

# Publishing Best Practices Webinar Series: **DOING: STRATEGIES FOR INCREASING** WRITING PRODUCTIVITY

Presented by the Local Capacity Development Crosscutting Theme 15 December 2023

Feed the Future Innovation Lab for Livestock Systems



BILL&MELINDA GATES foundation









# Presented in collaboration with the University of Florida Libraries

### **TERRY KIT SELFE, DC, PhD** Academic Research Consulting & Services University of Florida













# Outline

# Writing your manuscript for submission to peerreviewed journal

- Choose a journal
  - Know what they require
- Use reporting checklist if available
  - Network
- Look at anything you have already written on study
  - E.g., grant proposal, study protocol, abstract
- Writing Accountability Group
  - What, why, how?

# Journal recommendation, Meridian, or Equator

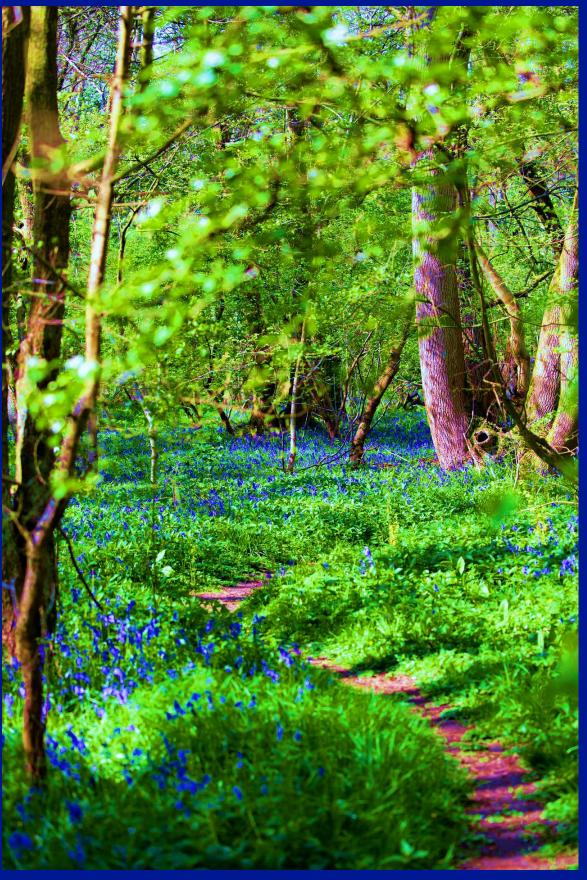


Image by Kev from Pixabay

# Search database for topic

• Look to see what journals publish similar articles



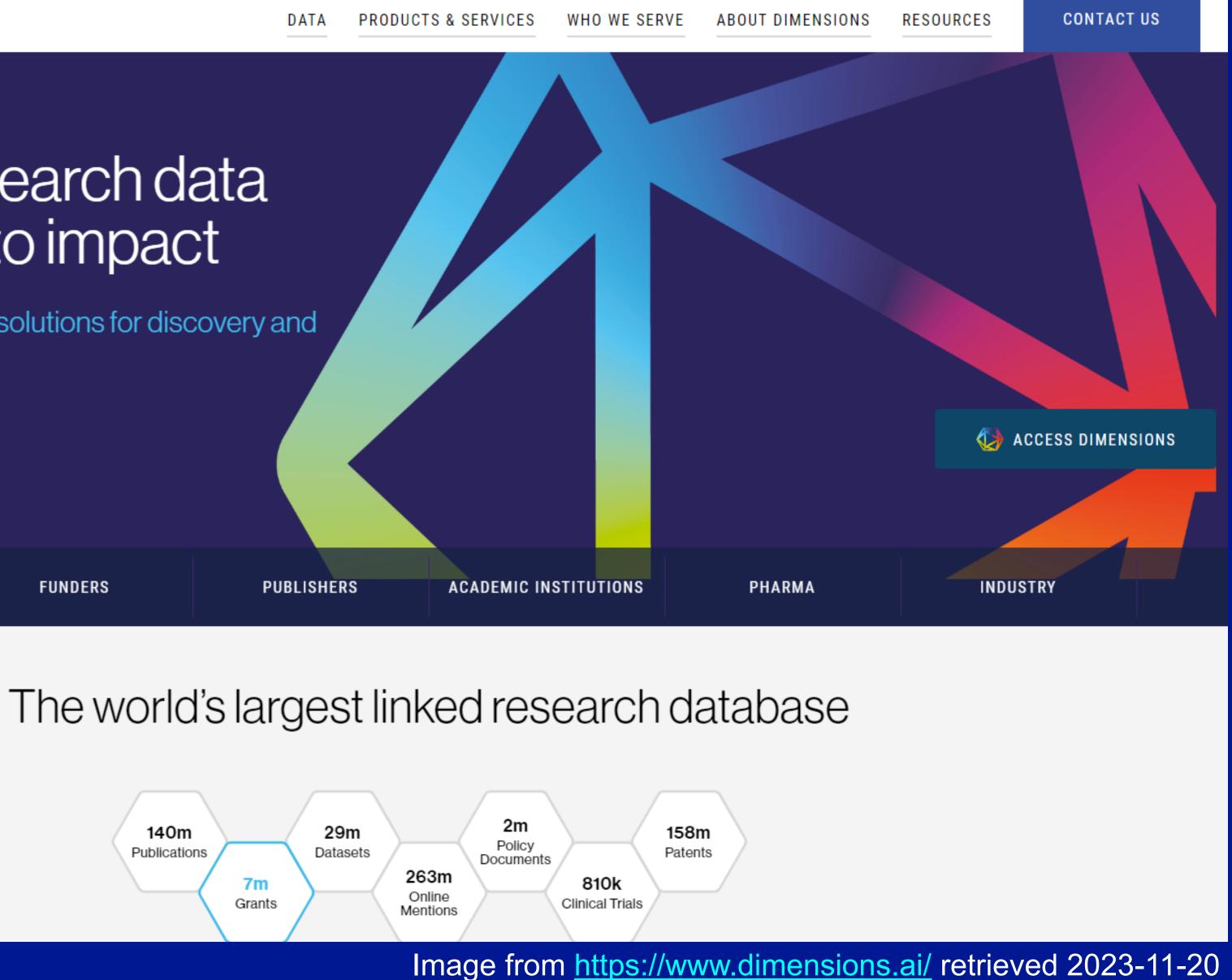
# Choose a Journal

**PRODUCTS & SERVICES** WHO WE SERVE

### Linked research data from idea to impact

Dimensions data and solutions for discovery and analytics

GOVERNMENT FUNDERS PUBLISHERS ACADEMIC INSTITUTIONS



### Search database for topic

• Look to see what journals publish similar articles

### Dimensions

### FILTERS

FAVORITES

- > PUBLICATION YEAR
- > RESEARCHER
- > RESEARCH CATEGORIES
- > PUBLICATION TYPE
- ✓ SOURCE TITLE
- C Livestock Science
- Journal of Animal Science
- O Journal of Dairy Science
- Animals
- O Poultry Science
- Research Square
- SSRN Electronic Journal
- Sustainability
- Animal Production Science
- Animal Feed Science and Technology
- O IOP Conference Series Earth and Envir More
- JOURNAL LIST
- > OPEN ACCESS

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## Choose a Journal

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		PUBLICATIONSDATASETSGRANTSPATENTSCLINICAL TRIALSPOLICY DOCUMENTS566,9971,0032,951323,905925,756	
5,967 5,205 4,885 4,212 3,518 3,503 3,451 3,000 2,949 2,889		Show abstract        Sort by: Re           Title, Author(s), Bibliographic reference - About the metrics             Recoupling livestock and feed production in the Netherlands to reduce environmental impacts             Biplicity and Selence of The Total Environment - Article             In many places on earth, livestock and feed production are decoupled, as feed is grown in on more             Impact 201             Assessment of livestock feed supply and demand concerning livestock productivity in Lalo Kile of Kellem Wollega Zone, Western Ethiopia             Jabesa Ayele, Taye Tolemariam, Abegaze Beyene, Dawit Adisu Tadese, Metekia Tamiru 2021, Heliyon - Article             The purpose of this research was to determine the impact of seasonality on feed balance in the Lalo kile district of the Wollega Zone of Western Ethiopia. Th more             Impact of defining pesticide maximum residue levels in feed: applications to cattle and sheer             Digitions 6             Impact 1              Divers 7             Divers 6             Impact 6              Promework for defining pesticide maximum residue levels in feed: applications to cattle and sheer             Digitis 1          <	district Kellem p products
