

YUV Kin

TWO DAY WRITERS' WORKSHOP TRAINING PACKAGE

Based on workshops organised at the King's Fund Centre

Byron, Hints from Horace

126 ALBERT STREET LONDON NW1 7NF	
ACCESSION NO. 21015	CLASS MARK YUV
DATE OF RECEIPT 14 JUL 1982	PRICE DONATION



King Edward's Hospital Fund for London

King's Fund Centre
126 Albert Street
London NW1 7NF
Telephone 01-267 6111

Director: W G Cannon MA FHA

This package evolved from the writers' forum for nurses at the King's Fund Centre in 1978-79. With many demands on their time, it was thought that nurses were dilatory in putting pen to paper for publishing. Participants at the forum were enthused to have more detailed information and instruction in writing. Hence the birth of the workshops.

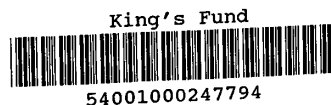
The workshops were designed to present a systematic, logical development of an article or a book for publication. Projects used during the workshop and topics for homework papers were carefully selected with the librarian. Some of the pressures of writing were simulated, such as writing to deadlines and using a required number of words.

The stages in developing an article or book involved research, preparation, writing, publication and, finally, reward. The reward of being involved in the workshops has been the enthusiasm of the participants after an initial reticence and apprehension.

The success of the King's Fund workshops was very much due to the enthusiasm, hard work and commitment of the preceptors whom we now thank.

David Dickens - vice chairman, Pitman Medical Co. Ltd.
Phyllis Holbrook - editor, Blackwell Scientific Publications Ltd.
Molly Lobban - former associate editor, Nursing Mirror
James Smith - editor, Journal of Advanced Nursing

Now over to you with the package. We hope you will have as enjoyable, exhausting and rewarding a workshop as those we have had.



54001000247794

workshop

LOOKLET FOR SESSIONS 8 and 9

MPLES

OOKLETS AS SAMPLES

OF NUMBERS FOR DISCUSSION ROOMS

ORDER)

S FOR GOOD WRITING (NOT IN

OF BUILDING UP YOUR OWN

D) REFERENCE BOOK LIST (IF YOU ARE

SHOP.

ENDED READING BEFORE ATTENDING

OGRAMME - FOR COPYING.

TIME TABLE AND CHECK LIST

NTS' (SECTION C)

NTS' (SECTION B)

NTS' (SECTION A)

WORKING FOLDER.

TENTS

'DEAR AUTHORS SUIT YOUR TOPICS TO YOUR STRENGTH,
AND PONDER WELL YOUR SUBJECT AND ITS LENGTH;
NOR LIFT YOUR LOAD BEFORE YOU'RE QUITE AWARE,
WHAT WEIGHT YOUR SHOULDERS WILL, OR WILL NOT, BEAR'

Byron, Hints from Horace

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- 4 PRECEPTORS' PROGRAMME - FOR COPYING.
LISTS OF:
 - RECOMMENDED READING BEFORE ATTENDING THE WORKSHOP.
 - SUGGESTED REFERENCE BOOK LIST (IF YOU ARE THINKING OF BUILDING UP YOUR OWN LIBRARY)
 - GUIDELINES FOR GOOD WRITING (NOT IN PRIORITY ORDER)
 - OUTLINES OF NUMBERS FOR DISCUSSION ROOMS
- 5 LEAFLETS AND BOOKLETS AS SAMPLES
- 6 ARTICLES AS SAMPLES
- 7 PARTICIPANT'S BOOKLET FOR SESSIONS 8 and 9

Two Day Writers' Workshop
Training Package

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TWO DAY WRITER'S WORKSHOP
TRAINING PACKAGE

1

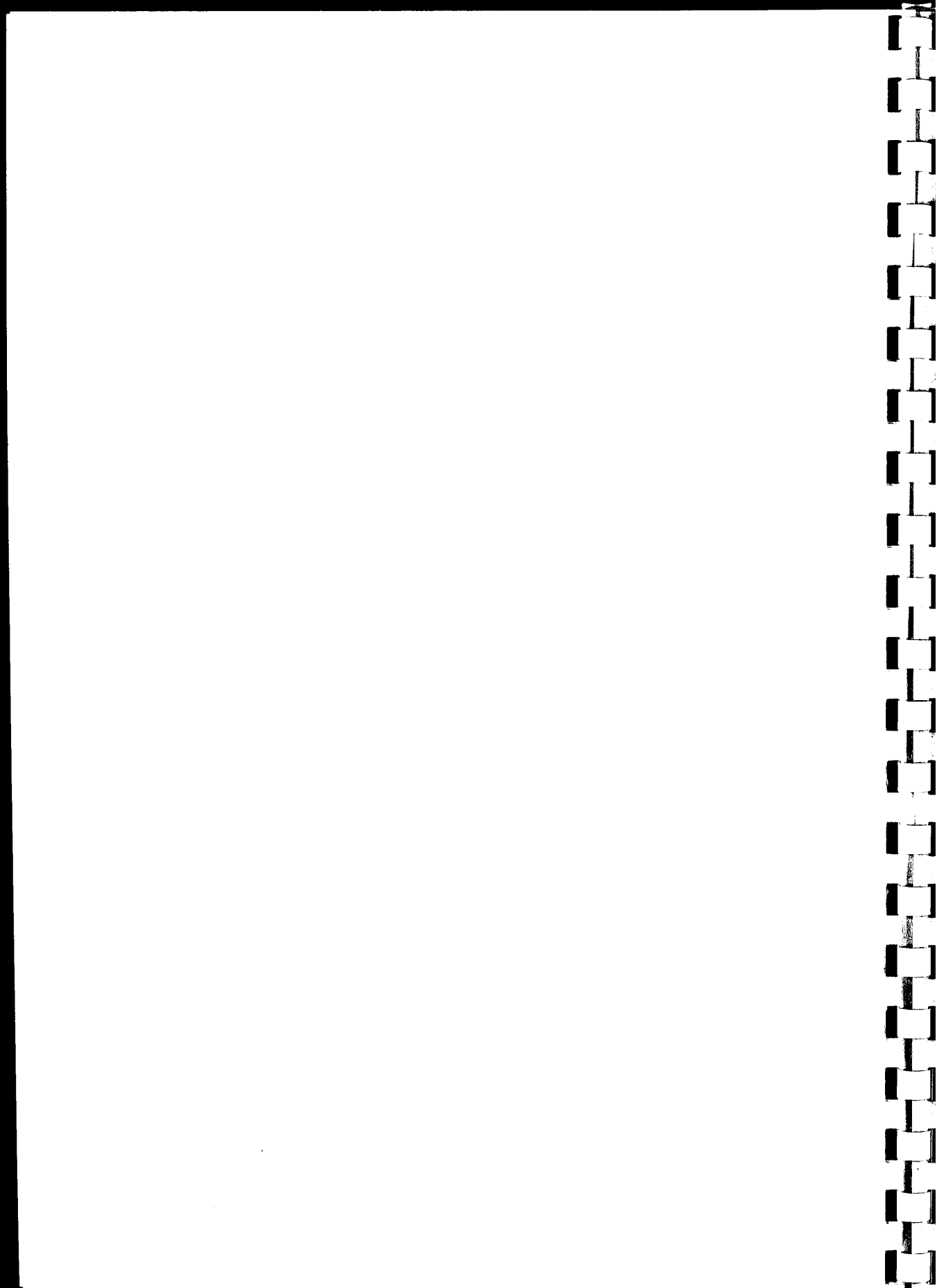
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TWO DAY WRITER'S WORKSHOP
TRAINING PACKAGE

