

# Seven Steps to Mentor and Motivate the Novice Author to Write for the Clinical Literature



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**WVCTSI Lecture**  
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# Disclosures

- None



# Objectives

- Review 7 practical steps to mentor and motivate the novice author to write for the clinical literature
- Use the case report as the model piece of literature, and the mentoring and motivational suggestions can be applied more broadly
- Spark audience members' own ideas for case report topics by providing sample published case reports by novice authors
- Enhance multiple competencies, especially practice based learning and improvement (PBLI), communication skills and medical knowledge



# Reference for the Seven Steps

- Nield LS. Writing case reports for the clinical literature: practical approach for the novice author. *Journal of Graduate Medical Education*. 2011;3(3):445.



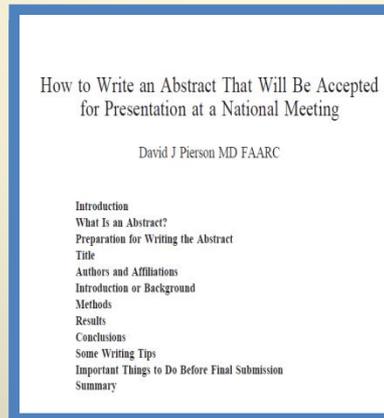
# Reference for Preparing Manuscripts

- Holmes DR, Hodgson PK, Nishimura RA, Simari RD. Manuscript preparation and publication. *Circulation*. 2009;120:906-913.



# Reference for Preparing Abstracts

- Pierson DJ. How to write an abstract that will be accepted for presentation at a national meeting. *Respiratory Care*.2004;49(10):1206-1212.



# Mentors....

- Should encourage ALL types of scholarly activity
- Should support the writing of case reports and other areas of evidence based medicine (EBM)
- Should use our strengths to develop strengths of others



# Self-Assessment of Your Mentoring

- Do you promote good work in novices?
- Do you encourage scholarly activity?
  - If yes, are your practices effective?
- If not, why?
  - No time?
  - No interest?
  - No concern?
  - No pathway?



Your Faculty Should be Posed the Same Questions

# In need of a pathway....

- Shortages of good mentors “results from a collective lack of awareness about what it means to mentor well—lack of an adequate understanding of pathways that successfully foster excellence....”

Nakamura J, Shernoff DJ, Hooker CH. *Good Mentoring. Fostering Excellent Practice in Higher Education.* Jossey-Bass. San Francisco, CA. 2009;4.



# 7 Step Pathway



# Scholarly Activity: Faculty

Faculty should also demonstrate scholarship through one or more of the following:

- Peer-reviewed funding
- Publication of original research, review articles in peer-reviewed journals, book chapters
- Publication of case reports
- Participation in national committees or educational organizations



# Scholarly Activity: Faculty

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# Scholarly Activity: Faculty

Faculty should encourage and support residents in scholarly activity



# Scholarly Activity: Residents

Residents should participate in scholarly activity

The sponsoring institution and program should allocate adequate educational resources to facilitate resident involvement in scholarly activities



# Scholarly Activity: Students

- Not required

# EBM Pyramid

Systematic  
Reviews

Randomized  
Controlled Trials

Cohort Studies

Case-Control Studies

Case Series

Case Reports

# Case Reports: Ideal Starting Point

- If one works with patients, one can write reports
- Relatively more manageable than other parts of pyramid
  - Shorter; usually word, table and reference limits
  - No statistical analysis required
  - No funding required
  - No lab/tech support required



# Case Reports: Ideal Starting Point

- Relatively small investment, before committing to even larger project
- Are you an effective mentor/mentee team?



# Case Reports TAKE LESS TIME

- Take less time to complete
  - “Residents spent more total time (200 vs. 50 hours), elective time (24 vs. 0 hours), and personal time (65 vs. 35 hours) than those presenting clinical vignettes”

Johns Hopkins

N=73 Residents

-39 Case Reports

-34 Original Research

Rivera JA et al. Completing a scholarly project during residency training. Perspectives of residents who have been successful. *J Gen Intern Med.* 2005;20:366-369.



# Barriers to Participation

## Results of Two Reports

- 40%: no resident time
  - 32%: no mentor
  - 18%: no faculty time
  - 13%: no tech support
  - 6%: no funds
- 79%: no time
  - 45%: no research skills
  - 44%: lack of curriculum
  - 35%: no tech support
  - 35%: no funds
  - 25%: no mentor

Takahashi O et al. Residents' experience of scholarly activities is associated with higher satisfaction with residency training. *J Gen Intern Med.* 2009;24(6):716-20.

Rivera JA et al. Completing a scholarly project during residency training. Perspectives of residents who have been successful. *J Gen Intern Med.* 2005;20:366-369.

