Becoming an Excellent Reviewer: Increase Your Professional Network and Enhance Research Skills

Editorial process/systems overview

Managing Editor
Associate Editor
Reviewers

www.jneb.org
Reviewers’ Forms and Resources

www.jneb.org

Reviewers’ Forms and Resources

www.jneb.org
Reviewer Resources

Andrea Boccelli, Publisher, Elsevier

www.researcheracademy.com

www.jneb.org
Learn according to your schedule.

Nine learning modules available
At-a-Glance Flyer

How to review manuscripts
Peer review, your role and responsibilities

...is critical because it
- Improves the quality of the published paper
- Ensures previous work is acknowledged
- Determines the importance of findings
- Detects plagiarism and fraud
- Pays a central role in academic career development

...adheres to the principles that
- It is a well understood concept
- It is not an area that can be scientifically communicated
- Journal editors evaluate and reject certain articles prior to external peer review

Full flyer at: http://bitly.com/1UiRDZR

Reviewer Recognition Platform

A platform where reviewers can:
- Track their reviewer status & performance
- Collect their rewards
- Share their status & performance with their communities

Regular email to reviewers in which they will find links to customized pages, displaying their status per journal, and rewards and perks, such as certificates and discount codes.
- No need to log-in
- Automatic updates after each new review
- Historical overview of reviews

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Why It Is Important To Become An Excellent Reviewer

Dr. Bret Luick, University of Alaska Fairbanks

Why it is important to become an excellent reviewer

- Peer Review is the improvement process by which research is evaluated for quality and significance to a field.
- Expert referees provide their feedback on how scientific stories advance that field and often how research impacts society at large.

-Elsevier Publishing Campus

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Why it is important to become an excellent reviewer

- Peer review is a cornerstone of science quality and efficiency...
- Peer review brings credit to the researcher
- Ensures quality and novelty of research impact

-Elsevier Publishing Campus

Why it is important to become an excellent reviewer

- Ultimately peer review validates our findings in our professional field

-Elsevier Publishing Campus
Why it is important to become an excellent reviewer

- Learn what is new in the field
- Learn to be a good reviewer
- Learn how to write good manuscripts
- Recognition on CV & annual reporting

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Why Be An Excellent Reviewer If You’re Not In Academia?

Julie Reeder, PhD, MPH, CHES
Oregon WIC Program
Why review if you’re not in academia?

▶ It expands your viewpoint

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Why review if you’re not in academia?

It keeps your statistical skills sharp

www.jneb.org
Why review if you’re not in academia?

▶ You can recognize a “big bad wolf” much easier

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Why review if you’re not in academia?

It can help you climb the corporate ladder

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Most Impactful Comments

Madeleine Sigman-Grant, PhD, RD

Overall

- Focus on how the paper will advance the field of nutrition education and behavior
- What makes the manuscript unique?
- Spend time critiquing study design, analyses, interpretation rather than editing language, grammar, punctuation, etc.
- Use the checklists for authors as well as for reviewers to determine how well authors followed format and style
Introduction

- Provide comments on how well the authors justified the need for their study
- While suggesting additional references, maintain awareness of any COI in your recommendation

Methodology

- Julie will be discussing this section in detail
Results

▶ Identify repetition or duplication in narrative and tables/figures
▶ Instruct authors to delete mention of trends

Discussion

▶ Remind authors to only repeat results when comparing to previous/similar studies – does the current study results support or refute previous/similar work
▶ Discusses results in relationship to theory/objectives
▶ Caution about overextending results
▶ Strength sections are not required; limitations section must be included and be complete
Conclusion & Implications

- Restrict conclusion to one sentence
- Provide details for future research and practice needs
- Avoid using ‘should’

Abstract, References, Tables/Figures

- Simply remind authors to follow guidelines
- Do the tables/figures stand alone? All supporting information must be found in title and footnote
Summary

- Critique don’t edit!!!
- Be specific
- Be kind and respectful
- Refrain from language that suggests your decision

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Digging in to the Methods

Julie Reeder, PhD, MPH, CHES
Overall

- Focus on whether all of the pieces are there to let you adequately critique study methods
- If something isn’t there, ask for it in your comments
- Do the methods match the stated research questions?
- Is the methodological approach justified?
- Do the data collection methods match the stated methodological approach? (says a qualitative approach but uses Likert scales) (feasibility)

Recruitment and Sampling

- Is the study population clearly identified? Justified? Representative?
- Equivalent among comparison groups?
- Setting stated?
- Method for recruiting or selecting participants and any inclusion/exclusion criteria
- Assent/consent (if exempt, how approached)
- Additional details for class or group settings
- Method of randomization or selecting control
The Intervention

- Adequately described so that it is replicable?
- Who delivered it? How were they trained? Competence assessed?
- What is their relationship to study subjects (power differences)
- Duration and frequency of intervention? Delivered in enough dose to possibly yield an effect?
- If theoretical basis is stated in the intro, do you see it integrated into the intervention method?
- Any co-interventions?
- Contamination minimized?

Measurement tools

- If using existing tool, is original source cited?
- Tested for validity and reliability?
- Valid and reliable with this population?
- Did the authors modify or combine instruments?
- How were these validated? Pilot tested?
- Measures at desired level of precision?
- Literacy levels or cultural appropriateness
- Method of administering?
- Self-reported or objective measures?
- Who administers? Blinding?
Data Collection

- Method of administering?
- Who administers? Blinding?
- Time points for measurement?
- Data collected the same way for comparison groups?
- Clearly stated dependent and independent variables
- Self report or objective measures?
- Leading questions, social desirability?
- Protection of human subjects/confidentiality

Data analysis

- Selection of statistical test justified, appropriate for type of data (nominal, ordinal, interval, ratio)
- Meet assumptions for statistical tests selected
- Level of significance and if one or two tailed
- Corrections made for multiple comparisons
- Type of Chi square identified
- Intention to Treat or Treatment on the Treated
- Justification for collapsing response categories or creating composite variable
- Controlling for confounders
Data analysis II

- Approach for regression (forward, stepwise)
- Cluster designs
- Sensitivity
- Plan for measuring practical as well as statistical significance
- Effect Size, Cronbach’s alpha, Kappa, IRR

Qualitative Studies

- NOT acceptable:
  “focus groups were conducted”
  “transcripts were coded”
  “themes were identified”
  “thematic saturation was reached”
What Makes An Impact To The Literature?

Thank you!

▶ A recording of this webinar is available through SNEB.
▶ Attendees will earn 1 CPE from the Commission on Dietetic Registration.
▶ This webinar is free to all attendees.

▶ Questions or Comments? editor@jneb.org