


In-person
March 13-16, 2024

45th National Conference
on Pediatric Health Care




Virtual
May - July 31, 2024

JPHC is Your Journal....Publish Your Scholarly Work in JPHC

Donna Hallas PhD, PPCNP-BC, CPNP, PMHS, FAANP, FAAN
Editor-in-Chief

Anne Derouin, DNP, CPNP-PC, PMHS, FAANP
Associate Editor



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Pediatric Nurse Practitioners
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Experts in pediatrics, Advocates for children.

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Speaker Disclosure

• **Donna Hallas**

- Editor-in-Chief for the JPHC
- dh88@nyu.edu
- Receives payment for this role



dh88@nyu.edu

• **Anne Derouin**

- Associate Editor for the JPHC
- Anne.Derouin@duke.edu
- Receives payment for this role







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ABSTRACT




This session will present updates for the Journal of Pediatric Health Care (JPHC) that have occurred since July 2023.




Be a part of YOUR Journals journey as we focus on publishing your scholarly work that will make a meaningful difference in pediatric health care in the U.S. and worldwide.




Learn how to use reporting guidelines to develop your scholarly work into a publishable manuscript for any research investigation, quality improvement projects, and evidence-based clinical projects




Learn how to use reporting guidelines to develop your scholarly work into a publishable manuscript for department submissions, (e.g., primary, acute, and specialty care case studies, health policy, etc).



Future directions for the JPHC will be discussed.



The Editors will also offer insights and strategies for developing your pediatric-focused expertise and translate it to a manuscript for publication.





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Learning Objectives

1. Organize the preparation of scholarly work into a publishable manuscript by evaluating and selecting appropriate reporting guidelines for research studies, quality improvement projects, case studies, and health policy.
2. Evaluate scholarly work by critically thinking through substantive reviewer comments to improve manuscript outcomes.
3. Examine scholarly work to determine immediate and potential impacts on the health and well-being of our pediatric populations.





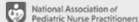
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Updates to the JPHC: The Research Journey

- **RESEARCH**
 - FULL LENGTH ARTICLE's
 - FLAs

QUANTITATIVE	QUALITATIVE
MIXED METHODS	SYSTEMATIC REVIEWS
INTEGRATIVE REVIEWS	SCOPING REVIEWS

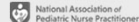
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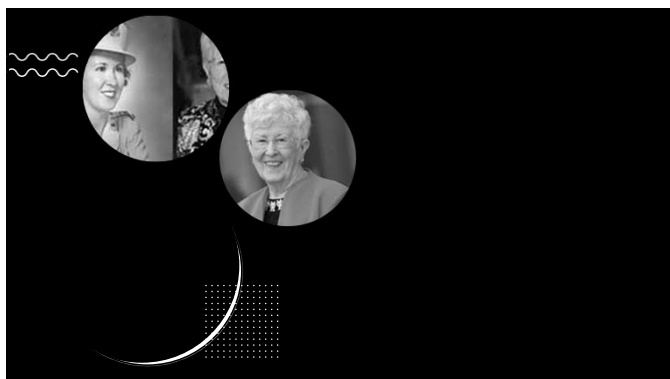
Updates to the JPHC: The Research Journey

- **Quality Improvement**
 - FLAs
- **More New Topics**
 - FLAs
 - CASE REPORTS

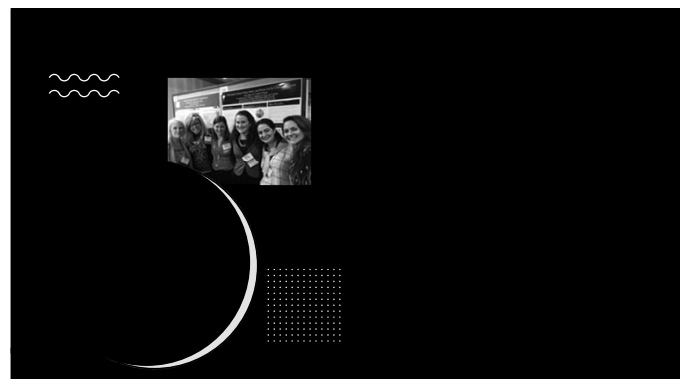
- Quality Improvement (QI) Projects
- Evidence-based Practice
- Implementation Science
- Global Health
- Behavioral Health/Mental Health
- Education
- Vaccines/Immunizations

