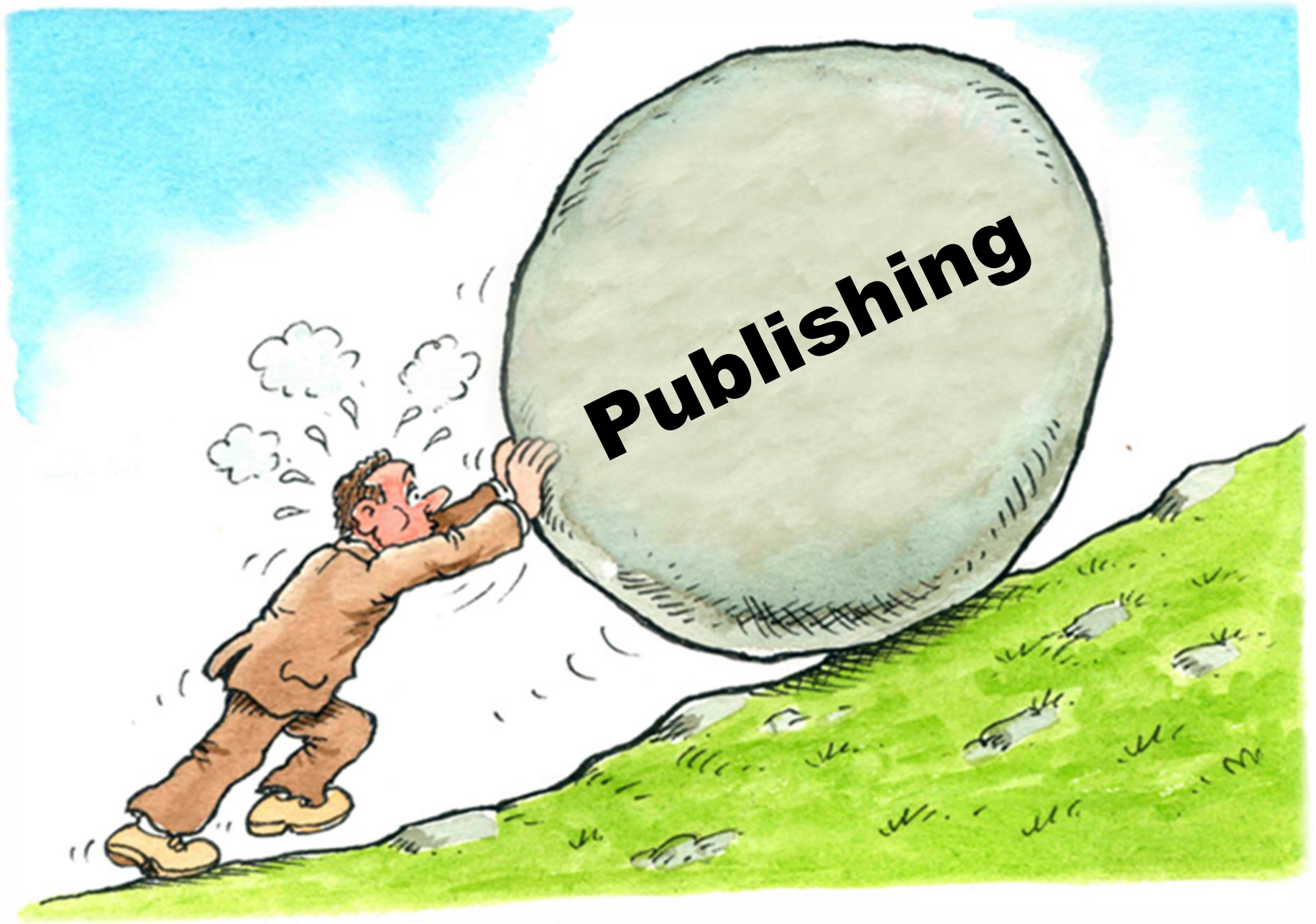


Do we need to change the face of academic publication?

Prof Trevor Gibbs





Publishing



**Scholarship, Publication and
Career Advancement in
Health Professions Education**

William C McGaghie

AMEE GUIDE
Education Management

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AMEE Guides in Medical Education

www.amee.org

**Scholarship
and publication**

are key

activities for

academic

health

professionals.



