

GET CONNECTED: Advancing Your Clinical Skills Through Writing and Publishing

Michelle S. Horner, DO, Misty Richards, MD, MS,
Anne L. Glowinski, MD, MPE, and Andrés Martin, MD, MPH

Pin, tweet, like, or post—the cadence of accessing new information has changed. In this digital “instant access” era, the process of acquiring medical knowledge is also transforming. Conferences and journals are routinely supplemented with medical education, articles published online ahead of print, podcasts, webinars, and more. New research findings on etiology, diagnoses, and treatments are rapidly integrated into standards of care, requiring child and adolescent psychiatry (CAP) practitioners to interact frequently and routinely with the latest scientific information to bridge new research findings with real-life patient treatment.

In the clinical setting, the need for translational thinking often begins with an observation: a patient with a problem we're not sure we've encountered before, or the need for a non-standard solution for a non-standard patient. At the well-integrated level, the steps for providing evidence-based, individualized treatment often follow a pattern: we critically review the literature for relevant articles to understand the current state of the science. Then we take a step back with a peer or advisor to consider the scientific findings within the clinical context. We critique: are these results generalizable? What is proven? What is safe? Does this apply to my patient? Does this apply to several of my patients? Is it time to consider the option clinically? What do we still need to learn to make the most informed decision? Then, we draw a conclusion and advance our personal patient care model with new knowledge. Our skills continually advance as we access the science and translate findings to enhance personalized care. However, mastery of translating scientific research into clinical reality takes years to develop and can be an intimidating process.

Crafting a manuscript under the supervision of a knowledgeable mentor and guide provides a conduit for learning the science-to-clinic translational process at a higher level. It is well established that authoring and publishing a manuscript increases competency in scientific research literacy,¹ and improves mastery in clinical translation. However, most physicians do not publish scientific manuscripts due to limited time, experience, mentorship, or support.^{2,3} From an education perspective, that is unfortunate: the process of crafting science-based publication

models the real-life thought process of translating scientific findings into clinical care, and thus develops a vital set of skills that may not be acquired through other means.

To bring the publication experience to more CAP trainees and providers, JAACAP *Connect* promotes the mastery of translating scientific findings into clinical reality by encouraging publishing as education.

Taking advantage of AACAP's myriad resources, JAACAP *Connect* combines education and skill acquisition with mentorship and guidance to offer new experiences in science-based publication. We will work with students, trainees, early career, and seasoned physicians, regardless of previous publication experience, to develop brief science-based articles. For those who are interested, opportunities for increasing knowledge and skills through publishing as education will be available through continued contributions and direct involvement with the JAACAP *Connect* editorial team, using an apprenticeship model.

The publication process for JAACAP *Connect* is designed to foster lifelong skills in translational care through a uniquely supportive learning environment. We will work with each aspiring author to find a topic of interest, pair authors-in-training with mentors in the field, and guide them through the process of conceptualizing those topics within a translational framework (research to clinic). As evidenced by this inaugural issue, scientific findings can expand our understanding of most clinical topics, from teen culture to neuroscience and medication management.

We invite you to consider authorship in JAACAP *Connect*. What trends have you observed that deserve a closer look? Can you envision reframing key research findings into clinical care? Do you want to educate others on a broader scale, thereby improving the health of children around the country? The world? We encourage all levels of practitioners and researchers, from students to attendings, to join in and participate. All are welcome, and *you* are invited.

Contact us at connect@jaacap.org to get *Connected*!

References

1. Roane D, Inan E, Haeri S, Galynker I. Ensuring research competency in psychiatric residency training. *Academic Psychiatry*. 2009;33(3):215-220.
2. Hamoda HM, Bauer MS, DeMaso DR, Sanders KM, Mezzacappa E. A competency-based model for research training during psychiatry residency. *Harvard review of psychiatry*. 2011;19(2):78-85.
3. Yager J, Greden J, Abrams M, Riba M. The Institute of Medicine's report on research training in psychiatry residency: strategies for reform—background, results, and follow up. *Academic Psychiatry*. 2004;28(4):267-274.

GET CONNECTED: About the authors

Michelle S. Horner, DO, is the editor-in-chief of *JAACAP Connect*, and the *JAACAP* John F. McDermott Assistant Editor-in-Residence. She is Assistant Professor of Psychiatry at the University of Pittsburgh School of Medicine, Western Psychiatric Institute and Clinic, where she conducts addiction etiology research under the K12 AACAP-NIDA Physician Scientist program. Michelle is passionate about providing publishing and mentorship opportunities to all residents. She has previously facilitated large publishing-as-education projects, is Ex-Officio chair of the AACAP Committee on Medical Students and Residents, and has co-chaired AACAP's Annual Meeting Mentorship Program for six years.

Misty Richards, MD, MS, is a third year general psychiatry resident at UCLA who is interested in child and adolescent psychiatry. She was recently elected as Resident Council President at UCLA and serves as the Editor-in-Chief of the *American Journal of Psychiatry Residents' Journal* and is Deputy Editor of *JAACAP Connect*.

Anne L. Glowinski, MD, MPE, a member of the *JAACAP* editorial board, is Professor of Child and Adolescent Psychiatry (CAP) at Washington University School of Medicine. There, she directs the education and training program in CAP. She was recently selected to be a member of the Psychiatry Residency Review Committee (2014-2020) and is a passionate educator involved in the training of medical or research students as well as post graduate MD, MPH, or PhD students. Anne serves as an advisor for the *JAACAP Connect* program.

Andrés Martin, MD, MPH, is the editor-in-chief of *JAACAP* and the Riva Ariella Ritvo Professor at the Yale Child Study Center.

HOW TO SUBMIT TO JAACAP CONNECT

We seek articles that utilize research findings to improve clinical care in child and adolescent psychiatry, using a “hands on” approach that incorporates learning and translational concepts. There are two methods for submitting to *JAACAP Connect*:

- 1) **Guided Submissions:** To prepare submissions in collaboration with mentors and in consideration of ACGME/ABPN The Psychiatry Milestone Project®, email connect@jaacap.org to express interest in participation. Include “[Connect](#)” in the subject line. We will work with you from concept development to publication.
- 2) **Direct Submissions:** Completed drafts can be emailed directly to connect@jaacap.org for internal review. Include “[Connect manuscript submission](#)” in the subject line.

Submissions should be approximately 1,200 words, with 5-10 references, and 1-2 tables or figures (optional). Manuscripts should follow the general [JAACAP Instructions for Authors](#) regarding the formatting of the title page, text, references, and any figures or tables. A [Connect Manuscript Submission Form](#) (MSF) must be completed for each submission and should be included with the manuscript.

Visit [JAACAP Connect](#) to get started!