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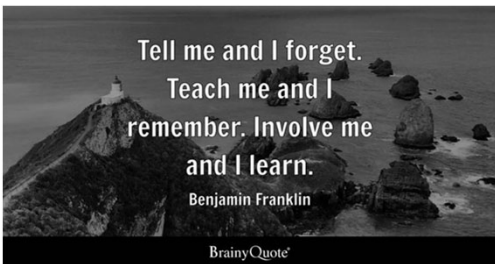


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EDUCATION



Reporting Guidelines

- Why use reporting guidelines?
- What is the goal for using reporting guidelines?
- Do reporting guidelines improve the journal impact factor?
- Where do I find reporting guidelines?

JPHC Transitioned to using Reporting Guidelines



QUALITATIVE REPORTING GUIDELINES

- COREQ – Consolidated criteria for reporting qualitative studies
 - 32 item checklist
- FOR SURVEY RESEARCH STUDIES (Qual or Quant)
 - CROSS Reporting guidelines

Using the Reporting Guidelines for Manuscript Preparation

- FOLLOW THE GUIDELINE
- FOLLOW THE CHECKLIST
 - Submit the checklist. It is a supplemental material
 - Helps reviewers locate specific information in the manuscript
- FOR QUALITY IMPROVEMENT PROJECTS
 - SQUIRE 2.0 GUIDELINES
 - SQUIRE EDUCATIONAL QI PROJECT GUIDELINES

EDITORIAL

Quality Improvement Projects... It's Time for Change

Donna Hallas, PhD, PPCNP-BC, CPNP, PMHS, FAANP, FAAN

The goal to deliver high-quality, evidence-based, culturally sensitive pediatric health care to all pediatric, adolescent, and young adult populations within a family-centered framework in all practice settings requires a commitment to excellence every day by pediatric nurse practitioners, pediatric-focused family nurse practitioners and advanced practice [pediatric] registered nurses. As the Editor-in-Chief for the *Journal of Pediatric Health Care* (JPHC), I welcome the opportunity to

SQUIRE 2.0 (Ogden et al., 2015), and the QI educational guidelines to improve the quality and value for health professions education, the SQUIRE in Education (Squire et al., 2015). Their article was reviewed and written to honor pediatric clinicians, educators, and Doctor of Nursing Practice (DNP) students on the experience for writing a successful manuscript for QI projects to increase the probability of acceptance for publication and, thus, the dissemination of

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RESEARCH

Publishing Quality Improvement Projects: Know the Guidelines Before Starting Your Project

Teresa Ryan, DNP, RN, Patricia C. Clark, PhD, RN, FAAN, Jessica Marston, DNP, RN, WHNP-BC, & Ragnie Springer, PhD, RN, FAAN, CPNP-PC, FAANP, FAAN

Health care systems, educators, and students who wish to publish and disseminate their quality improvement (QI) projects must know the guidelines for publishing QI projects. The purpose of this article is to provide a comprehensive overview of the guidelines for publishing QI projects. The authors discuss the importance of knowing the guidelines before starting a QI project and provide a checklist of the guidelines for publishing QI projects. The authors also discuss the importance of knowing the guidelines before starting a QI project and provide a checklist of the guidelines for publishing QI projects.