# Maturation of a Mentor

<p><b>BEFORE</b> novice involvement 1993-2004</p> <p>6 Case Reports*</p>	<p><b>AFTER</b> novice involvement 2005-2014</p> <p>22 Case Reports* + Others**</p>
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\*Published in Journals Catalogued in Medline

\*\*Other Venues



# Numbers of Novice Authors

- 1 medical students
- 2 nurse practitioners
- 13 residents
- 8 faculty (instructor or assistant professor)

Most of the publications by these authors were their first ones

Pub Med Cases



# 7 Step Pathway

1. Choose Topic

2. Choose Venue

3. Set Deadlines

4. Research

5. Write

6. Finalize

7. Submit



# Step 1

1. Choose Topic



# Step 1: Choose a Topic

IV.A.5.c): Practice-based learning and improvement

IV.A.5.c).(8): Participate in the education of patients, families, students, residents and other health professionals



# Step 1: Choose a Topic

- Not adequately addressed in the literature (and of interest to the novice)
  - Mentor's experience and literature search can determine if the topic is adequately addressed already

Side Note: Sub-heading under this step is  
"Choose the Right Novice"



# Step 1: Choose a Topic

- Case report should have at least one of these features:
  - Rare disorder
  - Unusual course for a common disorder
  - Vibrant or unconventional image

## Notes:

- less stringent criteria than what is listed in high impact journals
- consider goals of novice author



# Novices' Goals

- Increase one's own knowledge (medical knowledge)
- Research and assimilate scientific works (PBLI)
- Teach others (PBLI)
- Hone writing skills (communication)
- Have a successful scholarly activity experience (PBLI)



# Positive Effects on Residency

- Residents' participation in scholarly activities is associated with high levels of satisfaction with residency training
- Anecdotal experience: Joy

Takahashi O et al. Residents' experience of scholarly activities is associated with higher satisfaction with residency training. *J Gen Intern Med.* 2009;24(6):716-20.





Feature 1

**RARE DISORDER**



# Rare Disorders

- Provance A, et al. [Solitary fibrous tumor of the kidney](#). *Clinical Pediatrics*. 2006;45:871-873.

First reported case of solitary fibrous tumor of the kidney in a child



# Rare Disorders

- **Ely B**, et al. A case of **ROHHAD**. *Pediatrics in Review*. 2008;29(11):399-404.

**R** } Rapid-onset obesity

**O**

**H** Hypothalamic dysfunction

**H**

Hypoventilation

**A**

} Autonomic dysregulation

**D**

# Rare Disorders

- **Reece JL** et al. A 16-year-old male with recurrent inflammation and hearing loss. *Pediatric Annals*. 2010;39(12):753-6. ([Muckle Wells](#))



cryopyrin defect

# Rare Disorders

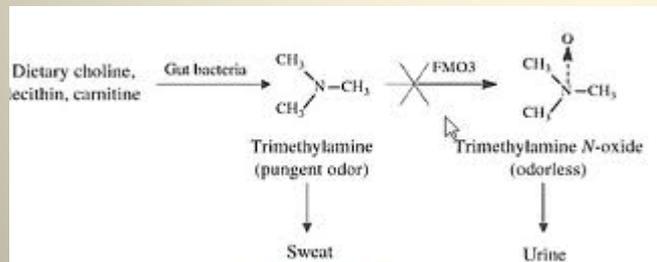
- **Darbandi KC, et al.** Chronic fatigue and swollen joints: an adolescent with [mixed connective tissue disorder](#). *Pediatric Annals*. 2011;Nov 16:40(11):e1-4.



# Rare Disorders

## Motivate Colleagues

- **Ferrari ND, Nield LS.** Smelling like dead fish: a case of [trimethylaminuria](#) in an adolescent. *Clinical Pediatrics*. 2006;45(9):864-866.



[Trimethylaminuriafreevar.com](http://Trimethylaminuriafreevar.com)

