



Journal of Graduate  
Medical Education



Friday, March 24, 2023 | 10:40-11:55 am

# Med Ed Peer Reviewers CAN Change the Culture & Enhance Their Own Work!



*Deb Simpson, PhD | Deputy Editor JGME*

*Hania Janek, PhD, Jacob Bidwell, MD, Shelly Monks, FACHE,  
Nicole Salvo, MD, James P. Orlando, EdD*



NOW PART OF  **ADVOCATE HEALTH**



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# Objectives

To understand how the peer review system works including how reviewers are identified and rated

To highlight the critical importance of one's abstract and title in getting through the editorial screening process to peer review

To begin developing skills required to effectively review a journal article

To have some fun!

# A few questions



How many of you have submitted articles for peer review?



How did the process/review of your paper affect you?

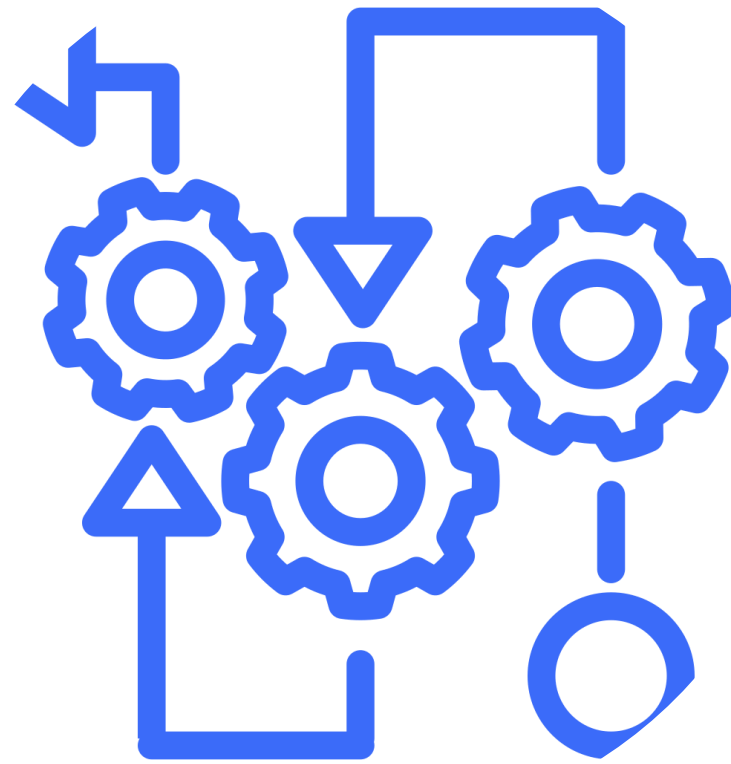


What was the *most* useful part of the process?



What was the *least* useful part of the process?

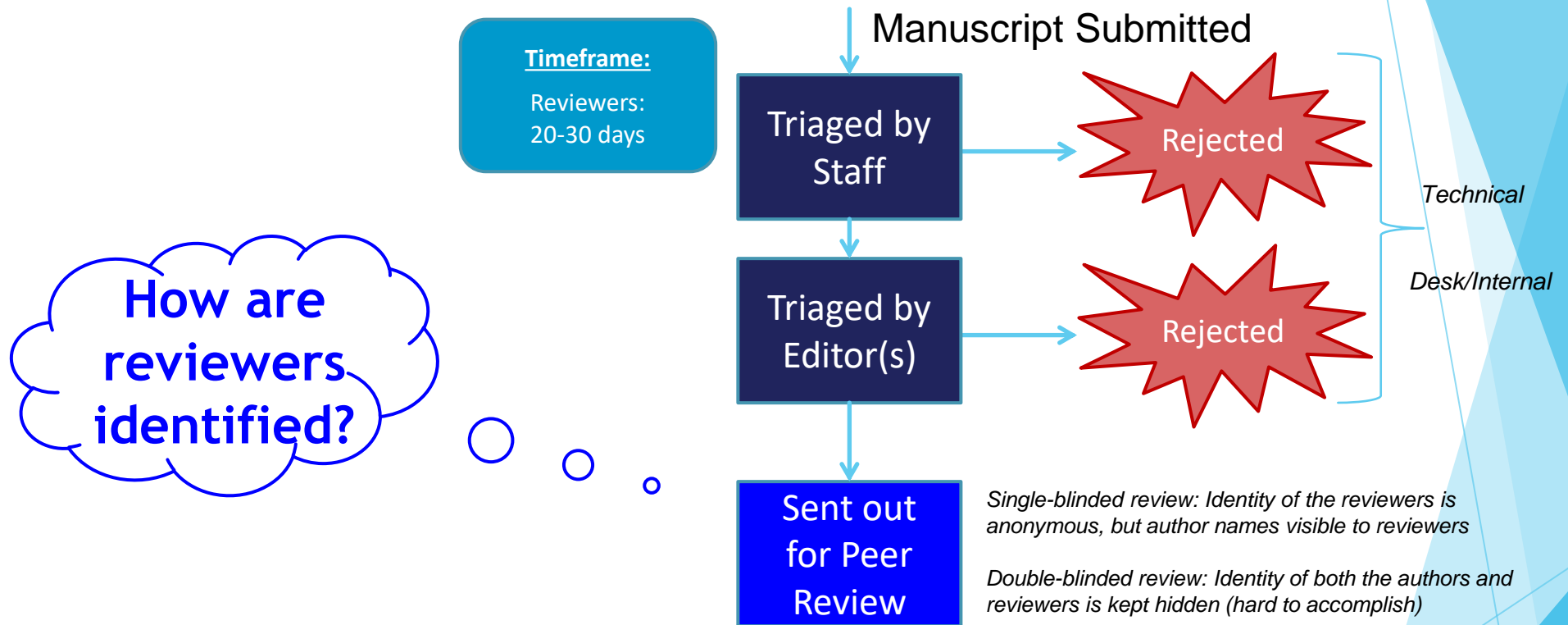
# Generic Manuscript Review Process



SUBMIT



# A Generic Manuscript Review Process





## Deputy Editor Main Menu



### Search

[Search Submissions](#) | [Search People](#)

