

THE CASE STUDY: THE EXPERIENCE OF DOCTORAL NURSING CAN- DIDATE IN WRITING PUBLICATION IN JOURNAL

by Amar Akbar

Submission date: 11-Oct-2022 11:38AM (UTC+0700)

Submission ID: 1922293257

File name: JURNAL_THE_CASE_STUDY_THE_EXPERIENCE.pdf (154.37K)

Word count: 4872

Character count: 25370

THE CASE STUDY: THE EXPERIENCE OF DOCTORAL NURSING CANDIDATE IN WRITING PUBLICATION IN JOURNAL

Amar Akbar^{1,2*}, Tiraporn Junda³

¹Doctoral Candidate Ramatibodi School of Nursing, Mahidol University, Bangkok, Thailand.

²Bina Sehat PPNI institute of health science, Mojokerto, Indonesia.

³Ramatibodi School of Nursing, Mahidol University, Bangkok, Thailand.

*email: amarstikesppni@gmail.com

ABSTRACT

Keywords:
doctoral nursing student
experience
publication
writing

Graduates of PhD nursing programs are expected to produce complex genres of writing such as abstracts, research grants, manuscripts for publication, and dissertations. Research evidence shows a wide range of variability in writing among doctoral nursing students, and these variations may become more profound when exposed to complex genres. Explore the experience of PhD candidate in writing publication in high indexed journal. This case study used depth interview, semi structured question, interview conducting in English, recorded voice used for transcribing data in 2 respondents from doctoral nursing candidate in Bangkok Thailand comes from Mahidol University and Chulalongkorn University. Participants' criteria for this study are: 1) doctoral candidate with minimum 1 publication in high indexed journal (Scopus/ ISI Thompson); 2) doctoral nursing students that study in Thailand; 3) pass qualifying exam. Data analysis used modification Benner's methods use in this study. This study exposing three themes. Theme 1: strategies for publish. Theme 2: support for publishing journal. Theme 3: two ways communication with journal editors and public. Introduce scholarly writing at the undergraduate level and reinforce across the nursing education continuum, provide students with examples of quality scholarly writing, encourage student to connect with writing mentors (peers, colleagues, family, editor, faculty) are main recommendation for post-graduate student for increasing high level publication of nursing students.

BACKGROUND

Graduates of PhD nursing programs are expected to produce complex genres of writing such as abstracts, research grants, manuscripts for publication, and dissertations (Tyndall, Flinchbaugh, Caswell, & Scott, 2019). Research evidence shows a wide range of variability in writing among doctoral nursing students, and these variations may become more profound when exposed to complex genres. Pedagogy for scholarly writing in nursing students has focused mostly on developing skills and competencies through course assignments. More specifically, writing development in doctoral programs is often the by-product of completing dissertation research (Shellenbarger, Hunker, & Gazza, 2015). These pedagogical prac-

tices support an outcomes-based approach that often captures writing capabilities during specific moments and may not be sustained over time (Shirey, 2013).

Nursing program graduates are expected to advance the science of nursing through scholarly activities such as research, evidence-based practice, and the dissemination of new knowledge through scholarly writing. However, often, nursing education programs do not include clear benchmarks specific to the writing abilities of students completing undergraduate or graduate-level education. programs displayed varying writing abilities and collectively demonstrated several common writing errors. The errors can be grouped into three broad categories: mechanics, style, and format (Gazza & Hunker, 2012). Stu-

dents reported a lack of understanding of faculty expectation⁶ with regard to writing and did not recognize the connection between scholarly writing and the type of writing that is common in clinical practice (Shellenbarger et al., 2015). Students struggled¹ with the writing demands in nursing courses. The study findings demonstrated that there was a need for greater focus and support on writing throughout the various levels of nursing education (Smith & Delmore, 2007).