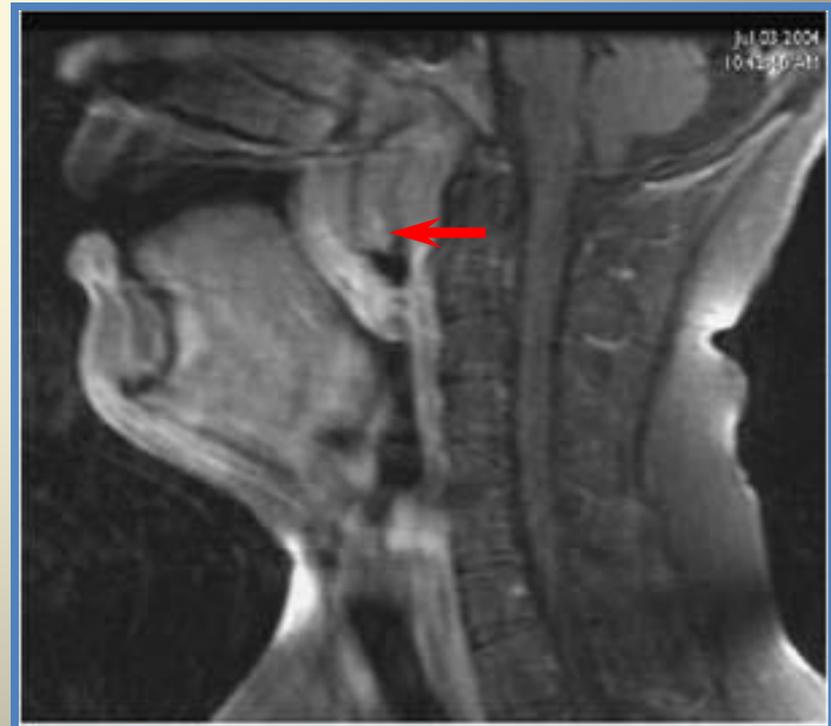


RI Red

# Rare Disorders

## Collaborate With Other Specialists

- Kincaid CR, Nield LS, Moore RS, **Keller FG.**  
**Post-transplant lymphoproliferative disease:**  
a case report and review for the general  
pediatrician.  
*Clinical Pediatrics.*  
2007;46(4):287-291.



# Medical Educators who are Especially Productive in their Scholarly Activities..

- Intrinsic rather than extrinsic motivation
- Collaborate with colleagues
- Personal qualities of patience and organization

Markert RJ. Getting started on your research: practical advice for medical educators. *Teaching and Learning in Medicine*. 2010;22(4):317-318.

FEATURE 2

UNUSUAL COURSE

FOR A

COMMON DISORDER

# Unusual Presentation

- **Nield LS: Milk intolerance presenting solely as periorbital edema. *Clinical Pediatrics*. 1995;34:265.**



# Unusual Presentation

## Motivate Colleagues

- **Kincaid CR, et al.** Index of Suspicion. **Graves disease presenting as school failure.** *Pediatrics in Review*. 2006;27(8):307-313.



# Unusual Presentation

## Collaborate With Other Specialists

- Moore RS, Nield LS, **Moore C**: Case report of keratouveitis secondary to exposure to a [tarantula](#). *Pediatrics in Review*. 2004;25(7):253.

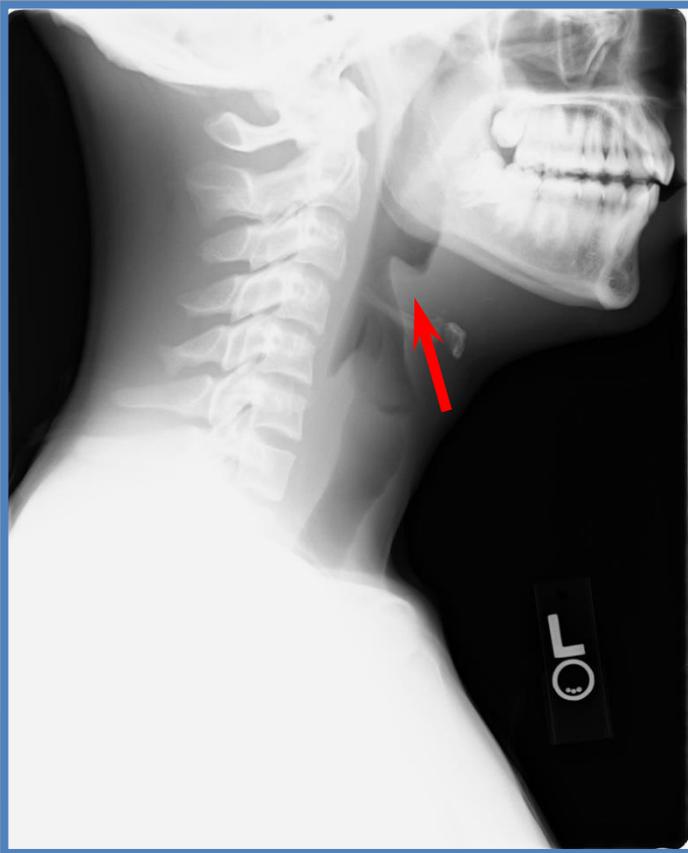


Feature 3

VIBRANT OR  
UNCONVENTIONAL  
IMAGE



# The Drooling Adolescent



Day of Presentation



4 Months Prior

Perez MK, Kleman B, et al. Case of the drooling adolescent. *Pediatrics in Review*, 2009.

