific Purposes

journal homepage: http://ees.elsevier.com/esp/default.asp

Is academic writing becoming more informal?

Ken Hyland*, Feng (Kevin) Jiang

Centre for Applied English Studies, University of Hong Kong, Hong Kong

ARTICLE INFO

Article history:
Available online 7 October 2016

Keywords:
Formality
Academic writing
EAP
Diachronic change
Rhetorical practices

ABSTRACT

Informality has become something of a contemporary mantra as, from the denim-clad offices of internet startups to the pages of business reports, we are encouraged to shed old constraints and relax conventions. This paper explores the perception that since informality has now invaded a large range of written and spoken domains of discourse, academic writing has also followed this trend. It asks the question whether academics are now freer to construct less rigidly objective texts and craft a more inclusive relationship with their readers. Taking a corpus of 2.2 million words from the same leading journals in four disciplines at three periods over the past years, we explore changes in the use of ten key features regarded by applied linguists and style guide authors as representing informality. Our results show only a small increase in the use of these features, and that this is mainly accounted for by increases in the hard sciences rather than the social sciences. It is also largely restricted to increases in first person pronouns, unattended reference and sentences beginning with conjunctions. We discuss these results and argue they represent changes in rhetorical conventions which accommodate more obvious interpersonal interactions in the sciences.

List of informal features

1. First person.
2. Unattended reference.
3. Initial conjunctions.
4. Second person.
5. Listing expressions.
6. Contractions.
7. Preposition ending.
8. Exclamation.
9. Split infinitives.
10. Direct questions.

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List of informal features.

1. First person pronouns to refer to the author(s) (*I* and we)
   e.g., "*I* will approach this issue in a roundabout way."
2. unattended anaphoric pronouns (*this*, *these*, *that*, *those*, *it*) that can refer to antecedents of varying length
   e.g., "*This* is his raw material."
3. split infinitives – an infinitive that has an adverb between *to* and the verb stem
   e.g., "The president proceeded *to* sharply *admonish* the reporters."
4. Sentence initial conjunctions or conjunctive adverbs
   e.g., "*And* I will blame her if she fails in these ways."
5. Sentence final preposition
   e.g., "A student should not be taught more than he can think *about*."
6. listing expressions ('and so on', 'etc', 'and so forth' used when ending a list)
   e.g., "These semiconductors can be used in robots, CD players, *etc*."
7. Second person pronouns/determiners to refer to the reader (you and your)
   e.g., "Suppose *you* are sitting at a computer terminal which assigns *you* role R"
8. contractions
   e.g., "Export figures *won't* improve until the economy is stronger."
9. direct questions
   e.g., "*What can be done to lower costs?*"
10. exclamations
    e.g., "*This is not the case!*"

Hyland & Jiang / English for Specific Purposes 45 (2017) 40–51

How to write a good paper?

Introduction section of manuscripts Writing style

Source: APA (2013)

General guidelines for reducing bias: Appropriate level of specificity

Precision is essential in scientific writing; when you refer to a person or persons, choose words that are accurate, clear, and free from bias. The appropriate degree of specificity depends on the research question and the present state of knowledge in the field of study. When in doubt, be more specific rather than less, because it is easier to aggregate published data than to disaggregate them. For example, using *man* to refer to all human beings is simply not as accurate as the phrase *women and men.* To describe age groups, give a specific age range ("ages 65–83 years") instead of a broad category ("over 65 years"; see Schaie, 1993). When describing racial and ethnic groups, be appropriately specific and sensitive to issues of labeling. For example, instead of describing participants as Asian American or Hispanic American, it may be helpful to describe them by their nation or region of origin (e.g., Chinese Americans, Mexican Americans). If you are discussing sexual orientation, realize that some people interpret *gay* as referring to men and women, whereas others interpret the term as referring only to men (the terms *gay men* and *lesbians* currently are preferred).

Broad clinical terms such as *borderline* and *at risk* are loaded with innuendo unless properly explained. Specify the diagnosis that is borderline (e.g., "people with borderline personality disorder"). Identify the risk and the people it involves (e.g., "children at risk for early school dropout").

Gender is cultural and is the term to use when referring to women and men as social groups. *Sex* is biological; use it when the biological distinction is predominant. Note that the word *sex* can be confused with *sexual behavior. Gender* helps keep meaning unambiguous, as in the following example: "In accounting for attitudes toward the bill, sexual orientation rather than gender accounted for most of the variance. Most gay men and lesbians were for the proposal; most heterosexual men and women were against it."

Part of writing without bias is recognizing that differences should be mentioned only when relevant. Marital status, sexual orientation, racial and ethnic identity, or the fact that a person has a disability should not be mentioned gratuitously.

- Man < women & men
- Broad group <Age range
- Specific races
- Gay men & lesbians
- People with … or Children at risk …

How to write a good paper?

Introduction section of manuscripts Writing style

Source: APA (2013)

General guidelines for reducing bias: Be sensitive to labels

Avoid labeling people when possible. A common occurrence in scientific writing is that participants in a study tend to lose their individuality; they are broadly categorized as objects (noun forms such as *the gays* and *the elderly*) or, particularly in descriptions of people with disabilities, are equated with their conditions—*the amnesiacs, the depressives, the schizophrenics, the LDs,* for example. One solution is to use adjectival forms (e.g., "gay *men,*" "older *adults,*" "amnesic *patients*"). Another is to "put the person first," followed by a descriptive phrase (e.g., "people diagnosed with schizophrenia"). Note that the latter solution currently is preferred when describing people with disabilities.

When you need to mention several groups in a sentence or paragraph, such as when reporting results, do your best to balance sensitivity, clarity, and parsimony. For example, it may be cumbersome to repeat phrases such as "person with _____." If you provide operational definitions of groups early in your paper (e.g., "Participants scoring a minimum of X on the X scale constituted the high verbal group, and those scoring below X constituted the low verbal group"), it is scientifically informative and concise to describe participants thereafter in terms of the measures used to classify them (e.g., ". . . the contrast for the high verbal group was statistically significant, p = .043"), provided the terms are inoffensive. A label should not be used in any form that is perceived as pejorative; if such a perception is possible, you need to find more neutral terms. For example, *the demented* is not repaired by changing it to *demented group,* but *dementia group* would be acceptable. Abbreviations or series labels for groups usually sacrifice clarity and may offend: *LDs* or *LD group* to describe people with specific learning difficulties is offensive; *HVAs* for "high verbal ability group" is difficult to decipher. *Group A* is not offensive, but it is not descriptive either.

Put the person first, followed by descriptive phrase.

Bias may be promoted when the writer uses one groups (often the writer's own group) as standard against which others are judged.

Avoid language that objectifies a person by her or his condition (e.g., autistic, neurotic, brain damaged, AIDS victim) < youth with autism.

How to write a good paper?

Introduction section of manuscripts Writing style

Source: APA (2013)

General guidelines for reducing bias: Acknowledge participant

Write about the people in your study in a way that acknowledges their participation but is also consistent with the traditions of the field in which you are working. Thus, although descriptive terms such as *college students*, *children*, or *respondents* provide precise information about the individuals taking part in a research project, the more general terms *participants* and *subjects* are also in common usage. Indeed, for more than 100 years the term *subjects* has been used within experimental psychology as a general starting point for describing a sample, and its use is appropriate. *Subjects* and *sample* are customary when discussing certain established statistical terms (e.g., *within-subject* and *between-subjects* design). Further, the passive voice suggests individuals are *acted on* instead of being actors ("the students *completed* the survey" is preferable to "the students *were given* the survey" or "the survey was *administered* to the students"). "The subjects *completed* the trial" or "we *collected* data from the participants" is preferable to "the participants *were run*." Consider avoiding terms such as *patient management* and *patient placement* when appropriate. In most cases, it is the treatment, not patients, that is managed; some alternatives are *coordination of care*, *supportive services*, and *assistance*. Also avoid the term *failed*, as in "eight participants failed to complete the Rorschach and the MMPI," because it can imply a personal shortcoming instead of a research result; *did not* is a more neutral choice (Knatterud, 1991).

Subjects and Sample < Participants

Failed to complete the questionnaire!!! < did not

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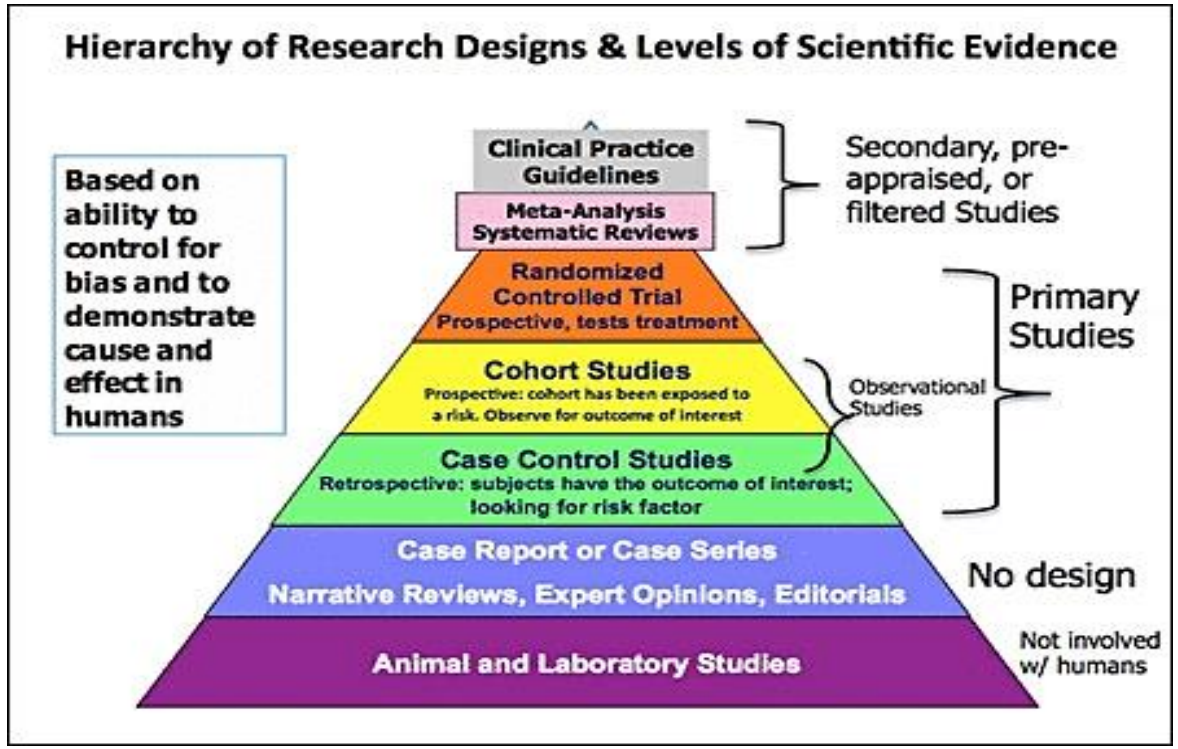
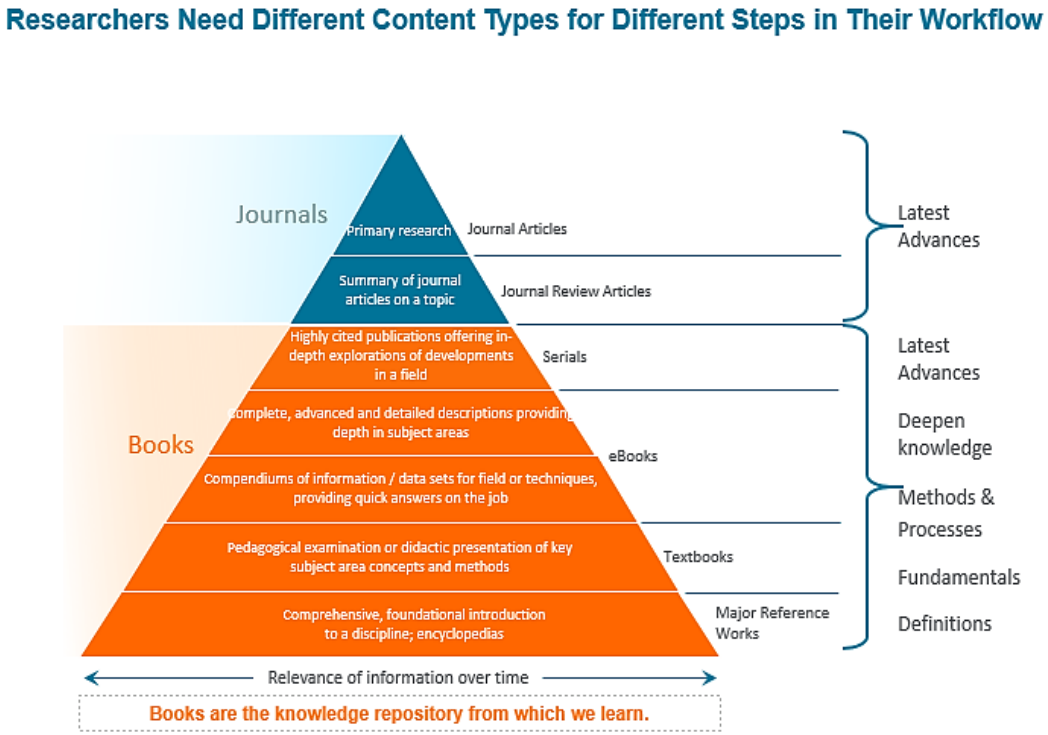
Introduction section of manuscripts **Writing style**

Strong evidence





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Strong evidence

Annual Review of Psychology
Volume 63, 2012, Pages 1-29

Working memory: Theories, models, and controversies (Article) (Open Access)

Baddeley, A.

Department of Psychology, University of York, York YO10 5DD, United Kingdom

Abstract

I present an account of the origins and development of the multicomponent approach to working memory, making a distinction between the overall theoretical framework, which has remained relatively stable, and the attempts to build more specific models within this framework. I follow this with a brief discussion of alternative models and their relationship to the framework. I conclude with speculations on further developments and a comment on the value of attempting to apply models and theories beyond the laboratory studies on which they are typically based.

View references (130)

SciVal Topic Prominence

Topic: Memory, Short-Term | Memory | contralateral delay

Prominence percentile: 98.165

Author keywords

Attention | Central executive | Episodic buffer | Phonological loop | Short-term memory | Visuo-spatial sketchpad

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55.71 Field-Weighted Citation Impact

PlumX Metrics

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Cited by 1162 documents

Facilitating Classroom Orchestration Using EEG to Detect the Cognitive States of Learners

Mohamed, Z. , Halaby, M.E. , Said, T.
(2020) Advances in Intelligent Systems and Computing

No evidence for the inverted U-Curve: More demanding dual tasks cause stronger aversive memory degradation

Littel, M. , van Schie, K.
(2019) Journal of Behavior Therapy and Experimental Psychiatry

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Strong evidence

International Journal of Nursing Studies
Volume 52, Issue 2, 1 February 2015, Pages 649-661

Determinants and prevalence of burnout in emergency nurses: A systematic review of 25 years of research (Review)

Adriaenssens, J.[a], De Gucht, V.[b], Maes, S.[c]

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[b]Leiden University, Institute of Psychology Health Psychology, RB Leiden, 2300, Netherlands
[c]Leiden University, Institute of Psychology, Leiden University Medical Center Health Psychology, RB Leiden, 2300, Netherlands

Abstract

Background: Burnout is an important problem in health care professionals and is associated with a decrease in occupational well-being and an increase in absenteeism, turnover and illness. Nurses are found to be vulnerable to burnout, but emergency nurses are even more so, since emergency nursing is characterized by unpredictability, overcrowding and continuous confrontation with a broad range of diseases, injuries and traumatic events. Objectives: This systematic review aims (1) to explore the prevalence of burnout in emergency nurses and (2) to identify specific (individual and work related) determinants of burnout in this population. Method: A systematic review of empirical quantitative studies on burnout in emergency nurses, published in English between 1989 and 2014. Data sources: The databases NCBI PubMed, Embase, ISI Web of Knowledge, Informa HealthCare, Picarta, Cinahl and Scielo were searched. Results: Seventeen studies were included in this review. On average 26% of the emergency nurses suffered from burnout. Individual factors such as demographic variables, personality characteristics and coping strategies were predictive of burnout. Work related factors such as exposure to traumatic events, job characteristics and organizational variables were also found to be determinants of burnout in this population. Conclusions: Burnout rates in emergency nurses are high. Job demands, job control, social support and exposure to traumatic events are determinants of burnout, as well as several organizational variables. As a consequence specific action targets for hospital management are formulated to prevent turnover and burnout in emergency nurses. © 2014 Elsevier Ltd.

View references (98)

SciVal Topic Prominence

Topic: Nurses | Quality Improvement | Delivery of Health Care

Prominence percentile: 48.117

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22.82 Field-Weighted Citation Impact

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Return-to-Work Coordinators' Practices for Workers with Burnout
Kärkkäinen, R. , Saaranen, T. , Räsänen, K.
(2019) Journal of Occupational Rehabilitation

Exploring moral problems and moral competences in midwifery: A qualitative study
Oelhafen, S. , Monteverde, S. , Cignacco, E.
(2019) Nursing Ethics

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- The year of publication
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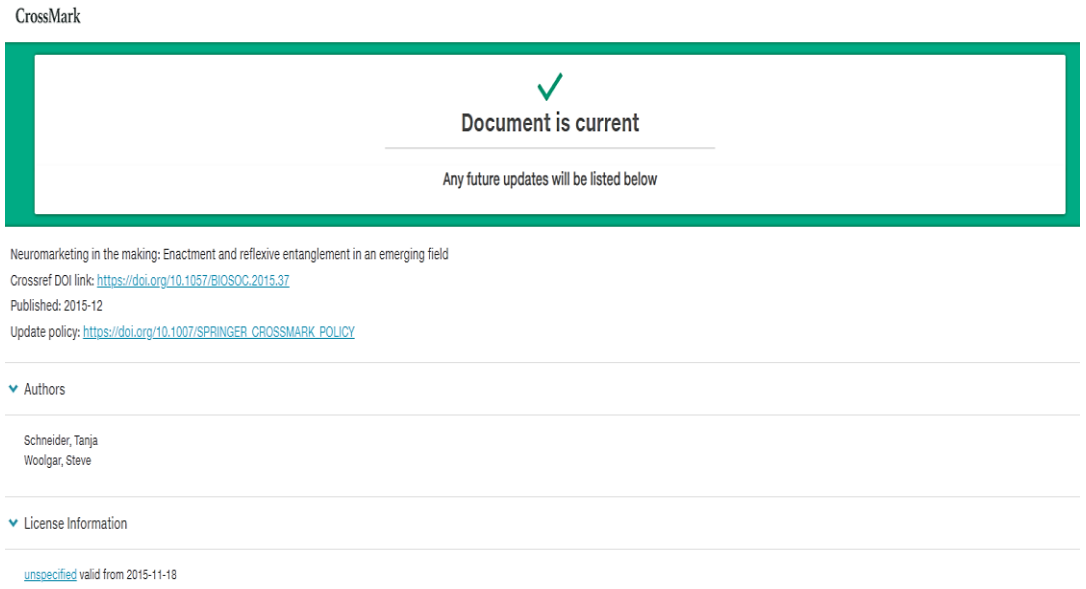

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Neuromarketing in the making: Enactment and reflexive entanglement in an emerging field
Crossref DOI link: https://doi.org/10.1057/BIOSOC.2015.37
Published: 2015-12
Update policy: https://doi.org/10.1007/SPRINGER_CROSSMARK_POLICY

Authors

Schneider, Tanja
Woolgar, Steve

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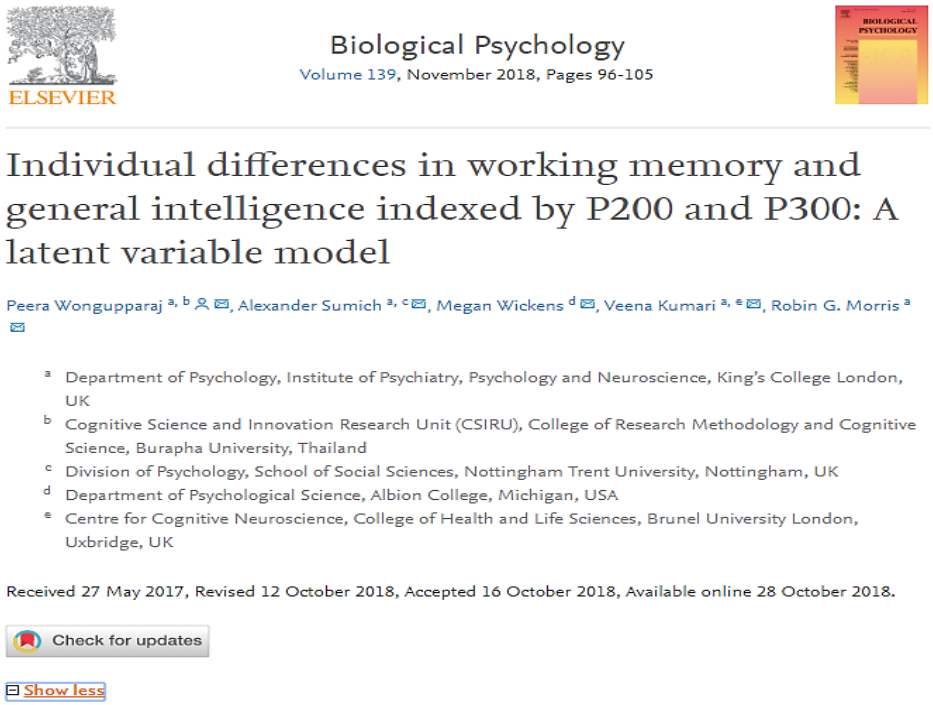

ELSEVIER

Biological Psychology
Volume 139, November 2018, Pages 96-105

Individual differences in working memory and general intelligence indexed by P200 and P300: A latent variable model

Peera Wongupparaj [a, b], Alexander Sumich [a, c], Megan Wickens [d], Veena Kumari [a, e], Robin G. Morris [a]

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Received 27 May 2017, Revised 12 October 2018, Accepted 16 October 2018, Available online 28 October 2018.