		Citations 3 View PDF =+ Add to Library	

Interspecific variation in wildlife responses to cattle, swine and chicken feed in the forests surrounding

Image from <a href="https://app.dimensions.ai/discover/publication?search\_mode=content&search\_text=livestock%20AND%20feed&search\_type=kws&search\_field=full\_search">https://app.dimensions.ai/discover/publication?search\_mode=content&search\_text=livestock%20AND%20feed&search\_type=kws&search\_field=full\_search</a> retrieved 2023-12-06

	Support	Register	Sign in
< ANALYTICAL VIEW	s		
RESEARCH CATEGOR	IES		~
30 Agricultural, Veterinary an	d Food Scien	ces	202,924
31 Biological Sciences			100,018
3003 Animal Production			93,675
44 Human Society			51,574
41 Environmental Sciences			51,411
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	Citations (Me 17.64	ean)	
75,000			
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2014 2015 2016 2017	2018 2019	2525 252 252	1 2523
<ul> <li>Publications (total)</li> </ul>			
			~
RESEARCHERS			•
Heinz Mehlhorn Heinrich Heine University Düsseld	orf, Germany		1,732
Yu-Long Yin Institute of Subtropical Agriculture	e, China		574
Timothy A Mcallister Agriculture and Agriculture-Food C	Canada, Canada		527
Ragnor Pedersen			450
In Ho Kim			
Dankook University, South Korea			378

### Search database for topic

• Look to see what journals publish similar articles

### Dimensions

### FILTERS

FAVORITES

- > PUBLICATION YEAR
- > RESEARCHER
- > RESEARCH CATEGORIES
- > PUBLICATION TYPE
- ✓ SOURCE TITLE
- Livestock Science
- Journal of Animal Science
- Journal of Dairy Science
- Animals
- O Poultry Science
- Research Square
- SSRN Electronic Journal
- O Sustainability
- Animal Production Science
- Animal Feed Science and Technology
- O IOP Conference Series Earth and Enviro 2, More
- > JOURNAL LIST
- > OPEN ACCESS

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## Choose a Journal

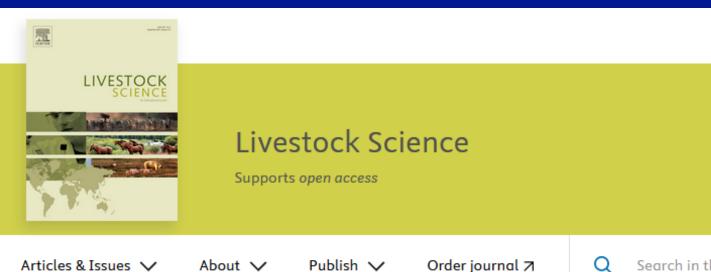
	Q livestock AND feed × Free text in full data		Save / Export	Support	Register Sign in
	> ANALYTICAL VIEWS   PUBLICATIONS				
	RESEARCH CATEGORIES	Source Titles			
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	RESEARCHERS	Publications   Citations (Mean) Indicator			
		Mean Change			
5,967	SOURCE TITLES	Name	↓ Publications	Citations	Citations
5,205 4,885		Livestock Science	5,967	131,365	22.02
4,212 3,518		Journal of Animal Science	5,205	104,120	20.00
3,503		Journal of Dairy Science	4,885	144,860	29.65
3,451 3,000		Animals	4,212	39,111	9.29
3,000		Poultry Science	3,518	83,968	23.87
2,949 2,889		Research Square	3,503	879	0.25
		SSRN Electronic Journal	3,451	16,518	4.79
		Sustainability	3,000	45,497	15.17
ou	rce titles	Animal Production Science	3,000	42,936	14.31
		Animal Feed Science and Technology	2,949	80,649	27.35
		IOP Conference Series Earth and Environmental Science	2,889	4,748	1.64
o.		PLOS ONE	2,886	84,426	29.25
		Animal	2,789	63,668	22.83
		Tropical Animal Health and Production	2,762	27,132	9.82