Faculty teaching nurses enrolled in clinical doctoral programs need to understand the process of student scholarly writing development so that students can be prepared to share knowledge and communicate effectively in scholarly formats (Shellenbarger et al., 2015). Doctoral programs in nursing often demonstrated varying writing abilities. These faculty members felt that some students demonstrated writing that was below doctoral level expectations specification scholarly writing. Common writing deficiencies involved mechanics, style, organization, and format (Graves et al., 2018). As a result, some students needed extensive writing support throughout enrolment in these doctoral programs. Faculty teaching in these programs expressed a lack of understanding about the students' background, knowledge, and prior experience in the area of scholarly writing. This translated to uncertainty about the best pedagogical approaches to use in order to facilitate the development of scholarly writing skills in their students. A collection of pedagogical approaches that are based on study findings and can be used by faculty charged with facilitating the development of scholarly writers is included (Gazza, Shellenbarger, & Hunker, 2013).

METHODS

Explore the experience of PhD candidate in writing publication in high indexed journal. This study used depth interview, semi structured question, interview conducting in English, recorded voice used for transcribing data in 2 respondents. Participants' criteria for this study are: 1) PhD candidate with minimum 1 publication in high indexed journal (Scopus/ISI Thompson); 2) PhD nursing students that study in Thailand (Bangkok); 3) pass qualifying exam.

Data analysis: modification Benner's Methods use in this study (Barritt, Beekman, Bleeker, & Mulderij, 1984; Cohen, Kahn, & Steeves, 2000): 1) all audiotapes transcribed into writing transcript; 2) do coding; 3) select paradigm case; 4) extract thematic description; 5) compare and contrast across participant; 6) emerge theme; 7) verify data; 8) write

finding.

The ethical approval of this study was received from the Ramatibodi School of Nursing, Mahidol University, Bangkok, Thailand.

RESULTS

Analysis of 2 transcribed interviews was conducted using content analysis. The goal of the data analysis was to identify common themes and language that captures the theme. The following four themes were uncovered through data analysis.

The first informant was doctoral nursing candidate from Vietnam studied at Mahidol University. She is 3rd years doctoral candidate and have 3 publication during her studies. The second informant was doctoral nursing candidate studied at Chulalongkorn University. He is 5th years doctoral candidate. He has about 50 publications based on his dissertation, which is published in various level international peer reviewed journal.

Theme 1: Strategies for Publish

The participants have several strategies for publishing paper on the journal. They concerning at selecting topic for writing, write several types of paper, and pick the appropriate journal ranking and guidelines. It will described as follow:

All Informants described how they writing publication related to course work in first year semester. They wrote from assignments and develop paper for publication. They stated:

"...because most all of article related to the coursework task I working." (P1. Page 5, line 136).

"...because I get the concept from the assignment in the class." (P2. Page 3, line 69).

First participant, third years doctoral student, explained how doctoral student can published many types of article during study period. she thinking every subject could drive the student to write paper. She stated:

"owh. I think a lot hehe, from my experience like you can published the concept analysis, the review article, you can do many types of review, like for your dissertation, for advance research course you can do the published also, or for the course of philosophy, yeah" (P1. Page 6, line 166).

Moreover, as well as first participant think-

ing, second participant described misperception in many doctoral students. They think just be able to publish in original research article. Second participant, five years doctoral student, said that doctoral student could published several types article such as review, letter to editors, perspective and column beside of original article. Second participant stated:

"actually so many paper, mostly many student think that we published the paper only from the original research, which is not true, because during we studying there is so many paper for example review article, editorials, anything else like perspective, column, and many many others articles which is we don't need to have ethical number, we can published so many things but mostly I published review articles and editorials, perspective some think like that" (P2. Page 4, line 101).

Informant's experiences in publishing articles indicated that they are using SCOPUS for selecting high ranking journal. They refer to Q (quartile) and impact factors. First participant stated:

"I search on the scopus ranking, so like may I focus, for example I can evaluate that my manuscript can published on the third Q" (P1. Page 8, line 233).

"from example from the second quartile, I will select, I will look at in the impact factors, and pick up one" (P1. Page 8, line 237).

As well as first participant. Second participant using SCOPUS for selecting high ranking journal. He focused on quartile 1 or two and select several well-known publishers that gave good process in peer review. Second participant stated:

"right now I pick the journal first I make sure they are in the SCOPUS index and I need to ensure which Q, quartile 1, 2, 3 and 4 now my target is Q2 or Q1, doesn't matter how much impact factors they have, as a long as they are Q1 or Q2 still be good right, so mostly I picked the journal from the Wiley, also from Elsevier and also from SAGE, because you know three publisher are really good, because they are free of course, and then they are vey good in a peer reviewed process" (P2. Page 4, line 101).