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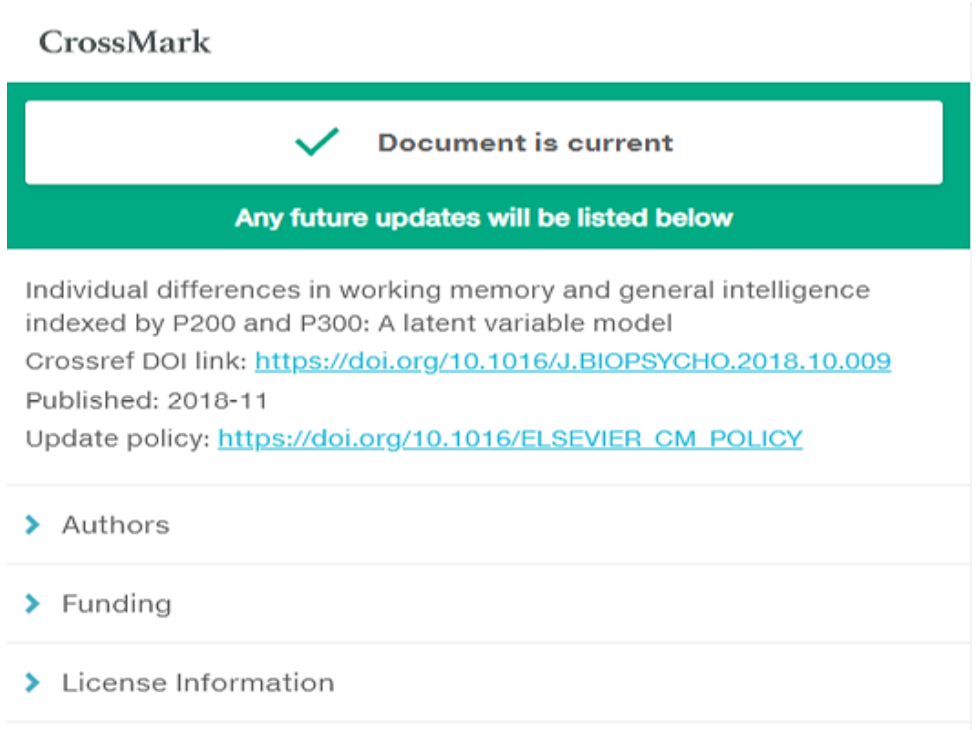

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Individual differences in working memory and general intelligence indexed by P200 and P300: A latent variable model
Crossref DOI link: https://doi.org/10.1016/J.BIOPSYCHO.2018.10.009
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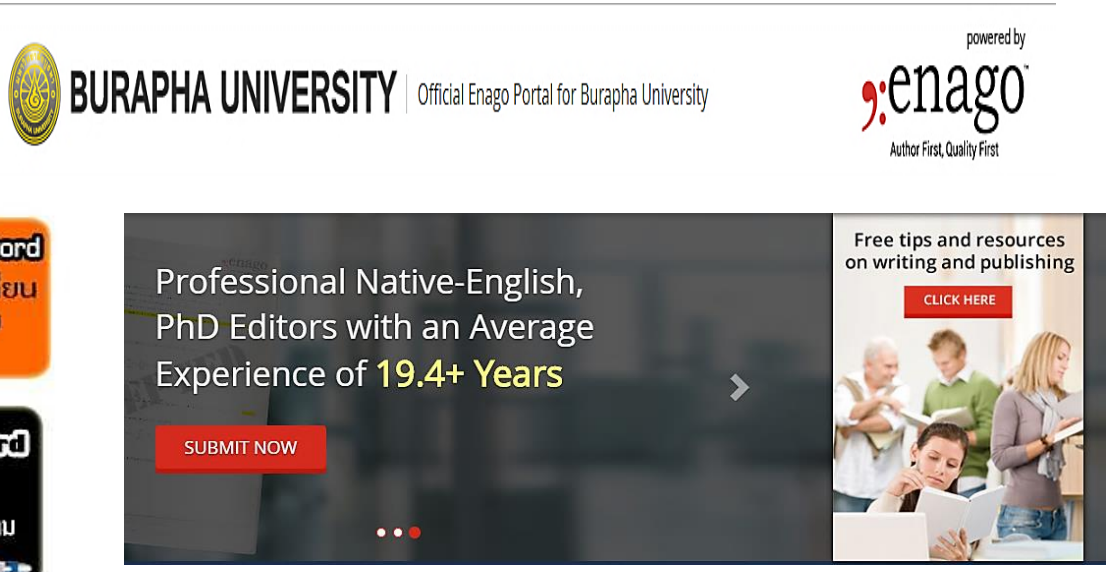

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'Naming Speed' including Reference List			

Total	฿4789

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PSYCHOPHYSIOLOGY

ORIGINAL ARTICLE

Methodological reporting behavior, sample sizes, and statistical power in studies of event-related potentials: Barriers to reproducibility and replicability

Peter E. Clayson, Kaylie A. Carbine, Scott A. Baldwin, Michael J. Larson

First published: 19 July 2019 | https://doi.org/10.1111/psyp.13437 | Citations: 30

Funding information:

Office of Academic Affiliations, Advanced Fellowship Program in Mental Illness Research and Treatment, United States Department of Veterans Affairs

GUIDELINE

American Clinical Neurophysiology Society Guideline 7: Guidelines for EEG Reporting

William O. Tatum,* Selioutski Olga,† Juan G. Ochoa,‡ Heidi Munger Clary,§ Janna Cheek,‖ Frank Drislane,¶ and Tammy N. Tsuchida#

*Mayo Clinic College of Medicine, Mayo Clinic, Jacksonville, Florida, U.S.A.; †University of Rochester, Rochester, New York, U.S.A.; ‡University of South Alabama, Mobile, Alabama, U.S.A.; §Wake Forest University, Winston Salem, North Carolina, U.S.A.; ‖Tulsa, Oklahoma, U.S.A.; ¶Harvard University, Boston, Massachusetts, U.S.A.; and #George Washington University, Washington, DC, U.S.A.

Summary: This EEG Guideline incorporates the practice of structuring a report of results obtained during routine adult electroencephalography. It is intended to reflect one of the current practices in reporting an EEG and serves as a revision of the previous guideline entitled "Writing an EEG Report." The goal of this guideline is not only to convey clinically relevant information, but also to improve interrater reliability for clinical and research use by standardizing the format of EEG reports. With this in mind, there is expanded documentation of the patient history to include more relevant clinical information that can affect the EEG recording and interpretation. Recommendations for the technical conditions of the recording are also enhanced to include post hoc review parameters and type of EEG recording. Sleep feature documentation is also expanded upon. More descriptive terms are included for background features and interictal discharges that are concordant with efforts to standardize terminology. In the clinical correlation section, examples of common clinical scenarios are now provided that encourages uniformity in reporting. Including digital samples of abnormal waveforms is now readily available with current EEG recording systems and may be beneficial in augmenting reports when controversial waveforms or important features are encountered.

Key Words: EEG, Reporting, Routine, Adult, Pediatric, Guideline.

(J Clin Neurophysiol 2016;33: 328–332)

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REVIEW

BJC

British Journal of Cancer (2018) 118, 619–628 | doi: 10.1038/bjc.2017.407 BJC OPEN

Keywords: reporting guidelines; oncology; EQUATOR Network; research waste

Reporting guidelines for oncology research: helping to maximise the impact of your research

https://www.nature.com/articles/bjc2017407.pdf

Table 1. Examples of reporting problems in oncology studies

Reporting issue	Examples of poor reporting	Consequences of poor reporting	Reference
Observational studies			
Prognostic studies not published	Completed prognostic studies of biomarkers not published.	Conclusions drawn from systematic reviews may be inaccurate due to the evidence base not being complete (likely publication bias).	Sekula *et al* (2016)
Epidemiological studies: incomplete reporting of methodology	Under-reporting of methodological aspects of observational studies including: matching, absolute risks, lack of flow diagram and missing data.	Difficult for readers to assess the validity of the studies.	Papathanasiou and Zintzaras (2010)
Prognostic factor studies: methods poorly reported	Inadequate reporting of aspects of study design and implementation in studies of prognostic markers, including: power calculations, time of enrolment, lists of candidate variables, definition of outcomes and providing the assay reference.	Studies are often too small to detect modest effects, and results from a number of studies may be examined together in systematic reviews or meta-analyses. If methods and findings are not reported in sufficient detail, it is not possible to include studies in such reviews.	Kyzas *et al* (2007)
Clinical trials: results			
Results not published	Trial findings that have been presented at professional meetings remain unreported or there is a delay in reporting.	Publication bias limits the available evidence base and, if decision to not publish is driven by results, distorts the overall evidence picture (likely publication bias). This can lead to treatments being used based on overoptimistic published results.	Tam *et al* (2011)
Inconsistencies within publications	Differences between reporting in abstracts and the main body of the text of the published articles: for example, strong support for the experimental arm of the study in the abstract, but not in the main text of the report.	Busy clinicians and policymakers may only read the abstract of the article. Reading only the published abstract may lead to a distorted view of the overall study findings, with implications for physicians when making decisions about clinical care.	Altwairgi *et al* (2012)

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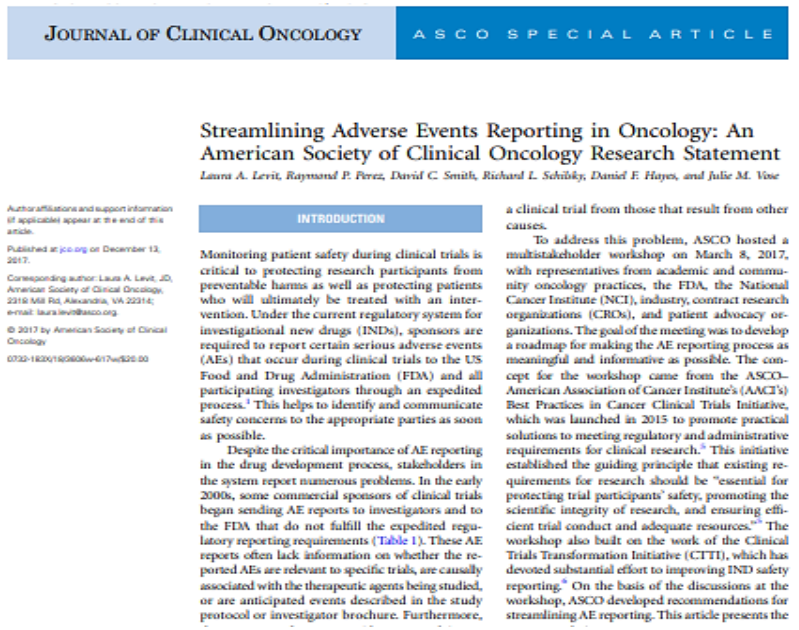
Journal of Clinical Oncology®
An American Society of Clinical Oncology Journal

ASCO SPECIAL ARTICLE

Streamlining Adverse Events Reporting in Oncology: An American Society of Clinical Oncology Research Statement

https://ascopubs.org/doi/10.1200/JCO.2017.75.8193



JOURNAL OF CLINICAL ONCOLOGY | ASCO SPECIAL ARTICLE

Streamlining Adverse Events Reporting in Oncology: An American Society of Clinical Oncology Research Statement

Laura A. Levit, Raymond P. Perez, David C. Smith, Richard L. Schilsky, Daniel F. Hayes, and Julie M. Vose

INTRODUCTION

Monitoring patient safety during clinical trials is critical to protecting research participants from preventable harms as well as protecting patients who will ultimately be treated with an intervention. Under the current regulatory system for investigational new drugs (INDs), sponsors are required to report certain serious adverse events (AEs) that occur during clinical trials to the US Food and Drug Administration (FDA) and all participating investigators through an expedited process.[1] This helps to identify and communicate safety concerns to the appropriate parties as soon as possible.

Despite the critical importance of AE reporting in the drug development process, stakeholders in the system report numerous problems. In the early 2000s, some commercial sponsors of clinical trials began sending AE reports to investigators and to the FDA that do not fulfill the expedited regulatory reporting requirements (Table 1). These AE reports often lack information on whether the reported AEs are relevant to specific trials, are causally associated with the therapeutic agents being studied, or are anticipated events described in the study protocol or investigator brochure. Furthermore, a clinical trial from those that result from other causes.

To address this problem, ASCO hosted a multistakeholder workshop on March 8, 2017, with representatives from academic and community oncology practices, the FDA, the National Cancer Institute (NCI), industry, contract research organizations (CROs), and patient advocacy organizations. The goal of the meeting was to develop a roadmap for making the AE reporting process as meaningful and informative as possible. The concept for the workshop came from the ASCO–American Association of Cancer Institute's (AACI's) Best Practices in Cancer Clinical Trials Initiative, which was launched in 2015 to promote practical solutions to meeting regulatory and administrative requirements for clinical research.[5] This initiative established the guiding principle that existing requirements for research should be "essential for protecting trial participants' safety, promoting the scientific integrity of research, and ensuring efficient trial conduct and adequate resources."[5] The workshop also built on the work of the Clinical Trials Transformation Initiative (CTTI), which has devoted substantial effort to improving IND safety reporting.[6] On the basis of the discussions at the workshop, ASCO developed recommendations for streamlining AE reporting. This article presents the

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ASCO®
AMERICAN SOCIETY OF CLINICAL ONCOLOGY

ASCO SPECIAL REPORT:
A GUIDE TO CANCER CARE DELIVERY DURING THE COVID-19 PANDEMIC

UPDATED: JULY 29, 2021

https://www.asco.org/sites/new-www.asco.org/files/content-files/2020-ASCO-Guide-Cancer-COVID19.pdf

A GUIDE TO CANCER CARE DELIVERY DURING THE COVID-19 PANDEMIC

Updates

July 29, 2021:

- COVID-19 Vaccination: The Association of Clinical Oncology joined more the 50 health care professional societies and organizations to support mandatory COVID-19 vaccination for health care workers.
- COVID-19 Treatment: On April 16, 2021, the U.S. Food and Drug Administration revoked emergency use authorization for bamlanivimab when used alone to treat mild-to-moderate COVID-19. References to bamlanivimab, when used alone, have been removed from this guide. We have also updated our link to the federal Monoclonal Antibody Playbook.
- Note: Since the December 15, 2020 update, many states have updated local mandates related to wearing of masks and social distancing. This guide has retained its recommendations on the use of masks and other mitigation methods, as necessary for infection prevention and control in regions with community transmission. Methods should be escalated or decreased by cancer centers based on local levels of risk of transmission and public health mandates.

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CHEST
Volume 160, Issue 5, November 2021, Pages e427-e494

Thoracic Oncology: Guideline and Consensus Statement

Screening for Lung Cancer: CHEST Guideline and Expert Panel Report

Peter J. Mazzone MD, MPH, FCCP [a], Gerard A. Silvestri MD, FCCP [b], Lesley H. Souter PhD [c], Tanner J. Caverly MD [d, e], Jeffrey P. Kanne MD, FCCP [f], Hormuzd A. Katki PhD [g], Renda Soylemez Wiener MD, MPH [h, i], Frank C. Detterbeck MD, FCCP [j]

Screening for Lung Cancer
CHEST Guideline and Expert Panel Report

Peter J. Mazzone, MD, MPH, FCCP; Gerard A. Silvestri, MD, FCCP; Lesley H. Souter, PhD; Tanner J. Caverly, MD; Jeffrey P. Kanne, MD, FCCP; Hormuzd A. Katki, PhD; Renda Soylemez Wiener, MD, MPH; and Frank C. Detterbeck, MD, FCCP

BACKGROUND: Low-dose chest CT screening for lung cancer has become a standard of care in the United States, in large part because of the results of the National Lung Screening Trial (NLST). Additional evidence supporting the net benefit of low-dose chest CT screening for lung cancer, and increased experience in minimizing the potential harms, has accumulated since the prior iteration of these guidelines. Here, we update the evidence base for the benefit, harms, and implementation of low-dose chest CT screening. We use the updated evidence base to provide recommendations where the evidence allows, and statements based on experience and expert consensus where it does not.

METHODS: Approved panelists reviewed previously developed key questions using the Population, Intervention, Comparator, Outcome format to address the benefit and harms of low-dose CT screening, and key areas of program implementation. A systematic literature review was conducted using MEDLINE via PubMed, Embase, and the Cochrane Library on a quarterly basis since the time of the previous guideline publication. Reference lists from relevant retrievals were searched, and additional papers were added. Retrieved references were reviewed for relevance by two panel members. The quality of the evidence was assessed for each critical or important outcome of interest using the Grading of Recommendations, Assessment, Development, and Evaluation approach. Meta-analyses were performed when enough evidence was available. Important clinical questions were addressed based on the evidence developed from the systematic literature review. Graded recommendations and ungraded statements were drafted, voted on, and revised until consensus was reached.

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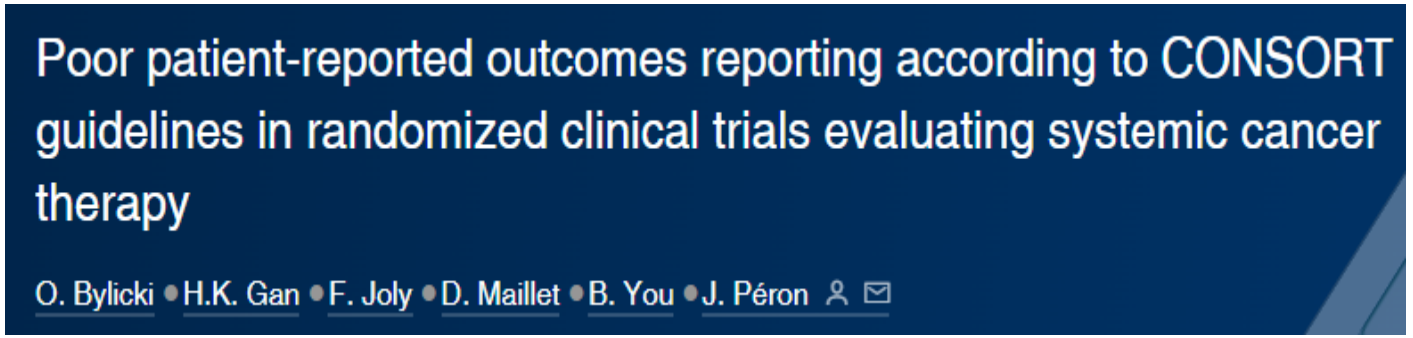

https://www.annalsofoncology.org/action/showPdf?pii=S0923-7534%2819%2931331-6

Poor patient-reported outcomes reporting according to CONSORT guidelines in randomized clinical trials evaluating systemic cancer therapy

O. Bylicki[1,2], H. K. Gan[3], F. Joly[4,5,6], D. Maillet[7], B. You[7,8,9] & J. Péron[7,10,11]*

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Received 23 June 2014; revised 21 September 2014; accepted 30 September 2014

Background: The Consolidated Standards of Reporting Trials (CONSORT) guidance was extended in 2013 to provide a set of specific recommendations regarding patient-reported outcomes (PROs) reporting in randomized clinical trials (RCTs). There is limited data regarding how well current publications of oncology RCTs report PROs if assessed using these guidelines.

Design: All phase III medical oncology RCTs published between 2007 and 2011 were reviewed according to the 2013 PROs CONSORT recommendations and an 11-point PROs reporting quality score (PRORQS) was defined based on the criteria.

Results: The majority of trials did not report on PROs at all (201 of 325; 62%). Of the remaining 124 trials, the mean PRORQS score was 5.0 on an 11-point scale. The items related to methods of PROs collection and analysis were poorly reported (Description of the prespecified PRO hypothesis: 26% of RCTs; methods for PRO data collection (paper, telephone, electronic, other): 16%; statistical approaches for managing missing data: 37%). The only factor significantly associated with improved PROs reporting was where PROs reporting was the subject of a dedicated secondary manuscript, as was the case in 36 of the 124 (29%) of RCTs.

Conclusion: Despite their clinical relevance, our findings show that some aspects of PROs reporting may greatly be improved, especially critical methodological aspects of PROs collection and analysis. The exceptions were where PROs were described in PROs-specific secondary publication. Use of the 2013 PROs CONSORT extensions should be encouraged and their effects on PROs reporting subsequently reassessed.

Key words: randomized clinical trials, quality of life, patients-reported outcomes, reporting quality

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SPECIAL ARTICLE

Standards and Guidelines for the Interpretation and Reporting of Sequence Variants in Cancer

A Joint Consensus Recommendation of the Association for Molecular Pathology, American Society of Clinical Oncology, and College of American Pathologists

Marilyn M. Li,*† Michael Datto,*‡ Eric J. Duncavage,*§ Shashikant Kulkarni,*¶ Neal I. Lindeman,*‖ Somak Roy,*·** Apostolia M. Tsimberidou,*†† Cindy L. Vnencak-Jones,*‡‡ Daynna J. Wolff,*§§ Anas Younes,*¶¶ and Marina N. Nikiforova*·**

Widespread clinical laboratory implementation of next-generation sequencing–based cancer testing has highlighted the importance and potential benefits of standardizing the interpretation and reporting of molecular results among laboratories. A multidisciplinary working group tasked to assess the current status of next-generation sequencing–based cancer testing and establish standardized consensus classification, annotation, interpretation, and reporting conventions for somatic sequence variants was convened by the Association for Molecular Pathology with liaison representation from the American College of Medical Genetics and Genomics, American Society of Clinical Oncology, and College of American Pathologists. On the basis of the results of professional surveys, literature review, and the Working Group's subject matter expert consensus, a four-tiered system to categorize somatic sequence variations based on their clinical significances is proposed: tier I, variants with strong clinical significance; tier II, variants with potential clinical significance; tier III, variants of unknown clinical significance; and tier IV, variants deemed benign or likely benign. Cancer genomics is a rapidly evolving field; therefore, the clinical significance of any variant in therapy, diagnosis, or prognosis should be

https://www.jmdjournal.org/action/showPdf?pii=S1525-1578%2816%2930223-9

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Method section of manuscripts

Simple method	Typical method	Complex method
Participants The participants were… **Design and procedure** There were three conditions…	**Participants** The participants were… **Design** There were three conditions… **Procedure** Participants viewed each stimulus on the computer screen…	**Participants** The participants were… **Materials** The stimuli were… **Design** There were three conditions… **Procedure** Participants viewed each stimulus on the computer screen…

Figure 11.1 Three Ways of Organizing an APA-Style Method [Long Description]

https://opentextbc.ca/researchmethods/chapter/writing-a-research-report-in-american-psychological-association-apa-style/

Published in final edited form as:
Am Psychol. 2008 December ; 63(9): 839–851. doi:10.1037/0003-066X.63.9.839.

Reporting Standards for Research in Psychology:

Why Do We Need Them? What Might They Be?

APA Publications and Communications Board Working Group on Journal Article Reporting Standards

Abstract

In anticipation of the impending revision of the *Publication Manual of the American Psychological Association*, APA's Publications and Communications Board formed the Working Group on Journal Article Reporting Standards (JARS) and charged it to provide the board with background and recommendations on information that should be included in manuscripts submitted to APA journals that report (a) new data collections and (b) meta-analyses. The JARS Group reviewed efforts in related fields to develop standards and sought input from other knowledgeable groups. The resulting recommendations contain (a) standards for all journal articles, (b) more specific standards for reports of studies with experimental manipulations or evaluations of interventions using research designs involving random or nonrandom assignment, and (c) standards for articles reporting meta-analyses. The JARS Group anticipated that standards for reporting other research designs (e.g., observational studies, longitudinal studies) would emerge over time. This report also (a) examines societal developments that have encouraged researchers to provide more details when reporting their studies, (b) notes important differences between requirements, standards, and recommendations for reporting, and (c) examines benefits and obstacles to the development and implementation of reporting standards.

