

PUBLISH & FLOURISH ITALIA



Université de Montréal

FAS - École de psychoéducation

<http://psyced.umontreal.ca>



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Université 
de Montréal
et du monde.

NON VEDERE LA FORESTA PER GLI ALBERI



COME GUARDARE L'ALBERO SENZA IGNORARE LA FORESTA



Mental distinctions between a thesis and an article and a press release – Distinzioni mentali tra una tesi e un articolo e un comunicato stampa.



Writer's block and **impostor complex**. No one is immune - Blocco dello scrittore e complesso dell'impostore. Nessuno è immune.



Picasso vs. Cézanne – Dylan vs. Cohen. The Picasso-Dylan approach. Picasso contro Cézanne – Dylan contro Cohen. L'approccio Picasso-Dylan.



Conferences. Strike when the iron is hot. But there must be an iron. Conferenze. Battere quando il ferro è caldo. Ma ci deve essere un ferro da stiro.



Knowledge transfer. From knowledge to know-how to letting people know. Trasferimento delle conoscenze. Dalla conoscenza al know-how fino al far conoscere le persone.



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What is evidence-based data?

We use evidence-based data when deciding on an intervention, policy, or action for a target population. This means we rely on knowledge from systematic and rigorous methods and use representative samples.

Systematic and rigorous methods to understand.

The research could be fundamental or applied.

Ethical considerations

Descriptive function

This function helps discover natural occurrences and construct and elaborate theories. The goal is to explore and the observations generate hypotheses and theories.

Verification function

This function helps validate theories. The goal is to test hypotheses by studying, examining, or verifying theoretical expectations.

Qualitative methods

Naturalist paradigm.
Descriptive design.
Level of measurement are words or numbers but the focus is semantic.

Quantitative methods

Positivist paradigm.
Descriptive design.
Level of measurement is numerical but can be nominal.

Quantitative methods

Positivist paradigm.
Non-experimental design (correlation).
Unprovoked situation - explanatory purpose and equation (presumed influence: x on y).

Quantitative methods

Positivist paradigm.
Experimental design (experiment).
Provoked situation - purpose is prediction and control (presumed effect of x on y).

Phenomenology

Ethnography

Grounded theory

Case Study

Synthesis of findings

Methodological psychometric study

Data on central tendency, frequency distribution, or simple relationships.

Cross-sectional
Associative
model

Longitudinal
Associative
model










Single/multiple
case protocol

Causal
"Experimental"
Model (control
group).

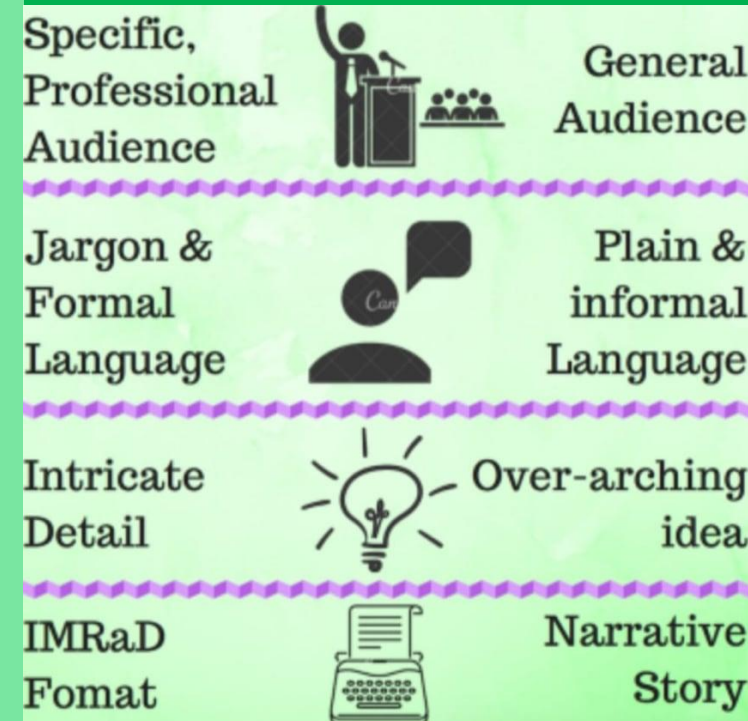
Causal Model
"Quasi-experimental"
(comparison group).

Thesis

Journal Article

 <p>Purpose</p>	<p>1</p> <p>Education - To demonstrate how much you know</p>	<p>Advancement - To establish credibility in and contribute to your field</p>
 <p>Potential Audience</p>	<p>2</p> <p>Educational committee or professors - Individuals who evaluate whether you are worthy of a degree</p>	<p>Busy scientists or researchers - Individuals looking for practical ideas backed with evidence</p>
 <p>Length</p>	<p>3</p> <p>Longer - Can run up to around 50 pages and contain around 20,000 words</p>	<p>Shorter - Can range between 3 to 6,000 words depending on the field & journal Tip: Avoid copying, rewrite or paraphrase</p>
 <p>Abstract</p>	<p>4</p> <p>Relatively longer - Around 350 words</p>	<p>Relatively shorter - Around 150 to 250 words</p>
 <p>Introduction</p>	<p>5</p> <p>More detailed - Should demonstrate familiarity with existing literature and develop background more extensively</p>	<p>More concise - Should only include information that is absolutely required to understand the gap in research that led to the study</p>
 <p>Materials & Methods</p>	<p>6</p> <p>Extensive presentation - Thoroughly describes and present each research approach and methodology</p>	<p>Controlled presentation - Describes details only of specific methodology used and experiments conducted</p>
 <p>Discussion</p>	<p>7</p> <p>Detailed interpretation of results - Demonstrate complete understanding of the obtained data, and indicate interest in future directions for research</p>	<p>Clear and concise interpretation of results - Discuss only the main findings and directly address research objectives</p>
 <p>References</p>	<p>8</p> <p>Exhaustive list - Some include a bibliography, and some might even include a 'definitions' section</p>	<p>Selective list - Includes only works that have been cited within the article (some journals specify maximum limit)</p>
 <p>Appendices</p>	<p>9</p> <p>Inclusion mandatory - Due to the need for complete documentation</p>	<p>Inclusion optional - Space & content requirements may limit the use of these</p>

Knowledge Transfer





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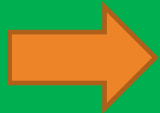


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Clinical Perspective

Imposter Complex



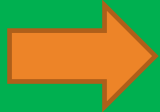
Fear of Fraud

Writer's Block



Performance Anxiety

Fear



Lack of Focus



NEUROSEMANTIC INCOHERENCE = COGNITIVE DISSONANCE

VALORI \neq AZIONI = CONFLITTO INTERNO \rightarrow



Ogni scrittore inizia con un senso di **scopo ed eccitazione**. La paura può emergere e poi la **negatività** domina la mentalità, c'è un **blocco di creatività/fiducia**. Questo porta al circuito ansia-evitamento-ansia. Dopodiché, le persone diventano fisicamente incapaci.

Sconfiggere il blocco dello scrittore significa riavviare il proprio scopo e **ritrovare la passione**.

La consapevolezza di sé e la **ristrutturazione cognitiva** favoriscono una mentalità positiva.

È necessario ristrutturare cognitivamente lo scopo e l'eccitazione **del motivo** per cui si sta scrivendo.

Ma come?

Andate su: <https://www.viacharacter.org/www/Character-Strengths-Survey>

Il questionario VIA Character Strengths Survey può essere svolto in maniera totalmente gratuita ed è presente in versione italiana. Consiglio anche di fare il PERMA di tanto in tanto per tenere d'occhio le cose. Costerà meno di un terapeuta!



I protagonisti sono il tipo di personalità che ha maggiori probabilità di rimanere fiduciosi nonostante tutti gli ostacoli.



<p>Creativity I come up with original ideas. I use my imagination.</p>	<p>Bravery I show courage. I stand up for what is right.</p>	<p>Love I value being close to others.</p>	<p>Fairness I treat people equally.</p>	<p>Self-Regulation I know how to manage my emotions and behaviour.</p>	<p>Gratitude I Appreciate what I have. I am also thankful when good things happen.</p>
<p>Curiosity I like asking questions, and am interested in new things.</p>	<p>Energy I am eager and full of enthusiasm. I live life to the full.</p>	<p>Kindness I show care and compassion to myself and others.</p>	<p>Appreciation of Beauty & Excellence I notice and enjoy the beauty in nature and life.</p>	<p>Forgiveness I allow wrong doers a second chance. I don't hold a grudge.</p>	<p>Humour I am funny and playful and enjoy making others laugh.</p>
<p>Love of Learning I enjoy learning new things.</p>	<p>Perseverance I keep trying, even when things are difficult.</p>	<p>Social Intelligence I understand people well and can adapt well to different settings.</p>	<p>Teamwork I work well with others.</p>	<p>Humility I know what I am good at, without having to brag about my accomplishments.</p>	<p>Spirituality I think deeply about life and have faith in something that reassures me.</p>
<p>Open-Mindedness I think things through and am open to different people and ideas.</p>	<p>Authenticity I am honest and true to myself.</p>	<p>Perspective I know what's important and can offer good insight.</p>	<p>Leadership I encourage, support, and provide direction to others.</p>	<p>Prudence I am careful about making choices.</p>	<p>Hope I expect the best for my future.</p>

Université de Montréal



Protagonista (ENFJ)