Why is publishing so difficult?

- **Number of recognised journals**
- **Indexing and impact factor**
- **Cost**
- **Open-access and predatory journals**
- **Language**
- **Journal style**
- **Popularity and low acceptance rate**

The publishing process:



- **Peer-review process**
- **Subjectivity of review process**
- **Time from submission to publication**
- **Structure of feedback**
- **Lack of informative feedback**
- **Lack of support for scholarship development**



Research into peer review has mostly failed to show benefit but has shown a substantial downside (slow, expensive, largely a lottery, wasteful of scientific time, fails to detect most errors, rejects the truly original, and doesn't guard against fraud.

2011-2016

COMMENTARY

A fresh approach to publishing and reviewing papers in health professions education

RONALD M. HARDEN^{1,2} & PAT LILLEY²¹University of Dundee, UK, ²AMEE, UK

Abstract

MedEdPublish has been launched as a repository of ideas and an e-library for papers relating to education in the health professions that have not previously been published. In line with the move to open access publication, the e-library provides an easy-to-search, open access resource that addresses both a mismatch between papers meriting publication and the space available in established journals, and problems with the traditional approach to peer reviewing by an editorial board and two or three selected reviewers. It is argued that with advances in technology, the time is right to look at a fresh approach to quality control that involves the wider education community.

Increasing interest in health professions education

The increased interest in health professions education in the last two decades has been associated both with a greater recognition of scholarship in the area and a move to evidence-informed practice (Mennin & McGrew 2000). The number of papers published on the subject of medical education has increased at a higher rate than in any other field in medicine. Papers report the results of research studies, describe case studies and personal views, set out frameworks and guidelines for good practice and present systematic reviews of the literature.

publication of the journal and the publication of web papers that appear only in the online edition of the journal. This has not kept pace, however, with the number of papers written in anticipation that they will be published. As McGaghie (2009) has pointed out, to demonstrate scholarship in their field, teachers are expected to publish regularly on topics relating to their teaching practice and research. This presents a challenge if the publication opportunities available are limited.

The standard practice with peer-reviewed journals is for papers to be subjected to scrutiny and review by the journal editorial staff and two or three external reviewers with a special interest in the area related to the article. The reason for



MedEdPublish

Why AMEE MedEdPublish?

The number of papers published in medical and health professions education has increased at a higher rate than in any other field in medicine.

Teachers and others involved in health professions education are expected to publish regularly in order to demonstrate scholarship.

As a result, journals such as Medical Teacher receive many more articles than it is possible to publish, and many well-written, methodologically sound papers cannot be published due to space constraints.

Concern has also been expressed about potential censorship by journal editors and reviewers, and it has been suggested that readers as well as experts should have the opportunity to read and decide on the merits and utility of work produced by their peers.

An Innovative Approach

- A highly visible, open access e-journal publishing papers on education in the health care professions;
- Papers published immediately on acceptance and appear in the current issue;
- A transparent post-publication peer review process with comments and star-ratings of papers together with recommendations by a review panel;
- A platform to share good practice, explore new innovations and developments from around the world and an opportunity to enhance scholarship in education;
- Promotion of dialogue, with authors encouraged to respond to reviews and comments;
- In addition to general articles, special themes serve as a focus for discussion and debate within the community;
- Replication studies, opinion pieces and case studies as well as original research are published;
- Highly rated papers are listed in Medical Teacher and referred to in MedEdWorld.