Keywords

reporting standards; research methods; meta-analysis

How to write a good paper?

Method section of manuscripts

Journal Article Reporting Standards (JARS): Information Recommended for Inclusion in Manuscripts That Report New Data Collections Regardless of Research Design.

Method	
Participant characteristics	Eligibility and exclusion criteria, including any restrictions based on demographic characteristics
	Major demographic characteristics as well as important topic-specific characteristics (e.g., achievement level in studies of educational interventions), or in the case of animal research, genus and species
Sampling procedures	Procedures for selecting participants, including:
	The sampling method if a systematic sampling plan was implemented
	Percentage of sample approached that participated
	Self-selection (either by individuals or units, such as schools or clinics)
	Settings and locations where data were collected
	Agreements and payments made to participants
	Institutional review board agreements, ethical standards met, safety monitoring
Sample size, power, and precision	Intended sample size
	Actual sample size, if different from intended sample size
	How sample size was determined:
	Power analysis, or methods used to determine precision of parameter estimates
	Explanation of any interim analyses and stopping rules

How to write a good paper?

Method section of manuscripts

Journal Article Reporting Standards (JARS): Information Recommended for Inclusion in Manuscripts That Report New Data Collections Regardless of Research Design.

Measures and covariates	Definitions of all primary and secondary measures and covariates: Include measures collected but not included in this report Methods used to collect data Methods used to enhance the quality of measurements: Training and reliability of data collectors Use of multiple observations Information on validated or ad hoc instruments created for individual studies, for example, psychometric and biometric properties
Research design	Whether conditions were manipulated or naturally observed Type of research design; provided in Table 3 are modules for: Randomized experiments (Module A1) Quasi-experiments (Module A2) Other designs would have different reporting needs associated with them

How to write a good paper?

Method section of manuscripts

Method

Experimental manipulations or interventions	Details of the interventions or experimental manipulations intended for each study condition, including control groups, and how and when manipulations or interventions were actually administered, specifically including: Content of the interventions or specific experimental manipulations Summary or paraphrasing of instructions, unless they are unusual or compose the experimental manipulation, in which case they may be presented verbatim Method of intervention or manipulation delivery Description of apparatus and materials used and their function in the experiment Specialized equipment by model and supplier Deliverer: who delivered the manipulations or interventions Level of professional training Level of training in specific interventions or manipulations Number of deliverers and, in the case of interventions, the *M*, *SD*, and range of number of individuals/units treated by each Setting: where the manipulations or interventions occurred Exposure quantity and duration: how many sessions, episodes, or events were intended to be delivered, how long they were intended to last Time span: how long it took to deliver the intervention or manipulation to each unit Activities to increase compliance or adherence (e.g., incentives) Use of language other than English and the translation method
Units of delivery and analysis	Unit of delivery: How participants were grouped during delivery Description of the smallest unit that was analyzed (and in the case of experiments, that was randomly assigned to conditions) to assess manipulation or intervention effects (e.g., individuals, work groups, classes) If the unit of analysis differed from the unit of delivery, description of the analytical method used to account for this (e.g., adjusting the standard error estimates by the design effect or using multilevel analysis)

Journal Article Reporting Standards (JARS): Information Recommended for Inclusion in Manuscripts That Report New Data Collections Regardless of Research Design.

Module A: Reporting Standards for Studies With an Experimental Manipulation or Intervention (in Addition to Material Presented in Table 1)

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Method section of manuscripts

Module A1: Studies using random assignment

Method

Random assignment method	Procedure used to generate the random assignment sequence, including details of any restriction (e.g., blocking, stratification)
Random assignment concealment	Whether sequence was concealed until interventions were assigned
Random assignment implementation	Who generated the assignment sequence Who enrolled participants Who assigned participants to groups
Masking	Whether participants, those administering the interventions, and those assessing the outcomes were unaware of condition assignments If masking took place, statement regarding how it was accomplished and how the success of masking was evaluated
Statistical methods	Statistical methods used to compare groups on primary outcome(s) Statistical methods used for additional analyses, such as subgroup analyses and adjusted analysis Statistical methods used for mediation analyses

Journal Article Reporting Standards (JARS): Information Recommended for Inclusion in Manuscripts That Report New Data Collections Regardless of Research Design.

Reporting Standards for Studies Using Random and Nonrandom Assignment of Participants to Experimental Groups

How to write a good paper?

Method section of manuscripts

Module A2: Studies using nonrandom assignment

Method	
Assignment method	Unit of assignment (the unit being assigned to study conditions, e.g., individual, group, community) Method used to assign units to study conditions, including details of any restriction (e.g., blocking, stratification, minimization) Procedures employed to help minimize potential bias due to nonrandomization (e.g., matching, propensity score matching)
Masking	Whether participants, those administering the interventions, and those assessing the outcomes were unaware of condition assignments If masking took place, statement regarding how it was accomplished and how the success of masking was evaluated
Statistical methods	Statistical methods used to compare study groups on primary outcome(s), including complex methods for correlated data Statistical methods used for additional analyses, such as subgroup analyses and adjusted analysis (e.g., methods for modeling pretest differences and adjusting for them) Statistical methods used for mediation analyses

Journal Article Reporting Standards (JARS): Information Recommended for Inclusion in Manuscripts That Report New Data Collections Regardless of Research Design.

Reporting Standards for Studies Using Random and Nonrandom Assignment of Participants to Experimental Groups

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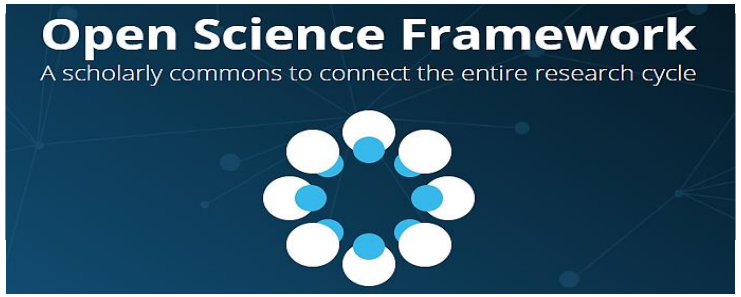

Research Data Sharing Policies

Suggested list of items to be included in the methods section for retrospective and prospective studies.

Retrospective study	Prospective study
Subjects	
Inclusion and non-inclusion criteria	
Ethical considerations (ethics committee approval, name of committee, ±date and file number, informed consent)	
Primary endpoint	
Secondary endpoints	
Statistical analysis	
Data recorded	Study registration, if randomized
Source(s) of study data	Sample size calculation
Subgroups (if any)	Randomization procedure
Number of subjects/samples	Interventions

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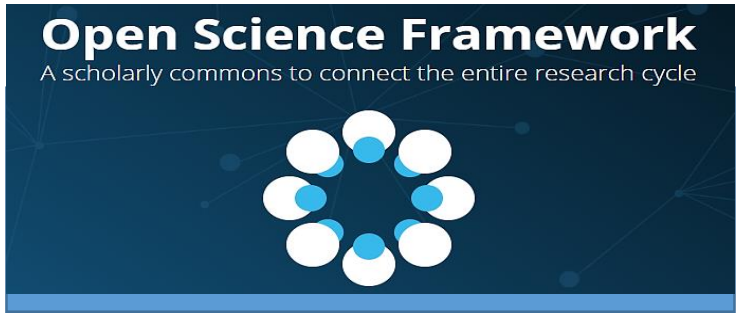

Research Data Sharing Policies

https://osf.io/

2.5. Final sample

The literature review processes according to PRISMA guidelines are shown in Fig. 1. The 15-electronic database search yielded 26,863 studies for FDS (94.11% published source), 19,520 studies for BDS (97.58% published source), 2797 studies for FCB (98.78% published source), and 957 studies for BCB (97.91% published source). Of these, duplicated and unrelated studies were removed after title, keyword, and abstract review. Only, 4682 (95.49% published source), 4011 (95.96% published source), 358 (88.27% published source), and 75 studies (85.33% published source) for FDS, BDS, FCB, and BCB remained for the next step. Subsequently, 346 (90.75% published source), 316 (91.77% published source), 136 (97.79% published source), and 38 (97.37% published source) studies for FDS, BDS, FCB, and BCB respectively fulfilled the inclusion and exclusion criteria, resulting in 742, 594, 307, and 111 independent samples for FDS, BDS, FCB, and BCB) and 139,677 participants overall (48,955, 70,424, 16,514, and 3784 participants for FDS, BDS, FCB, BCB). References for studies included in this CTMA can be found in the supporting information and the dataset file is openly available at https://osf.io/4zesc/.

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Resting-state EEG of adolescents with ... | Files | Wiki | Analytics | Registrations | Contributors | Add-ons | Settings

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978.3KB | Make Private | Public | 0

Resting-state EEG of adolescents with minimal, mild, and moderate depression

Contributors: Peera Wongupparaj

Date created: 2021-01-11 03:19 PM | Last Updated: 2021-02-03 08:01 AM

Create DOI

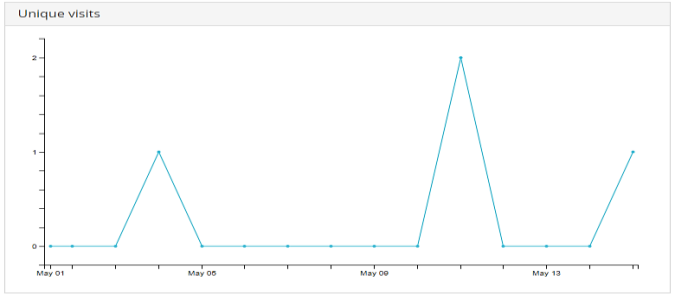
Category: Project

Description:

The dataset contains resting-state or eyes-closed and -open EEG data and these data were recorded from 88 adolescents with minimal (n=30), mild (n=29), and moderate (n=29) levels of depression.

License: CC-By Attribution 4.0 International

Name	Modified
Resting-state EEG of adolescents with minimal, mild, and moderate d...	
OSF Storage (United States)	
Eyes-closed EEG.xlsx	2021-01-15 01:15 PM
Eyes-open EEG.xlsx	2021-01-15 01:15 PM
Participant characteristics.xlsx	2021-02-03 08:01 AM



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Method section of manuscripts

European Psychiatry 30 (2015) 1–7

Contents lists available at ScienceDirect

European Psychiatry

journal homepage: http://www.europsy-journal.com

Original article

Executive function processes mediate the impact of working memory impairment on intelligence in schizophrenia

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2. Methods

2.1. Participants

The participants were 125 outpatients with a DSM-IV diagnosis of schizophrenia or schizoaffective disorder, stable on their current medication for six or more weeks, and 64 healthy participants, matched on average to patients' age, education and gender.

Patients were recruited from outpatient services in and around South London. Healthy participants were recruited via local advertisements. The research procedures were approved by the joint research ethics committee of the Institute of Psychiatry and Maudsley Hospital, London.

How to write a good paper?

Method section of manuscripts

Biological Psychology 139 (2018) 96–105

Contents lists available at ScienceDirect

Biological Psychology

journal homepage: www.elsevier.com/locate/biopsycho

Individual differences in working memory and general intelligence indexed by P200 and P300: A latent variable model

Peera Wongupparaj[a,b,*], Alexander Sumich[a,c], Megan Wickens[d], Veena Kumari[a,e], Robin G. Morris[a]

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ARTICLE INFO

Keywords:
Working memory
Central executive system
Short-term storage systems
Event-related potentials
Structural equation modelling
Neural efficiency hypothesis

ABSTRACT

A robust relationship between working memory (WM) and general intelligence (g) has been well established. Nevertheless, explanations for this relationship in terms of underlying neurocognitive processes are still inadequate. This study addresses this issue using an individual differences approach in which Central Executive System (CES) and Short-Term Storage (STS) components of WM are measured comprehensively and examined for their relationship with g via event-related potentials components (P200 and P300) as mediators. Participants (n = 115) completed tests of the WM, CES and STS, as well as g. P200 and P300 components were recorded during 3-back WM task performance. Structural equation modelling showed significant negative associations between the P200 latency for target stimuli and CES shifting processes, and between the P300 amplitude for target stimuli and CES inhibition and updating processes. The relationship between CES processes and g was mediated in a localized fashion by the P300 amplitude. These findings further support the notion that the CES has a multidimensional structure and, importantly, reveal that the inhibition and updating functions of the CES are crucial in explaining the relationship between WM and g. Negative relations between ERP indices (P200 latency and P300 amplitude for target stimuli) and g support a neural efficiency hypothesis related to high intelligence.

2. Methods

2.1. Participants and design

To ensure acceptable power in SEM, at least one hundred participants were required (Hair, Black, Babin, & Anderson, 2009; Sideridis, Simos, Papanicolaou, & Fletcher, 2014). Thus, one hundred and fifteen participants (age range = 18–44 years; M age = 25.74 years, SD age = 5.17; 76 female, 59.6% White, 67.9% with English as their native language) were recruited via the King's College London (KCL) circular email, Experimatch, and Facebook pages. As per our inclusion/exclusion criteria, all participants were required to: i) be right-handed based on the Edinburgh Handedness Inventory (Oldfield, 1971), ii) have normal hearing and corrected-to-normal vision, iii) not have a history of neurological or significant psychiatric disorders (e.g., history of depression or psychosis), and iv) not be on any medication affecting mental functioning.

For the purposes of initial analysis, the participants were divided into three groups based on their IQ scores (Wechsler, 2011): average (92–109), high average (110–120), and superior-to- very superior (121–147). g was split into crystallized and fluid components (*gC* and *gF*). The banding of the three groups followed the Wechsler banding approach (Wechsler, 2011), with the banding ranges approximately weighting the group sizes according to a normal distribution. The average to very superior range reflects the use of a primarily university student sample.

The study was approved by KCL Psychiatry, Nursing and Midwifery Research Ethics Subcommittee (PNM RESC/PNM/12/13–84). Participants provided written informed consent to their participation and received a reimbursement of £25 plus travel costs for participation.

How to write a good paper?

Method section of manuscripts

Children and Youth Services Review 102 (2019) 18–26

Contents lists available at ScienceDirect

Children and Youth Services Review

journal homepage: www.elsevier.com/locate/childyouth

The associations between sex drive, sexual self-concept, sexual orientation, and exposure to online victimization in Italian adolescents: Investigating the mediating role of verbal and visual sexting behaviors

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ARTICLE INFO

Keywords:
Sexting
Adolescents
Online victimization
Sexual orientation
Sex drive
Sexual self-concept

ABSTRACT

Adolescents' involvement in online sexual behaviors is influenced by their developmental need to explore, define, and assert their own sexual identity. Among these behaviors, engaging in sexting behaviors has been shown to have negative consequences for adolescents' well-being because it increases the risk of exposure to different forms of online victimization. Based on these considerations, the present study aimed to examine the associations between two types of sexting behaviors, namely, verbal and visual sexting, and three specific dimensions of adolescents' sexuality, namely, their perceived sex drive, sexual self-concept, and sexual orientation. Next, we tested the hypothesis that involvement in sexting behaviors might be a mediator of the link between sexuality dimensions and exposure to online unwanted sexual solicitations, and cyberbullying victimization. The sample consisted of 653 high school students (66.9% females, Mean age = 16.31, SD = 1.34). We found both verbal and visual sexters to be older, have a stronger sex drive, and sexual self-concept than non-involved adolescents (i.e., non-sexters; while visual sexters were more likely to report non-heterosexual orientation than were verbal sexters and non-sexters. Further, involvement sexting behaviors increased the risk of exposure to both cyberbullying victimization and unwanted online sexual solicitations. Regression analysis showed visual sexting acted as a mediator of the links between the sexuality dimensions and both forms of online victimization. These findings have practical implications for the development of programs aimed at educating adolescents and their caregivers about the negative consequences of the uncontrolled online sharing of visual sexts, as well as providing involved adolescents with the skills to cope with these consequences.

Italy: $n = 4$). In order to achieve a regionally balanced sample, two schools per macro-area were retained in the sample, resulting in six upper-secondary schools equally distributed in urban and rural areas of Northern, Central, and Southern Italy. Ethical approval to conduct research was obtained from the University of Turin IRB (protocol no. 256071). The recruited participants were asked to fill in an anonymous questionnaire using paper and pencil. Informed consent was collected from both parents and students in accordance with the Declaration of Helsinki.

From the initial sample of students who were invited to participate in the study ($N = 820$, 33 classrooms), only 80.7% returned a signed parental consent. For this reason, sample consisted of 662 adolescents attending grades 9 to 13 (age range: 13–20 years). Upon inspection of collected questionnaires, we found that 1.3% of participants ($N = 9$) had missing data on the sexual orientation scale. Since the students who were missing data on sexual orientation did not vary significantly in terms of demographics and outcome variables, we decided to remove these observations. After their removal, the final sample consisted of 653 adolescents with complete questionnaire data (66.9% Females; Mean age = 16.31, SD = 1.34; Males: Mean age = 16.33, SD = 1.48; Females: Mean age = 16.30, SD = 1.26).

How to write a good paper?

Method section of manuscripts

Child Abuse & Neglect 76 (2018) 225–236

Contents lists available at ScienceDirect

Child Abuse & Neglect

journal homepage: www.elsevier.com/locate/chiabuneg

Full Length Article

Online sexual solicitation by adults and peers – Results from a population based German sample

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ARTICLE INFO

Keywords:
Online sexual solicitation
Sexual victimization
Child sexual abuse
Intentional sexual experience
Online sexual behavior
Adolescent

ABSTRACT

Prevalence of Internet use among adolescents is high, but little is known about the online sexual activities of German adolescents. This study aimed to describe the 12-month prevalence of German adolescents' online sexual experiences with a focus on Online Sexual Solicitation (OSS, subjectively negative online sexual experiences with a peer or any sexual online experience, positive or negative, with an adult). A sample of male and female adolescents aged 14–17 (N = 2238) was recruited using online survey panel. The sample was representative for gender and education. Subjects completed an online survey reporting their online sexual activities (i.e., sexual conversation, exchanging pictures, and cybersex) with peers (14–17 y.) and/or adults (≥18 y.). Findings illustrated that 51.3% (n = 1148) of adolescents had experienced online sexual activity, which mostly involved peers (n = 969; 84.4%). In contrast, 23.2% (n = 519) of the adolescents experienced OSS with 2.6% (n = 57) reporting subjectively negative online sexual interactions with peers and 22.2% (n = 490) reporting online sexual interactions with adults, of which 10.4% (n = 51) were perceived as negative. The findings suggest that adolescents frequently engage in sexual interactions on the Internet with only a relatively small number perceiving such contacts as exploitative. In addition, females and adolescents with incomplete family situation, foreign nationality, higher education, homo- or bisexual orientation, and those without perceived social support reported OSS significantly more often.

2.2. Procedure

We realized the present study within a broader research project addressing frequency, etiological models, and consequences of child and adolescent sexual abuse (see Osterheider et al., 2012). A German market research institute contacted the participants via the Internet and guaranteed informed consent would be obtained from all participants. The provider of the panel obtained consent from a pool of adolescents to participate in any online surveys. Using a profiling questionnaire (gender, age, access to the internet), the provider pre-screened all adolescents from the pool for suitability to participate in this particular survey. All suitable individuals were then invited to take part via an email invitation. The recruitment was in accordance with the codes and guidelines on market and social research (2001) of the International Chamber of Commerce (ICC) and the European Society for Opinion and Market Research (ESOMAR) (ICC/ESOMAR, 2005). An additional parental agreement for the participation was not required. According to ADM-Guidelines (Arbeitskreis Deutscher Martkforschungen e.V., 2006) for surveys including minors, the capacity for informed consent can be assumed for adolescents aged between 14 and 17 years.

Using the software package SoSciSurvey, we conducted the investigation as an online survey. Participants received information about the study via email including the hyperlink to the questionnaire. Data was collected (from April to June 2013, and from March to May 2014) and inputted anonymously. Participants could withdraw from the survey at any time and were compensated for their participation (1€ for partial and 2€ for full completion of the survey). We used control questions to ensure nonrecurring participation, to assess the honesty and accuracy of the responses, and to ensure sufficient German language skills.

A comprehensive debriefing statement was included on the last page of the survey to prevent emotional strain. The statement provided contact information (contact to psychologist involved into the survey) for free counselling and specialized victim advisory centers. The study was undertaken in accordance with the Declaration of Helsinki.

How to write a good paper?

Result section of manuscripts

This section presents the new knowledge; therefore, it is the core of the paper.

Some guidelines on presenting the results are given below:

- Present the results simply and clearly
- Report only representative data rather than (endlessly) repetitive data
- Do not report large masses of data; reduce them to statistically analyzed summary forms and present in tables or figures along with essential statistical information to facilitate understanding and comparing them
- Repeat in the text only the most important findings shown in tables and graphs; in other words, do not repeat in the text all or many of the data presented in tables and figures
- Include negative data—what was *not* found—only if useful for interpreting the results
- Cite in the text every table and figure by number
- Include only tables and figures that are necessary, clear, and worth reproducing
- Avoid verbose expressions: e.g., instead of saying "It is clearly shown in Table 2 that the presence of tree canopy reduced light transmission to ground …," say "Light transmission to ground was reduced by the presence of tree canopy (Table 2)."

How to write a good paper?

Result section of manuscripts

TABLE 1
Comparison of Suicidal and Non-Suicidal MS Patients ($N = 28$)

Sample characteristics	History of Suicide: Present ($N = 6$)	History of Suicide: Absent ($N = 22$)	Statistical analysis	
Continuous variables	*Mean (SD)*	*Mean (SD)*	*t*	*p**
Age (yrs)	36.6 (6.3)	41.2 (9.8)	1.06	n.s.
Age of onset of neurological symptoms (yrs)	23.6 (8.2)	29.7 (7.4)	1.74	n.s.
Duration of illness (yrs)	13.0 (8.8)	11.5 (10.9)	.06	n.s.
Melatonin (pg/ml)	19.0 (11.9)	45.5 (27.1)	2.31	<.05
Dichotomous variables	%	%	X^2	p**
Sex (female)	100	81.8	1.27	n.s.
Course of the disease relapsing-remitting	100	65.2	2.88	n.s.
Psychotropic medication	83.3	54.5	1.63	n.s.
Pineal calcification	83.3	90.0	.28	n.s.
Choroid plexus calcification	83.3	81.8	.00	n.s.