ort	Support	Register	Sign in

# Choose a Journal

# What does the journal home page have to say?

- Scope
  - Subject matter
  - Audience
  - Article types
- Indexing
  - In databases your audience uses
- Cost
  - Some charge thousands of dollars
- Author guidelines
  - Know any requirements
    - **Reporting standards**
    - Limits on word counts, tables, references



### About the journal

Articles & Issues

An International Journal

Livestock Science promotes the sound development of the **livestock sector** by publishin of the broad field of animal production and animal science. The journal welcomes sub

View full aims & scope

Image from https://www.sciencedirect.com/journal/livestock-science retrieved 2023-09-15

		3.6 CiteScore	<b>1.8</b> Impact Factor	
this journal	Submit your article 7	Guide	for authors	
	search and review articles cove e areas of <b>animal genetics</b> ,	ering all aspec	cts	

# **Reporting Standards**

- - Useful when setting writing goals too
- Good sources for locating relevant standards
  - Journal recommendations/requirements
  - MERIDIAN: Menagerie of Reporting guidelines Involving Animals
    - Animal focused
  - **EQUATOR Network** 
    - **Over 600 guidelines available**
    - Searchable
      - livestock and food safety

Guidelines re: items to be included in research articles Checklist can be used to guide structure and content

E.g., 'livestock' search retrieved <u>REFLECT</u> for reporting randomized trials for





REFLECT

Paper section and topic Title & Abstract

Introduction

Background

Methods

Participants

Interventions

Objectives

Outcomes

Sample size

Randomization --Sequence generation Randomization --Allocation concealment

O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. Journal of Veterinary Internal Medicine. 2010:24:57-64. doi:10.1111/j.1939-1676.2009.0441

# **REFLECT Guideline**

Checklist for REFLECT statement: Reporting guidelines For randomized control trials in livestock and food safety. Bold text are modifications from the CONSORT statement description (Altman DG et al . Ann Intern Med 2001; 134(8):663-694).

ltem	Descriptor of REFLECT statement item
	How study units were allocated to interventions (eg, "random allocation," or "randomly assigned"). Clearly state whether the outcome was the natural exposure or was the result of a deliberate agent challe
2	Scientific background and explanation of rationale.
3	Eligibility criteria for owner/managers and study units at each level organizational structure, and the settings and locations where the data
4	Precise details of the interventions intended for each group, <b>the level at w</b> <b>intervention was allocated,</b> and how and when interventions were act administered.
<b>4</b> b	Precise details of the agent and the challenge model, if a challe design was used.
5	Specific objectives and hypotheses. Clearly state primary and second: objectives (if applicable).
6	Clearly defined primary and secondary outcome measures and the levels at w measured, and, when applicable, any methods used to enhance the quality of (eg, multiple observations, training of assessors).
7	How sample size was determined and, when applicable, explanation of any int and stopping rules. Sample-size considerations should include sam determinations at each level of the organizational structure a assumptions used to account for any non-independence amon
8	individuals within a group. Method used to generate the random allocation sequence at the relevant organizational structure, including details of any restrictions (eg, blocki
9	Method used to implement the random allocation sequence <b>at the relevan</b> <b>organizational structure</b> , (eg, numbered containers <b>or central telep</b> clarifying whether the sequence was concealed until interventions were assign

### Reported on Page #

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O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. Journal of Veterinary Internal Medicine. 2010:24:57-64. doi:10.1111/j.1939-1676.2009.0441

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Outcomes and
estimation
Ancillary analy
Ancinal y allaly
Adverse event
Discussion
Interpretation
Generalizabilit
Overall evider

# **REFLECT Guideline**

า	10	Who generated the allocation sequence, who enrolled <b>study units,</b> and w
n		study units to their groups at the relevant level of the organiza structure.
ting)	11	Whether or not <b>participants</b> those administering the interventions, <b>car</b>
		those assessing the outcomes were blinded to group assignment. If done, h blinding was evaluated. <b>Provide justification for not using blindin</b>
		used.
hods	12	Statistical methods used to compare groups for all outcome(s); Clearly stat statistical analysis <b>and methods used to account for the organiza</b>
		structure, where applicable; methods for additional analyses, such as analyses and adjusted analyses.
	13	Flow of study units through each stage for each level of the organ
		structure of the study (a diagram is strongly recommended). Specifica
		report the numbers of study units randomly assigned, receiving intended
		completing the study protocol, and analyzed for the primary outcome. Des
		deviations from study as planned, together with reasons.
	14	Dates defining the periods of recruitment and follow-up.
	15	Baseline demographic and clinical characteristics of each group, <b>explicitly</b>
		information for each relevant level of the organizational str
		should be reported in such a way that secondary analysis, su
		assessment, is possible.
yzed	16	Number of study units (denominator) in each group included in each an
		the analysis was by "intention-to-treat." State the results in absolute numbe
	17	(eg, 10/20, not 50%).
]	17	For each primary and secondary outcome, a summary of results for each gr accounting for each relevant level of the organizational strue
		estimated effect size and its precision (e.g., 95% confidence interval)
ses	18	Address multiplicity by reporting any other analyses performed, including s
505	10	and adjusted analyses, indicating those pre-specified and those exploratory.
s	19	All important adverse events or side effects in each intervention group.
	20	Interpretation of the results, taking into account study hypotheses, sources
		or imprecision, and the dangers associated with multiplicity of analyses and
		Where relevant, a discussion of herd immunity should be ind
		applicable, a discussion of the relevance of the disease challe included.
y	21	Generalizability (external validity) of the trial findings.
nce	22	General interpretation of the results in the context of current evidence.