Chomedey Laval

She/Her/ Lei

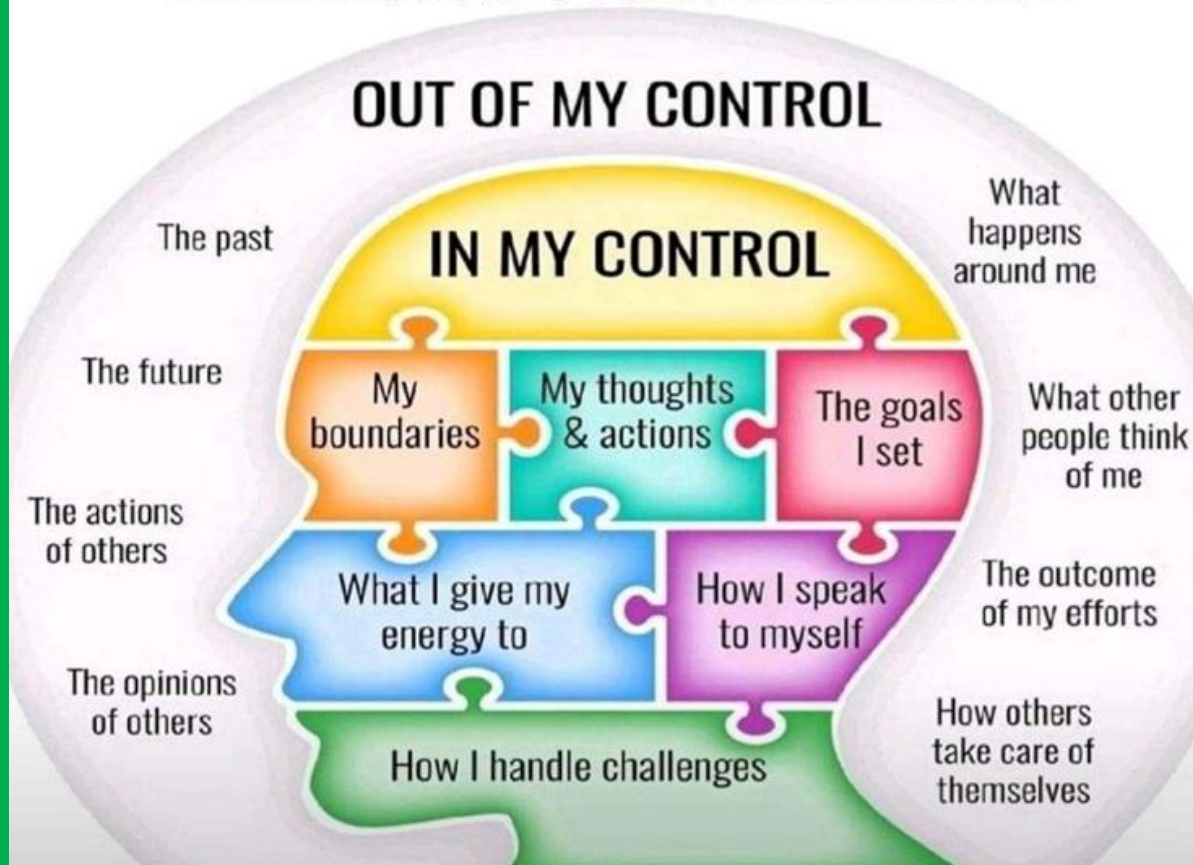
problem-solving: emotion-control:

**improvise
adapt
overcome**

**gratitude
optimism
kindness**

What I can control and what I can't

Data source: @mindfulenough | Infographic design by @agrassoblog for educational and motivational purposes





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Overcoming Writer's Block

Write!

The first, best and last advice:

Write. Just write! Write anything at all.

Don't wait for inspiration or the muse—just write!

Don't stop. Don't think. Force yourself to write something.

Put words on the page even if they are not the words you want.

The cognitive skill of writing is so complicated that you need to get good enough at it that the act of writing doesn't get in the way of the act of creating.

Write "bla bla bla" if you have to. Trust me, you'll get bored with that soon.

Because the physical act of writing itself has an almost magical effect of inspiring a new stream of words that you can put on the page.

If you can't think of anything, just write "I am blocked" and describe your feelings about it. That's worth something.

If you don't know the answers, write the questions.

Regardless of what you write, the answer to feeling blocked is to write.

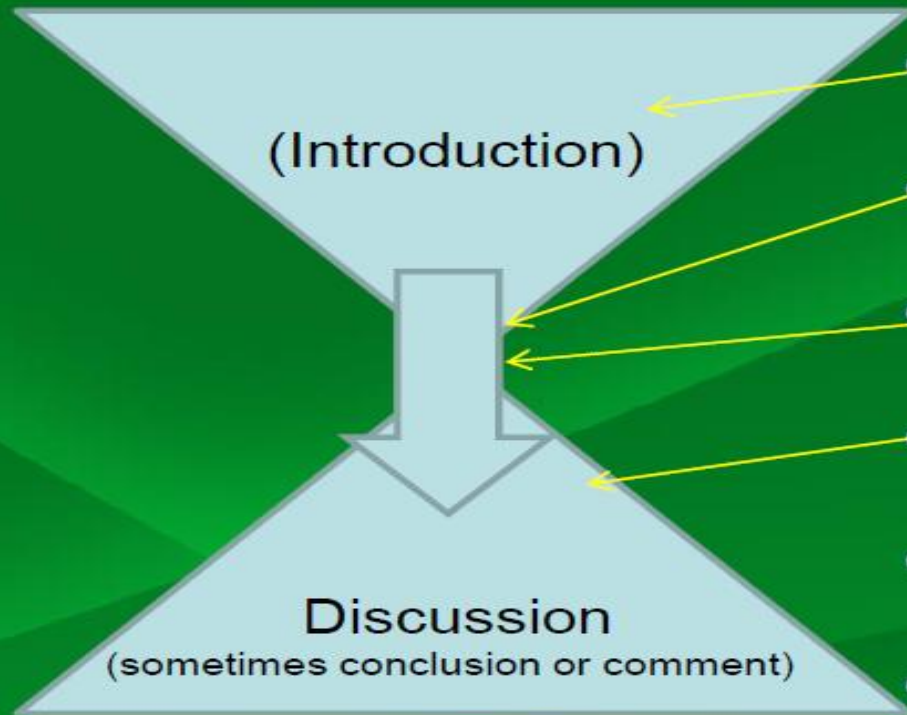
Just write!

Segui un copione come un attore per la prima bozza per non lasciare che la complessità intralci la creazione.

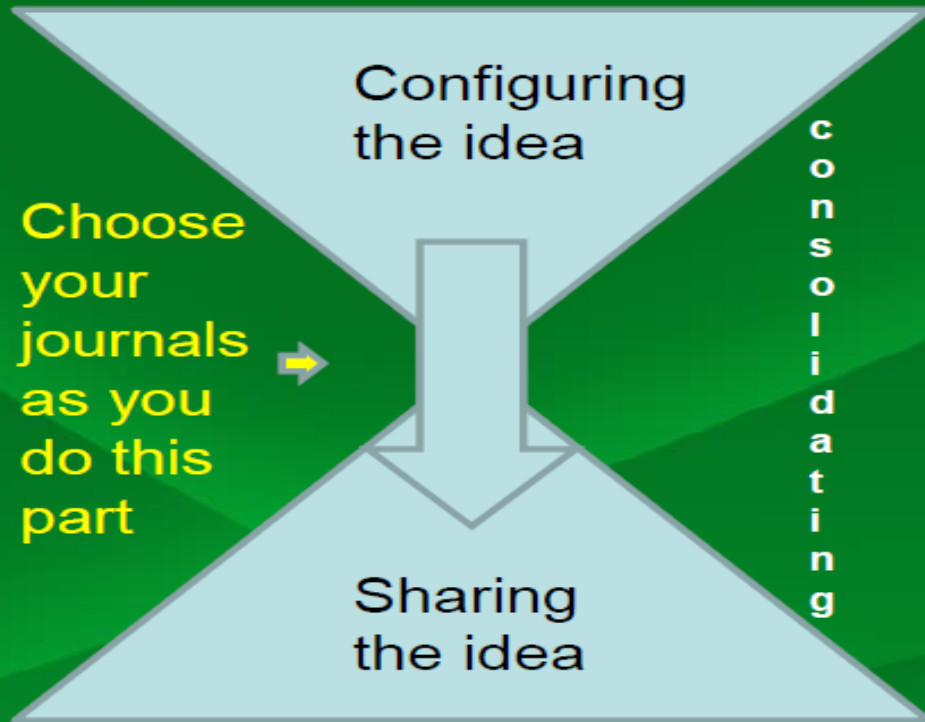


Parts of the AMA and APA Paper

- Title page
- Abstract
- (Introduction)
- Method
- Results
- Discussion
- References
- Tables and figures
- Online appendix
- Customized cover letter



The Actual Process



- ✓ Idea becomes a purpose
- ✓ Purpose gets written out
- ✓ Collect/analyze the data
- ✓ Draw up the tables/figures
- ✓ Methods get written up
- ✓ Results get written up
- ✓ Write up introduction
- ✓ Write up discussion
- ✓ Write up abstract
- ✓ Clean up and reference list
- ✓ Customize the cover letter
- ✓ Endure the submission process