*Independent *t*-test, two-tailed; **Chi-square analysis

As **Table 1** shows, the mean ± SD of nocturnal plasma-melatonin concentrations was 19.0 pg/mL ± 11.9 in the 6 patients in the suicidal group and 45.5 pg/mL ± 27.1 in the 22 controls ($P < 0.05$).

Sandyk, 1993

There is no need for such repetition; merely state the main point:

Patients with a history of attempted suicide had significantly lower nocturnal plasma-melatonin concentrations than did controls ($p < 0.05$) (Table 1).

The letter *p* (for probability, no period after it) should be lowercase and italic. Omit zeros before decimal points (*$p < .05$; **$p < .01$; ***$p < .001$)

How to write a good paper?

Result section of manuscripts

If the information can be presented clearly in the text, do not present it as tables or figures. Do not assume that a table or figure is always a must. Some beginners might think that a table or graph or chart somehow adds importance to the data and enhances the appeal of the paper. That is a wrong notion (Day, 1988).

Tables are for presenting accurate numbers; **figures** show trends and features.

Tables are used to summarize numerical values to facilitate their interpretation in the text of the paper.

Figures emphasize the relationship among numbers; they include charts, diagrams, graphs, photographs and other illustrations.

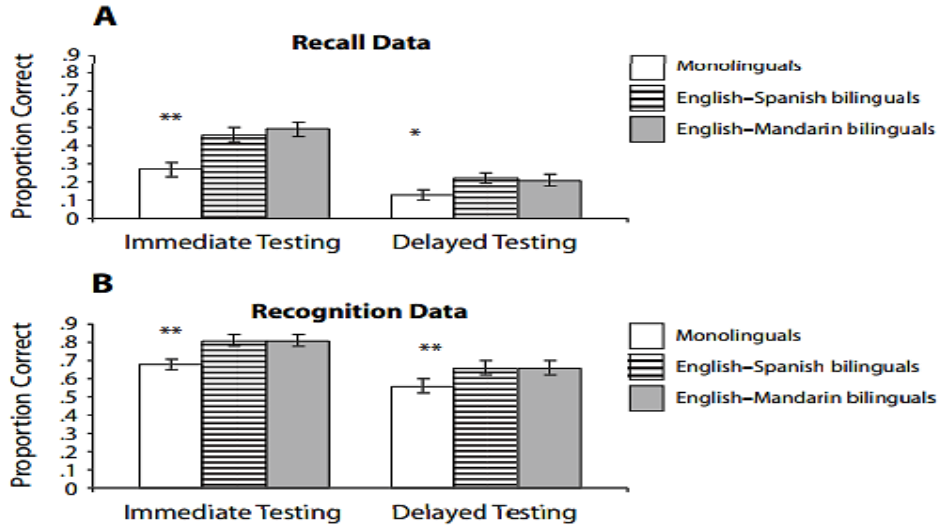
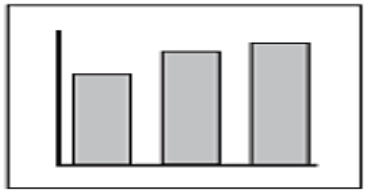
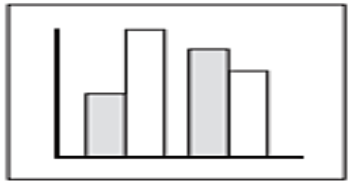
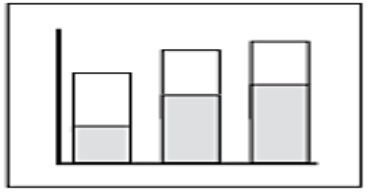


Figure 1. Mean performance accuracy (proportion correct) on recall (A) and recognition (B) measures across the three groups for immediate and delayed testing (error bars represent *SE* values). All univariate comparisons across groups were significant, with English–Mandarin bilinguals and English–Spanish bilinguals outperforming monolinguals but not differing from each other. $^{*}p < .05$. $^{**}p < .01$.

How to write a good paper?

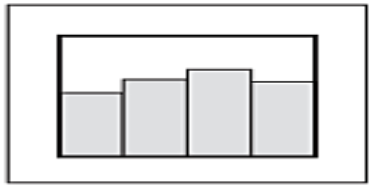
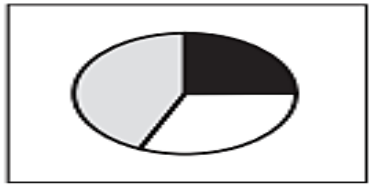
Result section of manuscripts

	Data	Rhetorical uses
Bar chart		
	Compares the value of one variable across a series of items called *cases* (e.g., average salaries for service workers$_{variable}$ in six companies$_{cases}$).	Creates strong visual contrasts among individual cases, emphasizing comparisons. For specific values, add numbers to bars. Can show ranks or trends. Vertical bars (called *columns*) are most common, but bars can be horizontal if cases are numerous or have complex labels.
Bar chart, grouped or split		
	Compares the value of one variable, divided into subsets, across a series of cases (e.g., average salaries$_{variable}$ for men and women service workers$_{subsets}$ in six companies$_{cases}$).	Contrasts subsets within and across individual cases; not useful for comparing total values for cases. For specific values, add numbers to bars. Grouped bars show ranking or trends poorly; useful for time series only if trends are unimportant.
Bar chart, stacked		
	Compares the value of one variable, divided into two or more subsets, across a series of cases (e.g., harassment complaints$_{variable}$ segmented by region$_{subsets}$ in six industries$_{cases}$).	Best for comparing totals across cases and subsets *within* cases; difficult to compare subsets *across* cases (use grouped bars). For specific values, add numbers to bars and segments. Useful for time series. Can show ranks or trends for total values only.

Turabian, 2018

How to write a good paper?

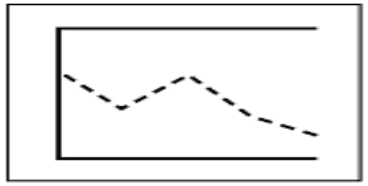
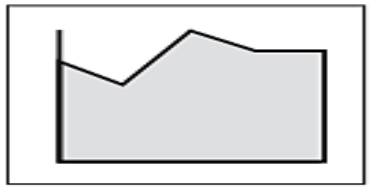
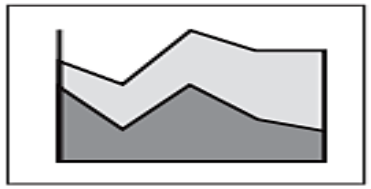
Result section of manuscripts

Histogram		
	Compares two variables, with one segmented into ranges that function like the cases in a bar graph (e.g., service workers$_{\text{continuous variable}}$ whose salary is \$0–5,000, \$5–10,000, \$10–15,000, etc.$_{\text{segmented variable}}$).	Best for comparing segments within continuous data sets. Shows trends but emphasizes segments (e.g., a sudden spike at \$5–10,000 representing part-time workers). For specific values, add numbers to bars.
Image chart		
	Shows value of one or more variables for cases displayed on a map, diagram, or other image (e.g., states$_{\text{cases}}$ colored red or blue to show voting patterns$_{\text{variable}}$).	Shows the distribution of the data in relation to preexisting categories; deemphasizes specific values. Best when the image is familiar, as in a map or diagram of a process.
Pie chart		
	Shows the proportion of a single variable for a series of cases (e.g., the budget share$_{\text{variable}}$ of US cabinet departments$_{\text{cases}}$).	Best for comparing one segment to the whole. Useful only with few segments or segments that are very different in size; otherwise comparisons among segments are difficult. For specific values, add numbers to segments. Common in popular venues, frowned on by professionals.

Turabian, 2018

How to write a good paper?

Result section of manuscripts

	Data	Rhetorical uses
Line graph		
	Compares continuous variables for one or more cases (e.g., temperature$_{variable}$ and viscosity$_{variable}$ in two fluids$_{cases}$).	Best for showing trends; deemphasizes specific values. Useful for time series. To show specific values, add numbers to data points. To show the significance of a trend, segment the grid (e.g., below or above average performance).
Area chart		
	Compares two continuous variables for one or more cases (e.g., reading test scores$_{variable}$ over time$_{variable}$ in a school district$_{case}$).	Shows trends; deemphasizes specific values. Can be used for time series. To show specific values, add numbers to data points. Areas below the lines add no information and will lead some readers to misjudge values. Confusing with multiple lines/areas.
Area chart, stacked		
	Compares two continuous variables for two or more cases (e.g., profit$_{variable}$ over time$_{variable}$ for several products$_{cases}$).	Shows the trend for the total of all cases, plus how much each case contributes to that total. Likely to mislead readers on the value or the trend for any individual case,

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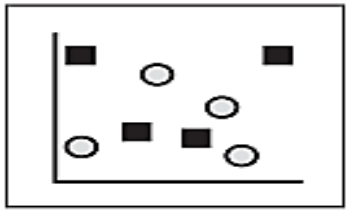
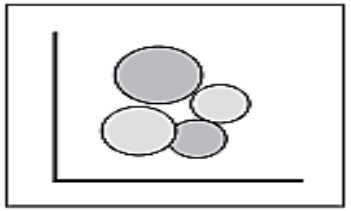
How to write a good paper?

Result section of manuscripts

Scatterplot		
	Compares two variables at multiple data points for a single case (e.g., housing sales$_{variable}$ and distance from downtown$_{variable}$ in one city$_{case}$) or at one data point for multiple cases (e.g., brand loyalty$_{variable}$ and repair frequency$_{variable}$ for ten manufacturers$_{cases}$).	Best for showing the distribution of data, especially when there is no clear trend or when the focus is on outlying data points. If only a few data points are plotted, it allows a focus on individual values.
Bubble chart		
	Compares three variables at multiple data points for a single case (e.g., housing sales,$_{variable}$ distance from downtown,$_{variable}$ and prices$_{variable}$ in one city$_{case}$) or at one data point for multiple cases (e.g., image advertising,$_{variable}$ repair frequency,$_{variable}$ and brand loyalty$_{variable}$ for ten manufacturers$_{cases}$).	Emphasizes the relationship between the third variable (bubbles) and the first two; most useful when the question is whether the third variable is a product of the others. Readers easily misjudge relative values shown by bubbles; adding numbers mitigates that problem.

Turabian, 2018

How to write a good paper?

Result section of manuscripts

Naire & Nair, 2014

- Tables and figures attract the most attention after Title and Abstract
- Use tables and figures only if they are essential
- Tables are for presenting accurate numbers, figures for trends
- Do ***not*** present same data in tables and figures
- Do ***not*** use tables and figures to report too much or too little data
- Avoid table/figure for presenting "routine" background information
- Each table/figure should "stand alone"; i.e., the reader should be able to understand the contents without reading the text
- Tables have headings; figures have captions
- Place headings on top of tables; captions at bottom of figures

- Headings and captions should be explicit but not verbose
- Present units separately, not as part of headings and captions
- Do not use more than four digits to report the data in tables and text; adjust decimal points and units accordingly (e.g., 50,000 g = 50 kg)
- Round off treatment means to one-tenth of SE (standard error) values [If SE is 1.27, round off the means to nearest 0.1]
- Abbreviations used should be explained (if needed) in footnotes
- Use "n/a" (instead of dashes or zero) to indicate absence of a number
- Add a zero ("0") before the decimal point for numbers less than 1.0 (e.g., "0.25" instead of ".25")
- Arrange the data so that like elements read down not across: mental calculations are easier if numbers are placed vertically than horizontally.

How to write a good paper?

Discussion section of manuscripts

This is the section where the authors explain meanings and implications of the results.

The section pulls everything together and shows the importance and value of the work and is therefore the most innovative and difficult part of the paper to write.

A good discussion should:

- Not repeat what has already been said in the review of literature
- Relate the results to the questions that were set out in the Introduction
- Show how the results and interpretations agree, or do not agree, with current knowledge on the subject, i.e., previously published work
- Explain the theoretical background of the observed results
- Indicate the significance of the results
- Suggest future research that is planned or needed to follow up
- Deal with only the results reported in the study
- Stay away from generalizations and conjectures that are not substantiated by the results presented
- State conclusions with evidence for each.

How to write a good paper?

Discussion section of manuscripts

Overall Purpose:

To interpret your results and justify your interpretation

Further Purposes

- ❑ It's the heart of the paper, but keep it as short as possible.
- ❑ Answers the question posed in the Introduction.
- ❑ Explains how the answers fit in with existing knowledge.

How to write a good paper?

Discussion section of manuscripts

❑ Commentary on your study

What did the study show?
What might that mean?
What are other possible alternative explanations for the findings?

- ❑ **Summarize major findings in first paragraph**

  Statement of the results should reflect the study design, i.e., stick to 'associations' unless it's a RCT

- ❑ **Secondary results**
- ❑ **How do results compare with prior knowledge?**
- ❑ **Limitations of the study**
- ❑ **Conclusions and implications**

How to write a good paper?

Discussion section of manuscripts

Interpret results and indicate how convincing they are

Discuss clinical versus statistical significance

You are telling your readers *WHY* your results matter

This is a LARGE part of discussion

Consider all the implications of your results: clinical, biological, methodological, economic, ethical

How to write a good paper?

Discussion section of manuscripts

Indicate strength of your conviction: How certain are you?

These findings demonstrate that effective therapy for disease X is a reality

Our results suggest that effective therapy for disease X is possible

Don't be unrealistically precise

Ex: Applying these results to the 41,253,483 U.S. adults between ages 30 and 64, we estimate that 8,333,203.6 Americans suffer from…

How to write a good paper?

Discussion section of manuscripts

If your results disagree with what other investigators have found, explain why

Do results differ completely or do they overlap with other findings?

Are there important differences in:

- ❑ The design of the study
- ❑ Characteristics of the subjects
- ❑ Way measurements were made

DO NOT be overly critical of previous studies

- ❑ Remember, the authors may be assigned to review your study
- ❑ Be gently critical by being FACTUAL

Don't write a paragraph about each of the previous studies in your subject area

If there are a few significant/important studies, describe them in more detail

How to write a good paper?

Discussion section of manuscripts

Limitations of the study

Purposes:

- **Forces you to critique your work**
  This may help to improve your understanding of the results
- Clear assessment of weaknesses shows the reader that you are an objective scientist who understands research
- Helps the reader to understand the important methodologic points in the field i.e. potential biases, importance of power

How to write a good paper?

Discussion section of manuscripts

What if you can't think of any limitations?

Ask yourself:

If I could do the study over, what changes would I make?
Was the design rigorous?
Were the subjects appropriate?
Measurements precise and valid?
Follow-up complete?

Consider ALL potential limitations—from design to interpretation

- Many investigators ignore the issue of interpretation
- Don't just concentrate on limitations of sample size, or precision of measurements
- Being critical of how you have interpreted your results is just as important

How to write a good paper?

Discussion section of manuscripts

Possible limitations:

- ❑ Sample size is too small (under-powered)
- ❑ Causality not established (study design)
- ❑ Data are collected retrospectively
- ❑ Data are self-reported with no record comparison
- ❑ Different methods of measuring the outcome variable
- ❑ Missing potentially important covariates
- ❑ Study sample might not be representative of the larger population

How to write a good paper?

Discussion section of manuscripts

The conclusions

What to provide:

A one paragraph summary of findings in relationship to the earlier stated hypothesis.

How the findings agreed or disagreed with those of similar previous studies. Why?

A speculation on what impact of study findings may have on current research controversies and theories.

What to provide:

A comment on the generalizability of the findings.

The relevant program and policy implications of the findings.

The implications for future research with **specific** recommendations.

Final concluding comments and the quotable main "take-home" points (but don't repeat results!).

How to write a good paper?

Discussion section of manuscripts

Conclusions should, rather than just repeating results, state well-articulated outcomes of the study and briefly suggest future lines of research in the area based on findings reported in the paper. In poor writing, it is not uncommon to find conclusions such as "more research is needed before conclusions can be drawn." In that case, why publish a paper from which conclusions cannot be drawn? Some journals do not allow a separate Conclusion section. In that case, the last paragraph or a few sentences of the Discussion can be used to state the conclusions.

Naire & Nair, 2014

How to write a good paper?

Reference section of manuscripts

Received: 5 June 2018 | Revised: 5 December 2018 | Accepted: 11 January 2019
DOI: 10.1002/cb.1756

Check for updates

ACADEMIC PAPER

WILEY

Context-induced placebo effects—An investigation of contrast effects in response expectations and actual product efficacy

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Abstract
Recent research on the placebo effect of marketing actions has demonstrated that characteristics that are not inherent to a product's physical properties per se, such as its price, brand, or packaging can considerably shape consumers' expectations about and actual efficacy of a marketed product. However, potential contextual effects that other products may have on the construction of consumers' efficacy beliefs and objective consumption outcomes remain unexplored. Across two experimental studies, we show that people's response expectations regarding a focal product are inversely related to the alleged superiority of context options and that such context-induced expectations can carry over to behavioural performance metrics; a phenomenon we refer to as context-induced placebo effects.

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How to write a good paper?

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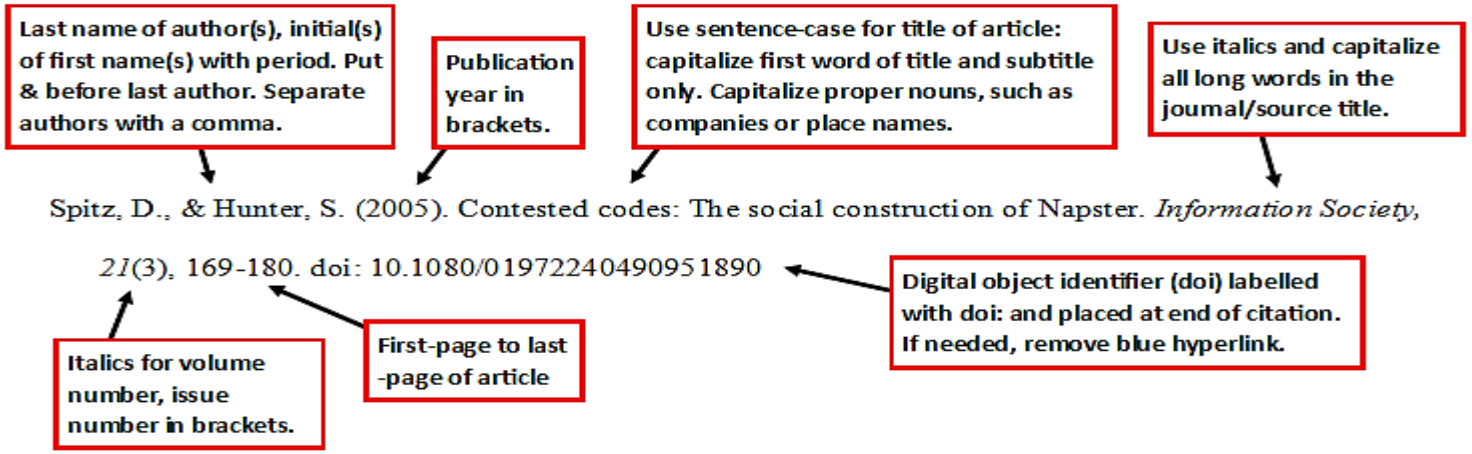

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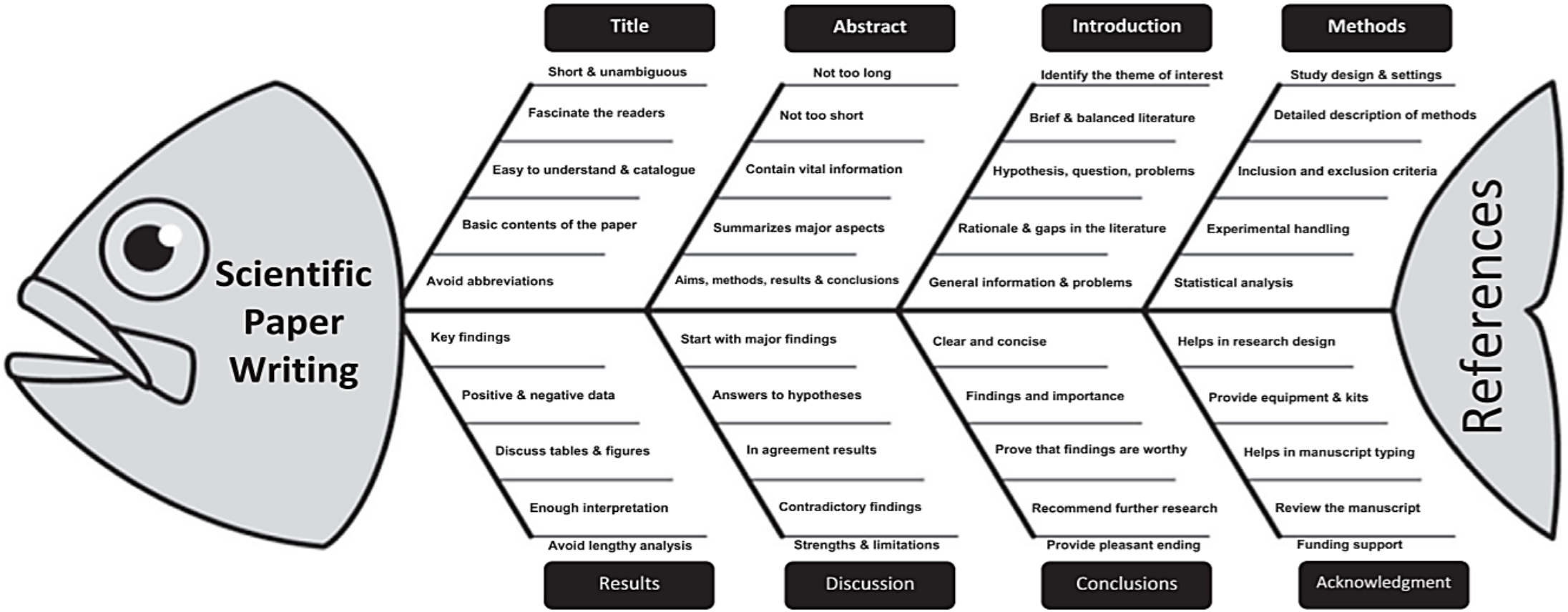

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J Am Oil Chem Soc (2016) 93:1171–1172
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EDITORIAL

Dear Authors: We Do Read Your Cover Letters

James A. Kenar[1]

One goal of JAOCS editors is to find and publish novel and quality research that answers important scientific questions that are within the journal's scope and interest to its readership.

With this in mind, when a manuscript is submitted to *JAOCS* the manuscript goes to me, the EIC. Upon receipt, the first thing I do is get a sense of the manuscript's merit by reading the title, abstract, and cover letter followed by browsing the materials and methods section, conclusion, and the attached iThenticate report (plagiarism detection software). These initial steps allow me as an editor to become familiar with the subject matter of the manuscript, form a first impression, raise questions concerning the manuscript, and make an important determination as to the manuscript's overall value and whether further effort should be taken to enter the manuscript into the editorial and peer-review process, or whether the manuscript should be declined without further consideration.