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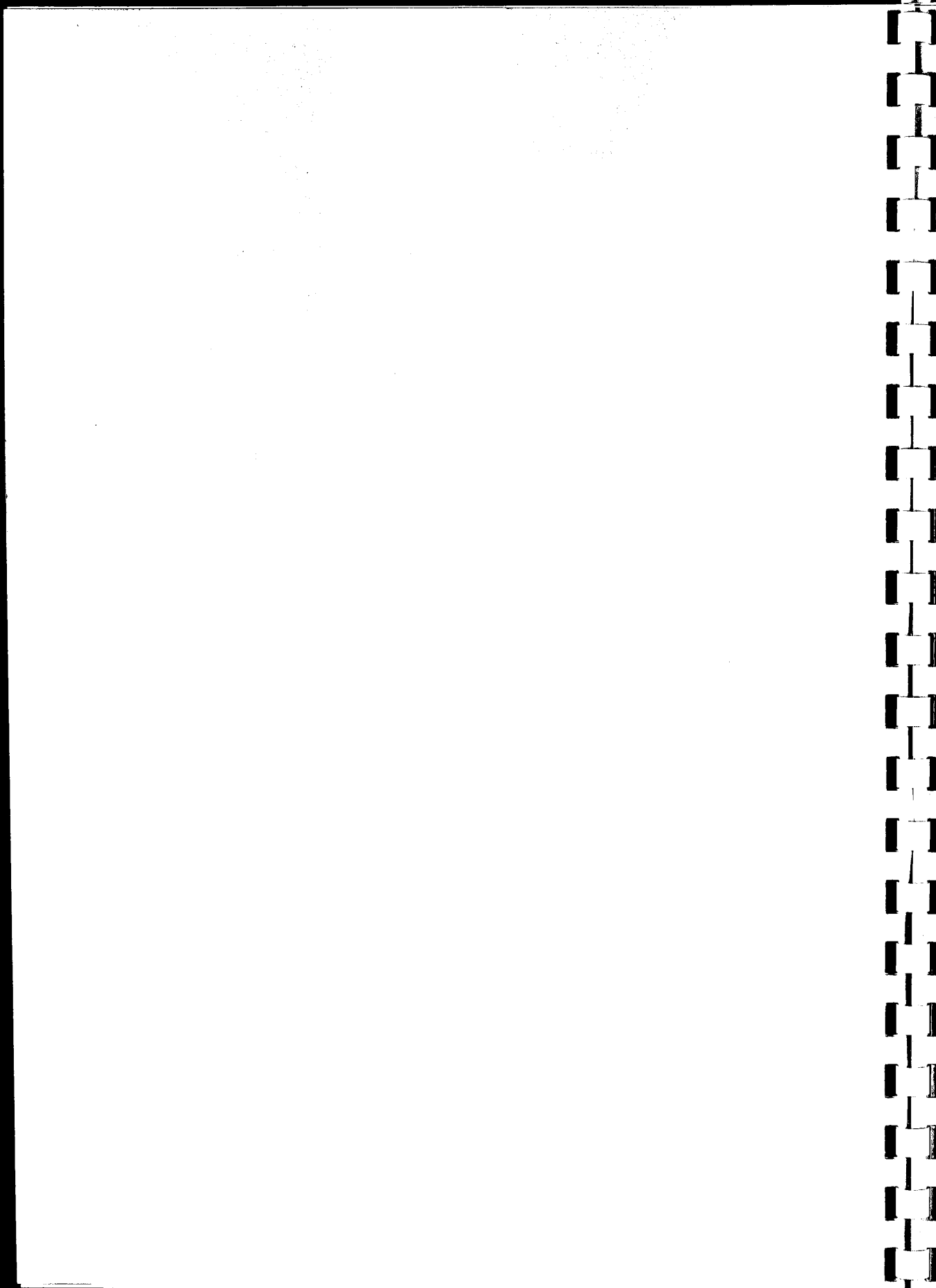


ORGANISER'S WORKING FOLDER

CONTENTS

Page No.

1. Considerations when planning a writers' workshop.
2. Staffing/Resources/Number of Participants.
3. Library facilities.
Examples of projects developed during the workshop for nurses.
Examples of subjects for 500 worded homework paper.
4. Sample letter to possible preceptor or to someone who might be involved in the planning meeting for the workshop.
5. Information sent to those who will be involved in the planning meeting.
6. Planning Meeting.
7. Information letter to possible participants. Number 1
8. Information letter to participants. Number 2
9. Plan of groupings for group work.
10. Alternative check of groupings.
11. Possible overhead transparencies.



TWO DAY WRITERS' WORKSHOP - TRAINING PACKAGE

1. Before beginning a workshop please read through the package carefully. It is suggested that personnel, equipment, and facilities are available in the numbers and ratios quoted if all participants are to have the desired individual guidance.
2. The workshops were designed for qualified nurses but can be adapted for other disciplines. The projects to be developed during the workshop would be different for different disciplines.
3. At the end of the workshop participants should understand what it means to be a writer, when to approach a publisher and how to present written material. In order to gain such comprehension, participants are shown how to prepare written material, how to submit acceptable manuscripts and how to understand royalties, fees, copyright and contracts.
4. The participants should be kept under pressure. In real life writers have to write an exact number of words by an exact date. The workshop should simulate these conditions. Do not tell the participants too much about the programme. The surprises are intended to be surprises.
5. Choose experienced journal and book publishing editors as the preceptors¹.
6. The preceptors must be certain of their responsibilities because if they are in doubt, doubt and uncertainty will be communicated to the participants.

1. Preceptor, teacher, tutor. Preceptorial, adj., a college course that emphasizes independent reading, discussion in small groups and individual conferences with a teacher.

Webster's New Collegiate Dictionary (1975)

STAFFING/RESOURCES/NUMBER OF PARTICIPANTS

Optimum ratio of participants : preceptor	5:1
Optimum number of participants	20
Support staff/facilities based on a workshop of 20 participants:	
Organiser	1
Support staff	1 - 2
Typists	2
Librarians	1 - 2
Preceptors	4 - 2 book publishers - 2 journal publishers
Discussion rooms	4
Large room for total workshop sessions	
Library, on site within easy access for the participants throughout the workshop	
Photocopying facilities with ease of access	
Catering	
A good bar (optional extra!)	
Possible need of an overhead projector	

The workshop makes considerable demands on all those involved both 'in front of' and 'behind' the scenes. Behind the scene, the speed and efficiency of the typing services and the availability of the photocopying facilities are of great importance in the overall success of the workshop.

The library facilities are dealt with on a separate page.

LIBRARY FACILITIES

Points to consider:

1. The library staff should be encouraged to enter into the spirit of the workshop.
2. The staff should help to suggest the projects and homework. Then, when the participants go to the library, the staff should exemplify perfect librarianship. Remember most of the participants will be scared of librarians. This fear must be turned into friendship.
3. Suitable projects to be developed during the workshop and the homework to be completed between days 1 and 2, will depend on the mix of the participants and the amount of material available in the library which might be used for the literature search.
4. The library should be on site and within a reasonable distance of the rooms being used during the workshop.
5. There should be access to the library throughout the workshop including the evening session.

EXAMPLES OF PROJECTS DEVELOPED DURING THE WORKSHOPS FOR NURSES AT THE KING'S FUND CENTRE.

For Journal Publications

1. The dichotomy between professional responsibility and trade union membership.
2. Is nursing research cost effective in nurse management?

For Book Publications

1. The nurses' guide to 'Health and Safety at Work Act'
2. Leadership and management of the Primary Health Care Team

EXAMPLES OF SUBJECTS FOR THE 500 WORDED HOMEWORK PAPER

1. The Nursing Process
2. The Micro-chip and implications for medical and nursing education.

SAMPLE LETTER TO POSSIBLE PRECEPTOR/SOMEONE WHO MIGHT BE INVOLVED
IN THE PLANNING MEETING

We are hoping to arrange a two day writers' workshop for in 198....
and your name has been suggested as someone who might agree to help us with the
planning and possibly the running of the workshop.

A workshop package has been devised by the King's Fund Centre based on writers'
workshops planned and carried out at the Centre; it is this package that we hope
to use and adapt to local needs and facilities.

The overall aim of the workshop is to help participants to understand what it means
to be a writer, when to approach a publisher, and how to present written material.
It is therefore essential that publishers from books and journals are involved in the
workshop if authenticity and realism are to be achieved.

An initial meeting of approximately 2 - 3 hours could be held on any of the following
dates (refreshments will be provided)

.....
(quote dates, time and venue)

If you agree to come, an outline of the suggested programme content and other
relevant papers will be sent to you prior to the planning meeting so that you are
aware of what the workshop will involve.