The Actual Process



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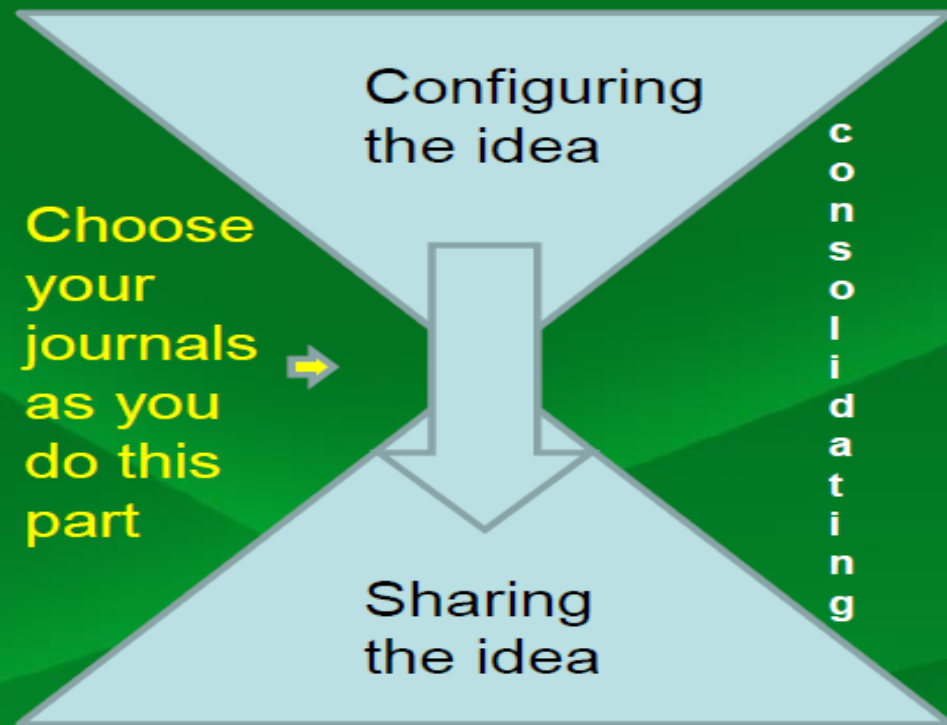
✓ Write up discussion

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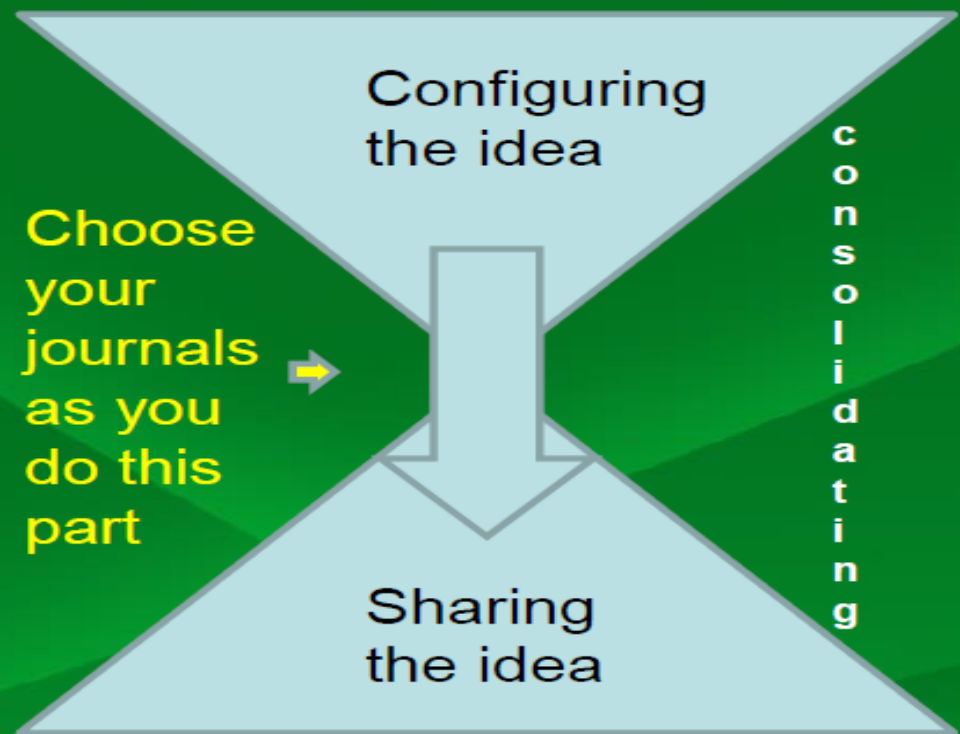
Idea – Purpose - Title

Think as if you
were searching
for your article

- The title should be written clearly and briefly, and accessible to readers: (1) From all disciplines and (2) For whom English is not their first language.
- Use appropriate descriptors and no jargon if possible. Past tense please.
- Avoid numbers, abbreviations, and/or punctuation.
- Your title should have meaning outside of the context of the journal and to general readers.
- There should be enough detail for indexing purposes.
- Action titles get picked up faster. Searchers now use key phrases.

2 TIPS. Write a sound bite (125ch, which becomes your purpose), then chisel it down to become a title. A title includes the IV, DV, design (link or action), and target population (average 100ch or less).

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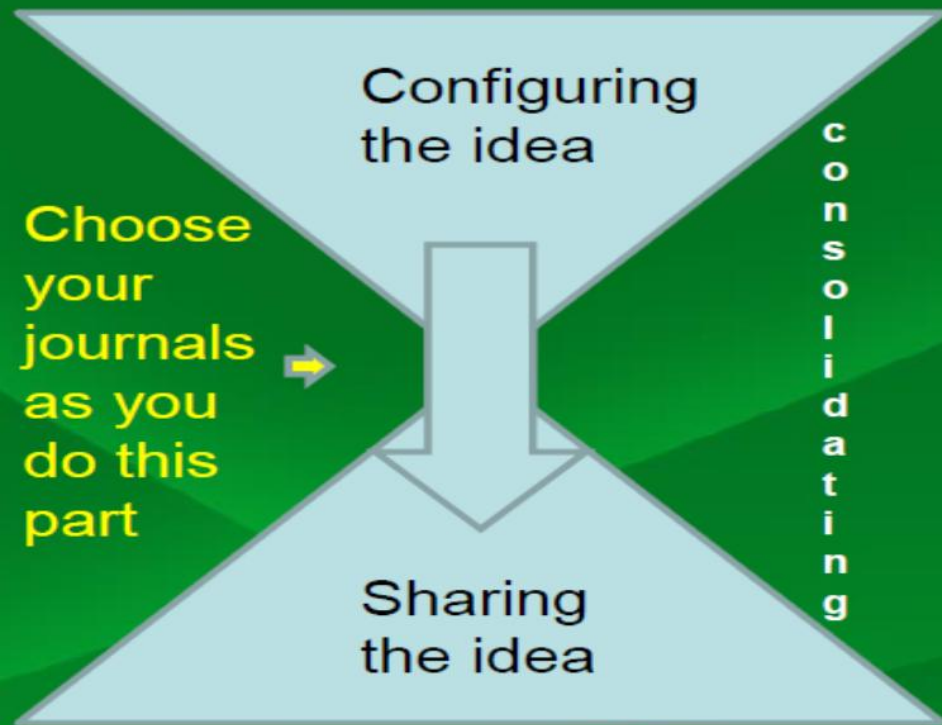
METHODS IN THREE SUB-SECTIONS

- *Participants* (recruitment, design, attributes);
- *Measures/Instruments* written by variable role is very desirable (e.g., *Measures: Predictor or Measures: Main Exposure – Measures: Outcome*)
- *Procedure* (intervention program, experimental procedure, creation of groups-clusters-cast controlling, etc.). It is appreciated if you include data analytic procedures here instead of in results. This includes weighting and treatment of missing data.

TIPS. Keep your reader on a **need-to-know basis** and **stick to your variable labels** for the rest of the text and tables once they are identified. Methods is mostly written in **past** tense.



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RESULTS

The results section is traditionally for observations after an experiment (either a real one or a naturally occurring one).

These sections may have one or more parts:

1. *Descriptive analyses.* (A correlation matrix is a descriptive if it applies to your design.);
2. *Inferential analyses.* Please include test statistics, p statistics, and CIs if they apply;
3. *Intermediate, ancillary, and/or post hoc analyses.*

Advice: Use table captions as topic sentences to start the above paragraphs.

TIPS. Tables 'report' or 'document' and figures 'show' or 'illustrate'.

Analyses were 'conducted' or 'computed' not 'done' and not 'ran'.

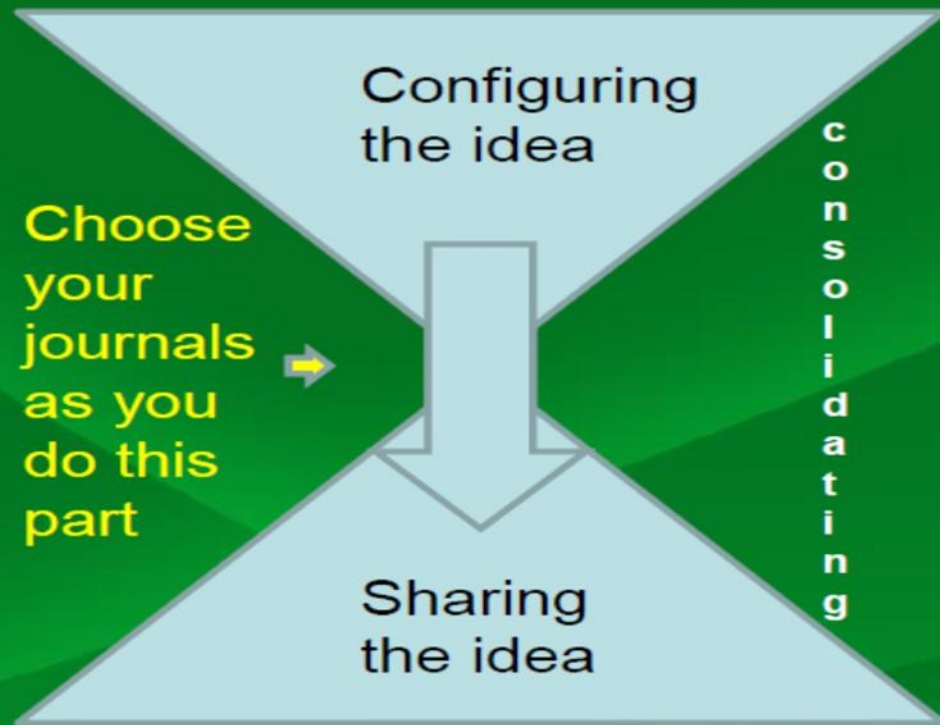
Best to offer each finding in one sentence. *Do not interpret them here.*

The description of the results (IV influenced or affected the DV) are written in past tense (increased, decreased, more, less).