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Cover letter

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EDITORIAL

Dear Authors: We Do Read Your Cover Letters

James A. Kenar[1]

Wait, did you say you read the cover letter? Yes, I actually read the manuscript's cover letter. In fact, I also encourage the SAEs and AEs of *JAOCS* to read the cover letter before further review takes place. But why? The cover letter serves as an important persuasive tool in an author's arsenal. Used effectively, it provides an excellent opportunity for the author to communicate and lobby directly with the editor and grab their attention. The cover letter introduces the manuscript and supplies critical insights into the merits of the work to the editors. A concisely written cover letter is a valuable document that summarizes the research for editors and reviewers and may make the difference between a granted peer-review or outright rejection.

What kind of information should be included in a well-written cover letter? The body of the cover letter should give background information and context for the research in a brief sentence or two. Next, it should answer important questions like, why is the study important and relevant to the fats and oils field? What gaps in knowledge are being answered by this piece of research? What is novel about this work that has not been previously recognized or published? What are the major experimental results and findings of your research? What are potential future implications of the study and why will the work will be of interest to *JAOCS* readers? How does the work fit the scope of *JAOCS*? If the authors have previously published similar

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J Am Oil Chem Soc (2016) 93:1171–1172
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EDITORIAL

Dear Authors: We Do Read Your Cover Letters

James A. Kenar[1]

Regrettably, few authors seem to be aware of the actual impact that a cover letter –or lack thereof– can have. While such vital information can be conveyed within the cover letter, unfortunately, most cover letters that I currently see (if one is even included) only state the title of the manuscript, the authors desire to submit the manuscript to the journal, and that all the authors have approved the manuscript. Rarely, do I see a cover letter that states the importance and potential impact of the research. Can you say missed opportunity? By not including the vital information mentioned above in a cover letter, you potentially jeopardize your case as to why your manuscript should be examined further.

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Cover letter

Dear Prof Donald Saklofske,

We enclose our manuscript entitled 'The Flynn effect for verbal and visuo-spatial working memory: A cross-temporal meta-analysis' for submission to your journal, 'Personality and Individual Differences'. This paper highlights the Flynn and Anti-Flynn effects on verbal and visuospatial short-term and working memory using data from 1,754 independent samples (n= 139,677; age range 3-92 years) from 44 countries and covering a period of 43 years (1973-2016).

To investigate these phenomena, data for both forward and backward digit and Corsi-block span tasks were carefully collected from articles that have been published since 1973. Use of a cross-temporal meta-analysis has not been used in this context before and is an appropriate statistical method. We have interesting results that could shed light on the important gaps in our understanding of the Flynn effect on working memory.

Thank you in advance for your kind consideration.

Sincerely,

Peera Wongupparaj, PhD

College of Research Methodology and Cognitive Science
Burapha University, Thailand
Tel. +6661-120-7302 (Mobile)
Tel. +6638-102622 Ext.130 (Landline)
Email: peerawong02@gmail.com, peera.1.wongupparaj@kcl.ac.uk, peera.wo@buu.ac.th

December 26, 2007
Editorial Department of Asian Journal Pharmaceutical Sciences
Shenyang Pharmaceutical University
No.103, Wenhua Road, Shengyang 110016, China

Dear Editor of AJPS,

I am submitting a manuscript for consideration of publication in Asian Journal of Pharmaceutical Sciences. The manuscript is entitled "Preparation of nimodipine microspheres contained in a solid dispersion and evaluation of their in vitro and in vivo characteristics".

It has not been published elsewhere and that it has not been submitted simultaneously for publication elsewhere.

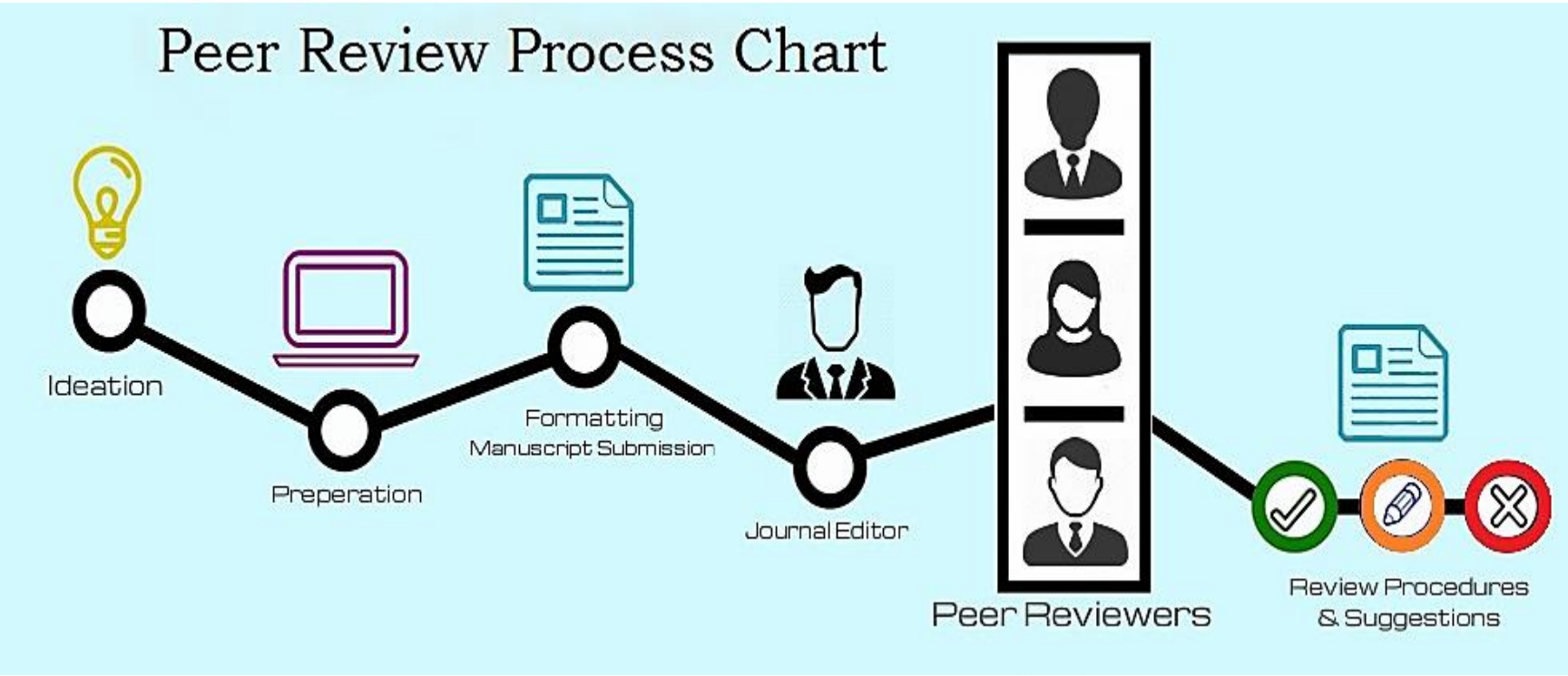
Nimodipine was formulated into immediate and sustained release microspheres in a solid dispersion. Two types of microspheres i.e. immediate release and sustained release microspheres could be successfully prepared through adjustment of the ratio of nimodipine to the functional additives. Following X-ray, DTA and SEM analysis, it was found that nimodipine was highly dispersed and present in the microspheres in an amorphous state.

Thank you very much for your consideration.

Yours Sincerely,

Prof. Hua Zhang
Shenyang Pharmaceutical University
No. 103 Wenhua Road, Shenyang 110016, China
Tel.: +86-24-23986251; Fax: +86-24-23986253
E-mail: zhhundds@163.com

The right journals and the editorial review process



The right journals and the editorial review process

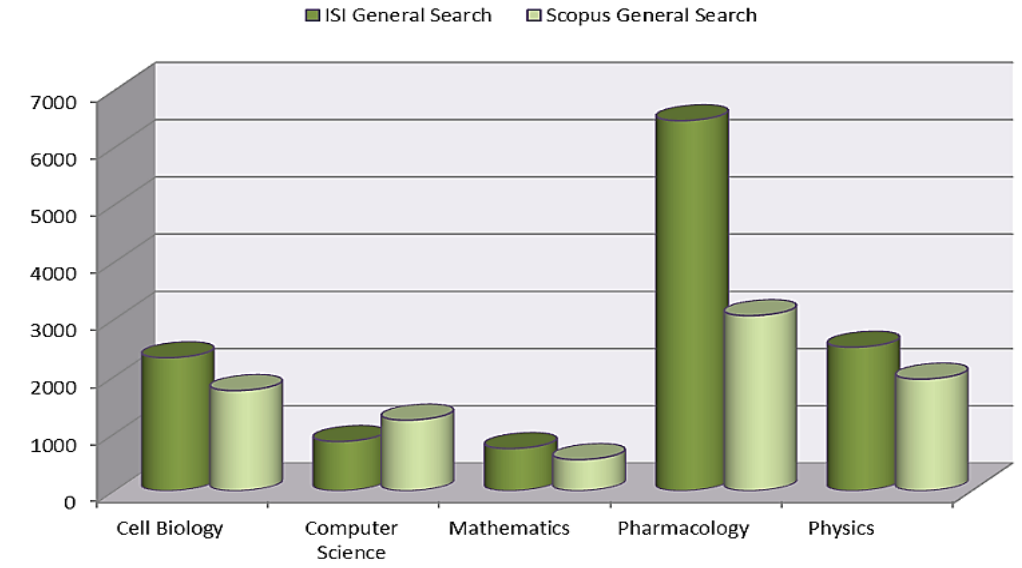
- Journal literatures

Sciences

As is readily apparent from Figure 1, the pattern of reduced citation scores for the Scientists is most pronounced for the Pharmacologist who sees his citations reduced by more than 50%. His most cited article has 919 citations in ISI, but only 248 in Scopus. The simple reason for this is that Scopus only includes citations from 1996 onwards. In fact, Scopus and ISI provide a virtually identical number of citations for this article from 1996 onwards. As this particular academic has been publishing for more than 40 years, his citation record in Scopus is very incomplete.

The Cell Biologist, Mathematician and Physicist also experience drops of around 25%, even though they have only been publishing for around 25 years. Again, this is caused by the fact that Scopus does not include citations before 1996 and all of these academics published some articles before this date. Comparison of individual articles published after 1995 shows virtually identical citation records in ISI and Scopus. If anything, Scopus tends to show a marginally higher number of citations for these articles.

Figure 1: Number of citations for ISI and Scopus General Search: Science disciplines

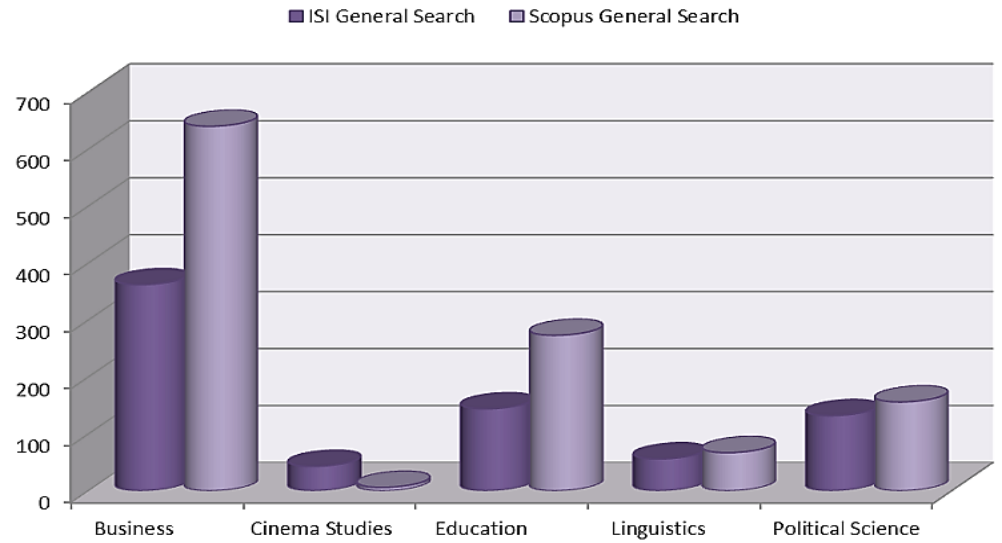


Social Sciences and Humanities

For four of our academics working in the Social Sciences and Humanities (Business, Education and Linguistics), Scopus finds more citations than ISI. As shown in Figure 2, this pattern is pronounced for the Business academic who sees her citations increase by 77%. As she only started publishing in 1995, the lack of citation coverage before 1996 is not a problem. Moreover, Scopus lists an additional 10 articles for her in journals that are not ISI-listed, but are included in the Scopus database. This includes her most highly cited article. In addition, because Scopus has a wider journal coverage in Business than ISI, citations for all her articles tend to be at least 10%, but sometimes 50% higher than citations in ISI.

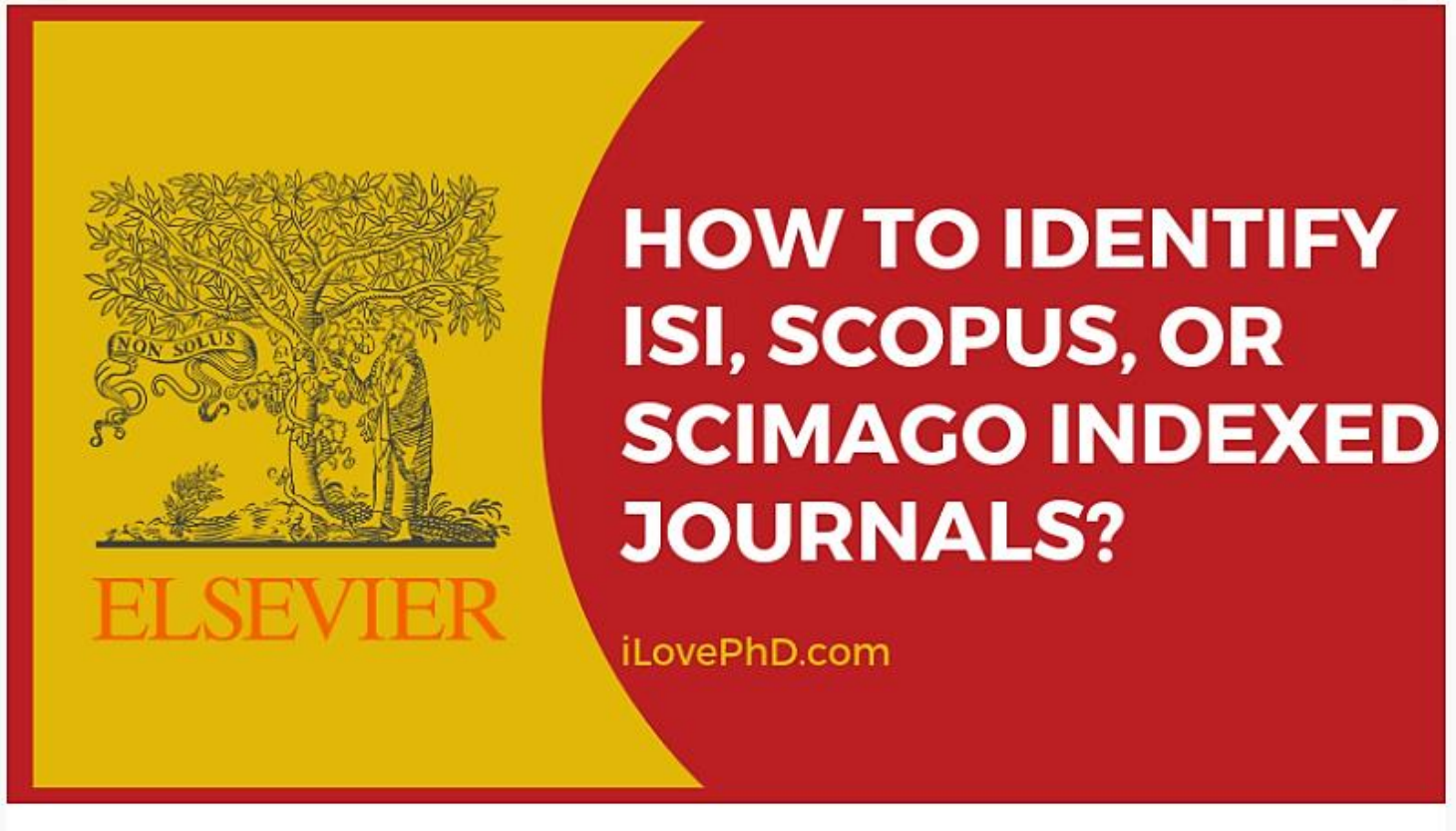
A similar pattern is found for the academic working in Education. He even sees his citations increase by 90%, largely because Scopus lists more of the journals he has published in, but also because Scopus citations to articles listed in both databases are 20-100% higher than ISI citations. The Linguist and the Political Scientist only show a modest increase by 18-20% as for them better journal coverage in Scopus is counterbalanced by a reduction in pre-1996 citations. However, for the journal articles that are listed in both sources, Scopus generally provides 20-80% more citations than ISI. Hence journal coverage in four of the Social Sciences and Humanities fields seems much broader in Scopus.

Figure 2: Citations for ISI and Scopus General Search: Social Science and Humanities disciplines



The right journals and the editorial review process

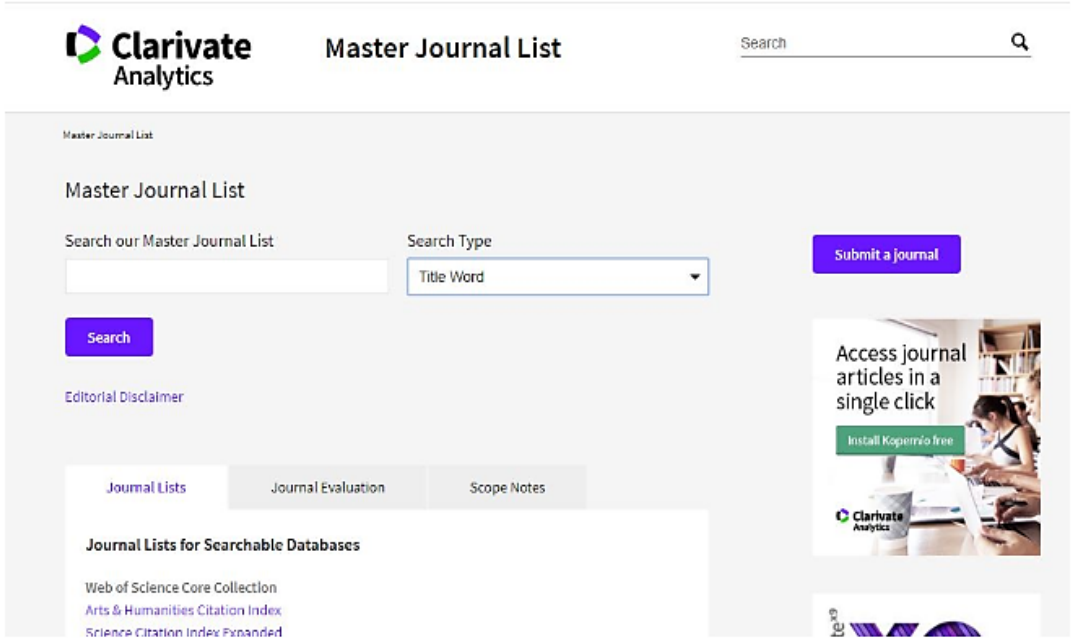
- How to Identify ISI, Scopus, or Scimago Indexed journals?



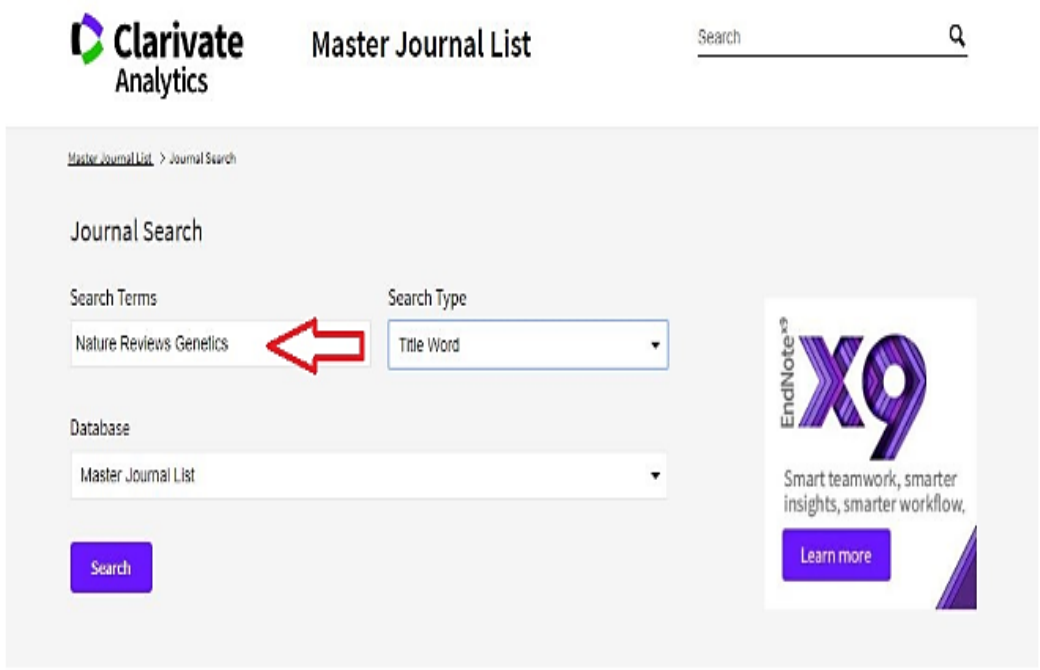
The right journals and the editorial review process

- How to Identify ISI, Scopus, or Scimago Indexed journals?