- Manuscripts are built and submitted through an online web form
- "Light touch" screening is then applied. Submissions are not at this stage judged on their validity, significance or potential impact
- Qualifying papers are published within 7 days of receipt and are allocated a DOI
- Registered users of the website may select categories relating to their area of interest and may opt to receive emails when new papers are published in these areas
- Registered users may give each paper a star-rating and post a review which is published immediately along with the name of the reviewer. Comments may also be made on reviews
- The MedEdPublish Editor and Review Panel also provide comments and ratings. If a paper receives the appropriate number and standard of ratings by the panel, it will be given "Recommended" status
- Authors are encouraged to respond to comments and feedback to continue the exchange of dialogue

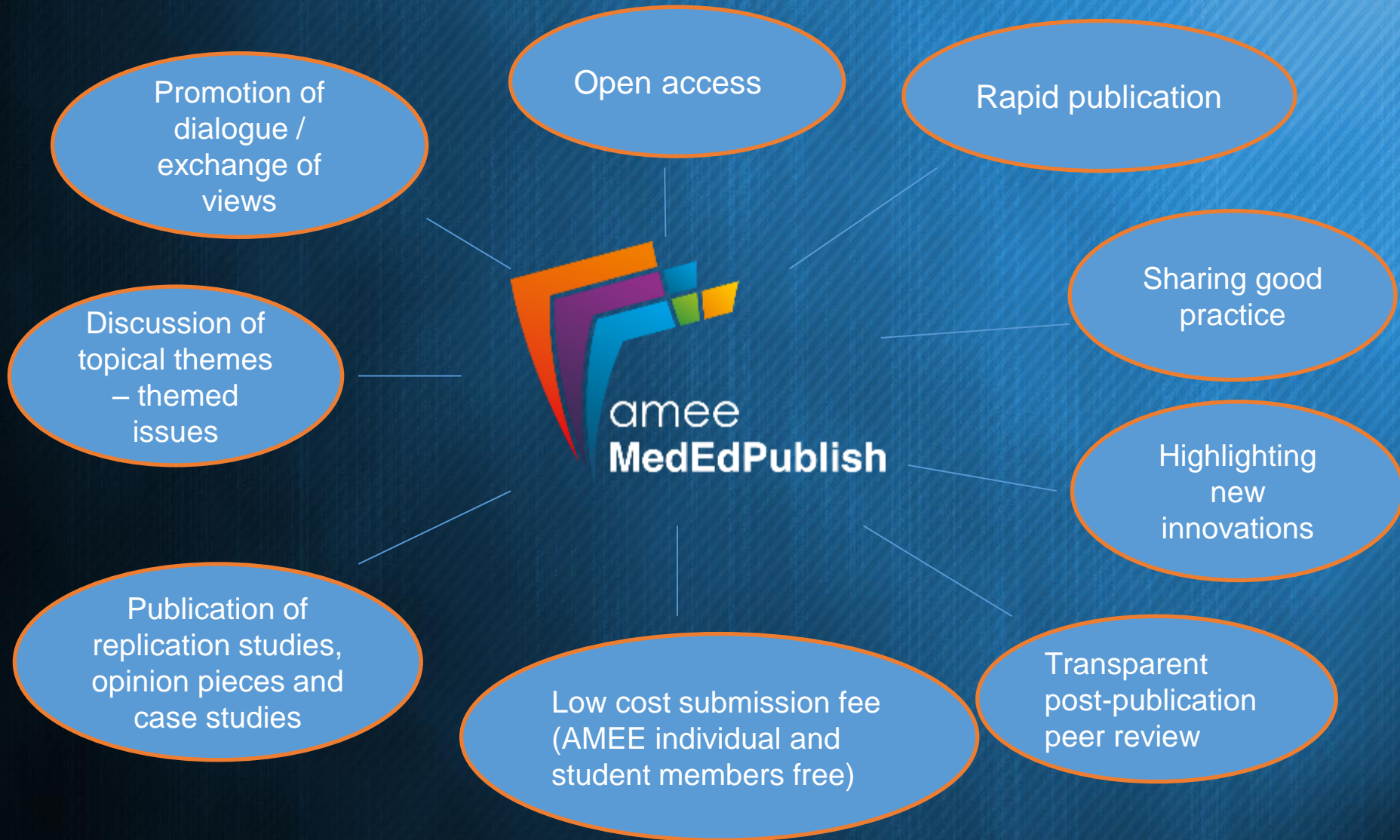
HOW IT WORKS



What is MedEdPublish?