All participants mentioned the most important strategies to publish paper on the journal was following journal guidelines. Furthermore, author should heed scope of the journal and the format of

references style as part of important think while writing paper. They stated:

"I think that, the first point, the most important that you select the one that has scope appropriate with your paper, and then you download the guidelines from the website and follow the guidelines you write the manuscript. Following the guidelines this is most important point, you can not write by your own style, because if you write by own style, then you submit to this journal, maybe reject immediately. I think, hehe". (p1, page 7, line 211).

"our problem is sometimes we don't really carefully the authors guidelines, so we get rejection is because of the format after we follow the format that calling to the English" (p2, page 10, line 300).

Previous Writing Experience

All respondents explain about experience in term of rejection process and how they motivate for writing article. They experienced in rejection from the journal. Both respondent show effort for not getting down while rejection occurs. They stated:

"but right now, if they rejected me, I will be sad, hehe." (p1, page 10, line 280).

"I got so many rejection more than five times, in the first time." (p2, page 3, line 72).

"because I don't want to get disappointed you know, I know its disappointed, but I just try try and try, again until its get published." (p2, page 3, line 77).

In addition, second participant always keep spirits to writing article as well as article that have been published in the journal. He stated:

"for me just don't stop writing, first we just keep writing and then make sure that you read the articles, and then follow the way how they write the articles" (p2, page 10, line 294).

Value of Publication

All respondent expressed complacency while they successfully publish the paper. The type of value that they expressed are correlated with getting proud and respect, promotion, getting money and the way to motivate himself for appearing into higher level scholar. As second participant and first participant expressed for getting proud and to show the scholar

expertise. They stated:

"yeah, yeah, because now we are PhD student, so we are understand research are very important for us, for our study, our career, personal knowledge, you can gain the knowledge, from the research, and for the career, of course if you have the most publication especially qualities publication, you can a has a, I means not the position, but the respect, from the young collage and student". (p1, page 10, line 284).

"we are acknowledge people we can write so many think and than the way that represent our mind from writing the articles". (p2, page 13, line 391).

"and the third one I need to bring my reputation because when I finished, people will not see you are where you graduated from which university, no, they look at you in your expertise, if you don't have any expertise from your papers they don't know you what is actually your expertise". (p2, page 14, line 403).

"agree with the competition we get the gift like we get award we drink chayen for one years, hehe". (p2, page 4, line 94).

In addition, first participant expressed with publication the scholar could get some money as stated:

"actually, in collage university if you published a quality journal, can get money, the good yeah. But in my university, no, no supporting money, but they may consider for you to get the highest salary, but it just small number, not too much". (p1, page 10, line 293).

Finally, second participant underlined the writing as a way of some scholar to motivate each other as stated :

"So it's the way you motivated each others, so after time by time you gonna be you know." (p1, page 10, line 93)".

Theme 2: Support for Publishing Journal

All participants have support to motivate and solving several problems while writing paper for publication. The support mostly came from classmates, scholarly peer, and advisor. First participant explained got support from her friend that solve problem for online proceed in submitting the paper. She stated:

"he help me to select that appropriate with my paper,

he help me to do the process, online process to submit my paper, like for example to create account of the journal and help me to find the journal, and some think like this". (p1, page 7, line 198).

Second participant have different condition in writing paper. He got support from friend as way to compete and motivate in writing paper. Second participant compete with his friends in writing papers as a way to motivate himself for writing articles constantly. He stated:

"I means to published the article is not about the effort that, how to say its not about an effort, but its about the competition before I have a friend, that we always talks about the papers that actually the students need to do here, so they say, we said like publishing paper is the most important think to all of you when we have been here, and then we have the competition to published the papers, so then we have to start". (p2, page 3, line 82).

"so what I'm saying is its that about how much to be need to do, but you need to find friend to compete you, so you will get motivated". (p2, page 3. Line 88).

All respondents explained support coming from the lecturer and advisors. The form of support in agreements for published and collaboration in writing papers with major advisor of dissertation. They stated:

"I just ask her for the agreement". (p1, page 7, line 187).