1. Type the URL in your address bar : http://mjl.clarivate.com/
It will direct into Clarivate Analytics Master Journal List search page



2. Enter the targeted journal name in the search item field

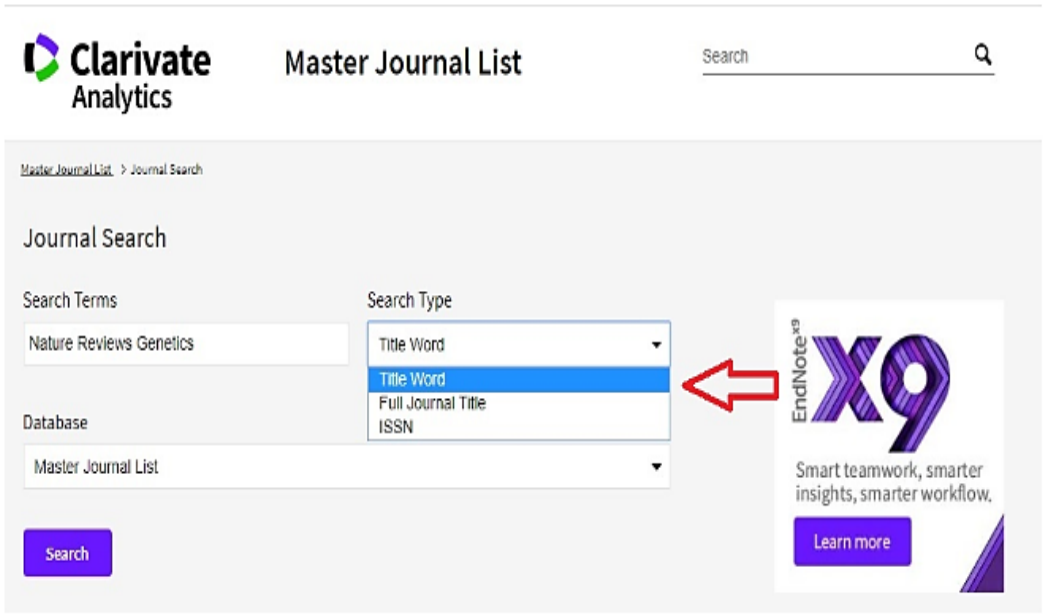


The right journals and the editorial review process

- **How to Identify ISI, Scopus, or Scimago Indexed journals?**

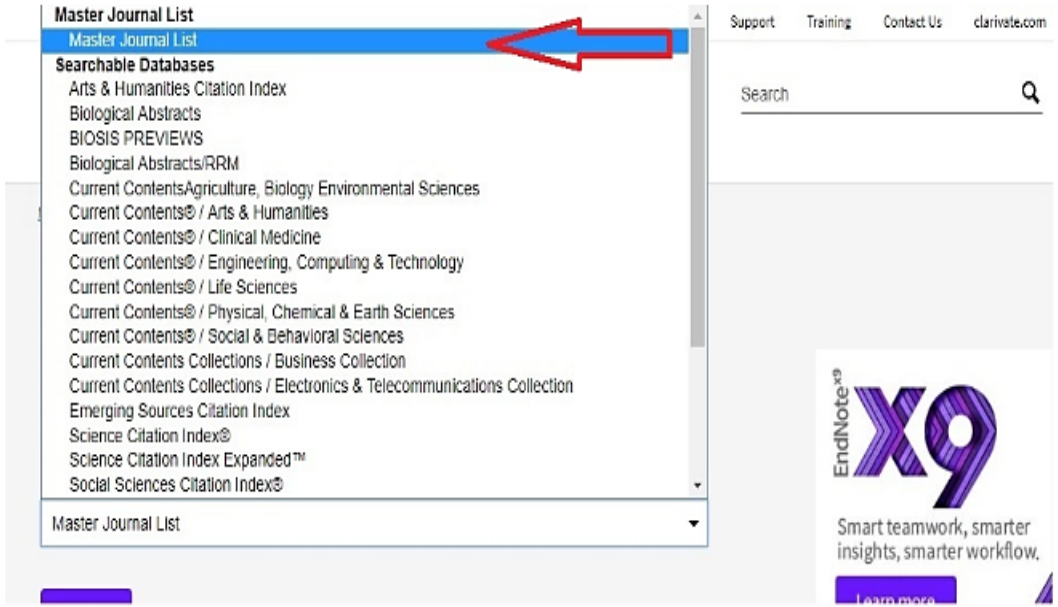
3. **Then in the next step, select the search Type**

Whether you have given a Title word, full Journal name, or ISSN number in the search terms.



4. **In the next step, select the database you want a check for indexing**

You can give a particular database or else you can select the master journal list to find overall coverage of the targeted journal.

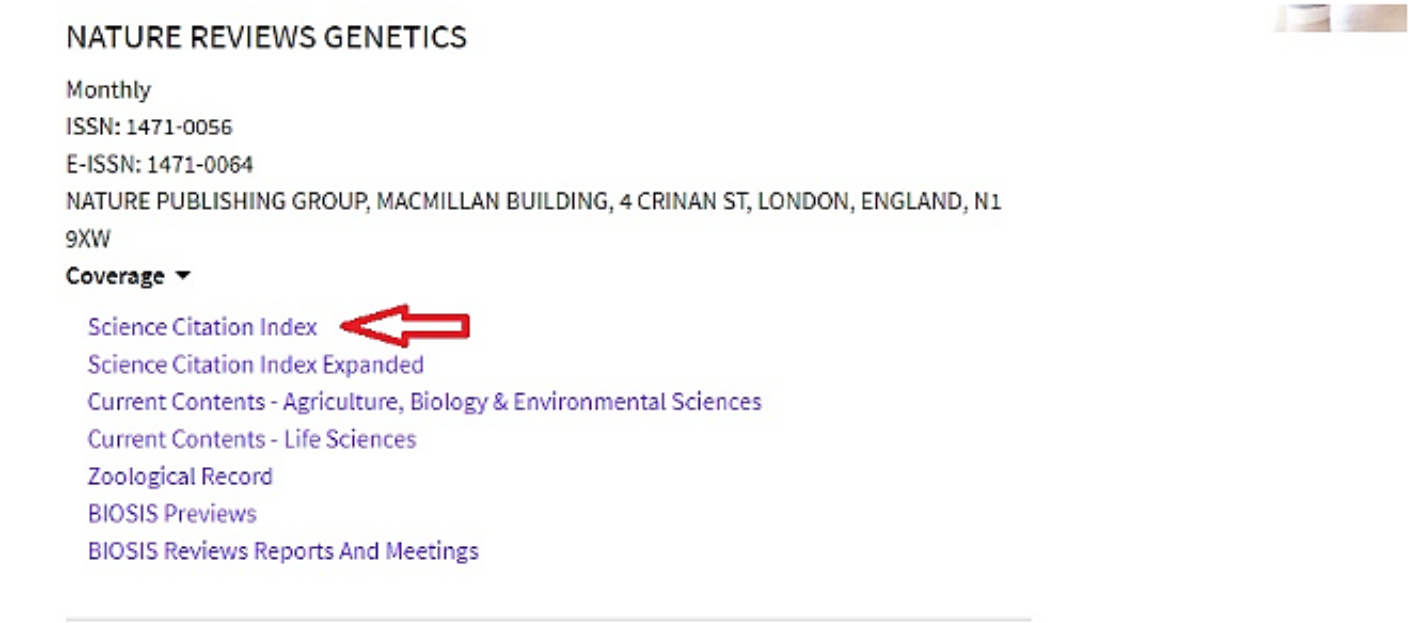


The right journals and the editorial review process

- **How to Identify ISI, Scopus, or Scimago Indexed journals?**

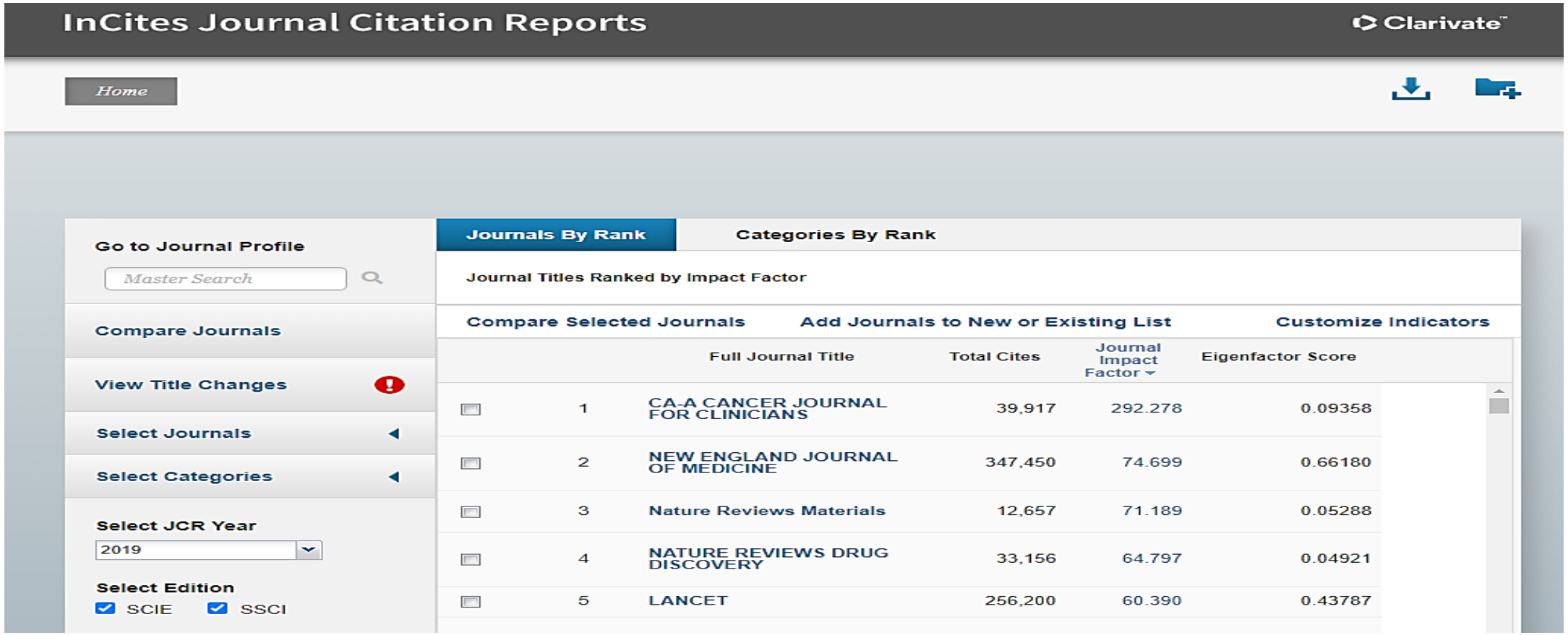
5. **Finally, you will get the detail about the journal with all database coverage**

Here you can see that the given journal is indexed in the Science Citation Index.



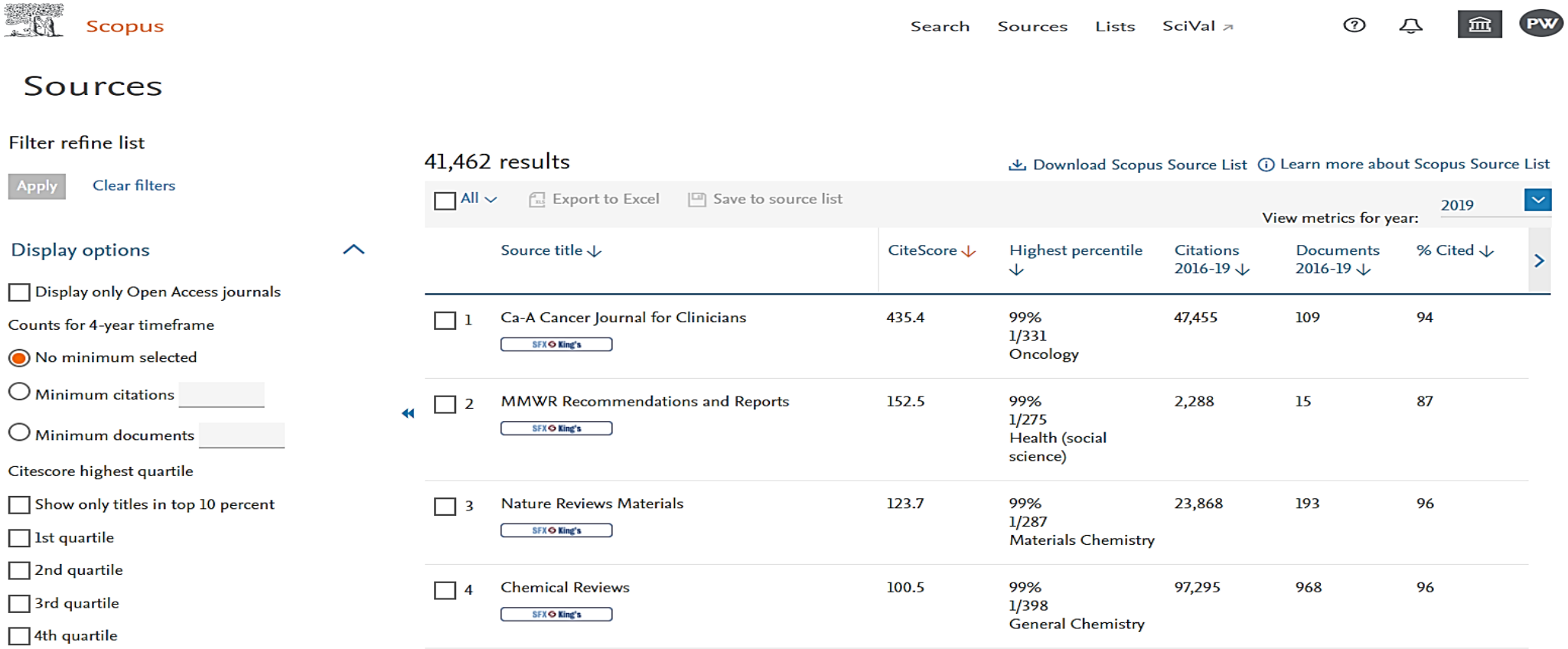
The right journals and the editorial review process

- Journal ranking



The right journals and the editorial review process

- **Journal ranking**



The right journals and the editorial review process

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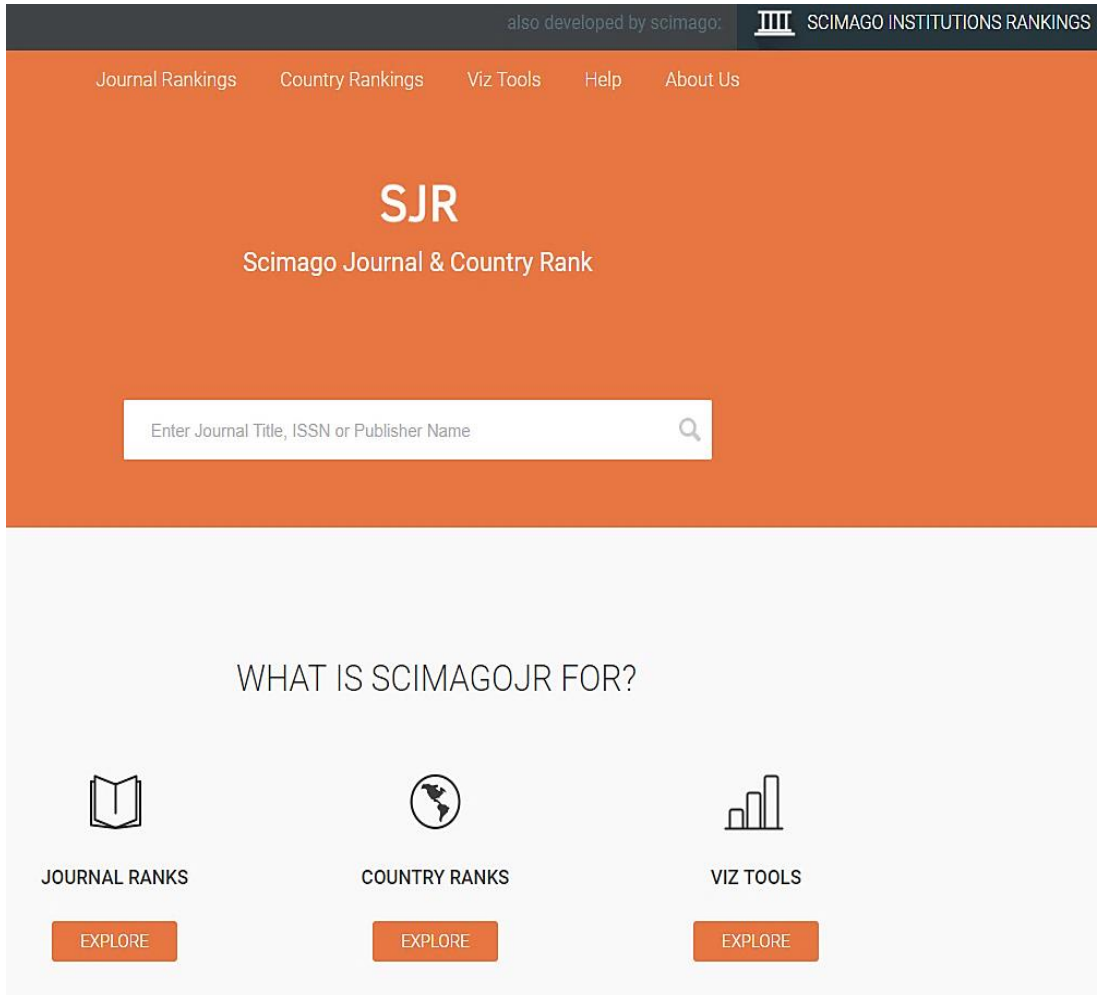
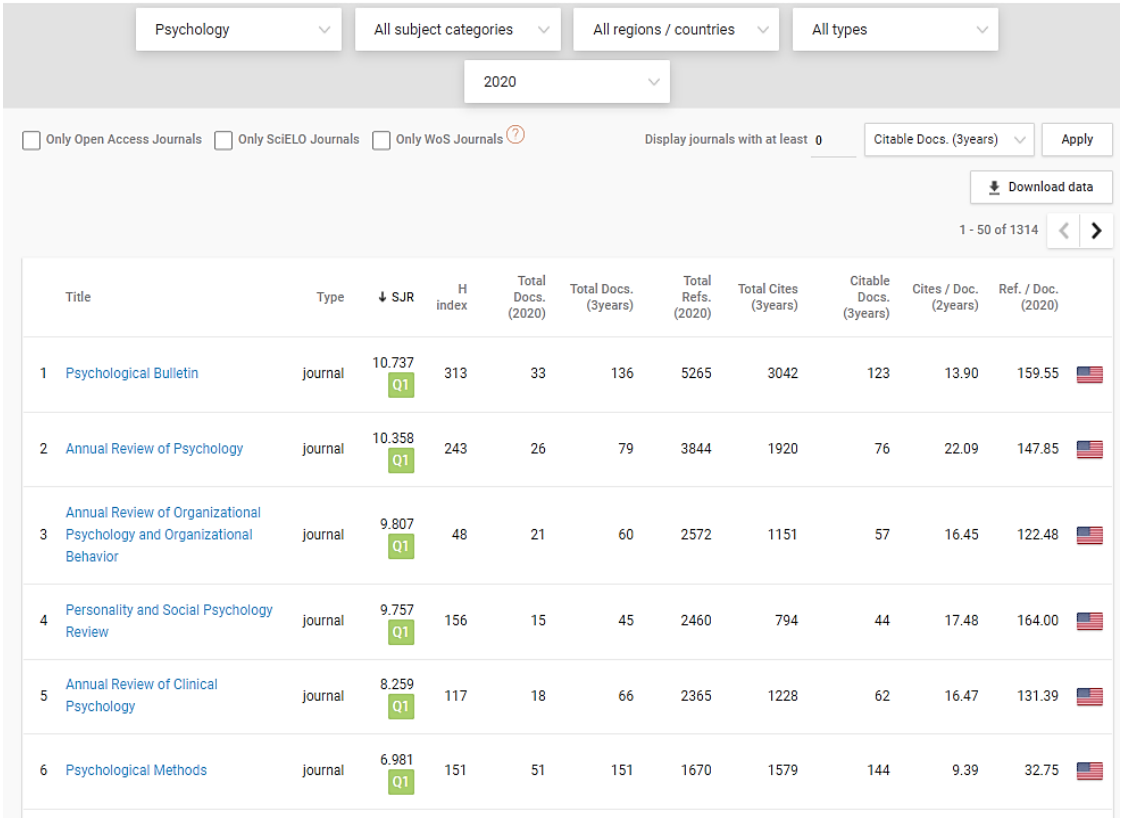
2	MMWR Recommendations and Reports	152.5	99% 1/275 Health (social science)	2,288	15	87
3	Nature Reviews Materials	123.7	99% 1/287 Materials Chemistry	23,868	193	96
4	Chemical Reviews	100.5	99% 1/398 General Chemistry	97,295	968	96

The right journals and the editorial review process

- **Journal ranking**





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1	Psychological Bulletin	journal	10.737 Q1	313	33	136	5265	3042	123	13.90	159.55
2	Annual Review of Psychology	journal	10.358 Q1	243	26	79	3844	1920	76	22.09	147.85
3	Annual Review of Organizational Psychology and Organizational Behavior	journal	9.807 Q1	48	21	60	2572	1151	57	16.45	122.48
4	Personality and Social Psychology Review	journal	9.757 Q1	156	15	45	2460	794	44	17.48	164.00
5	Annual Review of Clinical Psychology	journal	8.259 Q1	117	18	66	2365	1228	62	16.47	131.39
6	Psychological Methods	journal	6.981 Q1	151	51	151	1670	1579	144	9.39	32.75

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The right journals and the editorial review process

- **Journal ranking (Oncology)**

1	Ca-A Cancer Journal for Clinicians	journal	62.937 Q1	168	47	119	3452	15499	80	126.34	73.45
2	Nature Reviews Cancer	journal	19.575 Q1	442	85	373	8894	9077	202	18.10	104.64
3	Lancet Oncology, The	journal	13.530 Q1	324	491	1722	6955	15824	575	8.90	14.16
4	Cancer Cell	journal	13.035 Q1	335	193	496	9114	10411	495	19.60	47.22
5	Nature Reviews Clinical Oncology	journal	12.214 Q1	155	144	587	7574	8185	277	13.76	52.60
6	Journal of Clinical Oncology	journal	10.482 Q1	548	583	1890	17448	23642	1221	12.29	29.93
7	JAMA Oncology	journal	8.846 Q1	99	429	1314	5903	11688	633	8.24	13.76

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The right journals and the editorial review process

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Learning and Individual Differences		1.42	1.88	8 weeks	21 %	2 weeks	Optional	36 Months	$ 1,200 More info	Submit paper
Neuropsychologia		3.197	3.34	5 weeks	37 %	0 weeks	-	545 Months	$ 2,300 More info	Submit paper
Schizophrenia Research		3.958	3.38	7 weeks	47 %	2 weeks	Optional	12 Months	$ 3,250 More info	Submit paper
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The right journals and the editorial review process