### Editor 'To-Do' List

My Pending Assignments (52)

[New Assignments \(1\)](#)

[Submissions with Required Reviews Complete \(51\)](#)

[Submissions Requiring Additional Reviewers \(0\)](#)

[Submissions with One or More Late Reviews \(1\)](#)

Reviews in Progress (1)

[Reviewers Invited - No Response \(0\)](#)

[Submissions Under Review \(1\)](#)



[Manuscript Details](#) [Register and Select New Reviewer](#) [View All Decline Reasons](#)

## Title: “Preliminary Evidence Supporting a Novel 10-Item Clinical Learning Environment Quick Survey (CLEQS)”

Search My Publication  Search by Classification Matches  from

Author Chooses

Page: 1 of 1 (3 total Classification matches)

Results per page

Classification	Number of Reviewers
<input type="checkbox"/> Surveys, Survey Design	95
<input type="checkbox"/> Teaching and Learning Approaches and Tools	363



[Manuscript Details](#) [Register and Select New Reviewer](#) [View All Decline Reasons](#)

**Title: "Preliminary Evidence Supporting a Novel 10-Item Clinical Learning Environment Quick Survey (CLEQS)"**

### Change Search Type

Search My Publication

**Search for Reviewers**

from All Reviewers

Go

### Search for Reviewers

[Help with Searching](#)

[Insert Special Character](#)

(	Criterion	Is/Is not	Selector	Value	)	
<input type="checkbox"/>	Last Name	is	Begins With	<b>EX: ?????</b>	<input type="checkbox"/>	OR <input type="checkbox"/> Remove
<input type="checkbox"/>	Last Name	is	Begins With		<input type="checkbox"/>	OR <input type="checkbox"/> Remove
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## Title: "Preliminary Evidence Supporting a Novel 10-Item Clinical Learning Environment Quick Survey (CLEQS)"

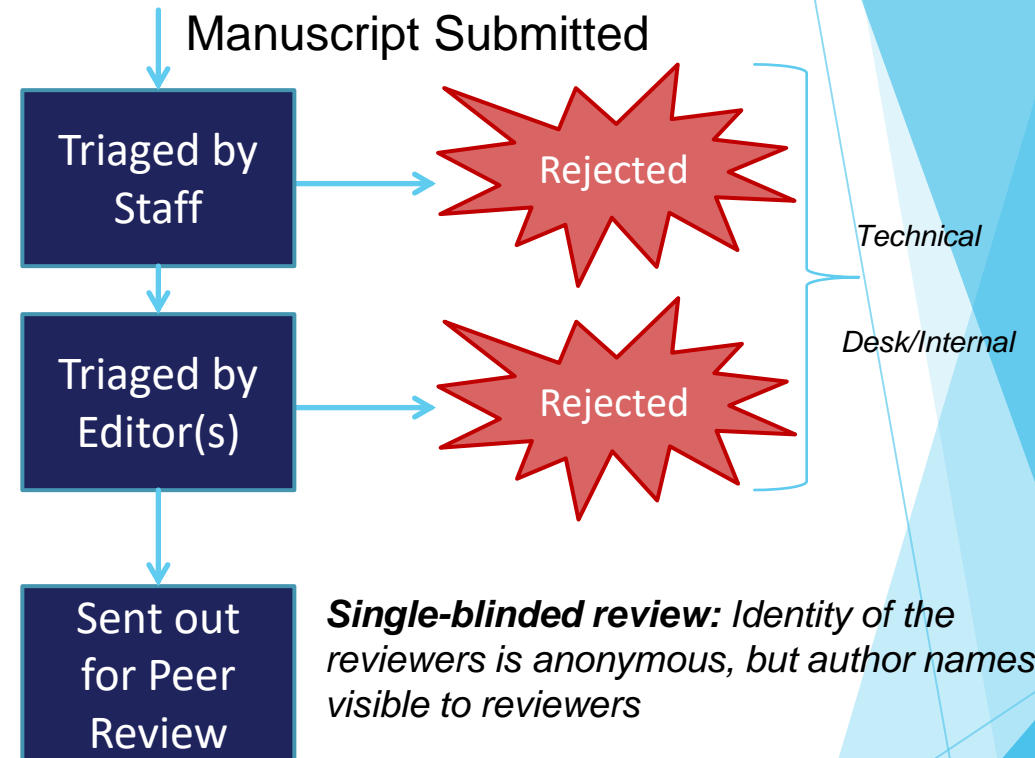
Select As		Reviewer Name	Board Member	Classifications	Reviewer Statistics (Agreed Invitations)		Invitation Statistics
Inv.	Alt.						
<input type="checkbox"/>	<input type="checkbox"/>	<p><a href="#">NAME</a> (Reviewer)</p> <p>Department Affiliation (eg, AAH, Texas Health)</p> <p><a href="#">E-mail address</a></p>	No	<p>2 Class match with MS</p> <ul style="list-style-type: none"> <li>Surveys, Survey Design</li> <li>T &amp; L Approaches &amp; Tools</li> </ul>			
<p><b>People Notes:</b> Professor, Medical Education   Member, Robert D. &amp; Patricia E. Kern Institute for Transformation of Medical Education   Former Program Director</p>							

Title: "Preliminary Evidence Supporting a Novel 10-Item Clinical Learning Environment Quick Survey (CLEQS)"