### who assigned ational

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O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. Journal of Veterinary Internal Medicine. 2010:24:57-64. doi:10.1111/j.1939-1676.2009.0441

REFLECT Section de l'articl sujet Titre & Résumé Introduction Antécédent Méthodes Participants Interventions Objectifs Portées Taille de l'échantille Randomisation ---Établissement de la séquence Randomisation -Dissimulation de la distribution 

en place Aveuglement

(masquage)

# **REFLECT Guideline**

T		. Liste de vérification des items pour l'énoncé REFLECT-LFS : Directives de publication lors d'essais ra bétail et en sécurité alimentaire	
cle et	Item	Descripteur de l'item de l'énoncé REFLECT	Rapporté a la page#
	1	Manière dont les unités d'étude ont été affectées aux interventions (e.g. «distribution aléatoire», «randomisation» ou «répartition au hasard»). Indiquer clairement si le résultat était du à une exposition naturelle ou une exposition délibérée à un agent.	
	2	Fondement scientifique et justification	
	3	Critères d'éligibilité pour le propriétaire/gestionnaire et les unités d'étude à chaque niveau de la structure organisationnelle, ainsi que la localisation et l'organisation des lieux où les données ont été récoltées.	
	4	Détails précis des interventions prévues pour chaque groupe, <b>niveau auquel l'intervention a été</b> attribuée, comment et quand les interventions ont effectivement été effectuées.	
	4b	Détails précis sur l'agent et le modèle de l'infection défi, si une infection défi a été utilisée.	
	5	Objectifs spécifiques et hypothèses. Spécifier clairement les objectifs primaires et secondaires (si applicable).	
	6	Définir clairement les critères d'évaluation primaires et secondaires et les niveaux auxquels ils ont été mesurés, et, lorsque applicable, toutes méthodes utilisées pour améliorer la qualité des mesures (e.g. observations multiples, formation des évaluateurs).	
llon	7	Comment la taille de l'échantillon a été déterminée et, lorsque applicable, explication sur les analyses intérimaires et les règles d'interruption. L'établissement de la taille de l'échantillon devrait prendre en considération la détermination de la taille des échantillons à chaque niveau de la structure organisationnelle ainsi que les suppositions utilisées pour tenir compte de la non-indépendance entre les groupes ou les individus dans un groupe.	
a	8	Méthode utilisée pour établir la séquence aléatoire de distribution au niveau approprié de la structure organisationnelle, incluant les détails de toutes restrictions (e.g. blocage, stratification)	
a	9	Méthode utilisée pour mettre en place la séquence de distribution aléatoire <b>au niveau approprié de la</b> structure organisationnelle, (e.g. conteneurs numérotés ou téléphone central), clarifiant si la séquence était dissimulée jusqu'au moment où les interventions ont été assignées.	
Mise	10	Qui a produit la séquence de distribution aléatoire, qui a choisi les unités d'étude, et qui a assigné les unités d'étude à leur groupe au niveau approprié de la structure organisationnelle.	
	11	Savoir si <b>les participants</b> ceux qui effectuent les interventions, <b>les soignants</b> et ceux évaluant les résultats ignoraient l'affectation aux groupes. Si effectué, comment a-t-on évalué le succès de l'aveuglement.	



O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. *Journal of Veterinary Internal Medicine*. 2010:24:57-64. <u>doi:10.1111/j.1939-1676.2009.0441</u>

_	
	Méthodes statistiques
	Résultats
	Déroulement de l'étude
	Recrutement
	Données de base
	Nombres analysés
	INOHIDIES analyses
	Portées et estimation
	Analyses
	complémentaires
	Évènements
	défavorables
	Discussion
	Interprétation
	Généralisabilité
	Évidence globale
	Le texte en caractère

# **REFLECT Guideline**

	Fournir une justification si l'aveuglement n'a pas été utilisé.
12	Méthodes statistiques utilisées afin de comparer les groupes pour toutes les portées; Indiquer clairement le niveau d'analyse statistique et les méthodes utilisées pour rendre compte de la structure organisationnelle, lorsque applicable; méthodes pour les analyses additionnelles, telles que analyses du sous-groupe et analyses ajustées.
13	Flot des unités d'étude à travers chaque stage pour chaque niveau de la structure de l'organisation de l'étude (un diagramme est fortement suggéré). Spécifiquement, pour chaque groupe, rapporté le nombre d'unités d'étude réparties au hasard, recevant le traitement prévu, ayant complété le protocole d'étude, et analysés pour la portée primaire. Décrire les déviations au protocole planifié pour l'étude, ainsi que les raisons.
14	Dates déterminant les périodes de recrutement et de suivi.
15	Données démographiques de base et caractéristiques cliniques de chaque groupe, fournissant de manière explicite de l'information pour chaque niveau pertinent de la structure organisationnelle. Les données devraient être rapportées de telle manière qu'une analyse secondaire, telle qu'une évaluation du risque, est possible.
16	Nombre d'unités d'étude (dénominateur) dans chaque groupe inclus dans chaque analyse et indiquer si l'analyse était «avec intention de traiter». Indiquer les résultats en nombre absolu lorsque possible (e.g. 10/20, et non 50%).
17	Pour chaque portée primaire et secondaire, un résumé des résultats pour chaque groupe, tenant compte de la hiérarchie, ainsi que l'effet estimé de la taille et de sa précision (e.g. intervalle de confiance 95%).
18	Prendre en considération la multiplicité en rapportant toutes autres analyses effectuées, incluant les analyses de sous-groupes et les analyses ajustées, indiquant celles qui étaient pré-spécifiées et celles qui sont exploratoires.
19	Tous les évènements défavorables importants ou effets secondaires dans chaque groupe d'intervention
20	Interprétation des résultats, prenant en considération les hypothèses de l'étude, les sources de biais potentiels ou d'imprécision, et les dangers associés avec la multiplicité des analyses et des portées. Lorsqu'approprié, une discussion de l'immunité du troupeau devrait être incluse. Si applicable, une discussion de la pertinence de l'infection défi devrait être incluse.
21	Généralisabilité (validité externe) des trouvailles de l'essai.
22	Interprétation générale des résultats dans le contexte des connaissances actuelles.
	une modification de la description CONSORT originale (Disponible à : www.consort-statement.org