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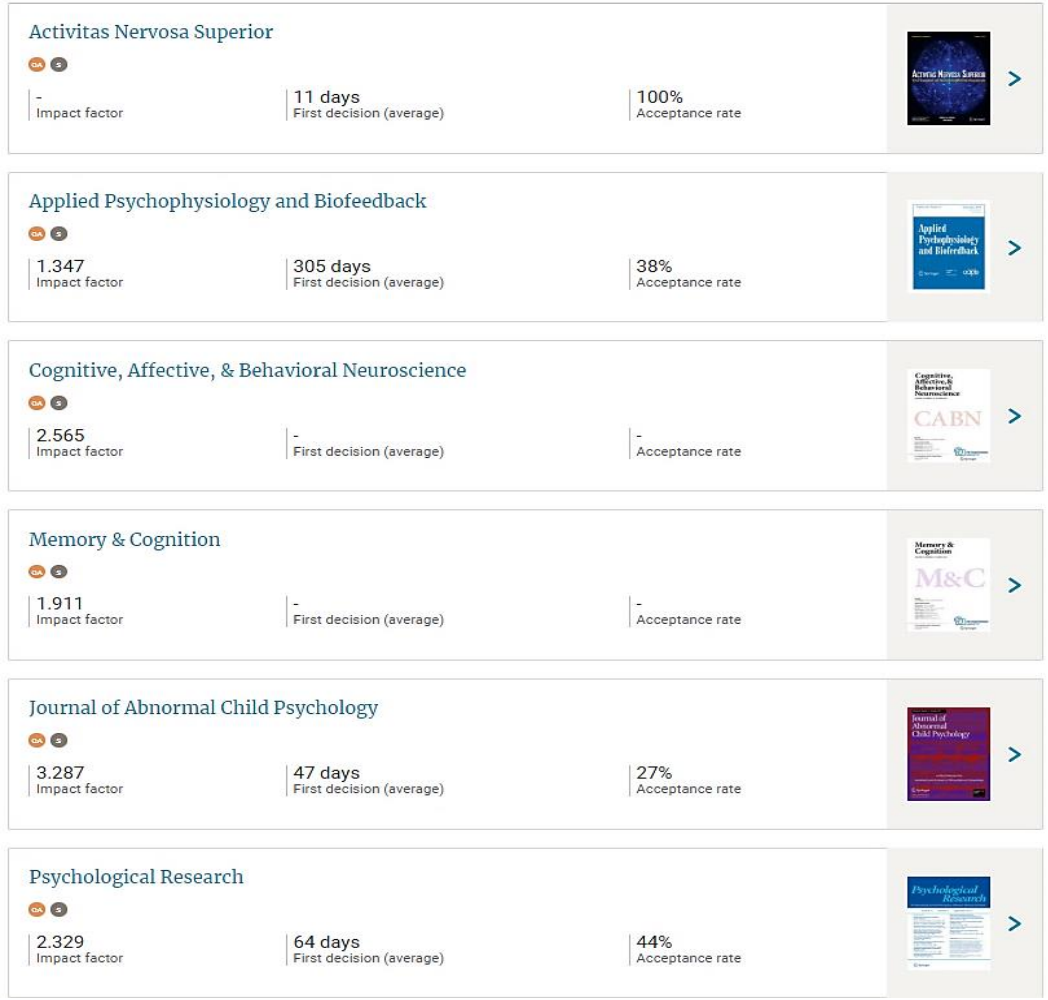

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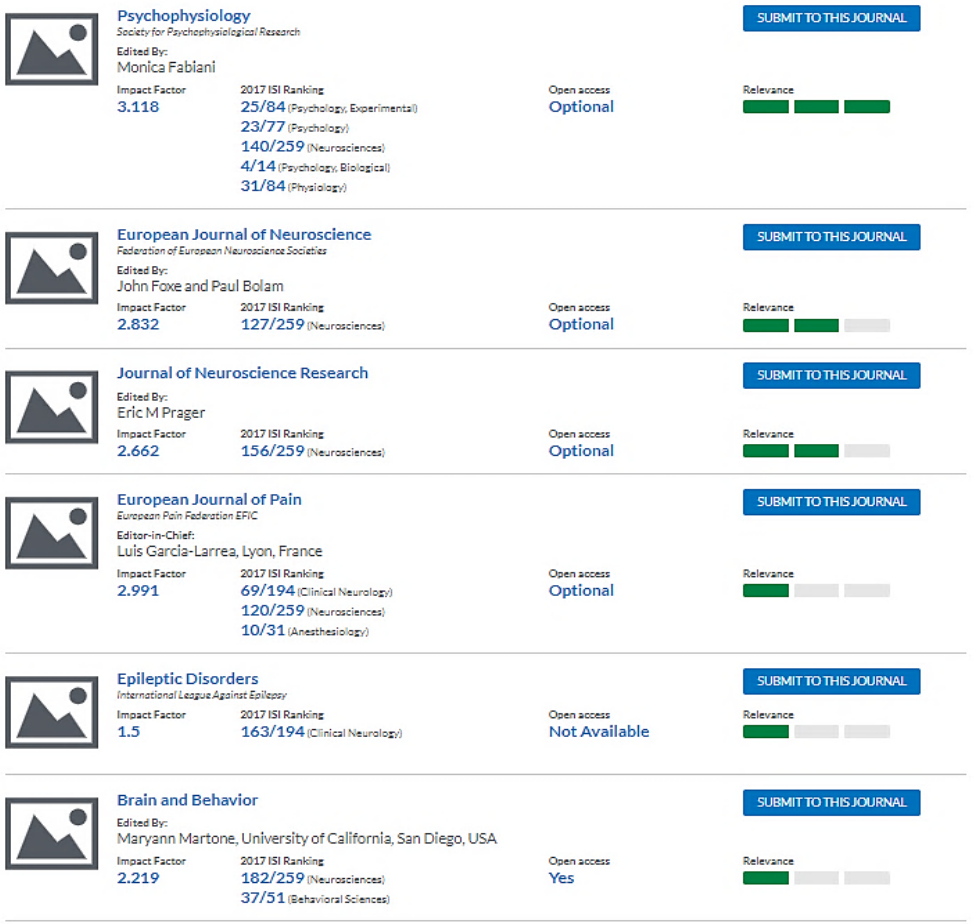

The right journals and the editorial review process

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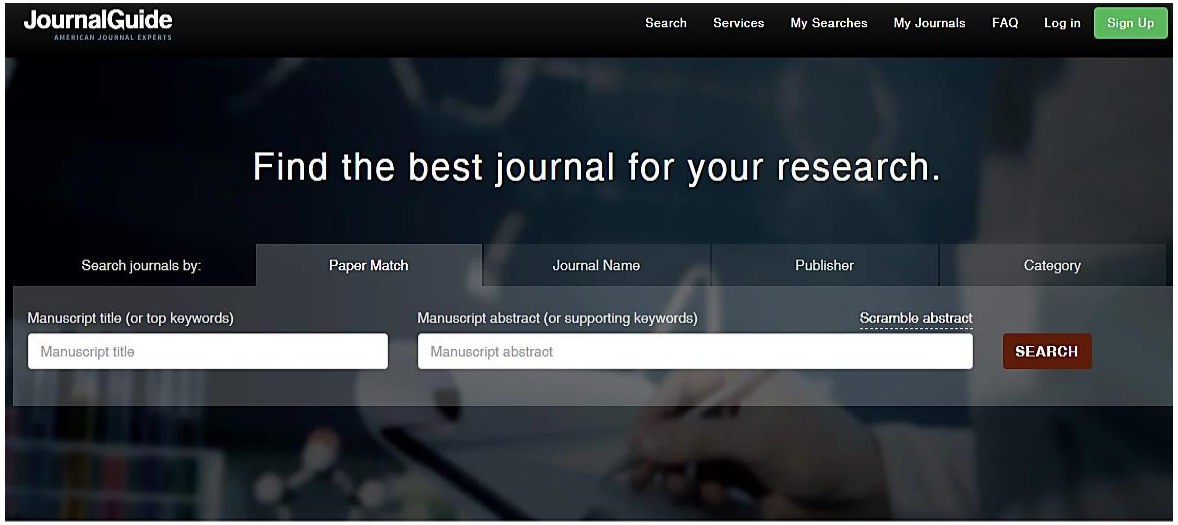

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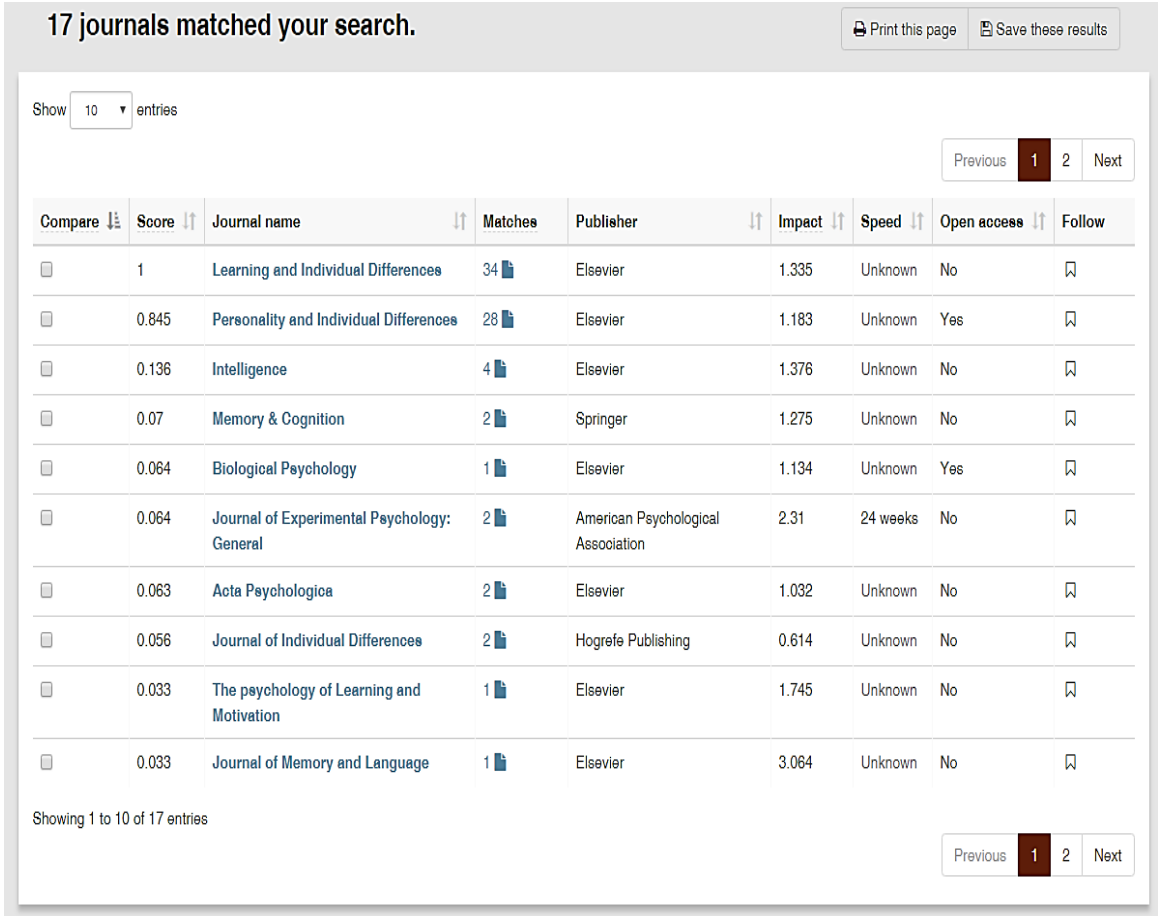

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Compare	Score	Journal name	Matches	Publisher	Impact	Speed	Open access	Follow
	1	Learning and Individual Differences	34	Elsevier	1.335	Unknown	No	
	0.845	Personality and Individual Differences	28	Elsevier	1.183	Unknown	Yes	
	0.136	Intelligence	4	Elsevier	1.376	Unknown	No	
	0.07	Memory & Cognition	2	Springer	1.275	Unknown	No	
	0.064	Biological Psychology	1	Elsevier	1.134	Unknown	Yes	
	0.064	Journal of Experimental Psychology: General	2	American Psychological Association	2.31	24 weeks	No	
	0.063	Acta Psychologica	2	Elsevier	1.032	Unknown	No	
	0.056	Journal of Individual Differences	2	Hogrefe Publishing	0.614	Unknown	No	
	0.033	The psychology of Learning and Motivation	1	Elsevier	1.745	Unknown	No	
	0.033	Journal of Memory and Language	1	Elsevier	3.064	Unknown	No	

Showing 1 to 10 of 17 entries

Previous 1 2 Next

The right journals and the editorial review process

Journal selection (other)

- **Scope & Overview**

CA:
A Cancer Journal for Clinicians

Editor-in-Chief: William G. Cance, MD
Editor: Ted Gansler, MD, MBA, MPH
Impact factor: 292.278
2019 Journal Citation Reports (Clarivate Analytics): 1/244 (Oncology)
Online ISSN: 1542-4863
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Open Access
Recent progress in the treatment of cancer in children
Erin Butler MD, Kathleen Ludwig MD, Holly L. Pacenta MD, Laura J. Klesse MD, PhD, Tanya C. Watt MD, Theodore W. Laetsch MD
First Published: 1 April 2021
Abstract | Full text | PDF | References | Request permissions

Open Access
The new (Version 9) American Joint Committee on Cancer tumor, node, metastasis staging for cervical cancer
Alexander B. Olawaiye MD, Thomas P. Baker MD, M. Kay Washington MD, PhD, David G. Mutch MD
First Published: 30 March 2021
Abstract | Full text | PDF | References | Request permissions

Overview

Published since 1950 by the American Cancer Society, *CA: A Cancer Journal for Clinicians* is one of the oldest peer-reviewed journals in oncology. The journal also retains the highest impact factor of all ISI-ranked journals. *CA* reaches a very wide and diverse group of health professionals, and provides an unparalleled opportunity to present information to these professionals about cancer prevention, early detection, treatment of all forms, palliation, advocacy issues, quality-of-life topics, and more. As the flagship journal of the American Cancer Society, the journal publishes mission-based content that impacts patient care. *CA* is free to access online and also provides free journal-based continuing education for physicians and nurses.

Aims and Scope

CA provides cancer care professionals with up-to-date information on all aspects of cancer diagnosis, treatment, and prevention. The journal focuses on keeping physicians and healthcare professionals informed by providing scientific and educational information in the form of comprehensive review articles and online continuing education activities on important cancer topics and issues that are important to cancer care, along with publishing the latest cancer guidelines and statistical articles from the American Cancer Society.

Readership

Oncologists and Oncology Specialists, Oncology Nurses, Oncology Physician Assistants, Primary Care Physicians, Primary Care Nurse Practitioners, Physician Assistants, General Surgeons, Surgical Specialists, Gynecologists, Dermatologists, Gastroenterologists, Pulmonologists, Radiologists, Pathologists, Epidemiologists, Medical Students, and Basic Science Researchers

The right journals and the editorial review process

Journal selection (other)

- **Predatory journal**

Scientometrics (2021) 126:1897–1921
https://doi.org/10.1007/s11192-020-03852-4

Predatory publishing in Scopus: evidence on cross-country differences

Vít Macháček[1,2] · Martin Srholec[1]

Received: 29 June 2019 / Accepted: 24 December 2020 / Published online: 7 February 2021

Abstract
Predatory publishing represents a major challenge to scholarly communication. This paper maps the infiltration of journals suspected of predatory practices into the citation database Scopus and examines cross-country differences in the propensity of scholars to publish in such journals. Using the names of "potential, possible, or probable" predatory journals and publishers on Beall's lists, we derived the ISSNs of 3,293 journals from Ulrichsweb and searched Scopus with them. 324 of journals that appear both in Beall's lists and Scopus with 164 thousand articles published over 2015–2017 were identified. Analysis of data for 172 countries in 4 fields of research indicates that there is a remarkable heterogeneity. In the most affected countries, including Kazakhstan and Indonesia, around 17% of articles fall into the predatory category, while some other countries have no predatory articles whatsoever. Countries with large research sectors at the medium level of economic development, especially in Asia and North Africa, tend to be most susceptible to predatory publishing. Arab, oil-rich and/or eastern countries also appear to be particularly vulnerable. Policymakers and stakeholders in these and other developing countries need to pay more attention to the quality of research evaluation.

Keywords Predatory journal · Beall's list · Open access · Academic misconduct · Research system · Research policy

Table 4 % of predatory journal articles in total articles by field of research, top 20 countries 2015–2017. Source: Scopus (2018a), author's calculations

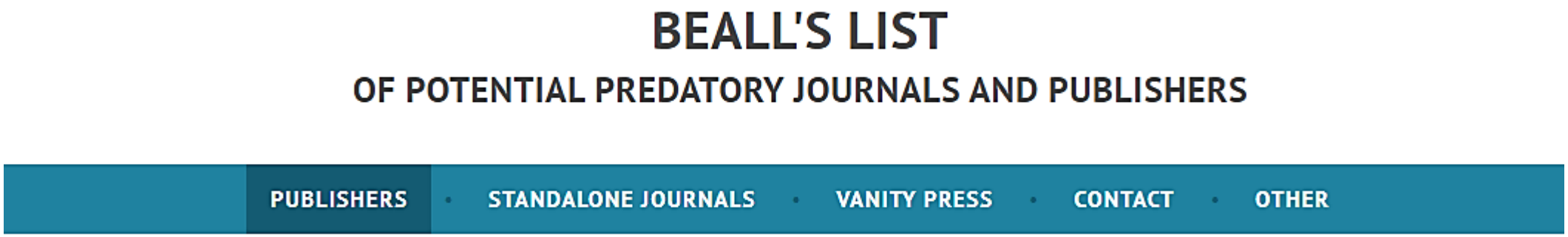
Health sciences		Life sciences		Physical sciences		Social sciences	
China	11.72	Kazakhstan	28.10	Indonesia	22.31	Albania	37.04
Libya	6.20	Iraq	16.55	Malaysia	11.77	Malaysia	29.15
Taiwan	4.87	Syria	14.29	Philippines	10.90	Yemen	28.89
Egypt	4.84	India	13.59	Iraq	10.66	Indonesia	27.21
South Korea	4.73	Algeria	10.99	Jordan	9.19	Tajikistan	25.64
Algeria	4.58	Egypt	10.94	India	8.65	Ukraine	22.63
Luxembourg	4.57	Togo	10.37	Yemen	8.36	Kazakhstan	21.78
Suriname	4.55	Palestine	10.09	Sudan	8.05	Russia	17.54
Saudi Arabia	4.54	Libya	9.39	Morocco	7.86	Brunei	12.60
Nigeria	4.48	Indonesia	9.11	Oman	7.70	Oman	12.39
Iraq	4.36	Nigeria	9.10	South Korea	7.54	Iraq	12.24
Palestine	4.13	Oman	8.77	Kazakhstan	7.17	Azerbaijan	12.15
Indonesia	4.05	Morocco	8.42	Bahrain	6.70	Iran	11.32
Sudan	4.01	Sudan	7.91	Liberia	6.45	Syria	10.11
Iran	3.83	Iran	6.93	Palestine	6.31	Thailand	9.94
Malaysia	3.79	Russia	6.61	Nigeria	6.31	Nigeria	9.28
Chile	3.76	Yemen	6.49	Brunei	5.96	Slovakia	9.27
Italy	3.63	Macedonia	6.19	Egypt	4.99	Bahrain	9.04
United Arab Emirates	3.62	Niger	6.02	Saudi Arabia	4.85	Jordan	8.13
Oman	3.56	Mauritania	6.00	Libya	4.62	Kyrgyzstan	8.06
All countries	1.98	All countries	3.39	All countries	1.96	All countries	3.99

Journals can be assigned to multiple fields of research. Only countries with at least 30 total articles in the respective field of research

The right journals and the editorial review process

Journal selection (other)

- **Predatory journal**



https://beallslist.net/

https://predatoryjournals.com/journals/

https://blogs.bmj.com/bmj/2015/01/19/jocalyn-clark-how-to-avoid-predatory-journals-a-five-point-plan/

The right journals and the editorial review process

Journal selection (other)

- **Predatory journal**

Review Article

Kscien's list; a new strategy to hoist predatory journals and publishers

Fahmi H. Kakamad [a, b, *], Shvan H. Mohammed [b], Kayhan A. Najar [b], Goran A. Qadr [b], Jaafar O. Ahmed [b, c], Karukh K. Mohammed [b], Rawezh Q. Salih [b, d], Marwan N. Hassan [b], Tomas M. Mikael [b], Suhaib H. Kakamad [b], Hiwa O. Baba [b], Masrur S. Aziz [b], Hawbash M. Rahim [b], Dlshad R. Ahmmad [b], Dahat A. Hussein [b], Rebwar A. Ali [b], Zuhair D. Hammood [b, e], Rawand A. Essa [b], Hunar Ali Hassan [b]

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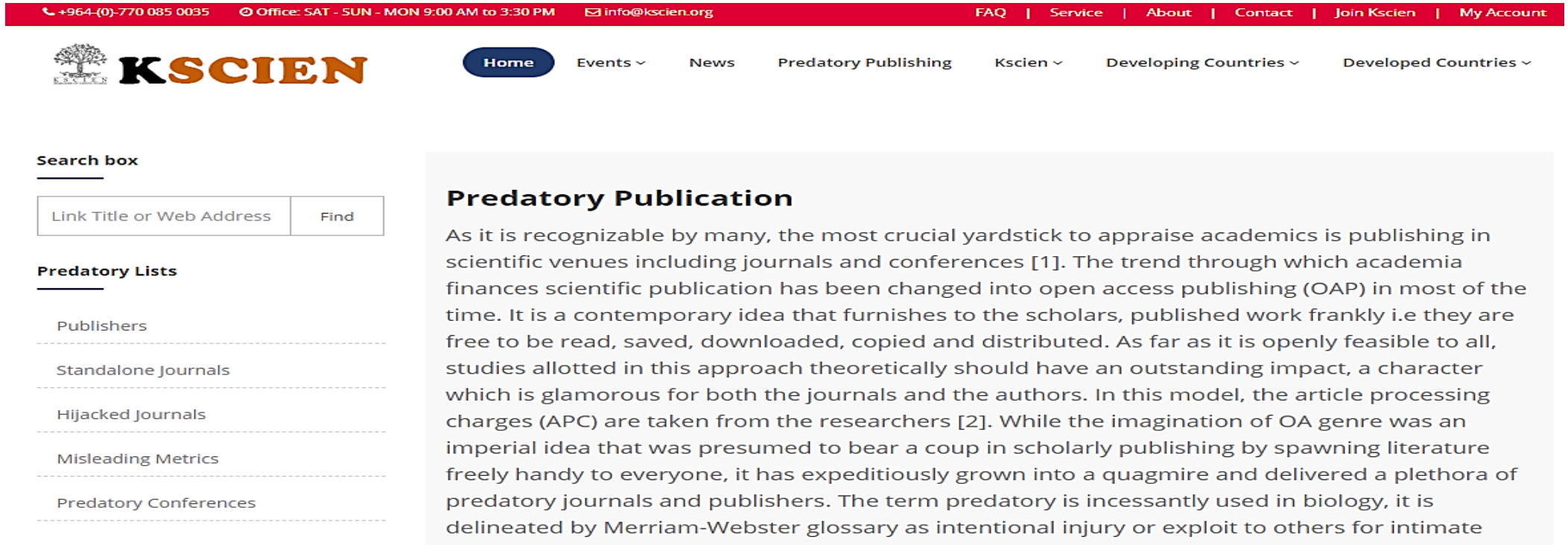
ABSTRACT

The trend through which academia finances scientific publication has been changed into open access publishing, the latter is exploited by predatory journals and publishers. The aim of this paper is to review the current situation of predatory publishing and introduce Kscien's list of predatory journals and publishers. Kscien has recruited a special committee consisting of 23 young researchers. They are working unceasingly to keep the list refurbished, expose current tricks invented by the predators and guide authors. The list is designed to be updated daily. Currently, the criteria used to recognize predatory journals and publishers basically depend on the journal's misconduct, fabrication and inadequate peer review. Researches are ongoing to recapitulate more solid criteria with objective evidence to overcome the critics faced by Beall. Kscien's list has been proposed to replace the vanished Beall's list from the interior of the drawn region in fake journals and publishers.