Select As		Reviewer Name	Board Member	Reviewer Statistics (Agreed Invitations)	
Inv.	Alt.			Reviews in Progress:	Completed Reviews:
<input type="checkbox"/>	<input type="checkbox"/>	<p><a href="#">NAME</a> (Reviewer)</p> <p>Department</p> <p>Affiliation (eg, AAH, Texas Health)</p> <p><a href="#">E-mail address</a></p>	No	<p><b>Reviews in Progress:</b> 1</p> <p><b>Completed Reviews:</b> 8</p> <p><b>Un-assigned After Agreeing:</b> 0</p> <p><b>Terminated After Agreeing:</b> 0</p> <p><b>Last Review Agreed:</b> 01/17/2023</p> <p><b>Last Review Completed:</b> 05/02/2022</p> <p><b>Last Review Declined:</b> 08/30/2021</p> <p><b>Avg Days Outstanding:</b> 13</p> <p><b>Manuscript Rating:</b> 61</p> <p><b>Avg Review Rating:</b> 92.8</p>	
		<p><b>People Notes:</b></p> <p>Professor, Medical Education   Member, Robert</p> <p>Transformation of Medical Education   Forme</p>			

**Please enter a number** from 51-100 (51-60=F; 61-70=D; **71-80=C**; 81-90=B; **91-100=A**)

# A Generic Manuscript Review Process



**Single-blinded review:** Identity of the reviewers is anonymous, but author names visible to reviewers

**Double-blinded review:** Identity of both the authors and reviewers is kept hidden (hard to accomplish)

**Open:** Identity of both authors and reviewers are public



# Questions for the 1<sup>st</sup> Task - *Quick Read* of **TITLE & ABSTRACT:**

**GO!**



What is the main question addressed?

Is it relevant/interesting?  
*“What”*



What gap does it hope to fill?

Why is that important?  
*“So What”*



Is it clear, well written, easy to read?



Do the results and conclusions answer the question?



How do the results compare to what is already known? *“Now What”*



Are the tables/diagram (if any) helpful to aid understanding? More confusing?

# DEBRIEF-

## *Quick Read of TITLE & ABSTRACT:*



What is the main question addressed?

Is it relevant/interesting?  
“What”



What gap does it hope to fill?

Why is that important?  
“So What”



Is it clear, well written, easy to read?



Do the results and conclusions answer the question?



How do the results compare to what is already known? “Now What”



Are the tables/diagram (if any) helpful to aid understanding? More confusing?

# Review an article: Today's Plan

- ▶ 1st - do a quick read of title & abstract
  - ▶ Identify major strengths/flaws
  - ▶ Does it Grab You -
- ▶ 2nd: DEBRIEF Title & Abstract
- ▶ 3rd - Careful full read (assign pairs to a section)
  - ▶ Goal - help to make publication ready for publication
- ▶ **Right now:** Count off in your groups (not facilitator) 1-4; Repeat
  1. Introduction & References
  2. Methods & Abstract
  3. Results & Tables
  4. Discussion & Conclusion

**REMEMBER your Assignment  
AS NOW I'll review key elements of each section**



# WHEN Read Assigned IMRD Section

1<sup>st</sup> Ask “*Are there major flaws? Problems?*”

- ▶ **Intro**: Ignoring a body of knowledge that is known to be important in the area
- ▶ **Method**: Using (or misusing) a discredited, unvalidated, wrong method
- ▶ **Results**: Omitting/fudging data (Ns, response rate, “most”)
- ▶ **Discussion**: Drawing a conclusion that is contradicted by or overstates the result; ≠ Intro / Gap



# Moving to the in- depth review

Jericho BG, Simpson D, Sullivan GM. Developing your Expertise as a Peer Reviewer. JGME Rip Out Early Online// Supplemental...

MANUSCRIPT SECTIONS (IMRD)	QUESTIONS TO ADDRESS / RESPONSE TO PROVIDE AS A PEER REVIEWER
<b>General Statement</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide a general comment about the basic purpose of the manuscript that sets the stage for your constructive feedback aimed at strengthening the submission.</li> <li><input type="checkbox"/> Write a sentence or two listing the strengths and weaknesses of the manuscript and commenting if the manuscript is written with clarity and is of interest to readers.</li> </ul>
<b>Title</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the title accurately reflect the content of the manuscript?</li> </ul>
<b>Abstract</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the abstract follow the guidelines of the manuscript?</li> <li><input type="checkbox"/> Is there sufficient information for the reader to decide whether to read the paper?</li> <li><input type="checkbox"/> Are the findings presented objectively?</li> </ul>
<b>Introduction</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are relevance and importance of the topic presented, and followed by a short description of the research gap in the field?</li> <li><input type="checkbox"/> Is there prior work or theory to support the authors' approach?</li> <li><input type="checkbox"/> Are the aims of the study and hypothesis clearly stated?</li> <li><input type="checkbox"/> If the manuscript does not offer new information, can you provide citations of prior manuscripts that have already addressed the topic presented in the manuscript.</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are the methods organized and present in the journal's specified format?</li> <li><input type="checkbox"/> What is the quality of the methods of investigation and the quality of the sources of data?</li> <li><input type="checkbox"/> Was the study design appropriate?</li> <li><input type="checkbox"/> Was institutional review board approval obtained, if applicable?</li> <li><input type="checkbox"/> Are the statistical methods appropriate?</li> <li><input type="checkbox"/> Should you ask the editor for assistance for statistical review of the manuscript, to improve the review?</li> <li><input type="checkbox"/> If it is a qualitative paper:               <ul style="list-style-type: none"> <li><input type="checkbox"/> Is the theoretical support for the methods provided?</li> <li><input type="checkbox"/> Are the qualitative methods rigorous and standardized (i.e., not "feedback")?</li> </ul> </li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are the results presented objectively and clearly?</li> <li><input type="checkbox"/> Are negative findings presented as well as positive findings?</li> <li><input type="checkbox"/> For quantitative studies, is the magnitude of differences as well as statistical significance presented?</li> <li><input type="checkbox"/> For qualitative studies, do the results tell a coherent story?</li> </ul>
<b>Discussion</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Does the discussion compare and contrast the data with existing literature?</li> <li><input type="checkbox"/> Did the authors thoroughly review and present existing literature on the topic?</li> <li><input type="checkbox"/> Are the effects of limitations on the results discussed?</li> <li><input type="checkbox"/> Are conclusions supported by the data and conservative?</li> </ul>
<b>Tables and Figures</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Do the tables and figures present data in a visually clear manner?</li> <li><input type="checkbox"/> Are tables and figures appropriately labeled/titled?</li> <li><input type="checkbox"/> Are all of the figures and tables necessary?</li> </ul>
<b>References</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are the references relevant and up to date?</li> <li><input type="checkbox"/> Are there additional references that should be added, to strengthen the manuscript?</li> <li><input type="checkbox"/> Are there too many references, for a non-review paper?</li> </ul>
<b>Before You Submit</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Did you number each of your points with manuscript page/line references?</li> <li><input type="checkbox"/> Have you proofed your review, reading it as editor/author to be informative, constructive, respectful and error free?</li> </ul>