gras est une modification de la description CONSORT originale (Disponible à : www.consort-statement.org

Image from https://meridian.cvm.iastate.edu/wp-content/uploads/2017/06/reflectstatementchecklist.pdf retrieved 2023-10-25

# **Reporting Standards – Journal recommendation** Journal of Dairy Science example

AMERICAN DAIRY SCIENCE ASSOCIATION®

### REPORTING CHECKLISTS FOR JOURNAL OF DAIRY SCIENCE® AND JDS COMMUNICATIONS®

Publications > Journal of Dairy Science > jds authors

Submission of a reporting checklist is required for the Journal of Dairy Science and JDS Communications. These checklists help to ensure clear and complete reporting of your study, which assists reviewers and readers of your work. We have provided the links below to help authors complete a suitable checklist to upload with their manuscript.

### ANIMAL STUDIES

**REFLECT:** Reporting Guidelines for Randomized Controlled Trials in Livestock and Food Safety (checklist) ARRIVE: Animal Research: Reporting of In Vivo Experiments (Use full checklist) PRISMA: Preferred Reporting Items for Systematic Reviews and Meta-Analyses (checklist) STROBE-Vet: Strengthening the Reporting of Observational Studies in Epidemology – Veterinary Extension (checklist) MERIDIAN: Menagerie of Reporting guidelines involving Animals links to manually fillable **checklists** 

Membership Publications Meetings Foundation About ADSA



### NON-ANIMAL STUDIES

### Non-Animal Studies Reporting

(download, fill form, save, upload with manuscript)



Image from <a href="https://www.adsa.org/Publications/Journal-of-Dairy-Science/jds-authors">https://www.adsa.org/Publications/Journal-of-Dairy-Science/jds-authors</a> retrieved 2023-10-29

# **Reporting Standards – Meridian**

ARRIVE PRISMA HOME REFLECT

### MERIDIAN : Menagerie of Reporting guidelines Involving Animals.

This website is a collection (menagerie) of reporting guidelines for research studies that involve animals. Animals are the subjects of research for many reasons, therefore reporting guidelines address a variety of animal purposes. The goal of reporting guidelines is to improve the approach to reporting research studies so that the results can be used more fully. Incomplete reporting makes it difficult to assess the internal and external validity of studies, so reporting guidelines address both concepts. Reporting guidelines are not risk of bias tools or quality appraisal tools. The reporting guidelines here describe how to report randomized controlled trials, observational studies and experiments.

Many disciplines/topics have also developed topic-specific guidelines. Both veterinary and biomedical examples can be found at other guidelines

### CONTACT INFO

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2424 Vet Med Ames IA, 50010 oconnor@iastate.edu



Menagerie of Reporting guidelines Involving Animals

STROBE-VET STARD (DIAGNOSTICS) OTHER GUIDELINES

FOLLOW MERIDIAN ON TWITTER







# **Reporting Standards – Equator Network**

Jator network

### Home About us Library

find reporting guidelines | improve your writing | join our courses | run your own training course | enhance your peer review | implement guidelines



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Searchable

### Library for health research reporting



The Library contains a comprehensive searchable database of reporting guidelines and also links to other resources relevant to research reporting.

> Search for reporting guidelines

Not sure which reporting guideline to use?

**Reporting guidelines** under development

Visit the library for more resources

- Rando
- Obser
- <u>Syster</u>
- Study
- Diagno
- Case
- Clinica
- Qualit
- Anima
- Qualit
- Econo

### Enhancing the QUAlity and **Transparency Of health Research**





### Your one-stop-shop for writing and publishing high-impact health research

### **Reporting guidelines for main** study types

omised trials	CONSORT	Extensions
rvational studies	STROBE	Extensions
matic reviews	PRISMA	Extensions
protocols	<u>SPIRIT</u>	PRISMA-P
nostic/prognostic studies	STARD	TRIPOD
reports	CARE	Extensions
al practice guidelines	AGREE	<u>RIGHT</u>
tative research	<u>SRQR</u>	COREQ
al pre-clinical studies	ARRIVE	
<u>ty improvement studies</u>	SQUIRE	Extensions
omic evaluations	CHEERS	





### Website translation help

### Librarian Network Contact

# Schedule dedicated writing time

- Ideally at time and place you are not likely to be disturbed • E.g., early morning before anyone else is in the office

  - **Does not have to be large blocks of time**
- Might place do not disturb sign on door, turn off phone, close email •
  - Consistently scheduling smaller time periods can be more productive than irregular binge writing sessions
- Can include anything that advances the goal of completing the article
  - reporting guideline to use, completing items

# Writing Tips

• Finding, retrieving, and/or reading articles that you will be citing, creating outline, drafting a section of the manuscript, finding a Set realistic expectations so you come away feeling productive

### Using checklist in goal setting E.g., Methods • spans items 3-12, use checklist to identify a realistic goal for given time period

O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. Journal of Veterinary Internal Medicine. 2010:24:57-64. doi:10.1111/j.1939-1676.2009.0441