Take advantage of the online appendix.



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INTRODUCTION IN SIX STEPS

There are 6 concise “must” parts:

- (1) Background statement (about people or things gives general significance);
- (2) Independent variable (IV, its justification for study);
- (3) How the independent variable relates to the dependent variable (DV);
- (4) Theory behind the IV-DV nexus;
- (5) Methodological issues (present the problems); and
- (6) Purpose, more specific objective, and hypothesis.

Tip. The first page of text after the abstract is the introduction on page 3.

Do not write “Introduction”. Instead, place your title at top instead of “Introduction”.

Friends With Benefits: On the Positive Consequences of Pet Ownership

Allen R. McConnell
Miami University

Christina M. Brown
Saint Louis University

Tonya M. Shoda, Laura E. Stayton, and Colleen E. Martin
Miami University

Social support is critical for psychological and physical well-being, reflecting the centrality of belongingness in our lives. Human interactions often provide people with considerable social support, but can pets also fulfill one's social needs? Although there is correlational evidence that pets may help individuals facing significant life stressors, little is known about the well-being benefits of pets for everyday people. Study 1 found in a community sample that pet owners fared better on several well-being (e.g., greater self-esteem, more exercise) and individual-difference (e.g., greater conscientiousness, less fearful attachment) measures. Study 2 assessed a different community sample and found that owners enjoyed better well-being when their pets fulfilled social needs better, and the support that pets provided complemented rather than competed with human sources. Finally, Study 3 brought pet owners into the laboratory and experimentally demonstrated the ability of pets to stave off negativity caused by social rejection. In summary, pets can serve as important sources of social support, providing many positive psychological and physical benefits for their owners.

Keywords: relationships, pets, social support, well-being, the self

If you pick up a starving dog and make him prosperous, he will not bite you. This is the principal difference between a dog and a man.

—Twain, *Pudd'nhead Wilson*

The Mark Twain quote above echoes the popular (and similarly sexist) adage that a dog is “man’s best friend.” With over 77 million dogs and 93 million cats in the United States alone (62% of U.S. households own a pet, with spending exceeding \$45 billion annually), it is clear that pets are both ubiquitous and important entities (American Pet Products Association, 2011).¹ Moreover, it is commonly assumed that pets can play a significant social role in people’s lives. For example, lonely people are often advised to get a dog or a cat to alleviate social isolation, and even U.S. President Harry Truman purportedly said, “If you want a friend in Washington, get a dog.” Despite the prevalence and intuitiveness of such counsel, is it really the case that pets provide meaningful social support, serving to improve owners’ happiness, well-being, and even their physical health? And if so, do all people benefit from owning pets to the same degree? Furthermore, do owners lean on their pets more only when they rely on people less for social needs

fulfillment, or do pets provide an independent source of social support that complements rather than offsets human sources? The present work tackles these questions to evaluate whether everyday people enjoy positive consequences from pet ownership and the social needs they might fulfill.

Why Might Pet Ownership Benefit Owners?

Although pets can provide their owners with many direct, material benefits (e.g., scaring away prospective burglars, reducing vermin), there is also evidence that pets can have positive psychological implications—though the majority of these studies are correlational and involve populations facing considerable life challenges. For instance, research shows that pet owners are less likely to die within 1 year of having a heart attack than those who do not own pets (1% vs. 7%, respectively; Friedmann & Thomas, 1995). Similarly, elderly Medicare patients with pets (especially dogs) had fewer physician visits than similar patients without pets (Siegel, 1990), and HIV-positive men reported less depression than similar men without pets (Siegel, Angulo, Detels, Wesch, & Mullen, 1999). Though intriguing, correlational studies like these leave many questions unanswered. For example, perhaps those with pets enjoy these advantages because third-variable factors such as having some degree of health and financial resources are required for pet ownership (e.g., being able to afford food and veterinary care, having the physical strength necessary to manage a pet). In one of

¹ It should be noted that the importance of pets is a global phenomenon. For example, Brazil has more than 30 million dogs and 12 million cats, China has more than 22 million dogs and 53 million cats, Japan has more than 9 million dogs and 7 million cats, and France has more than 8 million dogs and 9 million cats.

This article was published Online First July 4, 2011.

Allen R. McConnell, Department of Psychology, Miami University; Christina M. Brown, Department of Psychology, Saint Louis University; Tonya M. Shoda, Laura E. Stayton, and Colleen E. Martin, Department of Psychology, Miami University.

This work was supported by the Lewis Endowed Professorship and two Dean’s Scholars Awards. We thank Heather Claypool, Kurt Hogenberg, Debby Kashy, and Amy Summerville for their input on this work.

Correspondence concerning this article should be addressed to Allen R. McConnell, Department of Psychology, Miami University, Oxford, OH 45056. E-mail: mcconnar@miamiohio.edu

Circulation: Cardiovascular Quality and Outcomes



ORIGINAL ARTICLE

Dog Ownership and Survival A Systematic Review and Meta-Analysis

See Editorial by Kazi

BACKGROUND: Dog ownership has been associated with decreased cardiovascular risk. Recent reports have suggested an association of dog companionship with lower blood pressure levels, improved lipid profile, and diminished sympathetic responses to stress. However, it is unclear if dog ownership is associated with improved survival as previous studies have yielded inconsistent results. Thus, we performed a systematic review and meta-analysis to evaluate the association of dog ownership with all-cause mortality, with and without prior cardiovascular disease, and cardiovascular mortality.

METHODS AND RESULTS: Studies published between 1950 and May 24, 2019 were identified by searching Embase and PubMed. Observational studies that evaluated baseline dog ownership and subsequent all-cause mortality or cardiovascular mortality. Two independent reviewers extracted the data. We assessed pooled data using random-effects model. A possible limitation was that the analyses were not adjusted for confounders. Ten studies were included yielding data from 3 837 005 participants (530 515 events; mean follow-up 10.1 years). Dog ownership was associated with a 24% risk reduction for all-cause mortality as compared to nonownership (relative risk, 0.76; 95% CI, 0.67–0.86) with 6 studies demonstrating significant reduction in the risk of death. Notably, in individuals with prior coronary events, living in a home with a dog was associated with an even more pronounced risk reduction for all-cause mortality (relative risk, 0.35; 95% CI, 0.17–0.69; *P*, 0%). Moreover, when we restricted the analyses to studies evaluating cardiovascular mortality, dog ownership conferred a 31% risk reduction for cardiovascular death (relative risk, 0.69; 95% CI, 0.67–0.71; *P*, 5.1%).

CONCLUSIONS: Dog ownership is associated with lower risk of death over the long term, which is possibly driven by a reduction in cardiovascular mortality.

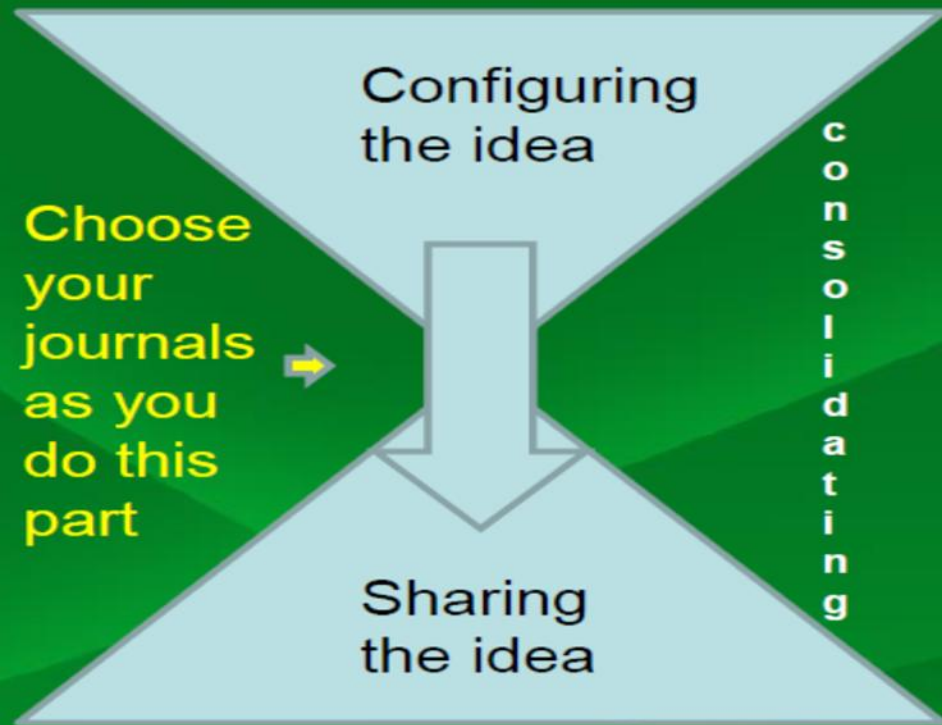
SYSTEMATIC REVIEW REGISTRATION: URL: <http://www.crd.york.ac.uk/> prospero/. Unique identifier: CRD42018111048.