Your coming to the meeting would in no way commit you to the workshop as it is
appreciated that until you know what your involvement might be, and dates have
been agreed, it is difficult to make a decision.

A reply by in writing or by telephone would be a great
help - you will, subsequently, be informed which date has been agreed by the
majority. I look forward to hearing from you and, I hope, to meeting you in the
near future.

(If sending this letter to the editor of journal and/or book publishery and he/she is not
available you might ask for the name or names of equally qualified and experienced
colleagues)

INFORMATION SENT TO THOSE WHO WILL BE INVOLVED IN THE PLANNING MEETING

When confirmation of the date for the planning meeting can be made, send an appropriately worded letter and enclose:

1. A Preceptor's Programme
2. A list of 'Recommended Reading before Attending the Workshop'
3. A list of 'Guidelines for Good Writing' (not in any priority order)
4. Suggested Reference Book List (if you are thinking of building up your own library)

PLANNING MEETING

It is suggested that the initial meeting involves all those who will be organising the two days.

Suitable dates for the workshop should be provisionally assessed prior to the meeting.

Dates for the workshop will have to be considered in the light of demands on:

- the library
- catering
- rooms and equipment

During the meeting

- clarify the target audience i.e. discipline(s), grade(s)
- talk through the programme and clarify the involvement of the preceptors, make any necessary and/or local alterations.
- talk through and, again, make any necessary alterations to the list of:
 - a. Recommended reading before attending the workshop.
 - b. Guidelines for good writing.
 - c. Suggested Reference Book List.
- if four preceptors are not present at the planning meeting clarify who might be suitable as a preceptor and, later, write accordingly.
- if four preceptors are present confirm that the information to be included in the participants booklet for Sessions 8 and 9 (see Folder7) will have to be received by the organiser, at the latest, 2 weeks before the workshop is to take place.
- finalise format for the two days.
- finalise dates.

WHEN FORMAT AND DATES HAVE BEEN AGREED, confirm:

- rooms and equipment (including stationery, acetate sheets and pens)
- catering
- library
- typist(s)
- photocopying organiser.

INFORMATION LETTER

Number 1

WRITERS' WORKSHOP FOR
DATES

We are planning a two day writers' workshop based on those planned at the King's Fund Centre.

The two days will be an intensive workshop which will give professional guidance on how to prepare for publication. The aims of the workshop are :

- a. To help participants to understand what it means to be a writer, when to approach a publisher and how to present written material.
- b. To enable participants to submit manuscripts in an acceptable format.
- c. To enable participants to understand publishing procedures and questions of royalties and fees, copyright and contracts.

The first day will involve an evening session, including an evening meal, and end at approximately 8.30p.m. It is possible that there will be a task requiring writing for a further hour or so.

The nature of the work means that only the small number of 20 can be accommodated for the workshop. Therefore, only those of serious intent should apply. When places are allocated a 200 word synopsis will be required to be submitted, at the latest, 3 weeks before the workshop and this also should be considered by applicants.

If you are interested in such a workshop please complete and return the enclosed application form as soon as possible. You will be informed by if you have a place and at that time further instructions about the synopsis will be given.

*** Application forms - Information related to local conditions will have to be included or a suitable application form might already exist.

INFORMATION LETTER

Number 2

WRITERS' WORKSHOP FOR
DATES

I am pleased to inform you that it is possible to offer you a place at this workshop but in order to secure the place it will be necessary for you to send us a 200 word synopsis for a book, as you would be expected to submit to a publisher.

The synopsis may be on any subject related toand, in addition must declare a suggested title and a statement of the aims and objectives. The skeleton paper should include chapter or section headings and be typed in double spacing with a 1" surrounding margin. This work must reach us, at the latest, by so that it may be forwarded to the preceptors.

The programme and other relevant information will be sent to you on receipt of your synopsis and, therefore, you will appreciate that the sooner your written work is sent to us, the sooner you will be sent the information.

The original letter promised an intensive workshop. On receipt of this letter you will appreciate that the work is to begin NOW.

PLAN GROUPINGS FOR GROUP WORK

1. This plan allows for all participants to have the experience of a book and a journal project.
2. It allows for all participants to receive the expertise of each preceptor.
3. In order that each participant shall meet each preceptor there is a fourth session in which the preceptors meet the participants individually to discuss the pre-workshop synopsis. The preceptors also use this opportunity for counselling. This session is held at the end of the first day.
4. Although the participants are allocated to specific preceptors for the counselling session, all the preceptors will have seen all the pre-workshop synopsis. Any participant is welcome to have a counselling session with any preceptor.

PARTICIPANTS ARE GROUPED INTO 4 GROUPS

1/3; 2/4; 3/1; 4/2

The 2 numbers which identify each group are the discussion rooms the group will be using during the workshop.

PRECEPTORS ARE LETTERED

A. B. C. D.

A and B

—

Book Projects.

C and D

—

Journal Projects.

GROUPINGS IN ROOMS AND SESSIONS.

	Room 1	Room 2	Room 3	Room 4
Session 2	1/3. A (Book)	2/4. B (Book)	3/1. C (Journal)	4/2. D (Journal)
Session 3	3/1. A (Book)	4/2. B (Book)	1/3. C (Journal)	2/4. D (Journal)
Session 7	3/1. D	4/2. C	1/3. B	2/4. A

Pre-workshop counselling session:

Preceptor A should counsel group 4/2

Preceptor B should counsel group 3/1

Preceptor C should counsel group 2/4

Preceptor D should counsel group 1/3

ALTERNATIVE CHECK OF GROUPINGS

GROUP 1/3

in Room 1 with Preceptor A (Book Project) for Session 2
in Room 3 with Preceptor C (Journal Project) for Session 3
in Room 3 with Preceptor B for Session 7
pre-workshop synopsis, counselling by Preceptor D

GROUP 2/4

in Room 2 with Preceptor B (Book Project) for Session 2
in Room 4 with Preceptor D (Journal Project) for Session 3
in Room 4 with Preceptor A for Session 7
pre-workshop synopsis, counselling by Preceptor C

GROUP 3/1

in Room 3 with Preceptor C (Journal Project) for Session 2
in Room 1 with Preceptor A (Book Project) for Session 3
in Room 1 with Preceptor D for Session 7
pre-workshop synopsis, counselling by Preceptor B

GROUP 4/2

in Room 4 with Preceptor D (Journal Project) for Session 2
in Room 2 with Preceptor B (Book Project) for Session 3
in Room 2 with Preceptor C for Session 7
pre-workshop synopsis, counselling by Preceptor A

This plan of groupings avoids the danger of the workshop polarising into 'book people' and 'journal people'. It does not really matter if people are discussing books or journals because the principles of research and preparation are the same for both. The preceptors should not be too book or journal minded but should stress the principles behind the exercises.

POSSIBLE OVERHEAD TRANSPARENCIES

AIMS OF THE WORKSHOP

1. To help participants to understand what it means to be a writer, when to approach a publisher and how to present written material.
2. To enable participants to submit manuscripts in an acceptable format.
3. To enable participants to understand publishing procedures and questions of royalties and fees, copyright and contracts.