← Grab Checklist at your Table



# Section x Section Introduction

Focus on Your Assigned Section

## Does the introduction

- ▶ Identify why the study should be done?
- ▶ Summarize recent and pertinent prior work, theories used?
- ▶ Identify the gap/conflicts that will be addressed?
- ▶ Explain how this is novel, adding something new?
- ▶ Clearly identify the hypothesis and aims?

## Section x Section

# Methods

- ▶ **Is the study replicable?**
  - ▶ Controls? Repeated analysis? Sampling?
- ▶ **Can others repeat it?**
  - ▶ Sufficient detail for others to repeat?
- ▶ **Is it robust?**
  - ▶ Sufficient data to be reliable?
- ▶ **Are the methods “best practice”?**
  - ▶ IRB approved?
  - ▶ Validated methods?

## ▶ Is there a coherent story

- ▶ Results match the question
- ▶ Results clearly delineated, including positives and negatives
- ▶ Appropriate reference to statistical significance
- ▶ Explain the significance (and trends) in understandable manner

# Are the following things addressed?

- ▶ Sampling and sample size
- ▶ Precision of process data
- ▶ Regularity of sampling in time-dependent studies
- ▶ Validity of questions
- ▶ Detailed methodology
- ▶ Data analysis

# Section X Section

# Conclusions

- ▶ Reasonable length
- ▶ Parallels introduction order of problems/aims
- ▶ State whether aims were met (or not)
- ▶ Avoid over-interpretation, speculations (except as next steps)
- ▶ Is the discussion sufficiently critical?
  - ▶ Biases
  - ▶ Limitations
  - ▶ Generalizability

# Images, Graphs and Tables

Are the Graphs/Tables easy to read?

Well-organized

Legends make sense



Do they add something (or just reiterate what is in the body of the paper)?

## Section x Section: **References**

Are references relative and up to date?

Did they forget key references?

Are the number of references appropriate?



## What if there is a major flaw?



Be clear about what it is and how one could address it



Provide context (other work) that may help frame things



Be clear about why a revision is being request

## What about minor issues

Often about clarity of writing - suggest that it be addressed (don't edit)

Point out any factual, numerical or unit errors

Point out issues with table numbering, references, etc.

# TASK #3: READ

## For your section (IMRD)

Answer  
Individually

Answer yes/no (BOLD) where appropriate with a reminder to yourself of an issue.

Debrief  
Pairs

Identify key points want to make to improve paper (or congratulate authors)

Write a  
review

For assigned section Using PEERR  
REVIEW WORKSHEET  
Think of these as your colleagues  
Constructive - help author

Jericho BG, Simpson D, Sullivan GM. Developing Your Expertise as a Peer Reviewer. JGME Rip Out Early Online// Supplemental.

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<b>Before You Submit</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Did you number each of your points with manuscript page/line references?</li> <li><input type="checkbox"/> Have you proofed your review, reading it as editor/author to be informative, constructive, respectful and error free? 27</li> </ul>

# Task #4 Write up (in pairs)

- ▶ Circle Section Assignment at top
- ▶ Follow the Peer Reviewer Worksheet & include your comments with page #, line#
- ▶ Be prepared to discuss

## WORKING DRAFT OF YOUR COMMENTS AS PEER REVIEWER

### YOUR NAME:

#### 1. BOLD/COLOR YOUR Assigned Review Section

- Introduction & References     Methods & Abstract     Results & Tables     Discussion & Conclusions

#### 2. Read Abstract

#### 3. Review worksheet section associated with your assigned IMRD (and associated sections – graphs, figures, references)

#### 4. Carefully Read assigned IMRD article section

#### 5. Consider then draft your review (with dyad partner if available): Make overall decision and record your answers to the key questions in Peer Review Worksheet below

- Accept     Minor Revision paper  
WILL be accepted if all  
comments addressed     Major Revision     Reject  
No commitment to  
accept paper

PAGE #	LINE #	YOUR COMMENTS



# Initial Thoughts

What's Rec? Accept, Minor, Major, Reject)



# NOTE: Creating the review - 1<sup>st</sup> Paragraph

- ▶ Briefly summarize the paper (2-3 lines)
- ▶ Tie the paper to what is currently in the literature
- ▶ Identify significance of the work
- ▶ Delineate the strengths (start positive!)
- ▶ State major flaws/weaknesses
  - ▶ Be clear and kind

# AFTER you Submit Your Review?





Close

## View Reviews and Comments for Manuscript

JGME-D-18-  
[REDACTED]

### Original Submission

Click the recommendation term to view the comments for the submission.

