

Checklist for Student Paper Submissions to the JDMS

- ☐ Student is paired with an advisor from their program
 - a. The assigned advisor should be familiar with scientific writing style and willing to guide the student through the entire writing process, as he/she sees fit, to make the initial submission and to help with revisions and resubmission.
- ☐ Student generates an appropriate topic
 - a. Topic should typically include one of the following; advanced procedure, important protocol, comparison of efficacy between modalities, case studies, literature review/pathology investigation.
 - b. The student should perform initial literature review to summarize current information available and provide to the advisor a summary and rationale for exploring the topic.
 - c. Advisor should approve /modify topic according to the summary and rationale.
- ☐ Student obtains high quality images and other supporting materials
 - a. In most cases, the topic should be one for which the students can obtain images.
 - b. If images used are from the clinic site all PHI must be removed images brought into HIPAA compliance.
 - c. All images from external sources require proper acknowledgement (including internet sources). The JDMS offers a template for requesting [Permission to Reprint](#).
 - d. For literature reviews, images, tables, charts, and figures are still encouraged.
- ☐ Student references the [JDMS Author's Manual](#) FREQUENTLY for formatting and submission guidelines, and reads and discusses published articles in the same category with advisor
 - a. All sections (abstract, title page, manuscript body, conclusion) should follow AMA guidelines as appropriate.
 - b. Please note that all authors, including the advisor/program director if they will be included, must be added during the manuscript submission process. Late additions to author names at the proof stage will not be accepted.
 - c. Acknowledgements are generally not accepted unless the person's contribution was scientific in nature (please do not include family members, friends, other students, teachers, or anyone else who might give away the author's identity).
- ☐ Student writes and submits the paper to the advisor for feedback
 - a. Advisor should check for all items detailed in this document including manuscript format, citations, and compliance with the Author Manual and requests necessary edits.
 - b. The advisor may make extensive edits and adjustments to bring paper to a standard that is publishable. When this occurs, the advisor becomes an author on the manuscript.
- ☐ Student revises/rewrites the paper and resubmits to advisor who critiques the paper and confirms that final draft follows the criteria for article submission to the JDMS.
 - a. If advisor doesn't feel the paper is an 'A' quality paper, the student should not be encouraged to submit to the JDMS.
 - b. It is important that the manuscript detail how the topic is unique and advances the field.
- ☐ Student submits the paper to the JDMS through the [online submission system](#).
 - a. Feedback, including suggestions for improvement, will be provided by the JDMS Editors.

Common Errors Made in Student Submissions

Advisors should be on the watch for common writing mistakes when critiquing student manuscripts:

1. Sources should be recent and from **peer reviewed journals** or based on current evidence.
 - a. **Seldom** should one use websites and textbooks.
 - i. Textbooks often contain summarized or old/noncurrent information.
 - ii. Websites are not appropriate and should be avoided in formal writing, including sites like WebMD, UptoDate, Dynamed, or Wikipedia.
2. Paper should be written in scientific style, using third person voice.
 - a. First and second person should be avoided in a formal writing and personal comments should be excluded. Similies, hyperbole, and similar techniques are rarely used.
3. Citing an entire written paragraph is not appropriate in scientific writing.
 - a. Direct quotes should rarely be used, except in circumstances when the use of very specific language is important to convey an idea or definition.
 - b. Citations should be paraphrased and cited...not directly quoted.
 - c. **Citations should occur after each sentence** rather than at the end of a paragraph.
 - d. The reader should know which source to reference for each fact stated.
4. Do not cite common knowledge.
 - a. If the information is general knowledge (like a definition or general anatomy information), a reference is not required.
 - b. Common information should be written in the author's own descriptive words.
5. Paragraphs should not be too short or too long.
 - a. Paragraphs should contain similar information and should be at least 3 sentences long but not more than 8-10 sentences.
 - b. The first sentence of the paragraph should convey a concept, with the rest supporting it.
6. Avoid the use of parentheses except when important to help the reader understand the topic.
 - a. Sometimes novice writers want to tell the reader extra information, such as why they included the sentence or information above. This is not appropriate in formal writing.
 - b. Personal commentary should be excluded from scientific writing. Just the facts!
7. The verb tense should not change through the paper.
 - a. The only time past tense can be used is when talking about a patient case or previous research, otherwise the present tense is used.
8. The abstract should be a document that can stand alone (without the full paper).
 - a. Abstracts should introduce the topic, describe the methods and general results/conclusions, and should be written such that they do not require citations.
 - b. If abbreviations are used, the abbreviations have to be re-identified the first time they are used in the paper.
9. Conclusion section should not present new material.
 - a. Conclusions should be a review/summary of the primary findings already discussed.
10. AMA Quick Reference Guide: <http://www.lib.jmu.edu/citation/amaguide.pdf>