Paper section and topic Title & Abstract

Introduction Background Methods

Participants

Interventions

Objectives

Outcomes

Sample size

Randomization --Sequence generation Randomization --Allocation concealment

# Writing Tips

Checklist for REFLECT statement: Reporting guidelines For randomized control trials in livestock and food safety. Bold text are modifications from the CONSORT statement description (Altman DG et al . Ann Intern Med 2001; 134(8):663-694).

ltem	Descriptor of REFLECT statement item
 I	How <b>study units</b> were allocated to interventions (eg, "random allocation," or "randomly assigned"). <b>Clearly state whether the outcome was th</b>
 2	natural exposure or was the result of a deliberate agent challe Scientific background and explanation of rationale.
3	Eligibility criteria for owner/managers and study units at each level organizational structure, and the settings and locations where the data
 4	Precise details of the interventions intended for each group, the level at w
	intervention was allocated, and how and when interventions were act administered.
4b	Precise details of the agent and the challenge model, if a chall
	design was used.
5	Specific objectives and hypotheses. Clearly state primary and seconda objectives (if applicable).
6	Clearly defined primary and secondary outcome measures and the levels at w
	measured, and, when applicable, any methods used to enhance the quality of (eg, multiple observations, training of assessors).
7	How sample size was determined and, when applicable, explanation of any int
	and stopping rules. Sample-size considerations should include sam
	determinations at each level of the organizational structure a
	assumptions used to account for any non-independence amon individuals within a group.
8	Method used to generate the random allocation sequence at the relevant
	organizational structure, including details of any restrictions (eg, blocki
9	Method used to implement the random allocation sequence <b>at the relevar</b>
	organizational structure, (eg, numbered containers or central telep
	clarifying whether the sequence was concealed until interventions were assign

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ned.

Using checklist in goal setting E.g., Methods • spans items 3-12, use checklist to identify a realistic goal for given time period

> O'Connor AM, Sargeant JM, Gardner IA, et al. The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. *Journal of Veterinary Internal Medicine*. 2010:24:57-64. <u>doi:10.1111/j.1939-1676.2009.0441</u>

Randomization	10	Who generated the allocation sequence, who enrolled study units, and w
Implementation		study units to their groups at the relevant level of the organizat structure.
Blinding (masking)	11	Whether or not <b>participants</b> those administering the interventions, <b>care</b>
		those assessing the outcomes were blinded to group assignment. If done, ho
		blinding was evaluated. Provide justification for not using blinding
		used.
Statistical methods	12	Statistical methods used to compare groups for all outcome(s); Clearly state
		statistical analysis and methods used to account for the organizat
		structure, where applicable; methods for additional analyses, such as analyses and adjusted analyses.
Results	13	Flow of study units through each stage for each level of the organi
Study flow		structure of the study (a diagram is strongly recommended). Specifical
Jeady now		report the numbers of <b>study units</b> randomly assigned, receiving intended
		completing the study protocol, and analyzed for the primary outcome. Desc
		deviations from study as planned, together with reasons.
Recruitment	14	Dates defining the periods of recruitment and follow-up.
Baseline data	15	Baseline demographic and clinical characteristics of each group, <b>explicitly</b>
		information for each relevant level of the organizational stru
		should be reported in such a way that secondary analysis, suc
		assessment, is possible.
Numbers analyzed	16	Number of study units (denominator) in each group included in each ana
		the analysis was by "intention-to-treat." State the results in absolute number
Outcomes and	17	(eg, 10/20, not 50%). For each primary and secondary outcome, a summary of results for each groups.
estimation	17	accounting for each relevant level of the organizational struc
esumation		estimated effect size and its precision (e.g., 95% confidence interval)
Ancillary analyses	18	Address multiplicity by reporting any other analyses performed, including su
, ,		and adjusted analyses, indicating those pre-specified and those exploratory.
Adverse events	19	All important adverse events or side effects in each intervention group.
Discussion	20	Interpretation of the results, taking into account study hypotheses, sources
Interpretation		or imprecision, and the dangers associated with multiplicity of analyses and o
		Where relevant, a discussion of herd immunity should be inc
		applicable, a discussion of the relevance of the disease challes included
Generalizability	21	included. Generalizability (external validity) of the trial findings.
Overall evidence	22	General interpretation of the results in the context of current evidence.
	_	Image from https://meridian.cvm.iastate.edu/wp-content/uploads/2017/06/reflec

# Writing Tips

who assigned ational

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te the level of **ational** s subgroup

### nization ally, for each group, d treatment,

scribe protocol

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nalysis and whether ers when feasible

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ubgroup analyses

s of potential bias l outcomes. **cluded. If** enge should be

Image from https://meridian.cvm.iastate.edu/wp-content/uploads/2017/06/reflectstatementchecklist.pdf retrieved 2023-10-25

Using checklist in goal setting • E.g., Methods spans items 3-12, use checklist to identify a realistic goal for given time period

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REFLECT
Section de l'artic
sujet
Titre & Résumé
Introduction
Antécédent
Méthodes
Participants
Interventions
Objectifs
Portées
Taille de l'échantill
Randomisation
Établissement de la
séquence
Randomisation —
Dissimulation de la
distribution
Randomisation
en place
Aveuglement
(masquage)