[View Manuscript Rating Card](#)

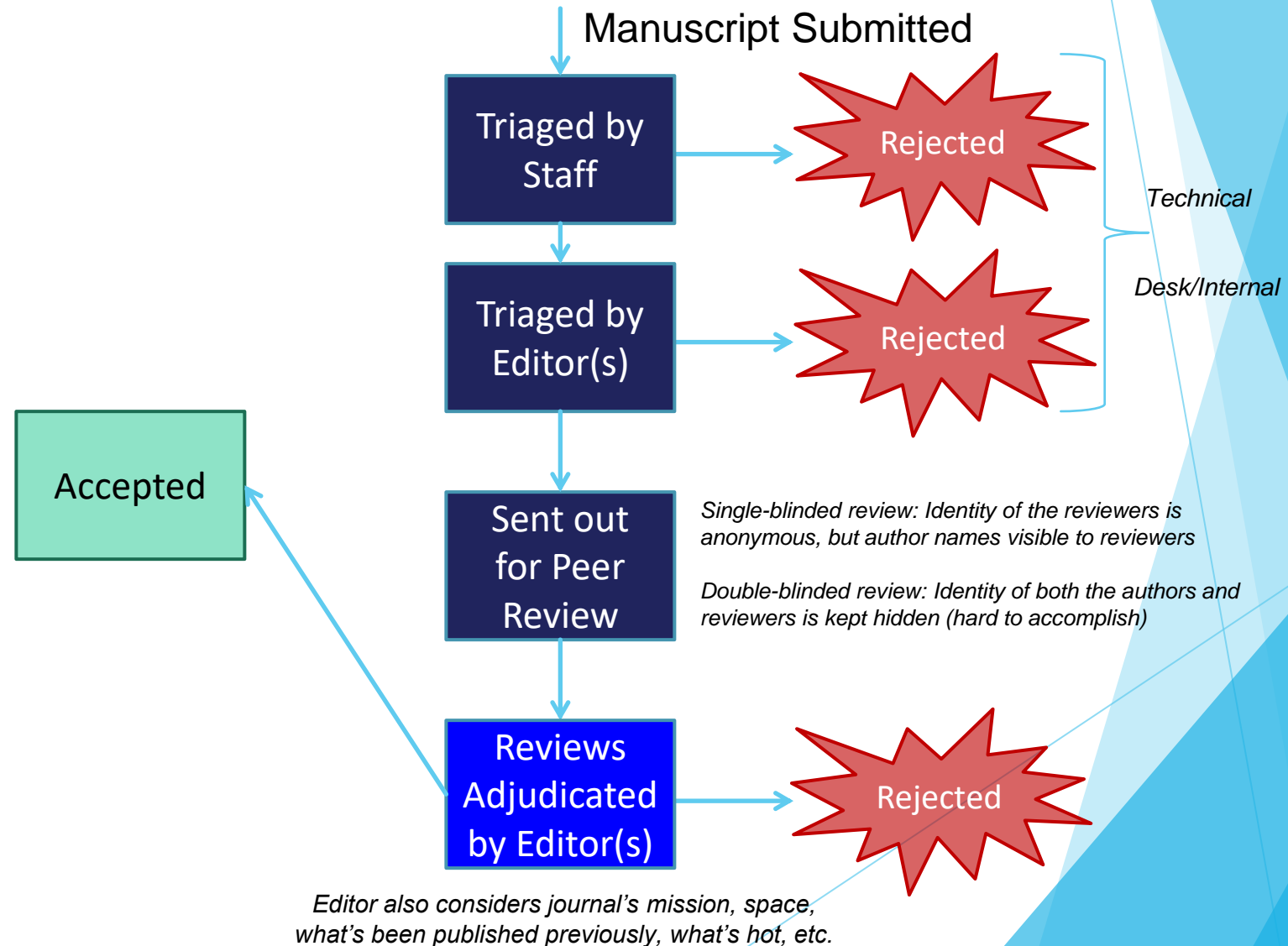
	Original Submission
[REDACTED] (Reviewer 1)	<a href="#">Major Revision</a>
[REDACTED] (Reviewer 2)	<a href="#">Reject</a>
[REDACTED] (Associate Editor)	
<b>Author Decision Letter</b>	
[REDACTED] (Author)	