An e-journal that relies on a post-publication review process that is transparent and removes the problems of publication bias, and attempts to address the problem areas of publication

Key features

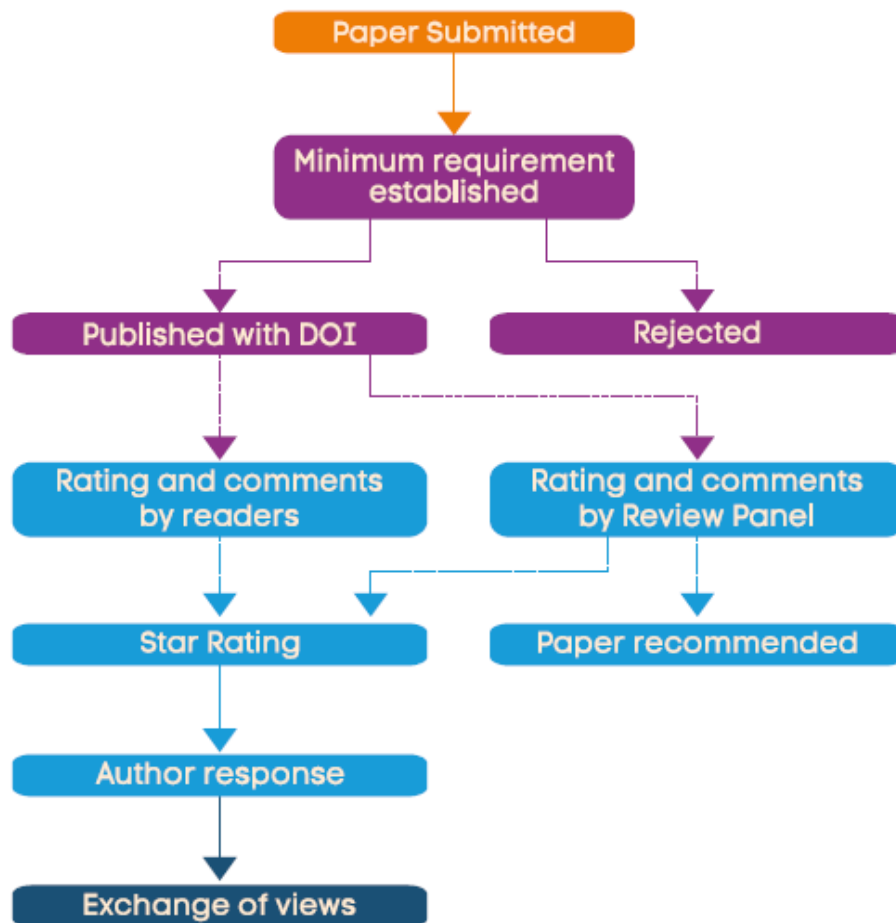


Governance:

- AMEE originator
- Editor
- 3 Associate Editors
- Editorial Board – 28 members
- International Advisory Board
- Panel of Reviewers – 87 members with wide range of interests
- Reviewers at large- indeterminate number
- Editorial office in Dundee, Scotland

How it works

HOW IT WORKS



Publications so far ...

- 364 manuscripts received – June 2015 to Aug 2017
- 310 manuscripts published
- Mean of 4 days from receipt to publication
- Reviews generally within 24 hours
- 119 'Recommended' papers - June 2015 to Aug 2017
- 843 reviews placed – June 2015 to Aug 2017

Why are some papers not published- common issues of concern

-
-
-
- All given clear feedback and advice and opportunity to resubmit
-
-
-

understand

- Plagiarism or repeat paper / salami slicing

MANUSCRIPT TYPES

- Case studies
- Commentaries
- Descriptions of a new education method or tool
- Letters
- Research articles
- Personal views and opinion pieces
- Practical tips and guidelines
- Reviews of books, papers, reports or resources
- Systematic reviews

19 Categories

- Assessment
- Comparative medical education
- Continuing education
- Curriculum evaluation / Quality assurance / Accreditation
- Curriculum planning
- Education management
- Educational strategies
- Educational theory
- Learning outcomes / competency
- Medical Education (General)
- Postgraduate
- Professionalism / Ethics
- Research in medical education
- Scholarship / publishing
- Selection
- Students / Trainees
- Teachers / Trainers
- Teaching / Learning
- Technology

Themed Editions



- Quarterly themed issues
- Managed by a Guest Editor(s) and Administrator
- Introduces currently topical themes to the journal
- Opportunity to discuss a theme through the review process

Upcoming themes:

- Accessing Medical Education; what makes students go into medicine
- Diversity in Medical Education
- Faculty Development
- Continuing Professional Development
- Selection to medical school



How do I submit?