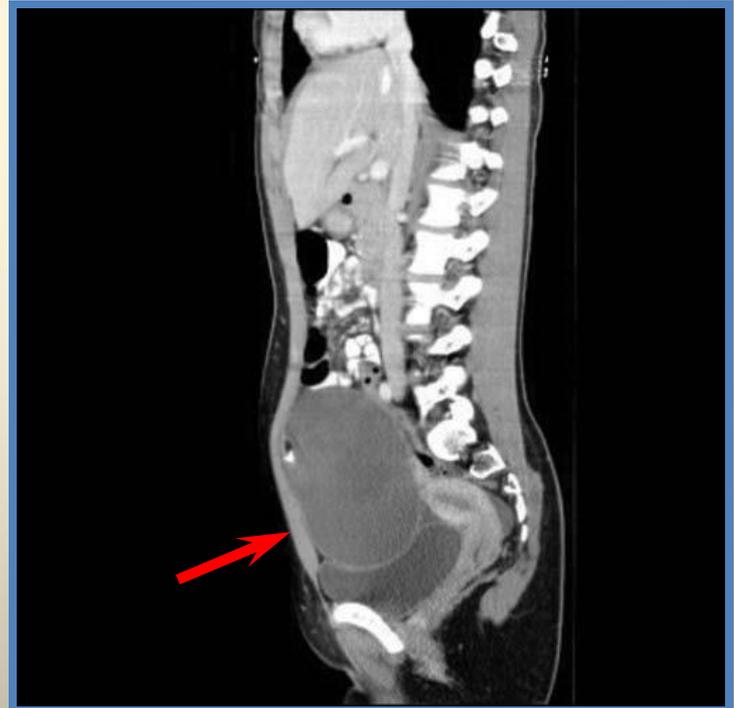
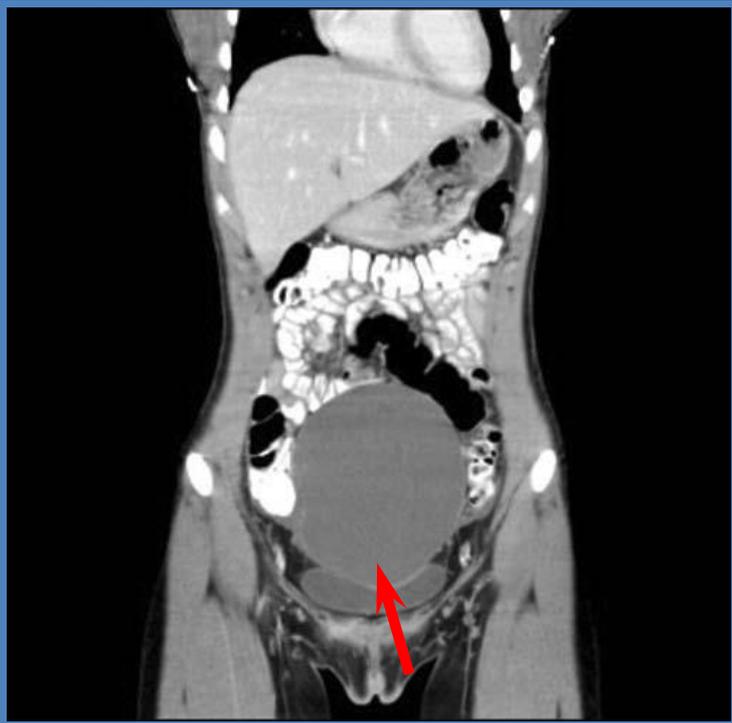
# Traumatized Twins



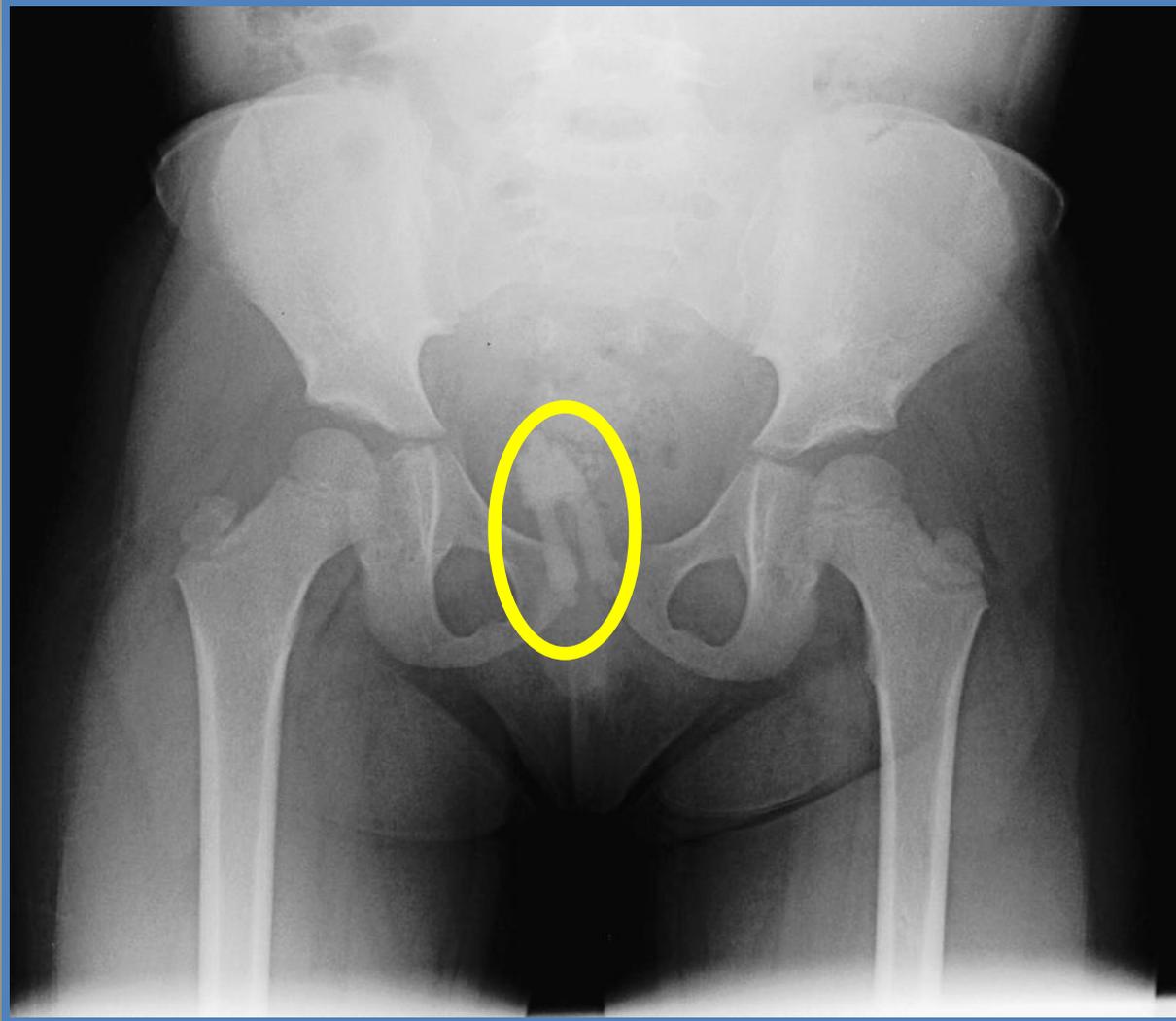
**Dhanani RM**, et al. Traumatized twins: a case report and discussion of the maltreatment of multiples. *Clinical Pediatrics*. 2006;45:173-176.