"so many professors to support me, so that way like it's quite easy to published the article at the moment". (p2, page 12, line 350).

"and I try write it down with my supervisors too". (p2, page 9, line 247).

Theme 3: Two Ways Communication with Journal Editors and Public

All respondent said after they submit article to the journal, they will get feedback for revise the paper. Each kind of revision depend on the type of paper that was submitted in the editor. Some feedback are major revision while others are minor revision. Several revision correlate with the citation and references in the paper. Revision also correlate with content in term of significance of problem in the background or some additional in the case in the concept

analysis. They stated:

"I did many time revision, maybe two or three time, because the style of reference". (p1, page 9, line 253).

"I revise only one time, for the cases". (p1, page 9, line 262).

"before is about three pages but because of the format to the letter to editors, they want makes only one pages, so its quite hard you know, to play with their guidelines". (p2, page 5, line 149).

"they want me to change from concept analysis to literature review, it's the first time, and then I need change method from the rogers to the literature review, but still step by step that I did, from the rogers concept analysis and the literature review are remain the same so I just to cut off the rogers concept analysis, to mention in there that and I mention in that is the literature review, so I get only get feedback once from the first article, for the second article doctorate value for dissertation seminar I get feedback just only once and after that accepted." (p2, page 6, line 158).

"they want me to change the title, because the title before because I mention "will idea stolen when we present our article in the dissertation seminars, so the editors mention that, probably you need to change that title because of too negative, so that one I need change the title to be positive, I change with the that one value in dissertation seminars." (p2, page 6, line 168).

"they ask me to, how to say, the latest years from example ten years". (p2, page 6, line 181).

"no, it's a major revision, I need start from the beginning for the review article you know". (p2, page 7, line 187).

"they just ask me to change the background for the concept analysis to be like really mention the gap, why I need to do concept analysis in this topic, that's it. For the content they are not any comment so just change the background, so only one time background and the gap". (p2, page 7, line 197).

In addition, second participant have some kind experienced related to cost of publication. Many journals have free option for published the accepted articles. However, some journal offering transfer into journal that required the author pay some money for

getting published. This condition emerged into problem because of lack of research money. Second participant stated:

"but the problem is right now is about the "Vee" because sometimes when we submit the journal that free then transfer our article at that journal are really not free, so for example when I submit the article in the Elsevier, one of the journal on the Elsevier, which is free, but they suggest me to transfer to another journal which is not free, and should pay about 4000 dollars, oh now that is the problem because I submit article at that journal and Wiley and Elsevier and they probably told I have need to pay sometimes". (p2, page 13, line 376).

DISCUSSION

Analysis of the narratives detailing the writing experience of study informants revealed that nursing students understand or come to know the essence of scholarly writing while enrolled in doctoral nursing education programs in Thailand and that the timing of this process is variable. Similar to Gazza et al. (2013) and Shellenbarger et al. (2015) findings, many informants in this study were able to identify a pivotal individual who provided support via an interpersonal connection, whether it was a family member or someone from academia. For many, learning about the practice of scholarly writing occurs in doctoral education and with the help of those who are knowledgeable about such writing. However, it seems that learning about scholarly writing at the doctoral level are mandatory in the education continuum and result in contributions to the discipline over the course of one's professional career (Francis, Mills, Chapman, & Birks, 2009).

While the experience shared by informants indicates that scholarly writer development requires engagement with faculty and peers who are knowledgeable about scholarly writing, there also is a solitary piece to the process (Pickering, Grignon, Steven, Guitart, & Byrne, 2015). Scholarly writing involves a highly individual practice where students become cognizant of their own methods, analyses, and interpretations. This represents a change in thinking that takes place as one becomes a scholarly writer.

Similar to Smith and Delmore (2007) findings, informants in this study found it difficult to recognize the differences between scholarly writing and writing in clinical practice. It is important that faculty identify writing competencies specific to scholarly writing for undergraduate and graduate nursing stu-

dent³ and provide examples of quality scholarly writing. By encouraging students to connect with writing mentors who are knowledgeable about scholarly writing, faculty can promote scholarly writer development, and facilitate development at earlier stages of learning (Nygaard, 2017).