Close

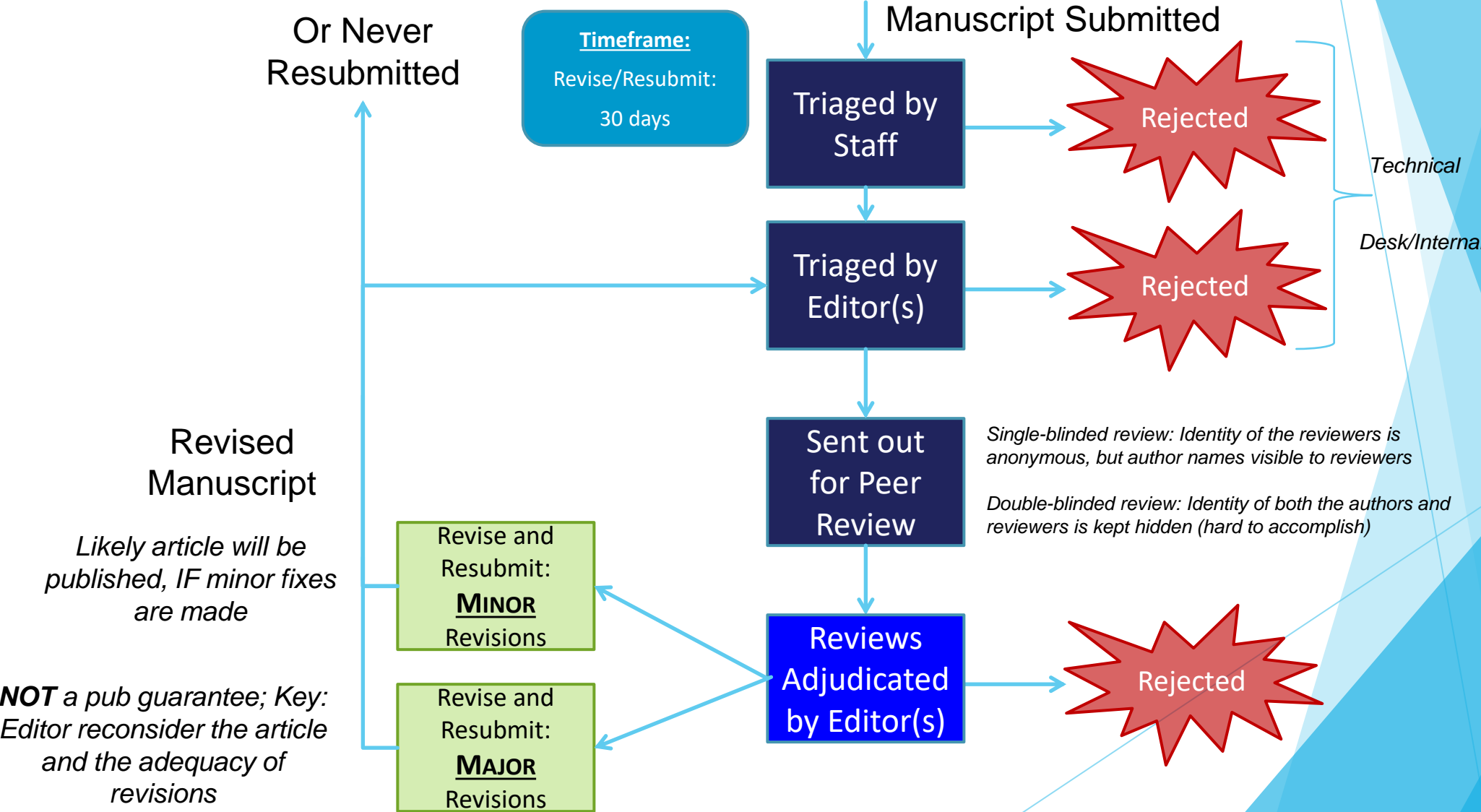
Cancel

Submit

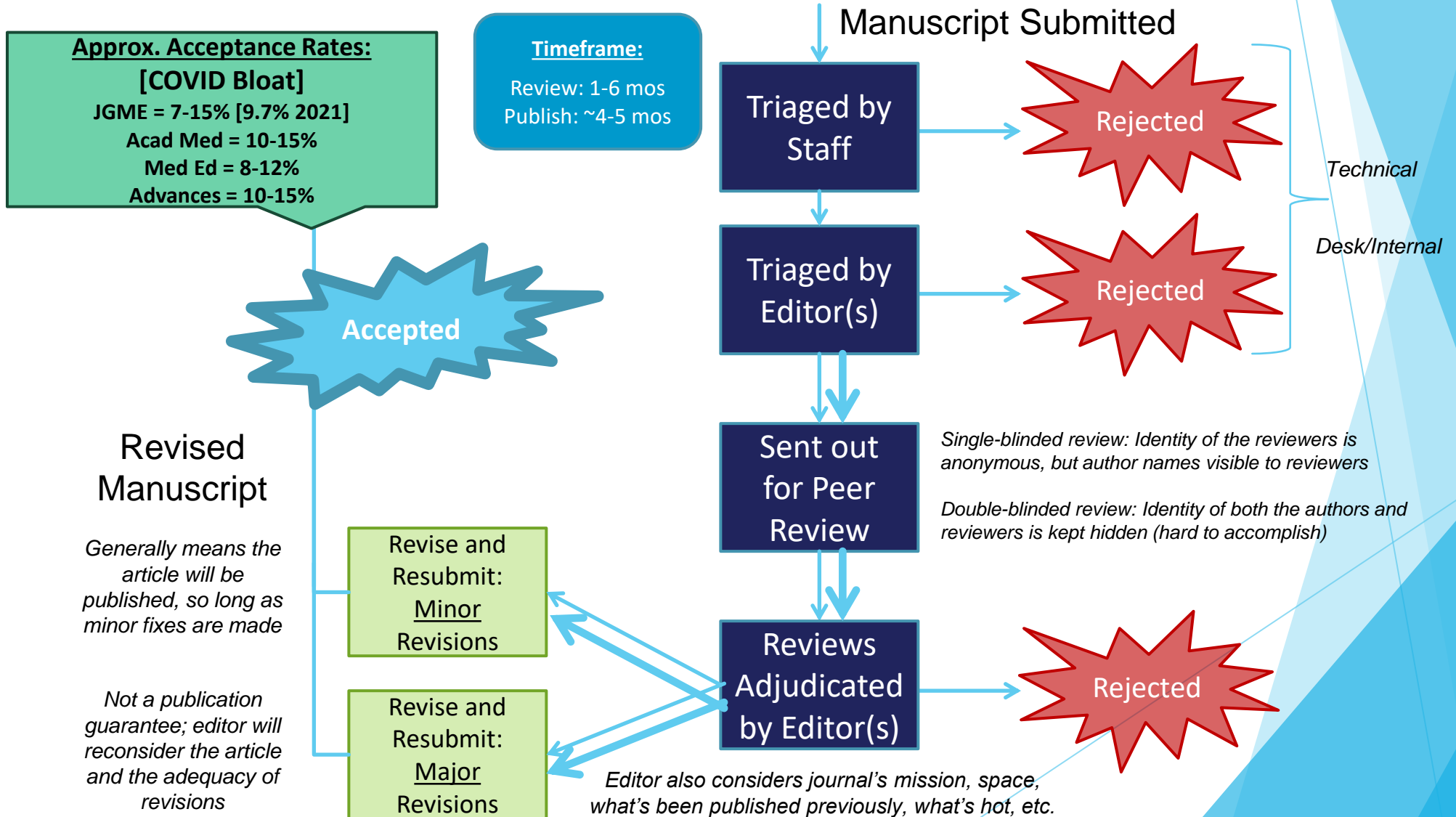
# A Generic Manuscript Review Process



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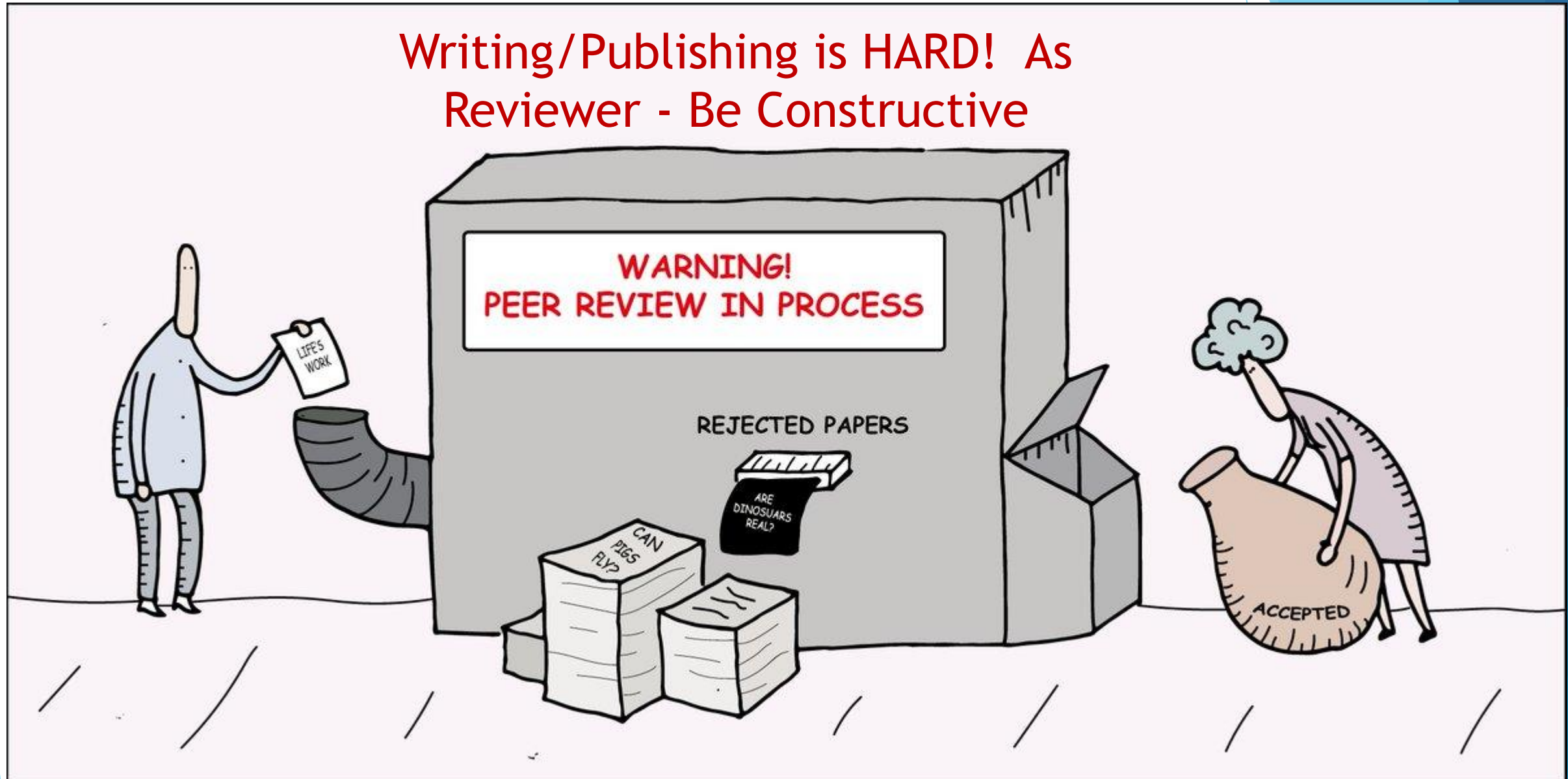


# A Generic Manuscript Review Process



# Final Comments from our JGME Reviewers?

Writing/Publishing is HARD! As  
Reviewer - Be Constructive



# As Author - Be Aware may experience

## Kubler-Ross Grief Cycle



### Denial

- avoidance
- confusion
- excitement
- shock/fear



### Anger

- frustration
- irritability,
- anxiety



### Bargaining

- struggle to find meaning
- to help others
- to tell your own story



### Depression

- helplessness
- hostility
- avoidance



### Acceptance

- Exploring opportunities
- introducing new plans
- moving forward



Emotional Support

Information & Communication

Guidance & Guidance

# Advancing Our Field

- ▶ Read journal guidelines for reviewers
  - ▶ Understand the journal, audience, publication criteria
- ▶ **Don't be reviewer #2**
  - ▶ Thoroughly read the paper
  - ▶ Exhibit professionalism and respect
  - ▶ Organized and actionable
  - ▶ Formative and supportive
  - ▶ Engage in a conversation with the authors



THANK YOU

The Writer's Craft

Perspect Med Educ (2021) 10:299–303  
<https://doi.org/10.1007/s40037-021-00670-z>



## Don't be reviewer 2! Reflections on writing effective peer review comments

Chris Watling  · Shiphra Ginsburg  · Lorelei Lingard 

Received: 14 February 2021 / Revised: 26 April 2021 / Accepted: 11 May 2021 / Published online: 11 June 2021  
© The Author(s) 2021

Watling C, Ginsburg S, Lingard L. Don't be Reviewer 2! Reflections on Writing Effective Peer Review Comments. Perspect Med Educ. 2021; 11(Jun):1-5.