# Interesting Scans

- **Smith E** et al. Persistent belly bulge in an adolescent. *Clinical Pediatrics*. 2009;48(6):6902. ([Teratoma](#))

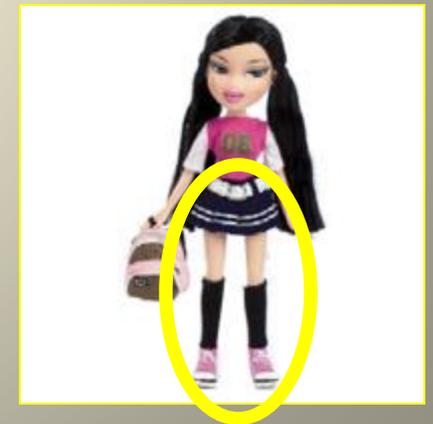


# Interesting Radiographs



Quote from Editor:  
***“The radiograph  
makes this case.”***

Someshwar J, **Lutfi R** et al. The **Missing “Bratz” doll**: a case of vaginal foreign body. *Pediatric Emergency Care*. 2007;23(12):897-8.



# More about images.....

- Keep a camera available
- ALWAYS obtain signed consent and have an organized way to store the consents
- Even if a case will not get published, the educator may use the case for teaching, since images are good teaching tools



# More about Consent.....

- Obtain even when not using an image
- Compulsory part of some journals' submission process
- Keep consent forms available



# Step 1: Choose a Topic

- **Mentors**, Be on the Look-Out for topics which are not adequately addressed in the literature; and cases with the following features:
  - Rare disorder
  - Unusual course for a common disorder
  - Vibrant or unconventional images
- Ensure proper consent is obtained and filed





# Step 2

1. Choose Topic

2. Choose Venue



## Step 2: Choose a Venue

- Early in the process, so novice can read and adhere to the “**submission instructions**”
  - How many words?
  - How many references?
  - How many images or tables?



# Step 2: Choose a Venue

- Through the mentor's familiarity with the literature, a venue can be chosen:
  - Does it include case reports as one of its features?
  - Does it have special section for trainees?
  - Is it peer-reviewed? Is it catalogued on Medline?
  - Will it reach others?
  - Are these features important ?
    - Impact Factors
    - Promotion and Tenure Committee Considerations



# Step 2: Choose a Venue

- Pitfall:

In regards to case reports, “a disadvantage is that many journals do not publish case reports”

Holmes DR, Hodgson PK, Nishimura RA, Simari RD.  
Manuscript preparation and publication. *Circulation*.  
2009;120:906-913.



# *Anesthesia and Analgesia....*

- “....describe ‘**truly exceptional**’ cases making an important teaching point or scientific observation”
- “....unusual and instructive cases, novel anesthetic techniques, novel use of equipment, or new information...”
- “....accepts **approx 10%** of submitted case reports”

*Anesthesia and Analgesia* Summary of Changes to Authors Guide.  
Available at: <http://www.aeditor.org/GuideforAuthors.pdf>



## Step 2: Choose a Venue

- **Mentors** (through familiarity with the literature) must choose an appropriate venue
- Serve as a **Role Model** as one who reads and critically appraises the medical literature so mentee picks-up on these skills and then can choose venue



# Step 3

1. Choose Topic

2. Choose Venue

3. Set Deadlines



# Step 3: Set Deadlines

- And stick to those deadlines
- All involved with the writing project must keep track of their own deadlines
- Use pop-up reminders on email/phones
- Commit 1-2 hours/week to scholarly activity



# Step 3: Set Deadlines

- **Mentor** has crucial role in this step
  - Send “Friendly Deadline Reminders”
  - Be Task Master....consider breaking into smaller tasks
  - Check frequently on progress
  - Provide guidance, allow freedom

-Nakamura J, et al. *Good Mentoring. Fostering Excellent Practice in Higher Education*. 2009. Page 133.