The right journals and the editorial review process

Journal selection (other)

- **Predatory journal**



http://kscien.org/predatory.php

The right journals and the editorial review process

Journal selection (other)

- **Predatory journal & conference**

Publishers' Website Evaluation Tool

Read through the items in the checklist below while reviewing the website in question. Mark "Yes" or "No" as appropriate. At the end of the checklist, count the number of "Yes" and "No" responses.

Checklist	Yes	No
Is the grammar, usage, and/or spelling correct?		
Does the URL appear to be unique and legitimate?		
Does the website look professional and/or academic without flash media?		
Are there original photos or images?		
Are full-text articles available in the archives going back to the date the journal began publishing?		
Is the subject of the published articles (even in publications with broad scopes) topically related in some way?		
Is there a verifiable physical address and phone number?		
Can you confirm that there is more than one employee or representative in the company?		
Can you search content easily without registering?		
Does the published content fit within the scope of the journal?		
Has the journal been publishing for longer than 3 years?		
Can you verify the stated impact factor in the JCR?		
Is there a named Editorial Board?		
Can you verify identities, backgrounds, and/or publications of the members of the Editorial Board?		
Are the instructions for the authors detailed and adequate (detailed retraction policy, archiving, copyright, process for acceptance and review, etc.)?		
Is publication presented as a possibility rather than a guarantee?		
Is the publication schedule clear and consistent?		
Has a named Editor in Chief consistently published editorials?		
Does the site provide a submission portal, rather than submission via email?		

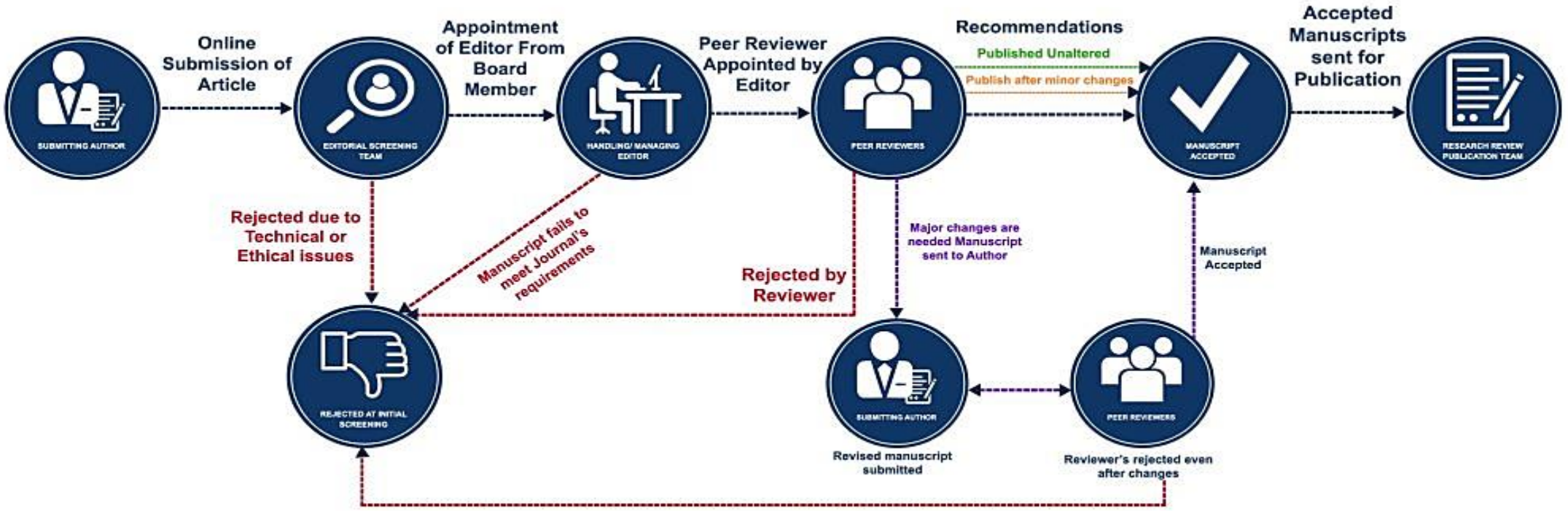
Conference Evaluation Tool

Read through the items in the checklist below while reviewing the email and conference website in question. Mark "Yes" or "No" as appropriate. At the end of the checklist, count the number of "Yes" and "No" responses.

Checklist	Yes	No
Is the conference sponsored by a reputable association (SCC, MLA, ANA, AMA, AAMC, AACN, etc.)?		
Is the sponsor involved in any scholarly activity other than facilitating conferences?		
Do you know anyone who has attended or presented at the conference?		
If you speak or present, are the conference fees waived?		
Can you easily identify the venue?		
Is this a long-running, established conference?		
Are the registration and other fees clearly outlined?		
Are you familiar with previous proceedings for that specific conference?		
Is the conference itinerary clear and easily accessible?		
Can you identify any of the speakers from previous conferences as experts in your field?		
Is the conference location in context with the content and/or sponsor?		
Is the subject matter related to your field of expertise?		
Is the subject matter of the conference focused and specific to a field, type of study, etc.?		
Total:		

https://dal.ca.libguides.com/c.php?g=257122&p=2830098

The right journals and the editorial review process



Retraction *Retraction!!*

When a paper duplicates one in another language, how can editors spot it?

By Petr Kratochvil

Same tea, different mug. *Biomolecules*, an MDPI journal, has retracted a 2018 paper by on the salubrious effects of tea because the authors had previously published the same article in a Chinese-language journal.

The paper, "Evaluation of anti-obesity activity, acute toxicity, and subacute toxicity of probiotic dark tea," came from researchers in China and one from Harvard University (oddly, a post-doc in applied physics).

Eyes wide shut at vision journal as retraction notice misses the point

Photo by Steve H.

Molecular Vision appears to have been flying blind when it retracted a 2013 paper by Rajendra Kadam and colleagues.

In December 2018, Kadam, a former "golden boy" in pharmaceutical research at the University of Colorado, Denver, was the subject of a finding from the U.S. Office of Research Integrity, which stated that he had fabricated his data. As part of the agreement, Kadam agreed to retract a paper in *Molecular Vision*. .

Kadam, who in 2016 had his doctoral degree revoked by UC Denver, two years after the university completed an investigation and sent its finding to the Office of Research Integrity (ORI), now has eight retractions, two expressions of concern and a correction. Seven of them mention fabrication of data. But *Molecular Vision*, the most recent addition to the list, does not.

Food packaging journal to retract paper by researchers in Thailand

A food packaging journal plans to retract a 2018 article by Thai researchers who tried to repackage (ahem) a virtually identical article of theirs, Retraction Watch has learned.

That's not particularly unusual; duplication, sometimes inaccurately called "self-plagiarism," happens, as they say. What makes the case more interesting is the back-and-forth between the journal and the authors.

Early last December, the editor of the *Food Packaging & Shelf Life*, Ali Abas Wani, sent a letter to Chiravoot Pechyen, of Thammasat University, the senior author on a paper FPSL had recently published online (but not yet in print): Continue reading →

https://retractionwatch.com/2019/02/01/food-packaging-journal-to-retract-paper-by-researchers-in-thailand/#more-85824

Retraction *Retraction!!*

Cornell psychology researcher sees "A model for ethical reasoning" retracted

A Cornell researcher whose work came under scrutiny earlier this year for text recycling has had a third paper retracted.

Robert Sternberg

The latest retraction for Robert Sternberg — whose work was the subject of allegations by Brendan O'Connor and Nick Brown — appears in the *Review of General Psychology*.

Here's the retraction notice for "A model of ethical reasoning:" Continue reading →

7 Sternberg papers: 351 references, 161 self-citations

The work that will have the highest impact and receive the most citations is work that can appeal to all three of these elements—that is, work that engenders what I have called consummate or complete love (Sternberg, 1986b). Very few endeavors will produce that kind of effect. To produce such work, a scientist needs to be not only analytically intelligent (Sternberg, 1985b, 1986a, 1997c; Sternberg & Grigorenko, 2002), but also, and more importantly, highly creative (Sternberg, 2016a; Sternberg & Davidson, 1982; Sternberg & Lubart, 1995.) A scientist needs to be socially as well as practically smart—to have a sense of how to produce work that can reach people and possibly change their minds (Kihlstrom & Cantor, 2011; Sternberg, 1997b; Sternberg & Hedlund, 2002; Sternberg & Smith, 1985; Wagner, 2011). It is perhaps ironic, therefore, that graduate schools place so much emphasis on choosing students for analytical skills, because these are probably not the ones that, alone, will propel students to do research that is highly cited (Sternberg & Sternberg, 2017). The tests may identify the best consumers of information but not necessarily the best producers of it (Spear-Swerling & Sternberg, 1994; Sternberg, 1986a). Scientists who reach the top levels of creative work (what has been called "Big C"—Kaufman & Beghetto, 2009) inevitably complement analytical skills with creative and practical ones—analytical skills are probably necessary but far from sufficient for high levels of scientific success (Sternberg, 2016a, 2016b, 2016c). Most of all, perhaps, the scientist needs luck—that his or her work is timed just right to reach the needs and wants of his or her audience (Gaughan, 2010; Merton & Barber, 2004). And if one has the timing right, an echo chamber can result, whereby a few people citing work can lead to others citing it and then to still others citing it. Creativity always involves a match that continues over some period of time between the work of the individual, the state of the domain of work, and the field of people pursuing work in that domain (Csikszentmihalyi, 1988, 2013; Gardner, 2011).

Retraction *Retraction!!*

PNAS retracts paper that contributed to lung cancer trial

National Cerebral and Cardiovascular Center

A paper that was the subject of a four-page correction in 2018, and which helped inform a now-halted clinical trial of a drug for lung cancer, has been retracted following an institutional investigation concluded that one of the researchers had falsified the data in that article and at least four others.

And we have learned that Springer Nature should be acting on a different article by the researcher shortly, and has just begun an investigation of yet another.

The PNAS article, which appeared in 2015, was written by Takashi Nojiri, formerly of Osaka University and the National Cerebral and Cardiovascular Center Research Institute, in Japan. As we reported in June, an August 2020 report from National University Corporation Osaka University and National Cerebral and Cardiovascular Center Hospital concluded that Nojiri committed:

The *PNAS* retraction notice reads:

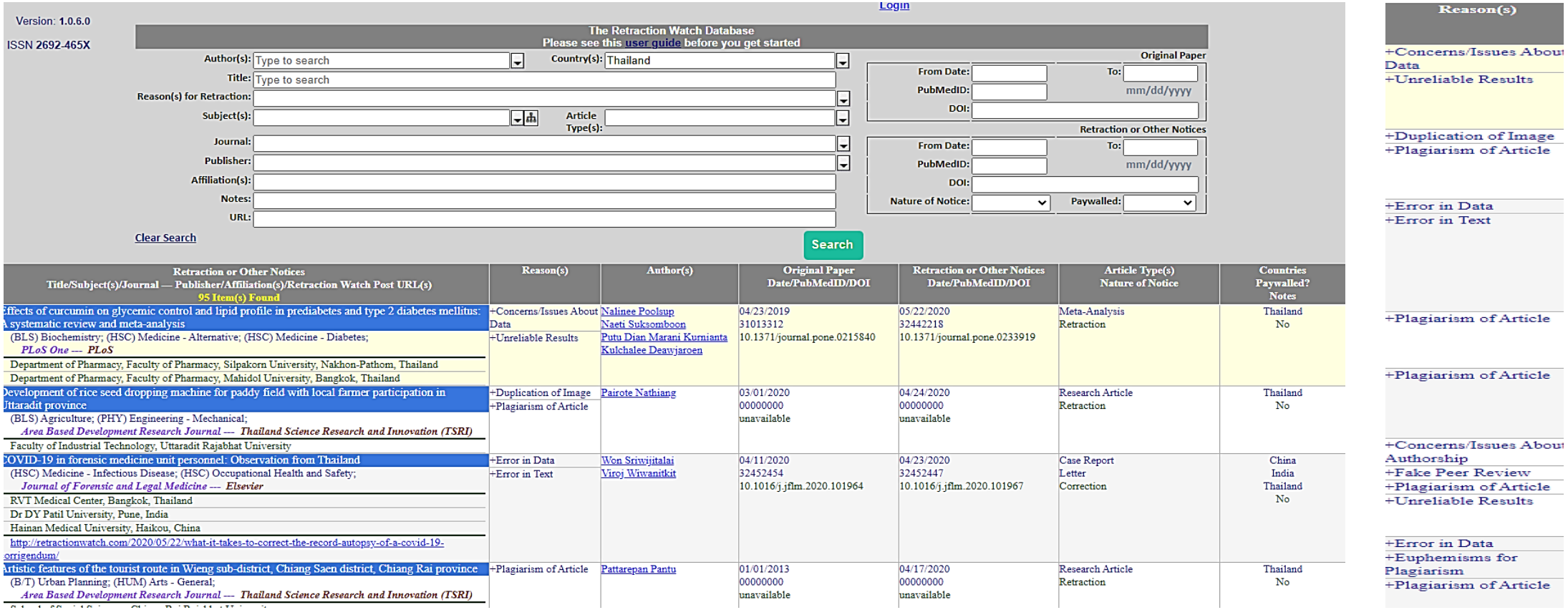
> *The editors note that, based on the recommendation of the National Cerebral and Cardiovascular Center (NCVC) in Osaka, Japan, we are retracting this paper. An NCVC investigative committee has identified several areas of concern related to Fig. 4E, Fig. S8, and Table S3. The NCVC committee notes, "We believe this paper should be withdrawn, and we have communicated our stance to the lead and corresponding authors."*

Fig. 4E in the originally published version of the manuscript: "The source data used to calculate the secondary measures (i.e., second-order data) for the LPS(0)/Control and LPS(0)/ANP groups are missing. Further, certain values were excluded from the calculation of mean E-selectin mRNA expression in the remaining four groups. Similarly, associated standard error (SE) values were calculated based on data obtained from different experiments."

Fig. S8 in the originally published version of the manuscript: "Statistical analyses were conducted in an improper manner. The experiments are presented as having been conducted on five groups. However, in reality, the dataset consisted of measurements from four groups in an experiment performed on October 23, 2014 [vehicle iv./ANP iv. (0.025 γ)/vehicle sc./ANP sc. (0.5 γ)] that were combined with partial data of a vehicle iv. condition and complete data of an ANP iv. (0.1 γ) condition from a prior experiment dated March 14, 2014.... Therefore, it was inappropriate to run statistical comparisons between the vehicle iv. and ANP iv. (0.1 γ) groups."

https://retractionwatch.com/2021/11/15/pnas-retracts-paper-that-contributed-to-lung-cancer-trial/

Retraction *Retraction!!*



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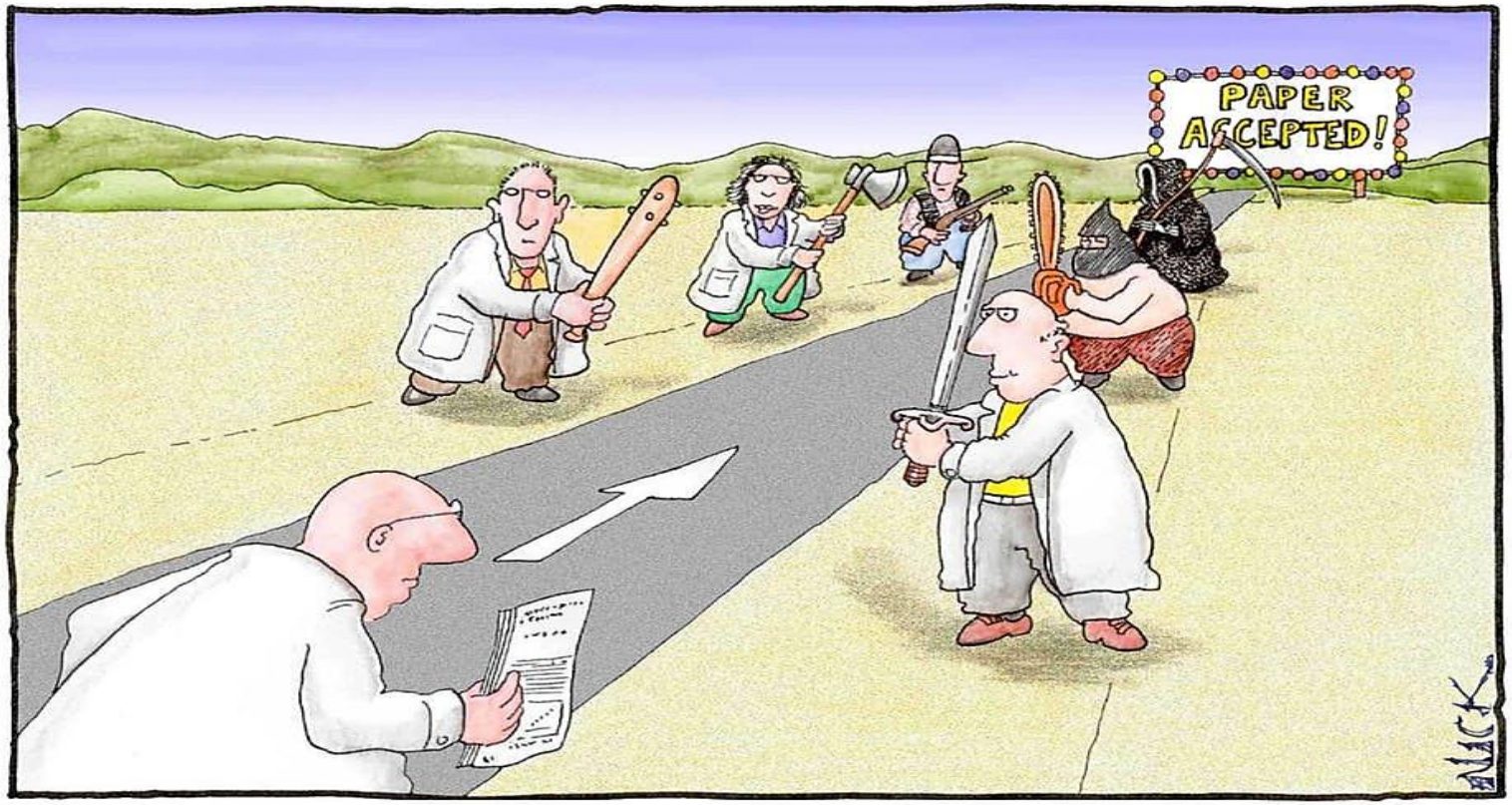
Effects of curcumin on glycemic control and lipid profile in prediabetes and type 2 diabetes mellitus: A systematic review and meta-analysis (BLS) Biochemistry; (HSC) Medicine - Alternative; (HSC) Medicine - Diabetes; *PLoS One* --- *PLoS* Department of Pharmacy, Faculty of Pharmacy, Silpakorn University, Nakhon-Pathom, Thailand Department of Pharmacy, Faculty of Pharmacy, Mahidol University, Bangkok, Thailand	+Concerns/Issues About Data +Unreliable Results	Nalinee Poolsup Naeti Suksomboon Putu Dian Marani Kurnianta Kulchalee Deawjaroen	04/23/2019 31013312 10.1371/journal.pone.0215840	05/22/2020 32442218 10.1371/journal.pone.0233919	Meta-Analysis Retraction	Thailand No
Development of rice seed dropping machine for paddy field with local farmer participation in Uttaradit province (BLS) Agriculture; (PHY) Engineering - Mechanical; *Area Based Development Research Journal* --- *Thailand Science Research and Innovation (TSRI)* Faculty of Industrial Technology, Uttaradit Rajabhat University	+Duplication of Image +Plagiarism of Article	Pairote Nathiang	03/01/2020 00000000 unavailable	04/24/2020 00000000 unavailable	Research Article Retraction	Thailand No
COVID-19 in forensic medicine unit personnel: Observation from Thailand (HSC) Medicine - Infectious Disease; (HSC) Occupational Health and Safety; *Journal of Forensic and Legal Medicine* --- *Elsevier* RVT Medical Center, Bangkok, Thailand Dr DY Patil University, Pune, India Hainan Medical University, Haikou, China http://retractionwatch.com/2020/05/22/what-it-takes-to-correct-the-record-autopsy-of-a-covid-19-corrigendum/	+Error in Data +Error in Text	Won Sriwijitalai Viroj Wiwanitkit	04/11/2020 32452454 10.1016/j.jflm.2020.101964	04/23/2020 32452447 10.1016/j.jflm.2020.101967	Case Report Letter Correction	China India Thailand No
Artistic features of the tourist route in Wieng sub-district, Chiang Saen district, Chiang Rai province (B/T) Urban Planning; (HUM) Arts - General; *Area Based Development Research Journal* --- *Thailand Science Research and Innovation (TSRI)*	+Plagiarism of Article	Pattarepan Pantu	01/01/2013 00000000 unavailable	04/17/2020 00000000 unavailable	Research Article Retraction	Thailand No

Reason(s)
+Concerns/Issues About Data
+Unreliable Results
+Duplication of Image
+Plagiarism of Article
+Error in Data
+Error in Text
+Plagiarism of Article
+Plagiarism of Article
+Concerns/Issues About Authorship
+Fake Peer Review
+Plagiarism of Article
+Unreliable Results
+Error in Data
+Euphemisms for Plagiarism
+Plagiarism of Article

http://retractiondatabase.org/RetractionSearch.aspx

Any question?



Most scientists regarded the new streamlined peer-review process as "quite an improvement."