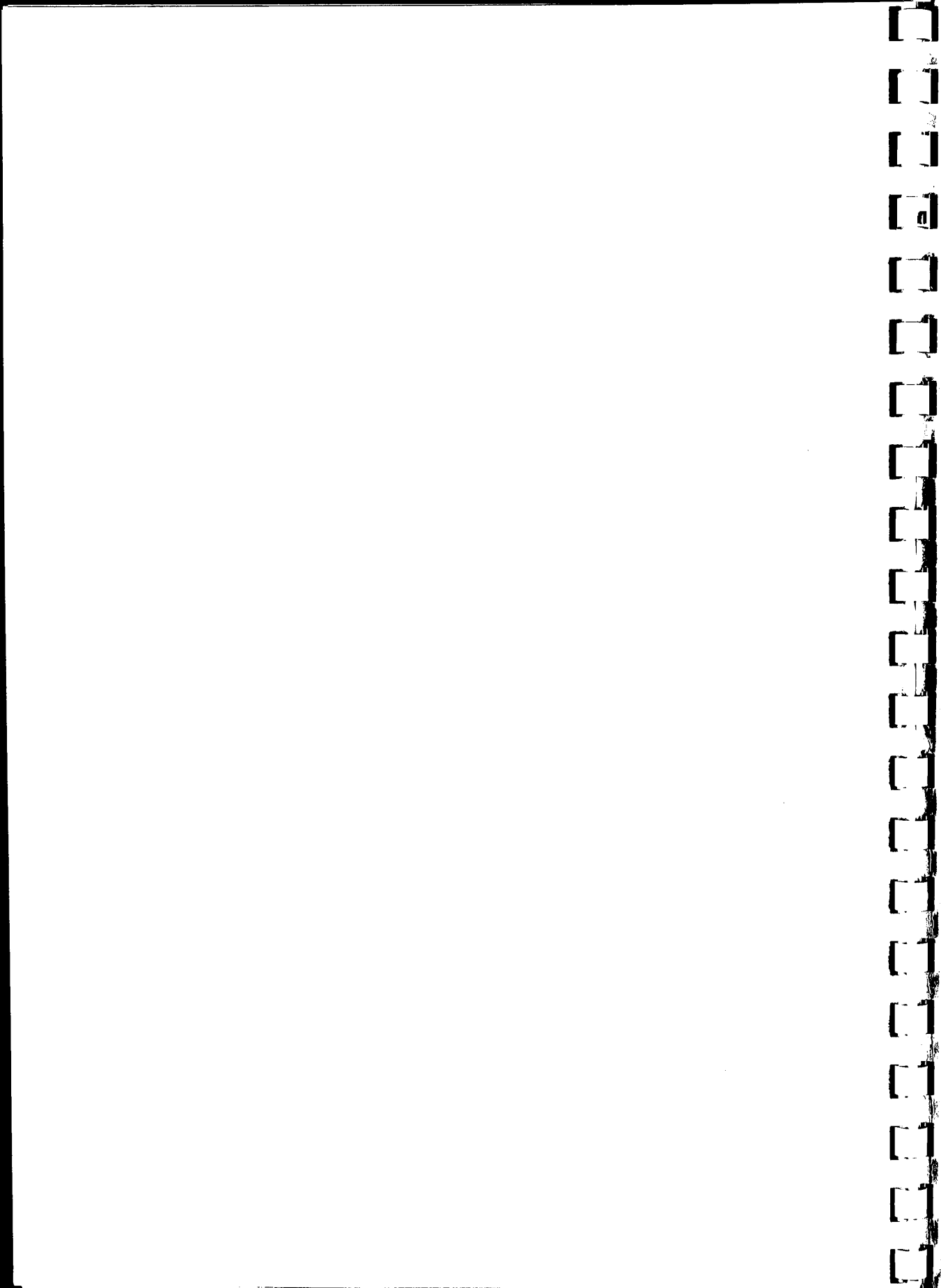
HOMEWORK INSTRUCTIONS

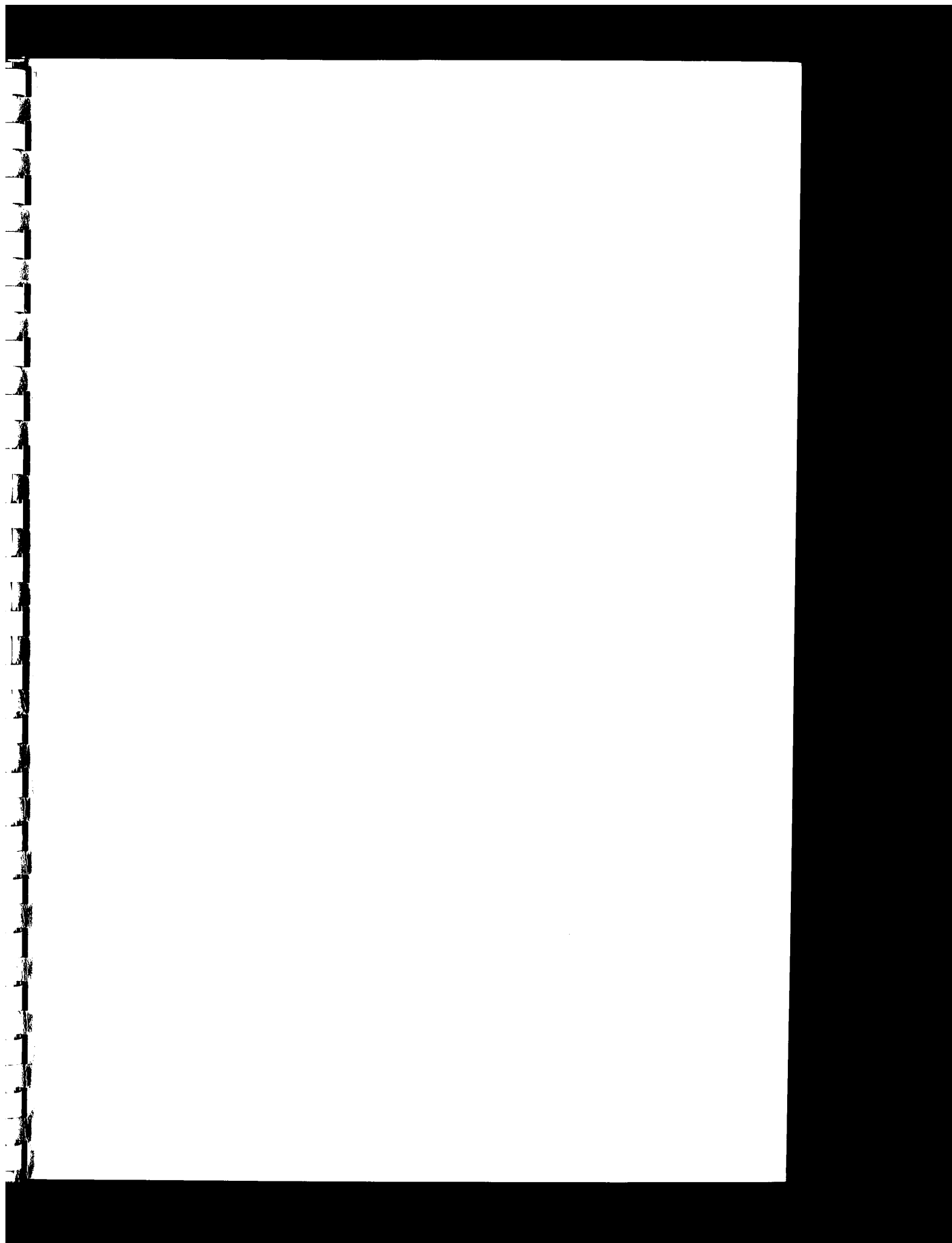
A 500 worded paper is required on:

THE MICRO-CHIP AND IMPLICATION FOR MEDICAL AND NURSING EDUCATION

Target audience:

- a. lined and un-lined paper will be provided.
- b. if possible, keep to a maximum of two, A4 pages.
- c. name and group number on each page.
- d. place in appropriate basket at (central point) by in the morning.





1. The first part of the document is a list of names and titles, including "The Hon. Mr. Justice" and "The Hon. Mr. Justice".