# Step 4

1. Choose Topic

2. Choose Venue

3. Set Deadlines

4. Research



# Step 4: Research

- Use On-Line Resources
- **Don't Assume Novice Knows How to Perform Literature Search**, may need to....
  - Teach the Novice
  - Refer to a Librarian
  - Refer to take On-Line Tutorials



# Step 4: Research

The Institution and the Program

## II.E. Medical Information Access

Residents must have ready access to specialty-specific and other appropriate reference material in print or electronic format

Electronic medical literature databases with search capabilities should be available



# Step 4: Research

For Residents

IV.A.5.c): Practice-based learning and improvement

IV.A.5.c.(6): Locate, appraise, and assimilate evidence from scientific studies related to their patients' health problems

IV.A.5.c.(7): Use information technology to optimize learning



# Step 4: Research

- **Mentor** can over-see this step, provide guidance and education about literature searches and peruse the literature search for adequacy
  - Again...provide guidance, allow freedom



# Step 5

1. Choose Topic

2. Choose Venue

3. Set Deadlines

4. Research

5. Write



# Step 5: Write

IV.A.5.d): Interpersonal and communication skills- effective exchange of information

IV.A.5.d)(1): Communicate effectively with patients, family and the public

IVA.5.d)(2): Communicate effectively with physicians and others



# Step 5: Write

- Break the writing into two smaller tasks, to tackle the two main parts of a case report:
  - Patient Presentation
  - Discussion



# Part 1: Presentation

- Novice first writes about the medical experience of the patient



# Part 1: Presentation

- Share these points with the novice author concerning the writing of the presentation:
  - No identifiable information
  - Spell out all abbreviations initially
  - Include units for laboratory results
  - Use generic medication names
  - Be concise
  - Visit “Language Usage Weblog” at <http://languagetips.wordpress.com>



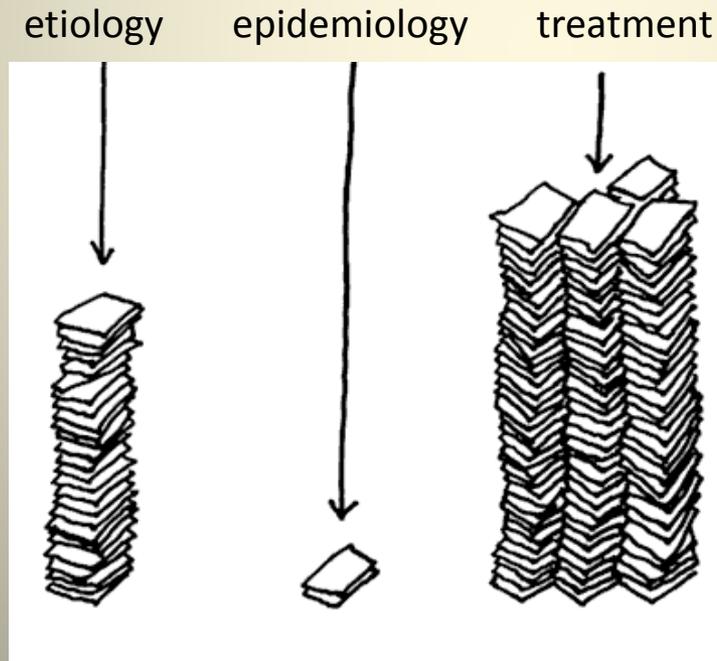
# Part 2: Discussion

## Information which may be included in Discussion Section of a Case Report

- I. Introduction:
  - A. Brief background of the topic
  - B. Purpose of the written work
- II. Etiology/Pathogenesis
- III. Epidemiology
- IV. Clinical Presentation
- V. Diagnostic Evaluation
  - A. History
  - B. Laboratory Studies
  - C. Radiographic Studies
  - D. Other
- VI. Treatment
- V. References

# Step 5: Write

- Novice author can be advised to categorize all of the references obtained to fit into one of the discussion sections



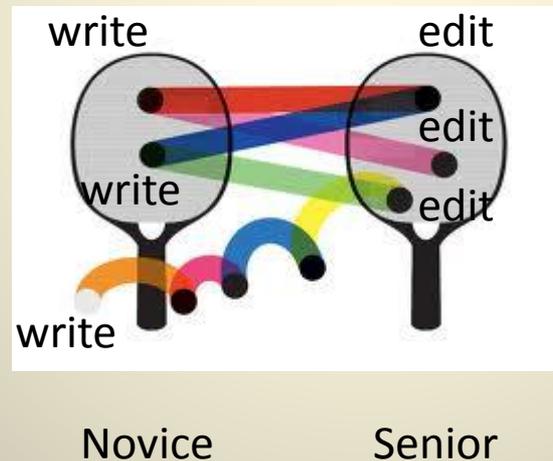
# Step 5: Write

- More writing tips to share with novice author:
  - No slang or exaggerated language
  - Avoid use of exclamation points
  - If start a sentence with a number, write out the name of the number
  - Avoid use of quotations
  - Use proper grammar and spelling
  - Visit “Language Usage Weblog” at <http://languagetips.wordpress.com>