Step 1 - Register an account / log into your account

Step 2 - Select the **SUBMIT** button from the top menu

Step 3 - Click on the **START PROCESS** button

Step 4 – Complete the **Manuscript Submission Form** and submit

The screenshot displays the top navigation bar of the MedEdPublish website. The 'SUBMIT' button is highlighted with a red arrow pointing to it from the text 'SUBMIT' above. The 'LOGIN / REGISTER' button is also highlighted with a red arrow pointing to it from the text 'LOGIN / REGISTER' above. The navigation bar includes links for HOME, ABOUT, SEARCH, PUBLISH, REVIEW, and CONTACT US. Below the navigation bar, the 'Editor' section features a profile for Richard Hays, Professor of Medical Education at the University of Tasmania, Australia, with a 'Read more' button. The 'New Submission' section provides information about the journal and includes a 'Start Process' button, which is highlighted with a red arrow pointing to it from the text 'START PROCESS' in the text above.

SUBMIT **LOGIN / REGISTER**

[SUBMIT](#) [MY ACCOUNT](#) [LOGIN/REGISTER](#)

[HOME](#) [ABOUT](#) [SEARCH](#) [PUBLISH](#) [REVIEW](#) [CONTACT US](#)

Editor

Richard Hays

Professor Richard Hays is Professor of Medical Education (Dean of Medicine) at the University of Tasmania, Australia...

[Read more](#)

New Submission

MedEdPublish is an Open Access e-journal launched by the Association for Medical Education in Europe (AMEE). AMEE Individual and Student members can submit a manuscript free of charge by logging in with their AMEE username and password. If you do not have an AMEE username and password, you should register on the MedEdPublish website.

For information on how to submit a manuscript, please [click here](#).

A fee of £90 will be charged per submission to non-AMEE Individual or Student members.

For further information on AMEE membership, please [click here](#).

[Start Process](#)

Manuscript Submission Form

- Series of fields and buttons used to insert and store content
- Images, figures and tables inserted direct into the manuscript
- Additional fields are created to section the manuscript, each with its own heading
- Keywords added

Manuscript Submission

Manuscript Title

Manuscript Type

- | | |
|---|---|
| <input type="radio"/> Original article | <input type="radio"/> Systematic review |
| <input type="radio"/> Case study | <input type="radio"/> Review of books, papers, reports or resources |
| <input type="radio"/> Description of a new education method or tool | <input type="radio"/> Commentary |
| <input type="radio"/> Practical tips and guidelines | <input type="radio"/> Letter |
| <input type="radio"/> Personal view and opinion piece | |

Viewing papers in an issue

MedEdPublish, 2016, Volume 5, Issue 2 - Including the theme of Community-based Education

COMMENTARY

THE DEVELOPING ROLE OF COMMUNITY-BASED MEDICAL EDUCATION

07/07/2016 , **DENT. J** , PAPER NO: 1 , DOI: [HTTP://DX.DOI.ORG/10.15694/MEP.2016.000036](http://dx.doi.org/10.15694/MEP.2016.000036) .



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THEMED



RECOMMENDED



ORIGINAL ARTICLE

THE ROLE OF ULTRASOUND IN TEACHING CLINICAL ANATOMY TO FIRST YEAR MEDICAL STUDENTS

01/07/2016 , **KAPUR. J, HAN. T, QUEK. S, KANAGASUNTHERAM. R, NG. Y, LIM. A, CHONG. Y,**

YEOH. K, LEE. S, SAMARASEKERA. D , PAPER NO: 2 , DOI:

[HTTP://DX.DOI.ORG/10.15694/MEP.2016.000029](http://dx.doi.org/10.15694/MEP.2016.000029) .