Caroline K. Kramer, MD,
PhD
Sadie Mehmood, BSc
Renée S. Suen

Key Words: cardiovascular disease
■ dog ownership ■ mortality ■ risk

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DISCUSSION IN SIX STEPS

1. Start with a background comment, followed by a general finding statement, and what it might mean for the field (3 sentences, present tense);
2. Specific findings part (use what your measures were made of);
3. Plausible explanatory mechanisms part (theory);
4. Limitations of what you found part; and
5. Strengths of your study part;
6. A conclusive statement on practical, policy, or methodological implications.

TIP. Start and end your discussion with pertinence statements that serve the abstract.

Start your discussion with a similar background statement that matches the first line of the introduction.

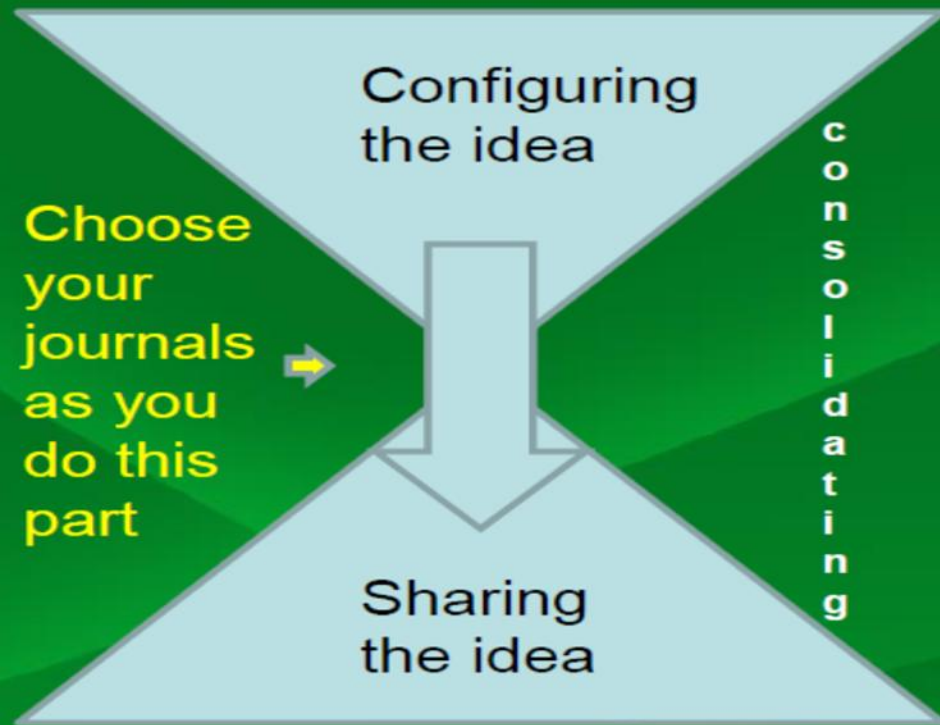
Think of your text as a motorcycle chain made up of separate links, where each sentence is one link. A pile of unconnected links is worthless – it will never drive your motorcycle. Similarly, a pile of unconnected sentences is worthless – it will never drive your message home.

To build a cohesive text, you have to connect your sentences together to make longer segments we call paragraphs. A cohesive paragraph clearly focuses on its topic. You then need to connect each paragraph with the previous paragraph, thereby linking the paragraph topics. Linking paragraphs results in building cohesive sections of your article, where each section focuses on its main topic. Then, link the sections to each other and, finally, connect the end of your article to the beginning, closing the loop – now the chain will drive our motorcycle. Let's look at linking techniques.

Basic guidelines for building a cohesive story:

1. Link each sentence to the previous sentence.
2. Link each paragraph to the previous paragraph.
3. Link each section to the previous section.
4. Link the end to the beginning.

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WRITE A “TELL ALL” ABSTRACT IN IMRAD FORMAT

It MUST be a “tell all” in 150-250w, just in case...

- Intro (background and objective) statement
- Methods (participants, exposures, outcomes)
- Results in past tense
- Discussion (conclusion) of what the results mean in present tense

TIPS: (1) Provides search engine data to rank/find article; (2) Use a sound bite approach to guide reader-friendly description; (3) Do not repeat words/rehash words from one line to the next; (4) Do not include citations or abbreviations; and (5) Include coefficients or confidence intervals. (6) In terms of grammar tenses are same as in IMRAD. (7) In terms of etiquette, results are referred to as results in the results section. The results are referred to as findings in the discussion. Research does not show or prove – it suggests...indicates...



LITERARY LEGEND, GEORGE ORWELL WROTE AN ESSAY IN 1946 CALLED *POLITICS AND THE ENGLISH LANGUAGE* AS SOMETHING OF A CURE FOR THE STATE OF WRITING IN PUBLICATIONS OF HIS DAY.

1. Never use a metaphor, simile, or other figure of speech which you are used to seeing in print.
2. Never use a long word where a short one will do.
3. If it is possible to cut a word out, always cut it out.
4. Never use the passive where you can use the active.
5. Never use a foreign phrase, a scientific word, or a jargon word if you can think of an everyday English equivalent.



Helping the shift from authorship to contributorship

CRedit author statement

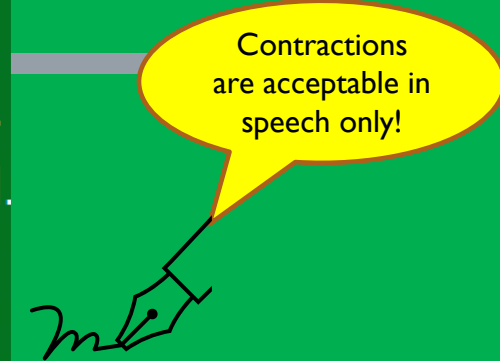


- CRedit (Contributor Roles Taxonomy) was introduced with the intention of recognizing individual author contributions, reducing authorship disputes and facilitating collaboration. The idea came about following a 2012 collaborative workshop led by Harvard University and the Wellcome Trust, with input from researchers, the International Committee of Medical Journal Editors (ICMJE) and publishers, including Elsevier, represented by Cell Press.
- CRedit offers authors the opportunity to share an **accurate and detailed** description of their diverse contributions to the published work.
- The corresponding author is responsible for ensuring that the descriptions are accurate and agreed by all authors.
- The role(s) of all authors should be listed, using the relevant above categories.
- Authors may have contributed in multiple roles.
- CRedit is descriptive may not correspond to the journal's criteria to qualify for authorship.

Term	Definition
Conceptualization	Ideas; formulation or evolution of overarching research goals and aims
Methodology	Development or design of methodology; creation of models
Software	Programming, software development; designing computer programs; implementation of the computer code and supporting algorithms; testing of existing code components
Validation	Verification, whether as a part of the activity or separate, of the overall replication/ reproducibility of results/experiments and other research outputs
Formal analysis	Application of statistical, mathematical, computational, or other formal techniques to analyze or synthesize study data
Investigation	Conducting a research and investigation process, specifically performing the experiments, or data/evidence collection
Resources	Provision of study materials, reagents, materials, patients, laboratory samples, animals, instrumentation, computing resources, or other analysis tools
Data Curation	Management activities to annotate (produce metadata), scrub data and maintain research data (including software code, where it is necessary for interpreting the data itself) for initial use and later reuse
Writing - Original Draft	Preparation, creation and/or presentation of the published work, specifically writing the initial draft (including substantive translation)
Writing - Review & Editing	Preparation, creation and/or presentation of the published work by those from the original research group, specifically critical review, commentary or revision – including pre-or postpublication stages
Visualization	Preparation, creation and/or presentation of the published work, specifically visualization/ data presentation
Supervision	Oversight and leadership responsibility for the research activity planning and execution, including mentorship external to the core team
Project administration	Management and coordination responsibility for the research activity planning and execution
Funding acquisition	Acquisition of the financial support for the project leading to this publication