# References

- ▶ Baker AC, Ibrahim H, Simpson D. Innovation—Defining Key Features for Medical Education Manuscripts. *J Grad Med Educ.* 2022 Apr;14(2):133-5. <https://doi.org/10.4300/JGME-D-22-00071.1>
- ▶ Eva KW. Altruism as Enlightened Self-interest: How Helping Others through Peer Review Helps You. *Med Educ.* 2021; 55(8):880-2.
- ▶ Jonathan S. Ilgen, Anthony R. Artino Jr, Deborah Simpson, Lalena M. Yarris, Katherine C. Chretien, and Gail M. Sullivan (2016) Group Peer Review: The Breakfast of Champions. *Journal of Graduate Medical Education: December 2016, Vol. 8, No. 5, pp. 646-649.* <https://doi.org/10.4300/JGME-D-16-00531.1>
- ▶ Lalena M. Yarris, Deborah Simpson, Jonathan S. Ilgen, and Teresa M. Chan (2017) Team-Based Coaching Approach to Peer Review: Sharing Service and Scholarship. *Journal of Graduate Medical Education: February 2017, Vol. 9, No. 1, pp. 127-128.* <https://doi.org/10.4300/JGME-D-16-00833.1>
- ▶ Simpson D, Yarris LM, Artino Jr AR, Sullivan GM. Valuing Scholarship by Manuscript Reviewers: A Call to Action. *J Grad Med Educ.* 2021; 13(3):313-5.
- ▶ Gail M. Sullivan, Deborah Simpson, Lalena M. Yarris, and Anthony R. Artino Jr (2019) Writing Author Response Letters That Get Editors to “Yes”. *Journal of Graduate Medical Education: April 2019, Vol. 11, No. 2, pp. 119-123.* <https://doi.org/10.4300/JGME-D-19-00161.1> - it’s the “flip side” of reviews - but it discusses what to do if “bad” reviewer.
- ▶ Watling C, Ginsburg S, Lingard L. Don’t be Reviewer 2! Reflections on Writing Effective Peer Review Comments. *Perspect Med Educ.* 2021; 11(Jun):1-5.
- ▶ Watling C, Ginsburg S, Lingard L. Don’t be Reviewer 2! Reflections on Writing Effective Peer Review Comments. *Perspect Med Educ.* 2021; 11(Jun):1-5.
- ▶ Step by step guide to reviewing a manuscript. [authorservices.wiley.com](http://authorservices.wiley.com)



# Research Report



- ▶ Includes all content areas in GME
- ▶ **Standard quality criteria for education scholarship, as reflected by**
  - ▶ Choice of research design
  - ▶ Sample size
  - ▶ Measurement instruments for QUANTITATIVE research
  - ▶ Standard rigorous methods for QUALITATIVE research including
    - ▶ Justification for chosen theoretical construct and methods
    - ▶ Investigators stance toward topic and participants, and methods to ensure rigor and trustworthiness.
  - ▶ Accepted quality standards for QI and implementation science
- ▶ **JGME structured format for the abstract and manuscript content**
  - ▶ Background, Objective, Methods, Results, Conclusions




CURRENT ISSUE

**Volume 14, Issue 6**

December 2022

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- COVID-19
- Diversity, Equity, Inclusion, Justice
- Well-Being
- Remediation
- Rip Outs
- Visual Abstracts
- JGME Literature Review Series

Medical Education disseminates scholarship and promotes critical  
 the graduate medical education community. It is open access,  
 independent, and published by the Accreditation Council for

## Qualitative Rip Out Series

### Necessary groundwork: planning a strong grounded theory study

Christopher Watling, MD, MMed, PhD, FRCP(C); Sayra Cristancho, PhD; Sarah Wright, PhD, MBA; Lara Varpio, PhD

### Using data from program evaluations for qualitative research

Dorene F. Balmer, PhD; Jennifer A. Rama, MD, MEd; Maria Athina (Tina) Martimianakis, PhD; Terese Stenfors-Hayes, PhD

### Recognizing and responding to ethically important moments in qualitative research

Lindsay Baker, MEd, BEd; Shanon Phelan, PhD, OT; Ryan Snelgrove, MD; Lara Varpio, PhD; Julie Maggi, MD, FRCPC; Stella Ng, PhD, FAA

### Integrating theory into qualitative medical education research

Laura Nimmon, PhD; Elise Paradis, PhD; Brett Schrewe, MDCM, MA; Maria Mylopoulos, PhD

### Design: selection of data collection methods

Elise Paradis, PhD; Bridget O'Brien, PhD; Laura Nimmon, PhD; Glen Bandiera, MD; Maria Athina (Tina) Martimianakis, PhD

### Research design considerations

Sarah Wright, PhD, MBA; Bridget C. O'Brien, PhD; Laura Nimmon, PhD; Marcus Law, MD, MBA, MEd; Maria Mylopoulos, PhD

### Answering the mail: replying to common questions about qualitative inquiry

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### Choosing a qualitative research approach

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