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Interpreting a published paper

Commentary Open Access

The developing role of Community-Based Medical Education

John Dent^[1]

Institution: 1. AMEE,
Corresponding Author: Dr John Dent j.a.dent@dundee.ac.uk
Categories: Educational Strategies, Medical Education (General), Curriculum Evaluation/Quality Assurance/Accreditation
DOI: <http://dx.doi.org/10.15694/mep.2016.000036>

Abstract

Not required for this editorial.

Keywords: community-based education, rural medical education, medical education, curriculum reform

Introduction




The mantra that undergraduate medical education is best provided in a tertiary referral teaching hospital still enjoys international currency. Many medical schools across the world continue to retain a traditional curriculum which can be defined as being teacher-centred, information gathering, discipline-based and hospital-based, having a standard programme and being apprenticeship-based.

One route to revising a curriculum, popularised more than 30 years ago now, is the SPICES approach (Harden, Sowden & Dunn, 1984). In this model a move towards the opposite end of the spectrum was described for each of these traditional elements. They proposed a curriculum with the acronym SPICES which could be Student-centred, Problem-based, Integrated and Community-based, having Electives and being Systematic in approach. This SPICES model has become a method by which a curriculum can be evaluated and on which a new curriculum or course can be designed (Dent 2014). While each of these elements is interesting in its own place we are concerned in this themed issue of MedEdPublish with exploring ideas and examples of just one, Community-Based Medical Education (CBME).

What is CBME?

Community based teaching has been described as "medical education that is based outside a tertiary or

Views Average Rating Recommended

346 4.3 Yes





[Submit a Review](#)

[Reviews](#)

MANUSCRIPT NAVIGATION

- Abstract
- Introduction
- What is CBME?
- Why teach in the community?
- Examples
- Conclusions
- Take Home Messages
- Notes On Contributors
- Acknowledgements
- Bibliography/References
- Appendices
- Reviews

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Share, cite and download



MedEdPublish articles are peer reviewed after publication.



- Open approach to peer review
- Allows the medical education community to provide feedback
- Sharing of expertise with colleagues at all levels
- Avoids editorial bias
- Increases the speed of publication

Reviewers may include: MedEdPublish Community
Panel of Reviewers
MedEdPublish Editor (s)
Editorial Board
Guest Editors

How to submit a review

- Log into your MedEdPublish account
- Select the paper you wish to review and read
- Scroll down to the bottom of the paper
- Click on 'Submit Review', the review field will display

Submit Review

Submit your review

We suggest that you consider creating and saving your review in a separate document before inserting it into the 'Review' field.

A review should.....

- Take the form of a constructive discussion
- Outline the strengths and weaknesses of a paper
- Average between 300 and 500 words in length
- Give a flavour of who the paper may be of interest to

Star-rating criteria



I strongly recommend this article as an important contribution to the field that should be read by everyone with an interest in the area.



I recommend this article as a useful contribution to the field that should be read by those with an interest in the area.



I recommend this article to be read by those working in the field despite having some reservations as noted in my review.



I have reservations about this article as noted in my review but it may be of interest to those working in the field.



I have serious reservations about this article but aspects may be of limited interest to those working in the particular area.

A posted review

Ronald M Harden - (06/06/2016)

P



★★★★★ /

I was pleased to read Richard Hays' commentary in this first issue of the newly-launched AMEE MedEdPublish. As Editor of Medical Teacher, I receive about 30-35 new manuscripts each week, of which we can accept for publication only 3 or 4. This means that we reject many good manuscripts that merit publication and which readers could find valuable. AMEE MedEdPublish provides a vehicle for publication of such articles.

There have been many criticisms of the current peer review system in academic journals and I think it is very appropriate that AMEE is exploring post-publication review by readers and a review panel as an alternative. Contributors to MedEdPublish should be aware, however, that papers published are subject to scrutiny and comment by readers. Richard Hays makes a number of useful observations on the process and his commentary is well worth reading by all those working in the field of education in the healthcare professions.

How to submit a comment

- Comments can only be placed in response to a review
- Must offer constructive feedback to the person who has posted the review
- Triggers an exchange of dialogue between the authors and the reader
- Name of commentator is also displayed



FURTHER INFORMATION

www.mededpublish.org

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Editorial Team -

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