TWO DAY WRITER'S WORKSHOP
TRAINING PACKAGE

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TWO DAY WRITER'S WORKSHOP
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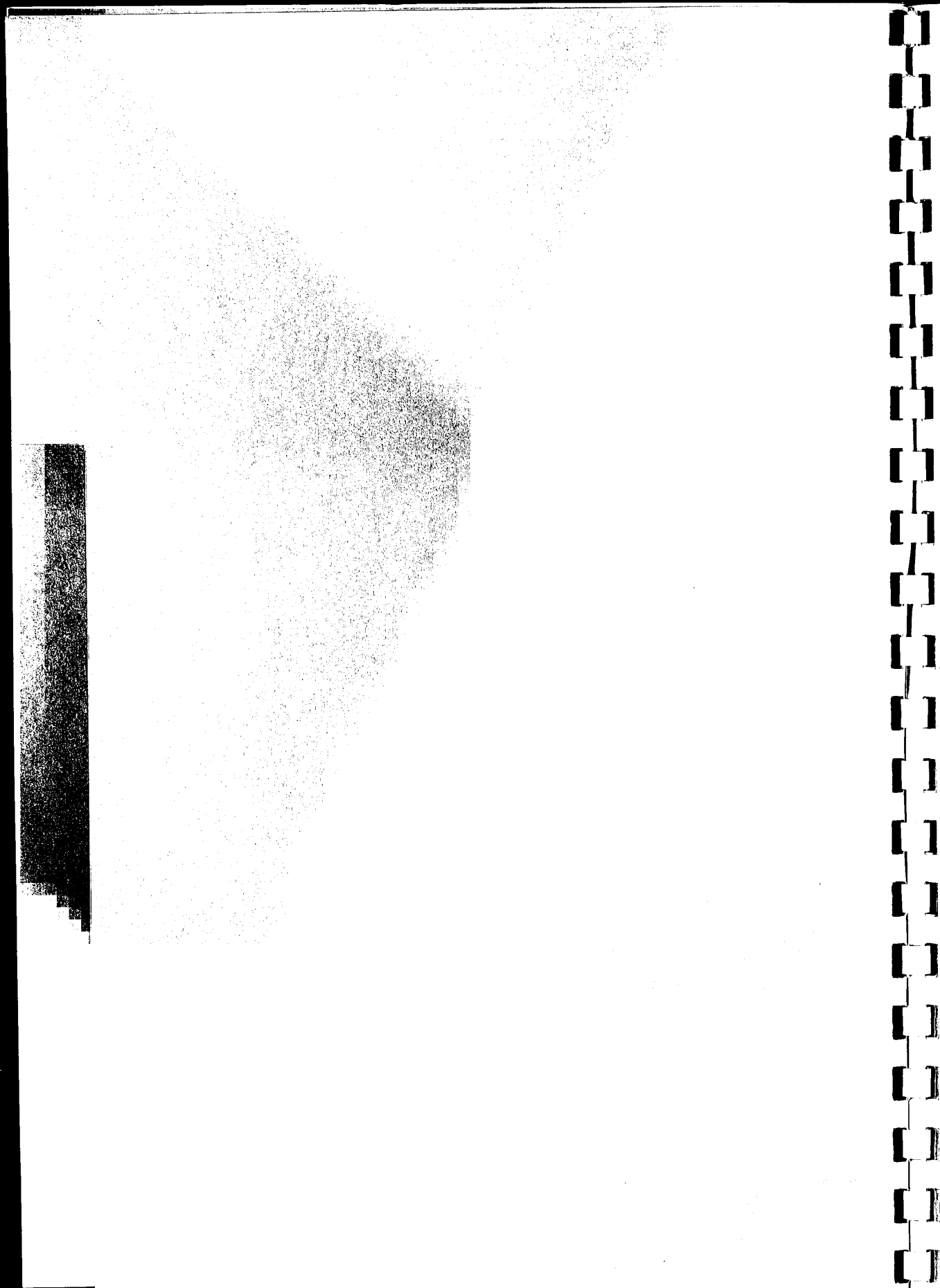
Price

donation

SECTION A - Organiser's Programme

SECTION B - Preceptors' Programme

SECTION C - Participants' Programme



WRITERS' WORKSHOP FOR

Date.....

ORGANISER'S PROGRAMME

DAY 1

Prior to the arrival of the participants check rooms:

- | | | |
|------------------|---|---|
| Discussion rooms | - | ventilation
drinking water and glasses
sufficient chairs for participants and preceptor
a table - writing height
paper - lined and unlined
acetate sheets and pens |
| Large room | - | ventilation
drinking water and glasses
overhead projector in working order
sufficient chairs for all who will be involved in Session 1. |

It is suggested that the wording for each group project be either written on large flip-charts or sufficient slips of paper with the project typed out be available to individual members in each group. The projects to be developed during the workshop should not be visible to the participants until the beginning of Session 2. (examples in Folder 1, page 3)

ON ARRIVAL participants are given name labels with group numbers on them (1/3, 2/4, 3/1, 4/2)

During the workshop the participants will change groups. The second number is the second room they will be going to. This need not be explained on arrival as explanation will be given later in the programme.

On arrival participants are also given:

Guidelines for good writing.
Participants list.

SUGGESTED TIME
ALLOWED. (TIME
IN BRACKETS IS
A POSSIBLE
TIMETABLE.)

SESSION 1

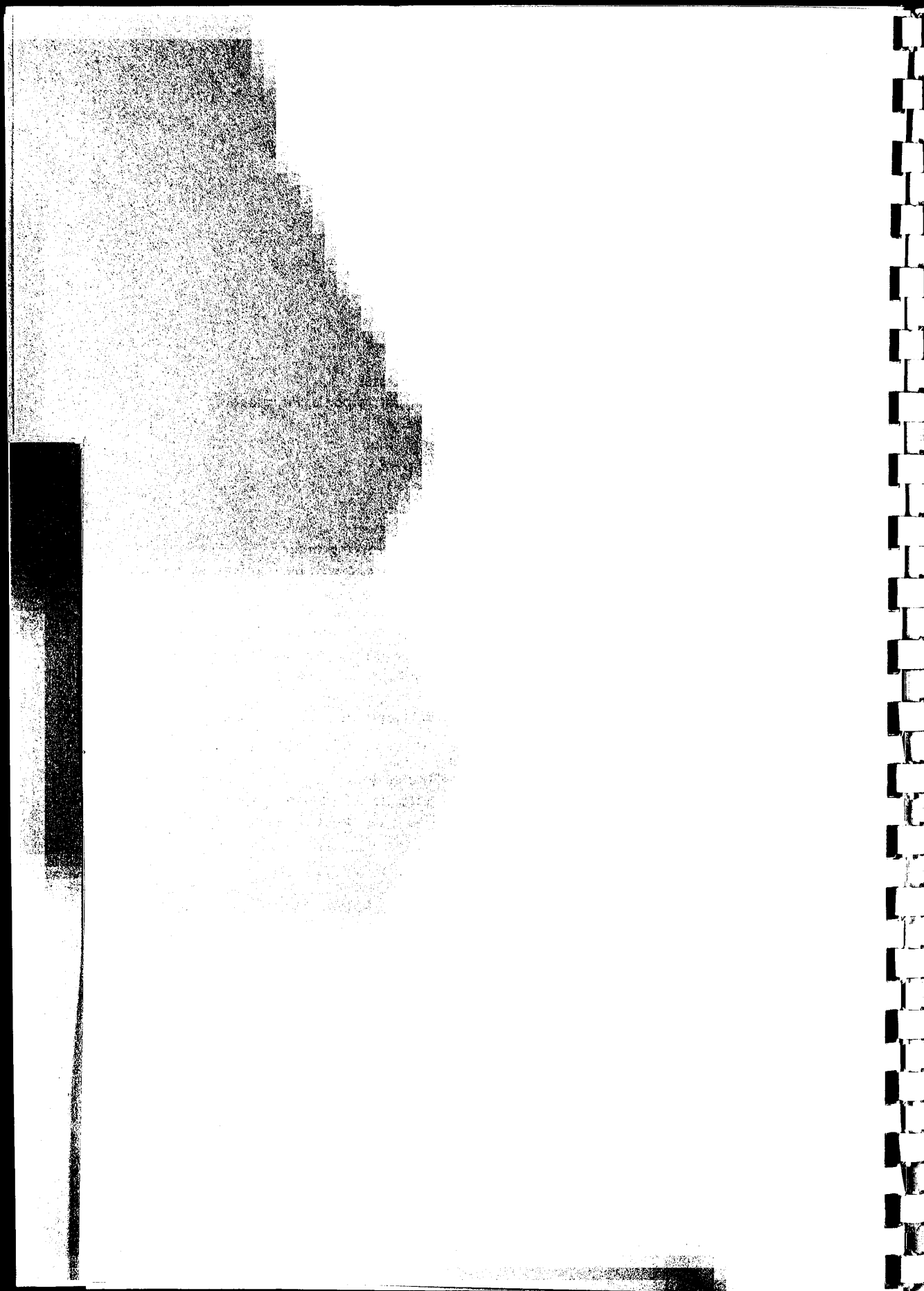
Welcome and Introduction by Organiser
To be kept succinct, to aim at getting the work of the workshop started without undue delay. This session must take no more than ten minutes, it is designed as a intensive workshop.