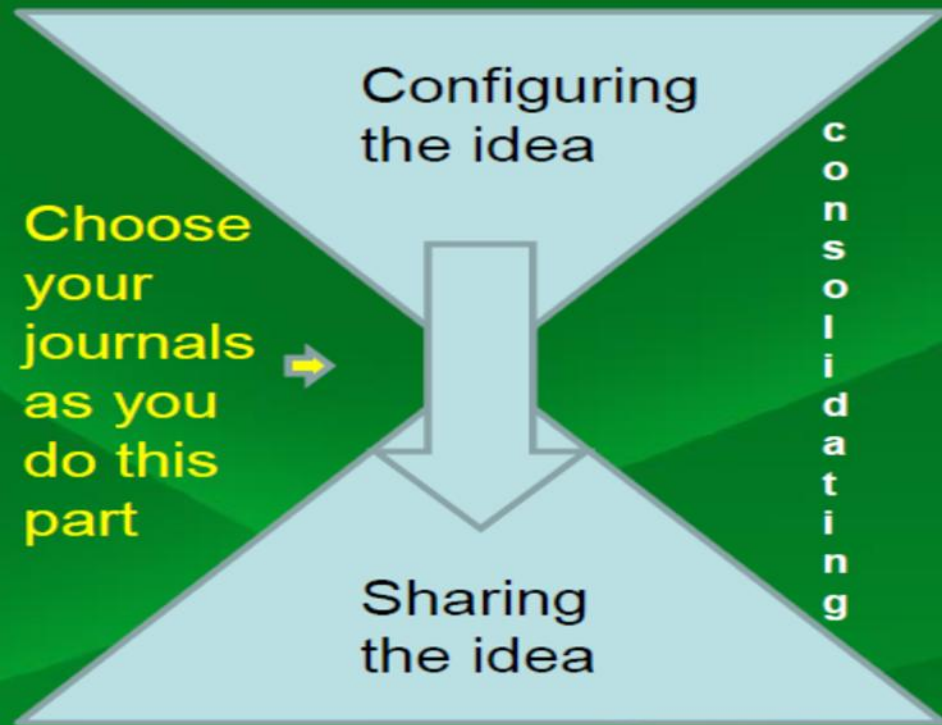
Key Editorial Suggestions

- Editors like Times 12, double spaced, NO right justification! NO capitalization.
- APA or AMA formatting is low key – few italics. No underlining. No bold-faced.
- Short sentence approach. A paragraph = 3 sentences rule.
- Try to write the first draft without qualifiers for better draft. Add qualifiers after.
- Avoid verb-enders, repetitive wording, pet words, and word tics.
- Refrain from apostrophes – child achievement, student achievement, student behavior
- Refrain from mid-sentence reference citation interruptus;-)
- Watch the dangling participles (apples, oranges, and bananas as opposed to apples, oranges and bananas).
- Watch your table and figure captions. Match them with the text.
- Do you have to tell the reader everything you know? Stick to last 5 years.
- Do not put every article you ever read in the ref list! Hi-protein and lo-carb!
- Do a sentence check for missing word, typo, and spelling/punctuation errors.
- Do a line check for loose ends (relevant) and dead ends (irrelevant mentions).
- Beware of multiple fingers in the pie and tracked changes!
- Do the read-aloud-test. Does the voicing overdose on plosives and fricatives?
- Are you getting nose-blind – then change format to pdf.
- Reviewers don't like overkill. Remember that your goal is a revise/resubmit.



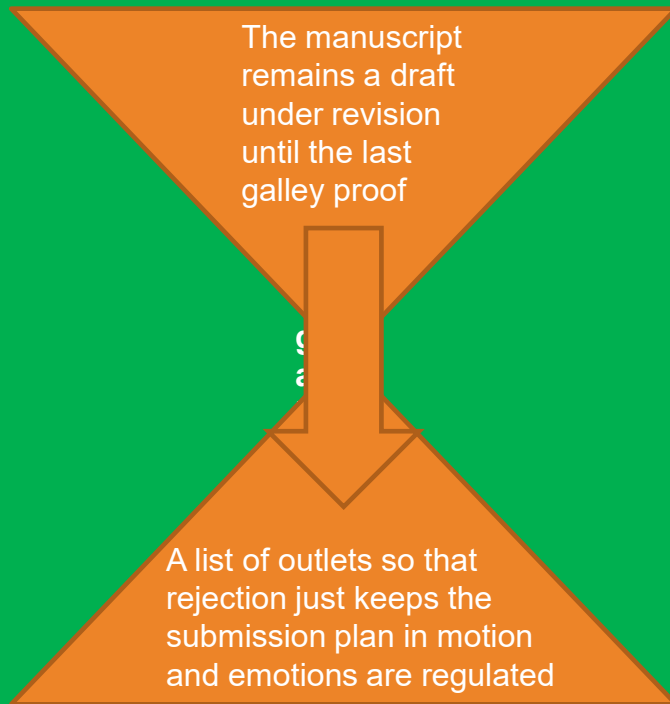
Contractions
are acceptable in
speech only!

The Actual Process



- 😊 Idea becomes a purpose
- 😊 Purpose gets written out
- 😊 Collect/analyze the data
- 😊 Draw up the tables/figures
- 😊 Methods get written up
- 😊 Results get written up
- 😊 Write up introduction
- 😊 Write up discussion
- 😊 Write up abstract
- 😊 Clean up and reference list
- 😊 Customize the cover letter
- ✓ Endure the submission process

THE DECISION TREE

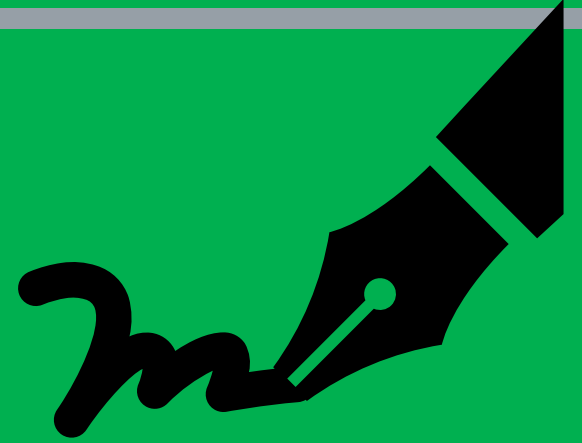


- ✓ Make a wish list which starts with best journal to least desirable journal. Make at least 8 realistic choices.
- ✓ Start at top and get ready for next
- ✓ Aim to get off editor's desk and off to reviewers.
- ✓ If R & R, start quickly and resubmit!
- ✓ If rejected, the carefully repurpose the manuscript/cletter according to the mission of the next journal.
- ✓ Check to see if any improvements can be made, based on previous reviews, prior to submitting.

Tip. Remember reviewers work on your stuff for free – so be grateful rather than mad.

EACH JOURNAL HAS A MISSION

Show the editor respect for the journal;-o



- **Adapt your text to the journal and its mission** (neurotypical participants in neuroscience are typically developing children in psychology and are regular students in an education journal).
- Write a cover letter that **matches** the mission.
- Make sure you **cite** that journal at least once!
- If rejected, **edit and repurpose the cover letter** accordingly (mention the journal name and how your article matches the journal mission).

Kenneth S. Kendler, Editor
Virginia Institute for Psychiatric and Behavioral Genetics
Department of Psychiatry and School of Medicine
Virginia Commonwealth University
Richmond, VA,
23298, US

Montreal, 20 November 2015

Dear Professor Kendler:

Enclosed please find a manuscript entitled, “*Prospective associations between televiewing in toddlerhood and later self-reported social impairment in middle school,*” which we are submitting to **Psychological Medicine** with great hopes of achieving publication as an original contribution. **Our submission, which pertains to social pediatrics and community health,** examines whether early childhood televiewing, a common pastime, is prospectively associated with social difficulties in middle school.

Using a population-based sample of children, televiewing at age 2 predicted subsequent victimization and social withdrawal from fellow students and engaging in antisocial behavior and proactive aggression toward fellow students at age 13. These outcomes generate an increased risk of long-term health and employment problems.

We consider this a suitable submission to Psychological Medicine in light of its mission which aims to reward innovation and the exploration of previously unsuspected hypotheses in the vast multidisciplinary field of mental health. Such a publication would have an important impact on researchers and clinicians concerned with disease prevention and health promotion and policymakers in public health. The readership would find the results regarding the relative and unique predictive value of early childhood television exposure pertinent and timely. We believe that this paper should influence public awareness and perceptions of the importance of the AAP guidelines when it comes to choosing and limiting pastime activities for young children.

This manuscript represents valid work and neither this manuscript nor one with substantially similar content under our authorship has been published or is being considered for publication elsewhere. In other words, this work is not and will not be submitted to any other journal while under consideration at Psychological Medicine. This research, based on informed consent by all participants, was IRB approved by the *Institute de la Statistique du Québec* and the ethics board of the *Université de Montréal*. The analyses were not funded by a granting agency. My co-authors, Caroline Fitzpatrick, François Lévesque-Seck, and I planned and executed the secondary analyses and co-wrote the manuscript. We have approved the final draft for submission and take responsibility for the entire manuscript.

Professor Kendler, we are grateful for your time and effort during the review process. Should you require further information, please do not hesitate to contact me at the University by email (Linda.s.Pagani@umontreal.ca) or by telephone (514-343-6111, extension 2524).

Sincerely,

Linda Pagani Ph.D., Professor and Researcher
École de psychoéducation and the Centre Hospitalier Universitaire Sainte-Justine
Université de Montréal
C.P. 6128, succursale Centre-ville
Montréal, QC
CANADA
H3C 3J7



Customize
your letter,
parts of its
text, and even
the title if
necessary. Do
same for the
manuscript.

Kenneth S. Kendler, Editor
Virginia Institute for Psychiatric and Behavioral Genetics
Department of Psychiatry and School of Medicine
Virginia Commonwealth University
Richmond, VA,
23298, US

Montreal, 16 May 2016

Dear Professor Kendler:

Enclosed please find a revised manuscript entitled, "*Prospective associations between televiewing at toddlerhood and later self-reported social impairment at middle school in a Canadian longitudinal cohort born in 1997/1998*" which we are resubmitting to Psychological Medicine with great hopes of achieving publication as an original contribution.

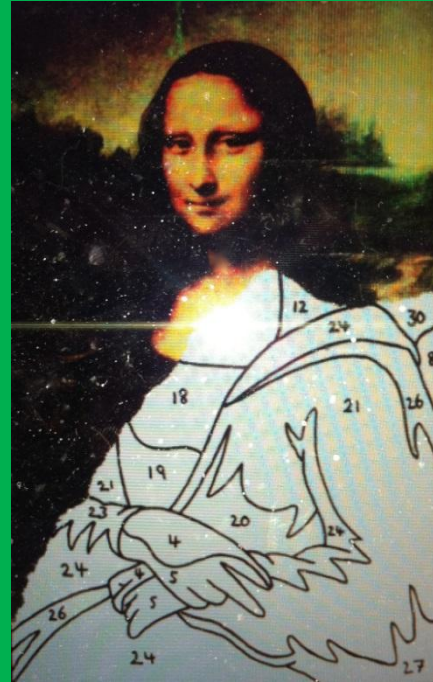
Our submission, which pertains to social pediatrics and community health, uses a population-based longitudinal sample of children. It finds that televiewing at age 2 is associated with increased risk of experiencing victimization and social withdrawal from fellow students and engaging in antisocial behavior and proactive aggression toward fellow students at age 13. These results are clinically pertinent because impairment represents a key determinant of psychiatric diagnosis and adolescents who experience social difficulties are at greater long-term risk of health and socio-economic problems.