KEY WORDS
Quality improvement projects, guidelines, publishing, research, education, health care, nursing, pediatric, adolescent, young adult, family-centered, evidence-based, culturally sensitive, high-quality, pediatric health care, all pediatric, adolescent, and young adult populations, family-centered framework, all practice settings, commitment to excellence, every day, pediatric nurse practitioners, pediatric-focused family nurse practitioners, advanced practice [pediatric] registered nurses, Editor-in-Chief, *Journal of Pediatric Health Care* (JPHC), Donna Hallas, PhD, PPCNP-BC, CPNP, PMHS, FAANP, FAAN, SQUIRE 2.0 (Ogden et al., 2015), QI educational guidelines, improve the quality and value for health professions education, SQUIRE in Education (Squire et al., 2015), honor pediatric clinicians, educators, Doctor of Nursing Practice (DNP) students, experience for writing a successful manuscript for QI projects, increase the probability of acceptance for publication, dissemination of

RESEARCH

Quality Improvement Project

Improving Mental Health Outcomes in Adolescent Patients With Universal Anxiety Screening in an Outpatient Pediatric Primary Care Office: A Quality Improvement Project

Timothy James Kilkelly, DNP, BSN, RN, Joshua Palmer, DNP, PMHNP-BC, RN, & Lisa Kreshko, DNP, CRNP, RN

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**SPECIAL ISSUE (DEBI)
MARCH/APRIL 2024**

GUEST EDITORS • NUTRENA TATE & ASMA TAHA	DIVERSITY	INCLUSION
BELONGING	EQUITY	ACCESSIBILITY

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MAY/JUNE ISSUE

Beth Heuer

Research and
Department
Editor

BEHAVIORAL
HEALTH

MENTAL
HEALTH

- Featuring
- Three Research Articles
- Two Case Reports

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July/August Issue

Mary Koslap-
Petraco

Research and
Department
Editor

Vaccines

Immunizations

- Featuring
- Three FLAs
 - One of which is Global Health
 - Commentary
- Case Reports

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Sex and
Gender
Equity in
Research
(SAGER)
Guidelines

- Important Updates
- <https://researcheracademy.elsevier.com/research-preparation/sex-gender-equity-research-sager-guidelines>
- Elsevier offers a course on Sex and Gender in Research
 - informs researchers and authors about the distinction between sex and gender, and intersectionality
- Learn about the author guidelines

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Table 1 Sex and Gender Equity in Research (SAGER) Guidelines

d Gender Equity in Research: rationale for the SAGER guidelines and recommended use

General principles

- Authors should use the terms sex and gender carefully in order to avoid confusing both terms.
- Where the subjects of research comprise organisms capable of differentiation by sex, the research should be designed and conducted in a way that can reveal sex-related differences in the results, even if these were not initially expected.
- Where subjects can also be differentiated by gender (shaped by social and cultural circumstances), the research should be conducted similarly at this additional level of distinction.

Recommendations per section of the article

Title and abstract	If only one sex is included in the study, or if the results of the study are to be applied to only one sex or gender, the title and the abstract should specify the sex of animals or any cells, tissues and other material derived from these and the sex and gender of human participants.
Introduction	Authors should report, where relevant, whether sex and/or gender differences may be expected.
Methods	Authors should report how sex and gender were taken into account in the design of the study, whether they ensured adequate representation of males and females, and justify the reasons for any exclusion of males or females.
Results	Where appropriate, data should be routinely presented disaggregated by sex and gender. Sex- and gender-based analyses should be reported regardless of positive or negative outcome. In clinical trials, data on withdrawals and dropouts should also be reported disaggregated by sex.
Discussion	The potential implications of sex and gender on the study results and analyses should be discussed. If a sex and gender analysis was not conducted, the rationale should be given. Authors should further discuss the implications of the lack of such analysis on the interpretation of the results.

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MeSH terms & Keywords

- **Medical Subject Headings = MeSH Terms**
 - Controlled vocabulary biomedical and health related terms
 - Describe the subject of a journal article
- **Search for MeSH terms in PubMed:**
<https://nu.kz.libguides.com/pumbed/mesh>
- **Keywords suggest what the topic of the article is about**
 - Purpose of keywords is to supplement the words in the title
 - Based on this information, what is the BEST way to present the Key words?