10 mins.
(10.15)

1. Introduce preceptors, self, and any other staff present who will be involved in the 2 days.
2. Remind the participants of the aims of the workshop which were identified in the initial letter they will have received (A prepared overhead transparency might be used).

SECTION B - Preceptors' Programme

SECTION C - Participants' Programme



ORGANISER'S PROGRAMME continued DAY 1.

3. A quick run through of the participants programme for the day explaining that for reasons which will become apparent, it has deliberately been designed as an outline of the contents of the workshop.
4. Clarify that the numbers on the name labels are the rooms they will be working in, that the two numbers are their group numbers and when asked for their group number during the workshop, to put down both numbers. Further clarify that they will be told when the second room number applies.
5. Emphasise the need to be aware of 'time' as a writer and the need to be aware of 'time' during the workshop.
6. Let participants know that preceptors, organisers and other staff involved in the workshop are available to answer any queries and be of help during the 2 days.
7. Clarify that participants know where the discussion rooms are and that they know which room they will be using for Session 2.
8. Invite 'any questions'.

Introduction to the Library by a Librarian.

45 mins.
(10.25)

1. Visit to the library by the participants (at this stage, participants do not know the projects to be developed during the workshop).
2. The librarian will give instructions in the library filing system and other relevant information so that participants are able to use the facilities of the library.
3. Sufficient time has been allowed in this part of the programme for participants to ask individual questions and put into practice some of the library instructions they receive in order to familiarise themselves with the facilities.
4. While the participants are being shown the library facilities any final clarifications for the preceptors/organisers can be made.
5. For Sessions 2 and 3 each group will concentrate on one project. Every participant will have experience of a book and a journal project. If it is not possible to arrange before the workshop begins, the wording of each project should be put in the appropriate discussion room, at this stage, while the participants are being shown the library facilities.

SECTION B - Preceptors' Programme

SECTION C - Participants' Programme

ORGANISER'S PROGRAMME continued DAY 1.

6. Remind the preceptors that by the end of Session 2,^{***} participants should be told/should be reminded that from Session 3 the second number of the group number will apply and that participants should go to that numbered room.

(*** Folder 4,
page 2).

SESSION 2RESEARCH

Group work

1 hr. 45 mins.
(11.10)

1. At the beginning of this session the organiser should be at a central point to direct participants, if required, to their discussion rooms.
2. At the end of this session the organiser should, again, be at a central point to direct the representative from each group to the typist(s) for the morning work - a composite plan for a book or journal article - to be typed.

LUNCH

1 hr. 05 mins.
(12.55)

1. During the lunch break, the organiser could, if necessary, assist with photocopying the composite plans. Sufficient copies should be made of the plans for the number who will be using them in each group. (If there are 5 participants in each group this will mean 5 copies of the plan with the original to the preceptor.)
2. Deliver or arrange to be delivered, the plans to the discussion rooms. The plans are returned to the rooms in which they were prepared in the morning.
3. The organiser should be at a central point at the end of the lunch break to direct participants to their new discussion rooms.

SESSION 3PREPARATION

Group work

2 hrs.
(14.00)

The preceptor returns to the discussion room that he/she was using in the morning. Copies of the composite plan of the research work are available for the preceptor and each new group member in the discussion room.

TEA

30 mins.
(16.00)

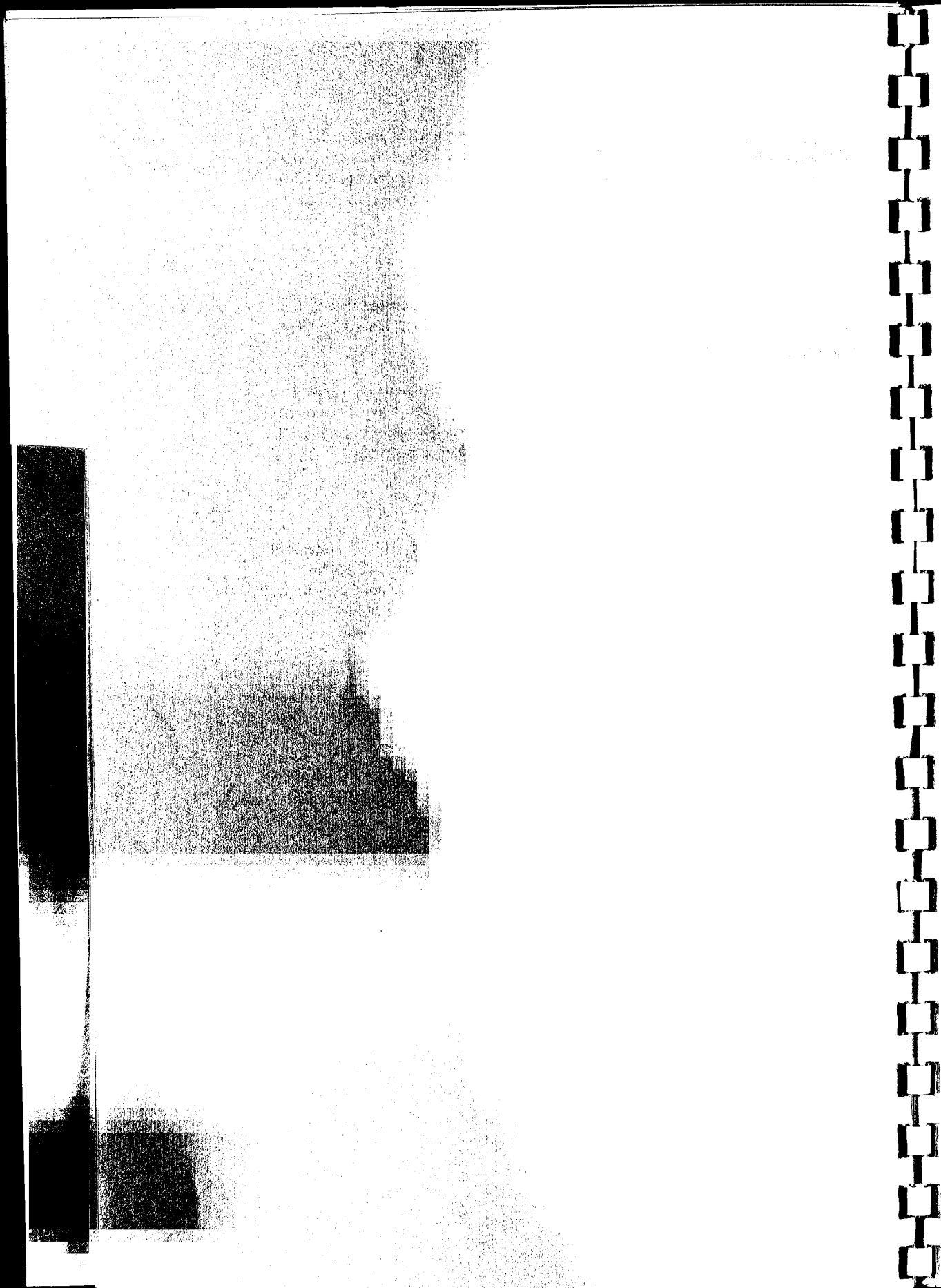
Be available for any assistance that might be required for Session 4.

Photocopies of the afternoon preparation work might be requested; assistance with some overhead transparencies might be required.

If flip-charts have been used in the discussion rooms for the group projects, it is useful if these 4 sheets of paper can be transferred to the large room and are thus visible to all for Session 4.

SECTION B - Preceptors' Programme

SECTION C - Participants' Programme



ORGANISER'S PROGRAMME continued DAY 1.