We are grateful to the reviewers for their thoughtful input, which we complied with and found immensely helpful. In the next sections, we detail our revisions according to reviewer feedback (highlighted in yellow in the marked manuscript).

The actual process;-)



Original submission



Reviewer feedback

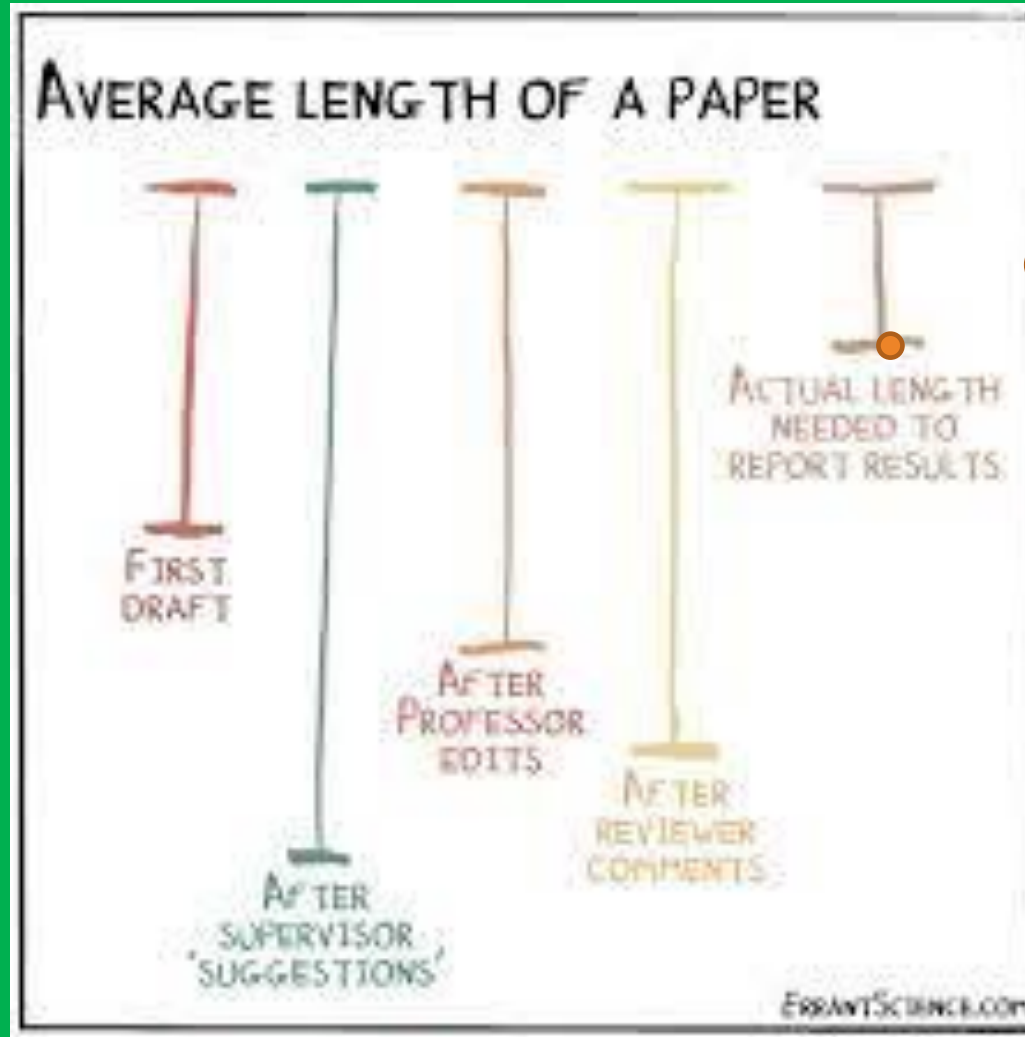


Intro about 1000w
Methods about 1000w
Results about 500w
Discussion about 1000w

Advice: Don't repeat stuff that is already in the Table. Reviewers will see that information.

Sagesse: If the information is there and a reviewer says that it is not, you can either direct him to where it is in the rv letter response or just highlight it.

Extras? Use an online appendix.



Students tell your supervisors and peers tell your colleagues!



COME GUARDARE L'ALBERO SENZA IGNORARE LA FORESTA



Mental distinctions between a thesis and an article and a press release – Distinzioni mentali tra una tesi e un articolo e un comunicato stampa.



Writer's block and impostor complex. No one is immune - Blocco dello scrittore e complesso dell'impostore. Nessuno è immune.



Picasso vs. Cézanne – Dylan vs. Cohen. The Picasso-Dylan approach. Picasso contro Cézanne – Dylan contro Cohen. L'approccio Picasso-Dylan.



Conferences. Strike when the iron is hot. But there must be an iron. Conferenze. Battere quando il ferro è caldo. Ma ci deve essere un ferro da stiro.



Knowledge transfer. From knowledge to know-how to letting people know. Trasferimento delle conoscenze. Dalla conoscenza al know-how fino al far conoscere le persone.

VANTAGGI DI PARTECIPARE ALLE CONFERENZE



1. Ti permettono di perfezionare lo sviluppo della tua "voce interiore".
2. Le conferenze offrono una meravigliosa opportunità per ricevere **feedback** sulla tua ricerca. Cerca di ottenere un feedback sul tuo lavoro. Le conferenze sono un'opportunità per presentare i risultati del vostro lavoro al grande pubblico e per osservare come saranno accolti.
3. Le conferenze ti permettono di fare rete. Il **networking** implica molto di più che "chattare con nuove persone" e far conoscere il proprio nome.
4. Partecipare alle conferenze ti consente di **conoscere altri** membri della professione, studenti laureati e leader senior.
5. Tieni sempre presente che le riviste invieranno il tuo lavoro a ricercatori affermati nel campo della presentazione o della revisione scientifica. Sii consapevole quando fai rete che probabilmente stai **parlando con revisori passati o futuri** del tuo lavoro.
6. Ci sono vantaggi nel capire come affrontare le **preoccupazioni** di coloro che incontri; Che sia durante un panel, in ascensore o come parte di un cocktail party.
7. Meglio sei in grado di comunicare adeguatamente con il tuo pubblico, sia in gruppo che individualmente, più successo avrà la tua carriera nella scrittura scientifica. Quindi, a parte "**pensare e parlare allo stesso tempo**", quali sarebbero uno o due benefici finali?

1. **Importance (or Background or Context):** The abstract should begin with a sentence or two explaining the clinical (or other) importance of the study question.
2. **Objective and Hypothesis:** State the precise objective(s) or study question(s) addressed in the report (e.g., "To determine whether..."). A hypothesis should be stated after the objective, unless the objective is descriptive (i.e., because qualitative design or because no inferential analyses were performed).
3. **Design and Setting:** Describe the basic design of the study. Independent groups? Case study protocol? Prospective birth cohort design? Accelerated longitudinal design? Split-plot factorial design? Randomized between-groups design? Describe the study setting (time and place) to assist readers in determining the applicability of the work to other circumstances or populations.
4. **Participants:** The numbers of participants, eligibility criteria, key sociodemographic features, and how they were selected (catchment area sampling? convenience sample? random selection?; population-based sample? referred sample? self-referral or advertised volunteer sample?). Include the number of otherwise eligible individuals who were not eligible and were eligible but refused.
5. **Predictor(s) (Independent Variable, Main Exposure(s)):** The essential features of any interventions or exposures should be described, including their implementation, assessment, and characteristics. The intervention or exposure should be named by a common clinical name or research name.
6. **Main Outcome Measure(s):** Indicate the primary study outcome(s) and their measurement(s). Explain outcomes or measurements unfamiliar to a general medical readership. Do not use acronyms.
7. **Procedure:** At the very best, tell us about the any treatment procedures or data analytic procedures that were conducted. You can explain the different steps for either if there is room.
8. **Results (plus 1 slide per table/figure, max two tables/figures):** The main outcomes of the study should be reported and quantified, including baseline characteristics and final included/analyzed sample. Include absolute numbers and measures of absolute risks (such as increase/decrease or absolute differences between groups), along with 95% confidence intervals. Approaches such as number needed to treat to achieve a unit of benefit may be included when appropriate. Measures of relative risk also may be reported (e.g., relative risk, hazard ratios). Analyses making likelihood predictions should include confidence intervals. Studies of screening and diagnostic tests should report sensitivity, specificity, and likelihood ratio. If predictive value or accuracy is reported, the prevalence or pretest likelihood should be given as well. All randomized clinical trials should include the results of intention-to-treat analysis, and all surveys should include response rates if there is space.
9. **Conclusions:** Start with a general key phrase on the findings. Then offer more specific short and clear conclusion phrases. Give equal emphasis to positive and negative findings of equal scientific merit. End with a statement of relevance indicating implications for clinical practice or policy, while being sensitive about speculation and overgeneralization. A cautionary statement may be used when additional study is required before the findings can be implemented by decision-makers for clinical or policy.



