

Table 1. Resources for Faculty to Use in Mentoring Students in Scholarly Writing

Problem	Examples	Possible solutions	Resources
Poor writing skills, lack of English language proficiency	Incomplete sentences, poor grammar and word choice, poor paragraph construction	<ul style="list-style-type: none"> • Make use of existing online writing labs (OWLs) • Assign student self-assessments from OWLs • Assign video lectures from OWLs for specific problems • Work with student resources on your campus to provide similar experiences • Assign students to take a writing course if available • Assign ESL students to appropriate campus resources 	<ul style="list-style-type: none"> • The Top 5 Online Writing Labs <ul style="list-style-type: none"> ○ Lists the top 5 OWLs and compares their strengths ○ Guide to Grammar and Writing ○ OWL at Excelsior College ○ Writing at CSU ○ Purdue Online Writing Lab • Consider exploring each for their strengths and possible use in teaching specific to your students' needs, • Look specifically for faculty resources to use in your courses
Poor organization, inappropriate format	No logical flow to the paper, poor understanding of formal paper format, essential vs non-essential content	<ul style="list-style-type: none"> • Consider assignment of mind mapping to help students organize thoughts • Ask students to search Equator Guidelines for format appropriate to the type of manuscript envisioned • Require use of guidelines appropriate for the type of manuscript in process 	<ul style="list-style-type: none"> • What is Rhetoric and How it Can Help You as a Writer • Teaching and Learning with Mind Maps • Introduction to Pre-Writing (Invention) • Equator Network <ul style="list-style-type: none"> ○ Enhancing the Quality and Transparency of Health Research
Poor use of references	Secondary sources rather than primary sources used, non-peer reviewed sources such as Wikipedia, commercial websites	<ul style="list-style-type: none"> • Consider requiring the use of reference formatting and bibliographic databases • Work with librarians to incorporate the tools supported by the libraries, ask librarians to do a class or online module for the students • Consider short writing assignments to help students understand the differences between primary and secondary sources, such as research a question 	<ul style="list-style-type: none"> • Reference and Citation in Writing • Research and Citations • Sense About Science

		related to a controversial topic (eg, vaccines and autism, chronic fatigue and mercury fillings) with evidence-based resources and justification as to why the resources are reliable and what makes the other non-scholarly	
Plagiarism	Mosaic or hybrid plagiarism and text or paper recycling most common	<ul style="list-style-type: none"> • Require submission of all papers to online similarity matching program such as Turnitin, SafeAssign, Writecheck, or equivalent • Recognize that some sources will not be included in these resources because they are behind paywalls so faculty should also look for grammatically poor writing, or writing that sounds like it comes from a different voice • Assign video from Plagiarism.org on 10 types of plagiarism 	<ul style="list-style-type: none"> • Avoiding Plagiarism: Overview and Contradictions • Avoiding Plagiarism (Excelsior) • Grammarly Plagiarism Checker (free) • Plagiarism.org <ul style="list-style-type: none"> ◦ Webcasts from Plagiarism.org • Resources from TurnItIn
Lack of synthesis of ideas	Students catalogue or report findings without adding any original thoughts to demonstrate mastery of the topic	<ul style="list-style-type: none"> • Consider a brief writing assignment requiring synthesis of research findings about a single topic. Supply students with a list of 6 good articles on a single topic, or ask a PICO(T) question and require students to write up their research and answers • Grade for synthesis of information • Require submission to plagiarism detection software with submission of assignment and use feedback to show students what is unacceptable recycling to text 	<ul style="list-style-type: none"> • Common Expressions in Academic Writing • Medical Literature Searching Skills (PICO) • PubMed Clinical Queries
Lack of expertise, lack of understanding of the topic, lack of in-depth research on the topic	Students unable to summarize information in their own words because they lack basic understanding, tend to use quotes or plagiarize sentences by substituting only a few words with synonyms, topic is something already published in	<ul style="list-style-type: none"> • Make writing assignments that build on prior knowledge, eg, refine purpose statement based on students' summaries of a clinical issue or situation that piqued interest in the topic. Consider assignment of reverse outlining of difficult source material. • Consider assignment related to reviewing content on the selected journal website with a brief write-up of how the student's idea differs from what has been published to date in the target journal. • Consider requiring that students find related 	<ul style="list-style-type: none"> • Reverse Outlining <ul style="list-style-type: none"> ◦ An exercise for taking notes and revising your work • UTSA Library Databases • UTSA Library Research Guides

	the target journal	literature outside the biomedical/nursing field for appropriate assignments. Encourage searches in multiple databases or use library databases at your institution to design specific search queries.	
Failure to follow journal guidelines	Use of incorrect referencing system, exceeds word limits, formats project incorrectly	<ul style="list-style-type: none"> • Require submission of the author guidelines along with the completed paper • Require student to make a checklist of key points in guidelines and use it for their assignment 	<ul style="list-style-type: none"> • Form a faculty group that reviews all papers and decides which papers should be submitted for publication. • Provide alternative opportunities for dissemination of projects such as research poster or presentation day, publication of abstracts of all papers in course shell, and have students provide critique of all the projects in a specific format. Critiques should focus on journal author and reviewer guidelines for the target journal.
Inappropriate topic for selected journal	QI projects targeted to a research journals, project done with staff nurses targeted to NP journals	<ul style="list-style-type: none"> • Consider a preparatory writing assignment to locate 3 possible target journals for submission and ask students to write out justification for each choice along with a summary of how the article should be focused to appeal to that target audience 	<ul style="list-style-type: none"> • Nurse Author & Editor/INANE Directory of Nursing Journals • Journal Due Diligence in Nicoll & Chinn (2015) (begins at location 1373 in the ebook).
Inappropriate authorship	Unclear who has contributed to paper or what the contribution was	<ul style="list-style-type: none"> • Require students to review ICMJE authorship declaration, explain completely who has contributed which portions to the manuscript, and review CASRI contributor roles taxonomy. • For students working in groups require feedback from group to individuals as well as overall confidential feedback. • If faculty are to be considered authors require that the students ask faculty specifically and justify the author role. • Require that students ask anyone who is a contributor for permission to list them as such. 	<ul style="list-style-type: none"> • ICMJE Manuscript Preparation Guidelines • Casrai Contributor Guidelines • How to Handle Authorship Disputes: A Guide for New Researchers (from COPE)

Cowell, J.M., & Pierson, C.A. (2016). Helping Students Get Published: Tips from Journal Editors. A White Paper developed by the INANE Student Papers Work Group. *Nurse Author & Editor*, 26(4), 6.