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Why Spend Time on the Title, Abstract, MeSH Terms, Keywords?

- Researchers spend time on
 - Methods, Results, Discussion sections of their paper
- Clinicians spend time on
 - CARE Reporting guidelines
- *The Title, Abstract, and Keywords*
 - **ARE THE KEY TO PUBLICATION SUCCESS**



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Evidence-Based Practice

Take a minute to review: Did the author follow the guidance?

- | | |
|--|---|
| <ul style="list-style-type: none"> • Original Article • Critical Appraisal Tools and Reporting • Guidelines for Evidence-Based Practice • Robin K. Buccheri, RN, PhD, NP, FAAN • Claire Sharifi, BS, MLIS • Keywords <ul style="list-style-type: none"> • critical appraisal • tools, • evidence-based • nursing, • evidence-based • practice, • reporting guidelines | <ul style="list-style-type: none"> • ABSTRACT • Background: Nurses engaged in evidence-based practice (EBP) have two important sets of tools: Critical appraisal tools and reporting guidelines. Critical appraisal tools facilitate the appraisal process and guide a consumer of evidence through an objective, analytical, evaluation process. Reporting guidelines, checklists of items that should be included in a publication or report, ensure that the project or guidelines are reported on with clarity, completeness, and transparency. • Purpose: The primary purpose of this paper is to help nurses understand the difference between critical appraisal tools and reporting guidelines. A secondary purpose is to help nurses locate the appropriate tool for the appraisal or reporting of evidence. • Methods: A systematic search was conducted to find commonly used critical appraisal tools and reporting guidelines for EBP in nursing. • Results: Results provided and includes Tables and Figures. |
|--|---|

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Evidence-Based Practice The Author Did not Follow the Guidance

- Original Article
 - Critical Appraisal Tools and Reporting Guidelines for Evidence-Based Practice
 - Author: RN, PhD, NP, FAAN • Claire Sharifi, BS, MLIS
 - Keywords
 - critical appraisal,
 - Tools,
 - evidence-based
 - nursing,
 - evidence-based
 - practice,
 - reporting guidelines
- Second time
- ABSTRACT
 - Background: Nurses engaged in evidence-based practice (EBP) have two important sets of tools: **Critical appraisal tools and reporting guidelines**. Critical appraisal tools facilitate the appraisal process and guide a consumer of evidence through an objective, analytical, evaluation process. **Reporting guidelines**, checklists of items that should be included in a publication or report, ensure that the project or guidelines are reported on with clarity, completeness, and transparency.
 - Purpose: The primary purpose of this paper is to help nurses understand the difference between **critical appraisal tools and reporting guidelines**. A secondary purpose is to help nurses locate the appropriate tool for the appraisal or reporting of evidence.
 - Methods: A systematic search was conducted to find commonly used **critical appraisal tools and reporting guidelines** for EBP in nursing.
 - Results: Results provided and includes Tables and Figures.

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How can we all make a meaningful difference in pediatric health care?

- Publishing your scholarly work
- DISCUSSION ON PROCESS
 - SUBMITTING TO THE JOURNAL
 - READ AND FOLLOW THE AUTHOR GUIDELINES
 - SUBMISSION
 - DESK REVISE
 - RETURNED BY AUTHOR AND THEN SENT TO REVIEWERS
 - ROLE OF REVIEWERS – Elsevier has learning modules for Reviewers
 - RETURNED TO AUTHOR
 - REVISIONS IN TRACK CHANGES
 - SENT TO SAME REVIEWERS FOR SECOND (OR THIRD REVIEW)
 - DECISION BY EDITOR TO AUTHOR

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Our Data

Count of Manuscripts with Decisions		% of total Accept + Reject decision
• Accept	74	24.02%
• Reject	221	71.75%
• Reject and Transfer	13	4.22%

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Counts of all submissions to Elsevier: Consideration for publication: 2023

