

ABSTRACT SUBMISSION

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Abstract Title: Impact of a remotely delivered, writing for publication 'Bootcamp' program on publication outcomes of novice researchers

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Background: Increased publication of clinician-led health research is important to improving patient care and health outcomes. The aim of this retrospective cohort study was to assess the publication rates, skill acquisition and self-reported experiences of Rural Research Capacity Building Program graduates who participated in a 'writing for publication' program delivered by teleconference.

Approach: Eight 'Bootcamp' programs were offered to 112 RRCBP graduates between 2012 and 2015, with 50 participants undertaking the program. Participants completed once-weekly writing for publication teleconferences for six consecutive weeks, with homework activities completed between sessions and two follow up teleconferences conducted within six months of program conclusion. The primary outcome measures were manuscript submission and publication resulting from participation in 'Bootcamp', and secondary measures were changes in knowledge, experience and confidence in writing for publication (using an ordinal 5 point scale based on the research spider tool), participant-reported program suitability and cost per publication.

Outcomes/Results: Thirty-one out of 50 'Bootcamp' participants (62%) submitted their 'Bootcamp' manuscript for publication, and 21 participants (42%) had subsequently published, either for their 'Bootcamp' paper, or a related paper that directly resulted from 'Bootcamp' writing for publication skills. Publication rates of 'Bootcamp' participants were 0.80 compared to 0.38 for non-participating RRCBP graduates. Combined knowledge, experience and confidence mean scores increased from 2.0/5.0 to 3.5/5.0 for writing ($p < 0.01$) and from 1.1/5.0 to 3.4/5.0 for publishing ($p < 0.01$). Cost of program delivery was \$230 per publication.

Take Home Message: A remotely conducted 'writing for publication' program was effective in increasing publication rates amongst novice researchers who had conducted a clinically-based research project. Evaluation of the program and comparison with previous writing for publication interventions shows that novice researchers respond to similar intervention features as experienced researchers when engaging with writing for publication, and that writing for publication outcomes can be increased substantially with modest investment of funding and resources by the host organisation. 'Bootcamp' has contributed to excellence in rural health research by facilitating dissemination of rurally-based and rural health service focused research that has the potential to influence and improve health service policies and practices.