**Abstract
Oral Conference**
12 slide PowerPoint presentation
(1 title slide + 9 slides + 2 table slides = 300w max)



You can cite references in 1, 5, 6, 7, or 9 but keep them down to a minimum and place them on the bottom of your slide in really small print (in either APA or AMA listing style). Do not waste your space with citations.

Early life secondhand smoke exposure assessed by hair nicotine biomarker may reduce children's neurodevelopment at 2 years of age

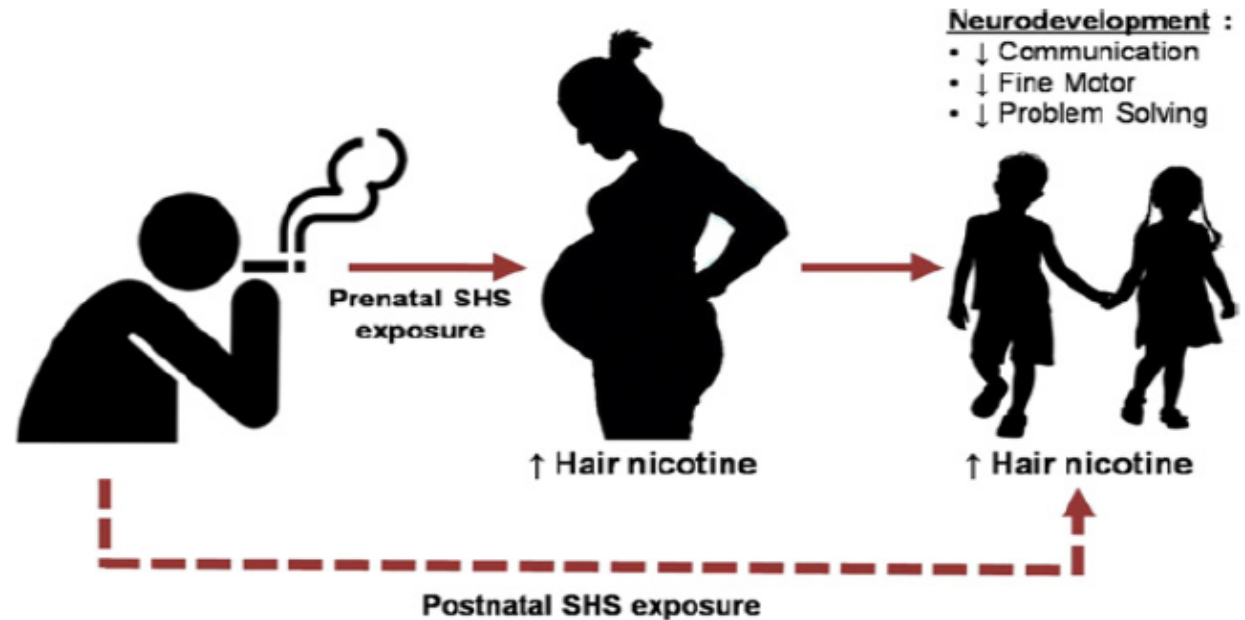


Nur Nadia Mohamed^a, See Ling Loy^b, Poh Ying Lim^c, Abdullah Al Mamun^d, Hamid Jan Jan Mohamed^{e,*}

HIGHLIGHTS

- Hair nicotine was used as biomarker for secondhand smoke (SHS) exposure.
- Prenatal SHS exposure was inversely associated with communication and fine motor skills.
- Postnatal SHS exposure was inversely associated with fine motor and problem solving skills.
- Early life exposure to SHS may affect children's neurodevelopment.

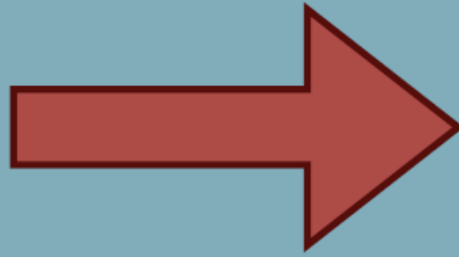
GRAPHICAL ABSTRACT



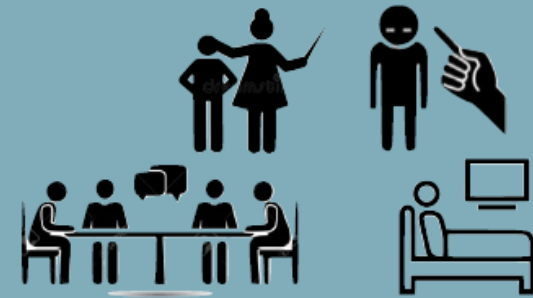
MATERNAL DEPRESSIVE SYMPTOMS IN FIRST YEAR AFTER CHILDBIRTH PREDICT LONG-TERM DEVELOPMENTAL RISKS IN SONS AND DAUGHTERS



Maternal depressive symptoms
5 months post-partum



Psychosocial adjustment



Social interactions and behaviours
6, 12, and 15 years



COME GUARDARE L'ALBERO SENZA IGNORARE LA FORESTA



Mental distinctions between a thesis and an article and a press release – Distinzioni mentali tra una tesi e un articolo e un comunicato stampa.



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Knowledge transfer. From knowledge to know-how to letting people know. Trasferimento delle conoscenze. Dalla conoscenza al know-how fino al far conoscere le persone.

Una volta d'accordo:
Negoziazione della
data dell'embargo con
la gente del Journal

Il ricercatore scrive il
comunicato stampa
dopo l'invio delle
revisioni

Contattare
il persone
dell'Ufficio:
Stampa di
la tua
università o
centro

Dal momento in cui ricevi l'email di accettazione al momento negoziato il momento del rilascio.

Prospective associations between televiewing at toddlerhood and later self-reported social impairment at middle school in a Canadian longitudinal cohort born in 1997/1998

L. S. Pagani^{1*}, F. Lévesque-Seck¹ and C. Fitzpatrick^{2,3}

¹ School of Psycho-Education and Sainte-Justine's Hospital Research Center (Brain Diseases Axis), Université de Montréal, Montréal, Québec, Canada

² Psychology Department, Université Ste-Anne, Church Point, Nova Scotia, Canada

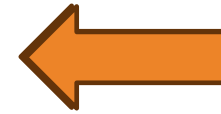
³ Exercise Science Department, Concordia University, Montréal, Québec, Canada

Background. Using a large Canadian population-based sample, this study aimed to verify whether televiewing in toddlerhood is prospectively associated with self-reported social impairment in middle school.

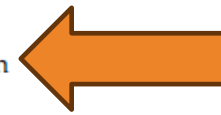
Method. Participants are from a prospective–longitudinal birth cohort of 991 girls and 1006 boys from the Quebec Longitudinal Study of Child Development. Child self-reported ratings of relational difficulties at age 13 years were linearly regressed on parent-reported televiewing at age 2 years while adjusting for potential confounders.

Results. Every additional 1 h of early childhood television exposure corresponded to an 11% s.d. unit increase in self-reported peer victimization [unstandardized $\beta=0.03$, 95% confidence interval (CI) 0.02–0.04], a 10% s.d. unit increase in self-reported social isolation (unstandardized $\beta=0.04$, 95% CI 0.03–0.05), a 9% s.d. unit increase in self-reported proactive aggression (unstandardized $\beta=0.02$, 95% CI 0.01–0.03) and a 6% s.d. unit increase in self-reported antisocial behavior (unstandardized $\beta=0.01$, 95% CI 0.01–0.01) at age 13 years. These results are above and beyond pre-existing individual and family factors.

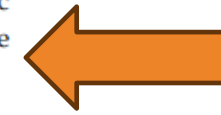
Conclusions. Televiewing in toddlerhood was prospectively associated with experiencing victimization and social withdrawal from fellow students and engaging in antisocial behavior and proactive aggression toward fellow students at age 13 years. Adolescents who experience relational difficulties are at risk of long-term health problems (like depression and cardiometabolic disease) and socio-economic problems (like underachievement and unemployment). These relationships, observed more than a decade later, and independent of key potential confounders, suggest a need for better parental awareness of how young children invest their limited waking hours.



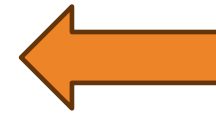
Press friendly title:
Toddler TV Trumps Later Development



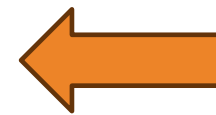
Give background in 1-3 sentences and add a comment in quotations: Pagani said, « ... »



Tell the method in people words and follow by adding a comment on the most important feature of the method in quotes.



Comment on the design but no big details and say what results were 'important'. Pagani stated, « This mattered because... »



End with what these 'findings' mean for (clinical, social, health) policy. Pagani and her students concluded, « ... »

Altri

Strumenti di scrittura

1. [Academic Writing Tools](#)
2. [Proofreading Tools](#)
3. [Academic Search Engines](#)
4. [Project Management Tools](#)
5. [Survey Tools for Research](#)
6. [Transcription Tools](#)
7. [Reference Management Software](#)
8. [AI-Based Summary Generators](#)
9. [Academic Social Network Sites](#)
10. [Plagiarism Checkers](#)
11. [Science Communication Tools](#)
12. [Jasper AI Review](#)
13. Grammarly.com
14. Zotero



This workshop is like therapy, so I will see you at our next appointment!



Think
Write
Edit
Polish

thanks
merci
gracias
grazie
ευχαριστώ
câm ơn
شكرا



Linda.s.pagani@umontreal.ca
Canada: 514-343-6111, 2524

More on resubmissions, press releases,
managing media, handling writer's block,
writing in English as a second language.



Université de Montréal
FAS - École de psychoéducation
<http://psyced.umontreal.ca>

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Professeure titulaire
(00) (1) 514-343-6111, poste 2524
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