# Step 5: Write (Edit, Write, Edit...)

- This step also includes ping-ponging of manuscript from novice author to more senior author



Use “Track Changes”

Use expert and non-expert editors

If multiple editors, review sequentially

# Step 5: Write

- Know the laws of plagiarism
  - Must paraphrase and use own words
  - Use quotes if more than 6 words are taken directly from another source
  - If not sure if information is common knowledge, then should cite the information
    - Create reference list during writing process and keep track with parenthetical citations (manual vs. computer program)
  - DO NOT cut and paste information



# Plagiarism and Novice Authors

- “Evidence of plagiarism was found in 5.2% of essays”
  - Personal statements for residency applications were examined for plagiarism using a specialized software
  - A match of more than 10% of the written word was considered plagiarism



# Plagiarism and Novice Authors

- “...only 9% of students did not plagiarize at all and 34% plagiarized less than 10% of text” in medical essays
- Identical inspirational stories in personal statements from 2 applicants to a geriatric fellowship program in Florida

Bilic-Zulle L, Frkovic V, Turk T, et al. Prevalence of plagiarism among medical students. *Croat Med J.* 2005;46(1):126-131.

Cole AF. Plagiarism in graduate medical education. *Fam Med.* 2007;39(6):436-8.



# More About Plagiarism

- **“Plagiarism Checking**

We request that authors screen their manuscripts for plagiarism before submission. We don't question the honesty of you, our authors. Almost all plagiarism is accidental, and we make this request to indicate how you screened your manuscript.

- - Article
- CrossC
- CrossR
- Doc Co
- Dupli C
- Plagiar
- Plagiar ([www.searchenginereports.net/articlecheck.aspx](http://www.searchenginereports.net/articlecheck.aspx) )
- The Plagiarism Checker ([www.Dustball.com/cs/plagiarism.checker](http://www.Dustball.com/cs/plagiarism.checker) )
- Other
- I did not screen for plagiarism.”

**WARNING: This information was cut and pasted**

*Pediatric Anesthesia* Author Guidelines. Available at:

<http://www.wiley.com/bw/submit.asp?ref=1155-5645&site=1>

# Step 5: Write

- **Mentor** has crucial role of
  - Participating in the ping-ponging; Editing the work
  - Indicating where to insert references
  - Checking on progress of writing often
  - Providing both intellectual freedom and guidance



# Beware of a Bad Mentor

- Being Neglectful of Mentee
  - Didn't give enough advice or guidance
  - Didn't help
  - No time
  - Didn't offer feedback
  - Didn't take enough interest



# Step 6

6. Finalize

5. Write

4. Research

3. Set Deadlines

2. Choose Venue

1. Choose Topic



# Step 6: Finalize

- Create the final bibliography
- Refer to “submission instructions” for method
- Make sure the citations and final bibliography are complete and correct



# Step 6: Finalize

- Decide who has earned authorship
  - Should only include individuals who have truly contributed a substantial amount of work

## AUTHOR CONTRIBUTION CHECKLIST

### Category 1 (MANDATORY)

- Conception and design
- Data collection
- Analysis and interpretation

### Category 2 (MANDATORY)

- Writing the article
- Critical revision of the article

### Category 3 (OPTIONAL)

- Statistical expertise
- Obtaining funding
- Administrative, technical, or material support
- Supervision

*(Pediatric Annals)*



# Step 6: Finalize

- Consider an “acknowledgement”

“Dr Nield would like to thank Jane Rossi and Matthew W. Lively, DO for their expert review of this feature. Ms. Rossi is a physical therapist and Dr Lively is a sports medicine physician at WVU.”

-Hall SZ et al. Strength training in children: should they weight? *Consultant for Pediatricians*. 2011;10(9):312-313.



# Step 6: Finalize

## Advice for Mentee about Mentor

- “pick a supervisor who is a timely finisher....”
- Questions to ask yourself:
  - Do you finish all work-related projects or assignments in a timely manner?
  - Do you answer emails and other correspondence in a timely manner?
  - Are you considered a dependable attending?