It is apparent from the informants' experiences that there are two main attributes of a piece of scholarly writing including content, and the manner in which the content is presented. To generate the content of a writing assignment, informants explained how they had to shift their thinking (Badley, 2009). Faculty can assist with ability by incorporating various teaching-learning activities. Collectively, these strategies encourage the students to envision content that will be included in manuscript (Nygaard, 2017; Pickering et al., 2015).

Informant experiences clearly suggest that writing is an emotional process that triggers highly charged reactions⁴ (Page-Adams, Cheng, Gogineni, & Shen, 1995). While learning to write in a scholarly way, students express doubts about the quality of their work, they feel exposed and vulnerable, and suffer through the difficult work of writing. However, when they produce writing that is judged by others as scholarly, such as when they receive good grades on assignments or have manuscripts accepted for publication, they feel pride and joy and celebrate their success and emergence as a scholar (Cuthbert, Spark, & Burke, 2009). The cycle of pain leaves a lasting impression, but with eventual success, students begin to focus on the positive outcome and their accomplishments (Kamler, 2008). The emotional aspect of writer development was not addressed in the reviewed literature. Recommendations for faculty are aimed at mitigating the negative emotional response to scholarly writing and increasing the positive response (Huang, 2010).

Lastly, informants described the scholarly writing process as one that involves many separate pieces being put together for the paper. Similar to Caffarella and Barnett (2000) findings, the participants' experiences indicate that they benefited from individualized and focused feedback from both peers and faculty. Through practice they learned⁵ the technique or "how to" of scholarly writing. Even though the actual task of writing is an isolated activity, there is a social aspect to learning to develop as a writer. Students look to others for models of good writing, need feedback and support, and learn by observing and interacting with other skilled writers. This is consistent with the literature that discusses the importance of successful writing groups. Doctoral nursing

students provided support and through a community of scholars helped shaped peer writing (Gazza & Hunker, 2012; Gazza et al., 2013). Similar writing support groups have been effectively used with nursing faculty to increase writing for publication (Caffarella & Barnett, 2000; Gazza et al., 2013; Petty, Cross, & Stew, 2012) and with nurses and other professionals. This social aspect of writing provides a supportive process with others asking thoughtful questions and offering constructive feedback about the written work, thus helping the student develop ideas and express them more precisely.

CONCLUSION

Recommendation for nursing education: 1) introduce scholarly writing at the undergraduate level and reinforce across the nursing education continuum; 2) provide students with examples of quality scholarly writing; 3) encourage student to connect with writing mentors (peers, colleagues, family, editor, faculty); 4) provide faculty development specific to scholarly writing; 5) describe the emotions that students may experience during their development as writers; 6) acknowledge the hard work of writing and have respected writers share their writing experiences; 7) provide opportunities for students to share their feelings about writing, including discussion forums for online students; 8) devise writing assignments that translate to usable forms of scholarship, such as manuscripts suitable for submission to a journal; 9) include reading assignments that allow students to see examples of quality scholarly writing; 10) incorporate multiple opportunities for students to write, receive feedback, and revise as a way to practice writing.

ACKNOWLEDGMENTS

We would like to thanks for Ramatibodi School of Nursing, Mahidol University, Bangkok, Thailand and Bina Sehat PPNI institute of health science, Mojokerto Indonesia for valuable support during my doctoral study in Thailand.

REFERENCES

- Badley, G. 2009. Publish and be doctor-rated: The PhD by published work. *Quality Assurance in Education*, 17(4), 331-342.
- Barritt, L., Beekman, T., Bleeker, H., & Mulderij, K., . . . 1984. Analyzing phenomenological descriptions. *Phenomenology and Pedagogy.*, 2 (1), 1-17.