# Writing Tips

T		. Liste de vérification des items pour l'énoncé REFLECT-LFS : Directives de publication lors  d'essais rai bétail et en sécurité alimentaire	ndomisés
c <i>le</i> et	Item	Descripteur de l'item de l'énoncé REFLECT	Rapporté la page#
	1	Manière dont les unités d'étude ont été affectées aux interventions (e.g. «distribution aléatoire», «randomisation» ou «répartition au hasard»). Indiquer clairement si le résultat était du à une exposition naturelle ou une exposition délibérée à un agent.	
	2	Fondement scientifique et justification	
	3	Critères d'éligibilité pour le propriétaire/gestionnaire et les unités d'étude à chaque niveau de la structure organisationnelle, ainsi que la localisation et l'organisation des lieux où les données ont été récoltées.	
	4	Détails précis des interventions prévues pour chaque groupe, <b>niveau auquel l'intervention a été</b> attribuée, comment et quand les interventions ont effectivement été effectuées.	
	4b	Détails précis sur l'agent et le modèle de l'infection défi, si une infection défi a été utilisée.	
	5	Objectifs spécifiques et hypothèses. Spécifier clairement les objectifs primaires et secondaires (si applicable).	
	6	Définir clairement les critères d'évaluation primaires et secondaires et les niveaux auxquels ils ont été mesurés, et, lorsque applicable, toutes méthodes utilisées pour améliorer la qualité des mesures (e.g. observations multiples, formation des évaluateurs).	
lon	7	Comment la taille de l'échantillon a été déterminée et, lorsque applicable, explication sur les analyses intérimaires et les règles d'interruption. L'établissement de la taille de l'échantillon devrait prendre en considération la détermination de la taille des échantillons à chaque niveau de la structure organisationnelle ainsi que les suppositions utilisées pour tenir compte de la non-indépendance entre les groupes ou les individus dans un groupe.	
L	8	Méthode utilisée pour établir la séquence aléatoire de distribution au niveau approprié de la structure organisationnelle, incluant les détails de toutes restrictions (e.g. blocage, stratification)	
ı	9	Méthode utilisée pour mettre en place la séquence de distribution aléatoire au niveau approprié de la structure organisationnelle, (e.g. conteneurs numérotés ou téléphone central), clarifiant si la séquence était dissimulée jusqu'au moment où les interventions ont été assignées.	
Mise	10	Qui a produit la séquence de distribution aléatoire, qui a choisi les unités d'étude, et qui a assigné les unités d'étude à leur groupe au niveau approprié de la structure organisationnelle.	
	11	Savoir si les participants ceux qui effectuent les interventions, les soignants et ceux évaluant les résultats ignoraient l'affectation aux groupes. Si effectué, comment a-t-on évalué le succès de l'aveuglement.	

Using checklist in goal setting • E.g., Methods spans items 3-12, use checklist to identify a realistic goal for given time period

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Méthodes statistique Résultats Déroulement de l'ét Recrutement Données de base Nombres analysés Portées et estimation Analyses complémentaires Évènements défavorables Discussion Interprétation Généralisabilité Évidence globale Le texte en carac

# Writing Tips

		Fournir une justification si l'aveuglement n'a pas été utilisé.
ues	12	Méthodes statistiques utilisées afin de comparer les groupes pour toutes les portées; Indiquer clairement le niveau d'analyse statistique et les méthodes utilisées pour rendre compte de la structure
		organisationnelle, lorsque applicable; méthodes pour les analyses additionnelles, telles que analyses du
		sous-groupe et analyses ajustées.
	13	Flot des unités d'étude à travers chaque stage pour chaque niveau de la structure de l'organisation de
étude		l'étude (un diagramme est fortement suggéré). Spécifiquement, pour chaque groupe, rapporté le nombre
		d'unités d'étude réparties au hasard, recevant le traitement prévu, ayant complété le protocole d'étude, et
		analysés pour la portée primaire. Décrire les déviations au protocole planifié pour l'étude, ainsi que les raisons.
	14	Dates déterminant les périodes de recrutement et de suivi.
	15	Données démographiques de base et caractéristiques cliniques de chaque groupe, fournissant de manière
		explicite de l'information pour chaque niveau pertinent de la structure organisationnelle. Les
		données devraient être rapportées de telle manière qu'une analyse secondaire, telle qu'une
		évaluation du risque, est possible.
	16	Nombre d'unités d'étude (dénominateur) dans chaque groupe inclus dans chaque analyse et indiquer si
		l'analyse était «avec intention de traiter». Indiquer les résultats en nombre absolu lorsque possible (e.g. 10/20, et non 50%).
on	17	Pour chaque portée primaire et secondaire, un résumé des résultats pour chaque groupe, tenant compte de
		la hiérarchie, ainsi que l'effet estimé de la taille et de sa précision (e.g. intervalle de confiance 95%).
	18	Prendre en considération la multiplicité en rapportant toutes autres analyses effectuées, incluant les
		analyses de sous-groupes et les analyses ajustées, indiquant celles qui étaient pré-spécifiées et celles qui sont exploratoires.
	19	Tous les évènements défavorables importants ou effets secondaires dans chaque groupe d'intervention
	20	Interprétation des résultats, prenant en considération les hypothèses de l'étude, les sources de biais
		potentiels ou d'imprécision, et les dangers associés avec la multiplicité des analyses et des portées.
		Lorsqu'approprié, une discussion de l'immunité du troupeau devrait être incluse. Si applicable, une discussion de la pertinence de l'infection défi devrait être incluse.
	21	Généralisabilité (validité externe) des trouvailles de l'essai.
	22	Interprétation générale des résultats dans le contexte des connaissances actuelles.

Image from https://meridian.cvm.iastate.edu/wp-content/uploads/2017/06/french-reflect-statement-checklist.pdf retrieved 2023-10-25

- manuscript draft
  - Be alert to any changes in tense that are required
    - •
- self-plagiarized in the current manuscript
- bullet points

# Writing Tips

Review anything you have already written on the subject You may be able to copy and paste unpublished content from grant proposals or study protocols as a starting point for your

Grant proposals and study protocols typically use future tense Need to check any published material to make sure you have not Conference abstracts are often published, do not reuse verbatim Posters and presentation slide decks can provide outline and

Presentations are often delivered in a conversational tone and text needs to be revised to suit a scholarly publications

Introduction and methods sections can often be drafted before study is even started

 E.g., objectives and methods copy and pasted from protocol **Results section may rely more on tables than text** • Could prepare table templates in advance

May already have table format you like from previous publications

Much of discussion can be prepared in advance too Already know similar studies you will be discussing • Need to discuss how your results compare

Abstract typically written last

# Writing Tips

# What?

- Peer-facilitated group focused on process of writing, not content. • Emphasis on accountability

• State writing goals to the group and report back Why?