SESSION 4REPORT

All workshop participants in large room

1 hr. 30 mins.
(16.30)

1. A spokesman from each group presents the inherited composite research plan and how subsequent preparation took place.
2. The preceptors' contributions are of particular interest/value as the 'link' between the preparation of the composite plan and how it was received before the preparation took place. Comments from other group members should be encouraged.
3. The organiser is responsible for time-keeping during this session and should aim at allocation time evenly to each group.
4. At the end of the session the organiser outlines the homework - a prepared overhead transparency is useful.

e.g.

A 500 worded paper:

The micro-chip and implications for medical and nursing education.

Target audience:.....

- a. Lined and un-lined paper will be provided.
- b. If possible keep to a maximum of 2, A4 pages.
- c. Name and Group number on each page.
- d. Place in basket at (a central point) by.....
in the morning.

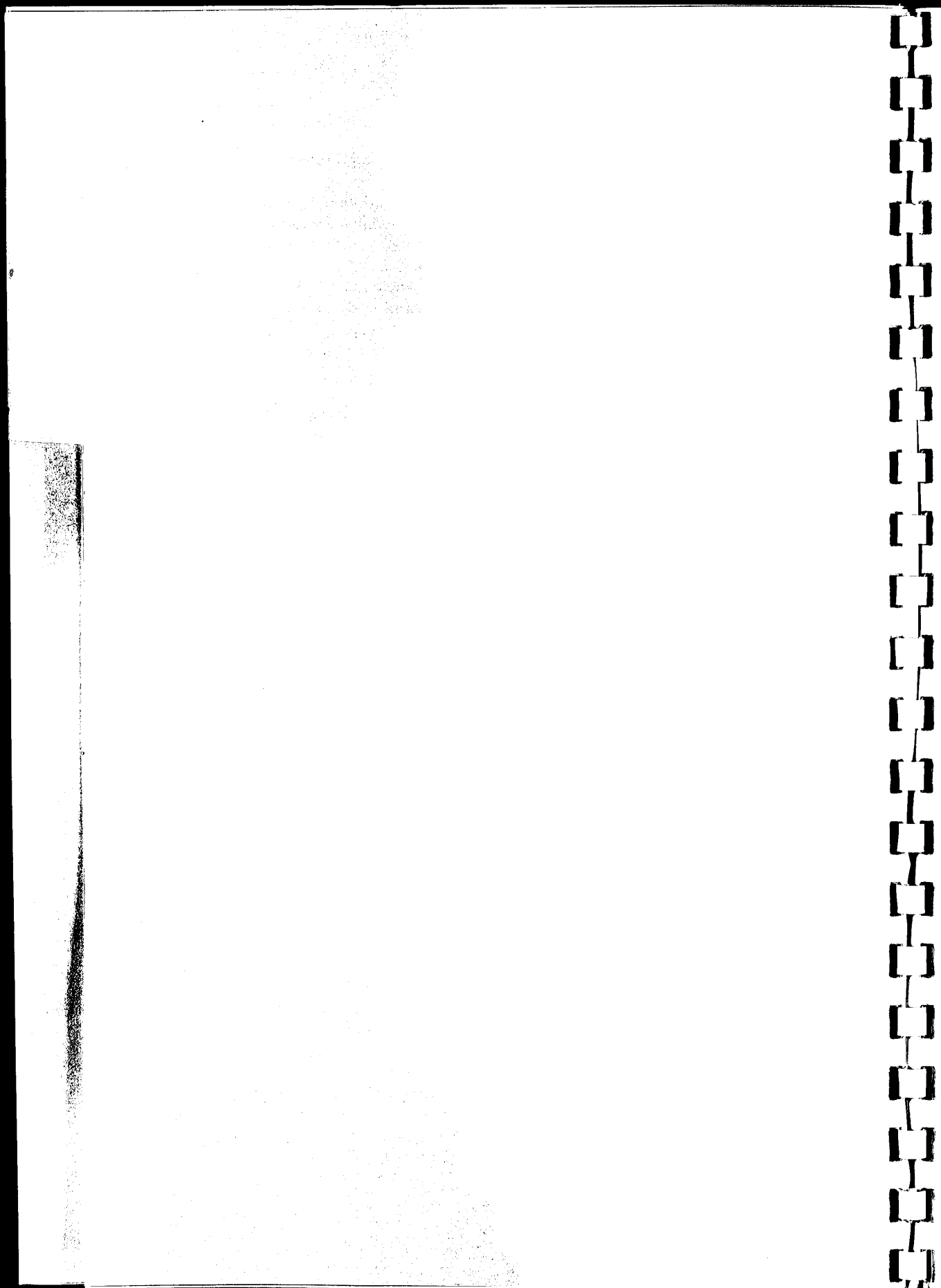
5. The organiser should emphasise that the work will be collected first thing in the morning.
6. Allow for 'any questions'.

SESSION 5

(18.00)

After the buffet and drinks the preceptors will be occupied with counselling individuals in their pre-workshop synopsis (see plan of groupings^{***}). When not being counselled, participants will probably be researching/preparing their homework. It is useful if the organiser is 'around' for any assistance that might be required. (***) Folder 1, page 9).

The time that the first day ends will depend on local conditions and individual travel arrangements, if the timetable suggested is followed, 22.00 is probably the latest that should be allowed.



ORGANISER'S PROGRAMME continued.

DAY 2

1. As for the first day, check the rooms and sufficient equipment in each room.
2. Put appropriately worded 'reduction of homework paper' in each room, a flip-chart or individual instructions are suitable.

e.g.

1. Your original paper will be returned to you after it has been photocopied. (This statement may be omitted if the original paper is returned to the individual at the arrival point.)
2. Your paper is acceptable for publication if it can be reduced to 200 words.
3. Before you go to coffee please take your 200 worded paper to (name a central point)
4. Your name and group number should be clearly marked in the top right hand corner of your paper.

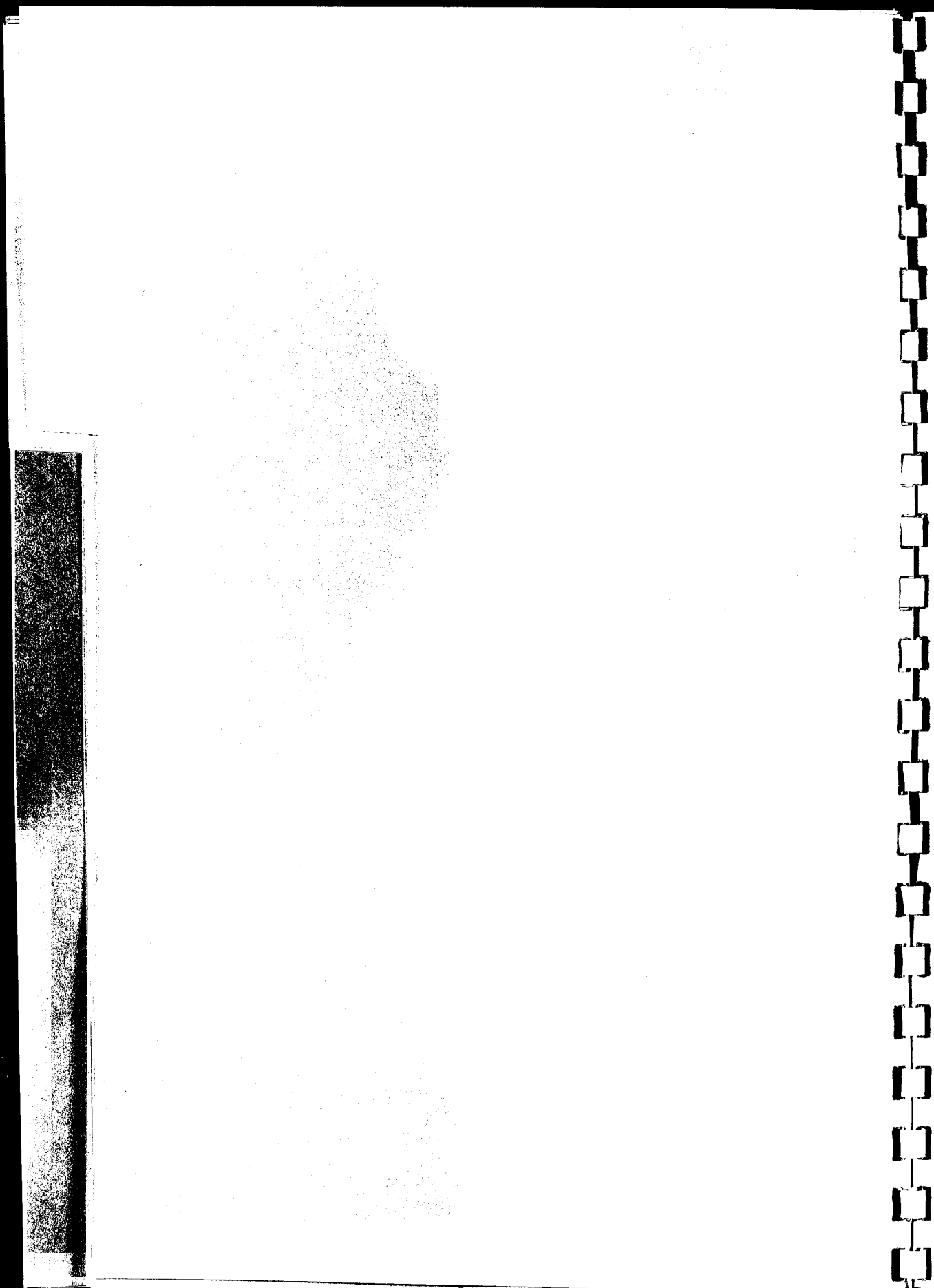
3. Put appropriately labelled basket at the central point identified when the homework was outlined the previous evening. It is useful to have a check list of participants so that arrival and return of homework can be recorded.
4. Put appropriately labelled baskets in the photocopying room in order that the copies of each participants' homework are kept in correct groups, for delivery to the discussion rooms.