- Caffarella, R. S., & Barnett, B. G. 2000. Teaching Doctoral Students to Become Scholarly Writers: The importance of giving and receiving critiques. *Studies in Higher Education*, 25(1), 39-52. doi:10.1080/030750700116000.
- Cohen, M. A., Kahn, D. L., & Steeves, R. H. 2000. *Hermeneutic Phenomenological Research: A Practice Guide for Nurse Researchers*. Thousand Oaks, CA: Sage,.
- Cuthbert, D., Spark, C., & Burke, E. 2009. Disciplining writing: The case for multi?disciplinary writing groups to support writing for publication by higher degree by research candidates in the humanities, arts and social sciences. *Higher Education Research & Development*, 28(2), 137-149.
- Francis, K., Mills, J., Chapman, Y., & Birks, M. 2009. Doctoral dissertations by publication: Building scholarly capacity whilst advancing new knowledge in the discipline of nursing. *International Journal of Doctoral Studies*, 4, 97-106.
- Gazza, E. A., & Hunker, D. F. 2012. Facilitating scholarly writer development: The writing scaffold. Paper presented at the Nursing forum.
- Gazza, E. A., Shellenbarger, T., & Hunker, D. F. 2013. Developing as a scholarly writer: The experience of students enrolled in a PhD in nursing program in the United States. *Journal Nurse Education Today*, 33(3), 268-274. Retrieved from https://ac.els-cdn.com/S0260691712001244/1-s2.0-S0260691712001244-main.pdf?_tid=10fdaccfedaa466abde2272b4002084e&acdnat=1550207903_ca3429dbf95a81aa552b76a91fe0a44.
- Graves, J. M., Postma, J., Katz, J. R., Kehoe, L., Swalling, E., & Barbosa-Leiker, C. 2018. A National Survey Examining Manuscript Dissertation Formats Among Nursing PhD Programs in the United States. *J Nurs Scholarsh*, 50(3), 314-323. doi:10.1111/jnu.12374.
- Huang, J. C. 2010. Publishing and learning writing for publication in English: Perspectives of NNEs PhD students in science. *Journal of English for Academic Purposes*, 9(1), 33-44.
- Kamler, B. 2008. Rethinking doctoral publication practices: Writing from and beyond the thesis. *Studies in Higher Education*, 33(3), 283-294.
- Nygaard, L. P. 2017. Publishing and perishing: an academic literacies framework for investigating research productivity. *Studies in Higher Education*, 42(3), 519-532.
- Page-Adams, D., Cheng, L.-C., Gogineni, A., & Shen, C.-Y. 1995. Establishing a group to encourage writing for publication among doctoral students. *Journal of Social Work Education*, 31(3), 402-407.
- Petty, N., Cross, V., & Stew, G. 2012. Professional doctorate level study: the experience of health professional practitioners in their first year. *Journal Work Based Learning e-Journal*, 2(2).
- Pickering, C., Grignon, J., Steven, R., Guitart, D., & Byrne, J. 2015. Publishing not perishing: how research students transition from novice to knowledgeable using systematic quantitative literature reviews. *Studies in Higher Education*, 40(10), 1756-1769.
- Shellenbarger, T., Hunker, D. F., & Gazza, E. A. 2015. Understanding the scholarly writing development of nurses enrolled in US clinical doctoral programs. Paper presented at the Nursing forum.
- Shirey, M. R. 2013. Building scholarly writing capacity in the doctor of nursing practice program. *J Prof Nurs*, 29(3), 137-147. doi:10.1016/j.profnurs.2012.04.019
- Smith, D. G., Jr., & Delmore, B. 2007. Three key components to successfully completing a nursing doctoral program. *J Contin Educ Nurs*, 38(2), 76-82.
- Tyndall, D. E., Flinchbaugh, K. B., Caswell, N. I., & Scott, E. S. 2019. Threshold Concepts in Doctoral Education: A Framework for Writing Development in Novice Nurse Scientists. *Nurse Educ*, 44(1), 38-42. doi:10.1097/nne.0000000000000535

THE CASE STUDY: THE EXPERIENCE OF DOCTORAL NURSING CANDIDATE IN WRITING PUBLICATION IN JOURNAL

ORIGINALITY REPORT

5%

SIMILARITY INDEX

%

INTERNET SOURCES

%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

1	Submitted to Wilkes University Student Paper	2%
2	Submitted to University of Guam Student Paper	1%
3	Submitted to SUNY College of Technology at Delhi Student Paper	1%
4	Submitted to University of South Florida Student Paper	1%
5	Submitted to Universitas Jember Student Paper	<1%
6	Submitted to Saint Anselm College Student Paper	<1%

Exclude quotes On

Exclude bibliography On

Exclude matches < 10 words