Month	# Submitted	Month	# Submitted
• Jan	44	July	46
• Feb	41	August	79
• Mar	40	September	54
• Apr	51	October	50
• May	51	November	63
• Jun	42	December	52
Total: Jan to June 269		Total: July to December 344	
Increase of 75 manuscripts from first 6 months to second 6 months			
Total for the Year 613			

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**Anne Derouin
Associate Editor**

- Anne Derouin
- *Departments in the JPHC*
- Case Reports Acute and Specialty Care
- Case Reports Primary Care
- Global Health
- Health Policy and Professional Issues
- Pharmacology & Continuing Education
- Practice Guidelines

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**How can we all make a meaningful
difference in pediatric health care?**

Publishing your scholarly work- YOU CAN DO IT!

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**Consider unique patients,
experiences**



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Your unique “voice” = policy, professional issues



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Your "why" -> put it in words



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Option for editorials, commentary, reflection

Opinion

IN MY OPINION

Schools need adequate staffing,
not silver bullets, to restore quality

By Walt Hattman

Special to the August

Issue

How long will it

take for a state

to get its schools

back on track?

Education

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Start as a reviewer



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JPHC New Directions

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Future Directions JPHC: Research

- We are in the Planning & Developing Stages
- New JPHC Mission Statement
- Visual Abstracts
 - Research has shown that articles which have graphical abstracts are beneficial both in terms of views of the article as well as increased activity on social media. In particular, the average annual use of an article is doubled when compared with those without a visual abstract (Elsevier website).
- New Reporting Guidelines for Health Policy and Professional Issues
- Your Participation
 - We are Inviting Reviewers to *Write Commentaries*, especially for Global Health

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Visual Abstracts

ELSEVIER

ABOUT CONTACT SUPPORT LOG IN REGISTER HELP ABOUT CONTACT SUPPORT LOG IN REGISTER HELP

Visual Abstract

Graphical abstract

Visual abstracts are a new type of abstract that are designed to be visually appealing and easy to read. They are a great way to summarize a research paper and provide a quick overview of the key findings. Visual abstracts are often used in the form of a poster or a slide, and they can be used to present research findings at a conference or in a journal. Visual abstracts are a great way to communicate research findings in a clear and concise manner, and they are a valuable tool for researchers and clinicians alike.

The graphical abstract should always be designed to enhance your text, not replace it. The graphical abstract should be designed to enhance your text, not replace it. The graphical abstract should be designed to enhance your text, not replace it.

Author benefits

A graphical abstract should always be designed to enhance your text, not replace it. The graphical abstract should be designed to enhance your text, not replace it. The graphical abstract should be designed to enhance your text, not replace it.

<https://www.elsevier.com/researcher/author/tools-and-resources/graphical-abstract>

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Sample of a Visual Abstract

Risk factors, histopathological features and graft outcome of transplant glomerulopathy in the absence of donor-specific HLA antibodies.

Donor-specific HLA antibodies → Transplant glomerulopathy → Graft outcome

Histopathological features

Patients with Transplant Glomerulopathy (TG, n=68)

Graft outcome

Survival

Graft survival

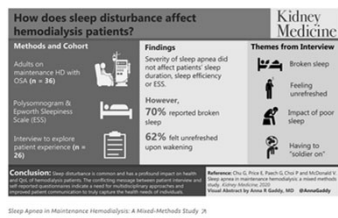
CONCLUSION: TG occurs in the absence of HLA-DQA and HLA-DQB1 donor antibodies and histologic and genetic findings are similar to TG in the presence of HLA-DQA, HLA-DQB1 donor antibodies and donor-specific anti-TG antibodies.

kidney INTENSIVE

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Sample of a Visual Abstract



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Future Directions JPHC: Research & Departments

- What are your thoughts for Future Directions?

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Any Questions? Please email us

A SPECIAL THANKS TO:

EDITORIAL BOARD MEMBERS

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REVIEWERS

NATIONAL OFFICE - HEATHER KEESING & LAURA NELSON

Elsevier: Caitlin Prim & Colin Conway

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