- "Studies have reported an increase in the volume of published articles by faculty who participated in a formal WAG." (Bourgault, 2022)
- Form a writing habit
- May be particularly helpful for items without an external deadline. Setting self-imposed deadlines that you report to others may help you
  - prioritize these items



### How?

- Meet regularly, typically weekly
  - Can be in-person or virtual
- Each attendee sets own goals to be reached by next meeting.
- Specific, measurable, achievable, and realistic
  - E.g., draft outline, write 500 words, complete items 5-8 of reporting checklist, format paper for journal, etc.
- At each meeting, attendees report on whether they met the goal, sets goal for next week • Many WAGs include communal writing time



# **Other considerations**

- How long?
  - E.g., one semester; 10 weeks; no end date

- - on journal article
- (feedback groups)

 Require commitment to attend a minimum number of meetings? • E.g., commit to attend at least 7 of the 10 meetings Restrict membership to those at similar career stage?

• E.g., senior professors in one group, graduate students in another Restrict membership to those working on similar items? E.g., all members working on grant proposals; all members working

 Shared document for tracking everyone's goals and progress? Some writing support groups critique each others' work



### **Example 1**

- Focus is on accountability and goals
  - Track each group member's goals
- Meeting frequency and duration: once per week, ~20 minutes
- Meeting format
  - met their goals, then set goals for next week

Accountability is all that most members need (Silvia, 2018)

• Meeting location: nearby coffee shop, occasionally on campus

• Group members state goals they set last week, report whether they

Silvia PJ. How to Write a Lot : A Practical Guide to Productive Academic Writing. Second ed. Washington, DC: APA LifeTools; 2019.



# **Example 2**

- Meeting includes time to write Meeting frequency and duration: once per week, ~60 minutes Meeting location: college conference room (went virtual during)
- pandemic)
- Meeting format (15-30-15) • First 10-15 minutes: Members review weekly goal(s) and progress, set goal for current writing time; usually address barriers, brainstorm
- productivity strategies
  - Next 30-40 minutes: Silent writing time Last 10-15 minutes: Report whether writing time goal was met; State goal(s) for upcoming week

Bourgault AM, Galura SJ, Kinchen EV, Peach BC. Faculty writing accountability groups: A protocol for traditional and virtual settings. Journal of Professional Nursing. 2021;38:97-103.



## **Example 3**

- Meeting includes time to write
- Meeting location: in-person or virtual
- Meeting format

  - Last 60 minutes: Silent writing time

# Meeting frequency and duration: once per week, 90 minutes.

• First 30 minutes: Each member reports progress on weekly goal set previous week; members provide feedback on the goals, potential challenges, share strategies related to writing productivity • Focus of check-in is accountability and goals, not content • First time the group meets, each member sets goals for entire series of meetings and the weekly writing goal for the following week Sometimes this may be only time all week a member gets the time to write



# **Topics for Discussion**

What has helped your writing productivity? • Share tips with the group

What are your challenges?

• Possible strategies to overcome these

Any previous experience with writing groups?

- What was the format?
- What worked?

• What would you do differently?

future?

Brainstorming what this might look like

- Any interest in exploring a writing accountability group in the

# Writing your manuscript for submission to peer-reviewed journal

- Choose a journal
  - Know what they require before you start writing
- Use reporting checklist if available
  - Journal recommendation or Equator Network
- E.g., grant proposal, study protocol, abstract
- **Consider a Writing Accountability Group** 
  - Focus on accountability, not content
  - **Sample meeting format: 15 min reporting and** then 15 min reporting and goal setting

# Recap

 Look at anything you have already written on study setting goals; then 30 min communal writing time;





Image by Kev fr



Silvia PJ. How to Write a Lot : A Practical Guide to Productive Academic Writing. Second ed. Washington, DC: APA LifeTools; 2019.

Skarupski KA, Foucher KC. Writing Accountability Groups (WAGs): A Tool to Help Junior Faculty Members Build Sustainable Writing Habits. The journal of faculty development. 2018;32:47.

Bourgault AM, Galura SJ, Kinchen EV, Peach BC. Faculty writing accountability groups: A protocol for traditional and virtual settings. Journal of Professional Nursing. 2021;38:97-103.

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O'Connor, A.M., Sargeant, J.M., Gardner, I.A., et al. (2010), The REFLECT Statement: Methods and Processes of Creating Reporting Guidelines for Randomized Controlled Trials for Livestock and Food Safety. Journal of Veterinary Internal Medicine, 2010;24:57–64. doi:10.1111/j.1939-1676.2009.0441.

J.M. Sargeant, A.M. O'Connor, I.A. Gardner, et al The REFLECT Statement: Reporting Guidelines for Randomized Controlled Trials in Livestock and Food Safety: Explanation and Elaboration, Journal of Food Protection, 2010:73(3):579-603, https://doi.org/10.4315/0362-028X-73.3.579. Equator-Network. <u>https://www.equator-network.org/reporting-guidelines/prisma/</u>

MERIDIAN (Menagerie of Reporting Guidelines Involving Animals): https://meridian.cvm.iastate.edu

### Resources



# Acknowledgements: - University of Florida George A. Smathers Libraries







This presentation will be archived on the website of the Feed the Future Innovation Lab for Livestock Systems <a href="https://livestocklab.ifas.ufl.edu">https://livestocklab.ifas.ufl.edu</a>



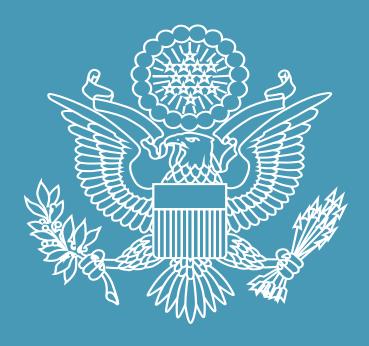












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