# Step 6: Finalize

- **Mentor** must make sure
  - The citations and final bibliography are complete and correct
  - Proper authorship has been determined
  - Be a **TIMELY FINISHER!**



# Step 7

1. Choose Topic

2. Choose Venue

3. Set Deadlines

4. Research

5. Write

6. Finalize

7. Submit



# Step 7: Submit

- Most (All?) journals have an on-line submission process
  - Should have all the pieces to plug-in since reviewed the submission instructions in Step 2
    - Title page, abstract, keywords, headings....
- All of the requirements listed in the submission instructions must be fulfilled



# Step 7: Submit

- Write Good Cover Letter
  - Mentor should help a good bit with this
  - Chance to sell why this case report is publishable
    - Convince the editor that your work is a significant contribution to the field
  - Mention the senior author's experience
  - Mention conflicts of interest
  - Keep it brief



# Step 7: Submit

- Novice author must be instructed to NOT submit to more than one venue at a time
- Then, Novice waits for the decision
  - Acceptance (Rare)
  - Acceptance with Revisions
  - Rejection



# If Rejected....

*"It is hard to fail, but it is worse never to have tried to succeed."*

-Theodore Roosevelt

7. Submit

6. Finalize

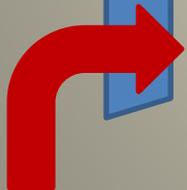
5. Re-Write

4. Research prn

3. Set New Deadlines

2. Choose New Venue

Try Again!



Start Here



# If not in journal cited in Medline..

- Consider medical internet sites or journals, presentations at professional meetings with student and resident sections, etc...
- Create other opportunities
- Still can be considered **SUCCESSFUL**
  - Allowed honing of writing skills
  - Allowed researching a topic in depth
  - May reach numerous readers



# Medical Internet Sites

- **Peer-reviewed** medical internet sites

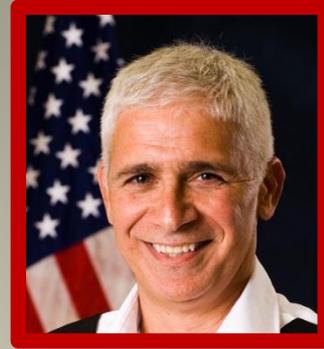
*Example: Pediatric Critical Care Medicine: [pedsccm.org](http://pedsccm.org)*

- **Gadikota K, Valina M, Smith A.** Critical appraisal of “A Randomized, Controlled Trial of Heparin Versus Placebo Infusion to Prolong the Usability of Peripherally Placed Percutaneous Central Venous Catheters (PCVCs) in Neonates: The HIP (Heparin Infusion for PCVC) Study.” 2010.
- **Valina M, Thammasitboon S.** Critical appraisal of “A Randomized, controlled trial of heparin versus placebo infusion to prolong the usability of peripherally placed percutaneous central venous catheters in neonates.” 2010.
- **Orjuela A, Thammasitboon S.** Critical appraisal of “Worsening renal functions in children hospitalized with decompensate heart failure: evidence for a pediatric cardiorenal syndrome?” 2009.
- **Ely B, Thammasitboon S.** Critical appraisal of “Treatment of DKA with subcutaneous insulin aspart.” 2007.

# Creating Other Opportunities

- State Medical Associations
- Own Academic Institution

# Martin E Weisse Resident Research Competition



- All Pediatric or Med/Peds Residents in the state of WV can participate
- Sponsored by WV Chapter of AAP
- Submission of abstracts in two categories: Case Report and Original Research
- Opportunities for Oral and Poster Presentation
- Monetary awards (more \$\$ for Original Research)

# WVU GME Week Forum

- One day dedicated to oral and poster presentations by residents and fellows
- Case Reports and Non-Case Reports, Clinical and Educational Categories



# Step 7: Submit

- **Mentor** over-sees this entire step, especially abstract writing and cover letter
  - Recommend for Mentor to briefly review the submission instructions with novice author
  - Have a back-up plan if rejected
  - Be encouraging to re-try another venue



# Step 7: Submit

- **Mentor** can be CREATIVE and CREATE opportunities for mentees to become involved in professional activities

Johnson KF. *Being an Effective Mentor. How to Help Beginning Teachers Succeed.* Corwin Press. Thousand Oaks, CA. 2008;146-147.



# Remember the 7 Steps

1. Choose a topic
2. Choose a venue
3. Set deadlines
4. Research
5. Write
6. Finalize
7. Submit



# Discussion Questions

- How have you motivated your novice authors?
- What pitfalls and solutions have you encountered in your publication experiences that would be useful in mentoring the novice?
- What professional opportunities have you created for your novice authors to share their scholarly activity accomplishments?



# Summary

- Participation in scholarly activity is a Common Program Requirement, and case reports are a type of scholarly activity
- Novice authors can be successful at writing case reports
- Faculty should encourage the novice author
- Use the 7 steps as mentoring pathway
- Write-up those interesting cases!



# Discussion Questions

- How have you motivated your novice authors?
- What pitfalls and solutions have you encountered in your publication experiences that would be useful in mentoring the novice?
- What professional opportunities have you created for your novice authors to share their scholarly activity accomplishments?



*The End*



# References (in order of appearance)

1. Nield LS. Writing case reports for the clinical literature: practical approach for the novice author. *Journal of Graduate Medical Education*. 2011;3(3):445.
2. Holmes DR, Hodgson PK, Nishimura RA, Simari RD. Manuscript preparation and publication. *Circulation*. 2009;120:906-913.
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4. Nakamura J, Shernoff DJ, Hooker CH. *Good Mentoring. Fostering Excellent Practice in Higher Education*. Jossey-Bass. San Francisco, CA. 2009;6-16.
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*The End*