SESSION 6

30/45 mins.
(from 9.15)

1. Mark off homework on participants' list, as it arrives.
2. Take 2 photocopies.
3. Return original paper to the participant (this may be at the arrival point or the organiser may wish to delegate a 'runner' to take the original paper to the participant in the discussion room).
4. One photocopy should go to the appropriate preceptor as soon as possible N.B. see plan of groupings^{***}. For Session 7 the preceptors change rooms and groups and it is the homework of the group that they will be with for Session 7 that should be delivered to the preceptor.

(*** Folder 1,
page 9).



ORGANISER'S PROGRAMME continued DAY 2

5. The second photocopy can be used for making further copies of the homework for others in the group, this will probably mean 3 further copies. i.e.

5 participants and 1 preceptor in each group.
therefore
Each participant has her/his original.
The preceptor has his/her copy.
4 further copies required (one of which has already been made).

6. It is suggested that these further copies be made when time permits. Initially this may be possible as the homework arrives but as more participants arrive the priority order is:

- a. to return the original to the participant.
- b. to deliver a photocopy to the preceptor of the homework of the 5 participants in his/her Session 7 group.
- c. to retain a further photocopy from which copies for other group members can be made; there is adequate time before Session 7 for further copies to be made without impeding the participants or the preceptors.

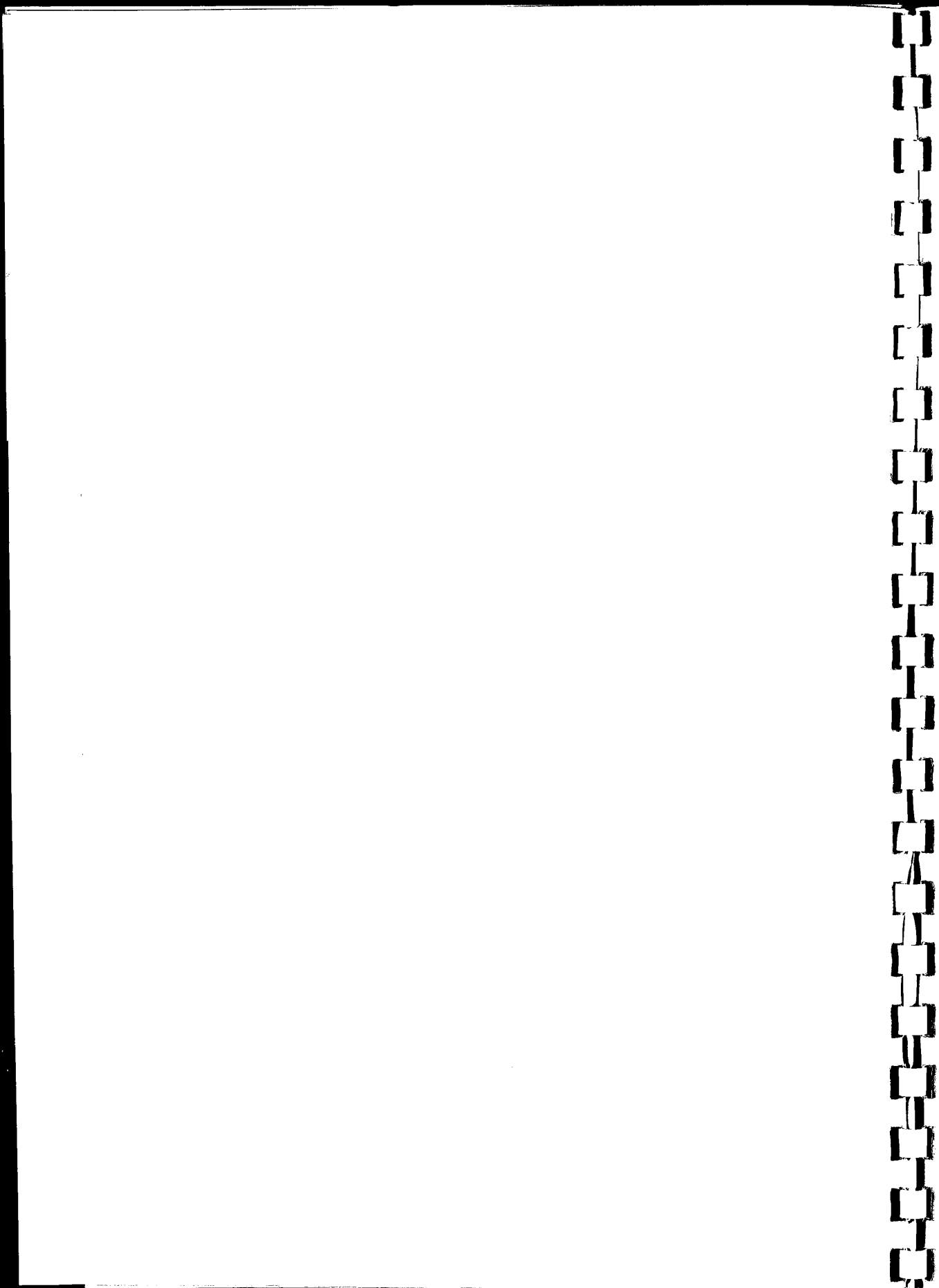
7. At the end of this session, participants deliver their 200 worded papers to the central point, again a check list and collecting basket might help to streamline the collection. The 200 worded papers are photocopied in sufficient numbers for the preceptor and group members to have a copy of all the papers produced by fellow group members.

therefore:

Each group member will have:
Original 500 worded paper
Original 200 worded paper
1 copy of each (total of 4) 500 worded papers
1 copy of each (total of 4) 200 worded papers

The preceptor will have:
1 copy of each (total of 5) 500 worded papers (delivered to him/her as soon as possible during Session 6)
1 copy of each (total of 5) 200 worded papers

8. All copies of the homework papers (for individual group members) and the originals and sufficient copies of the subsequent 200 worded papers are delivered to the appropriate discussion rooms for Session 7. If there is insufficient time to get all the photocopying of the 200 worded papers done before Session 7 begins, then the organiser should make certain that, at least, the copies of the homework papers are in the discussion rooms in order that the preceptors may start Session 7. The copies



ORGANISER'S PROGRAMME continued DAY 2.

of the 200 worded papers should be delivered to the discussion rooms as soon as they are ready.

SESSION 7

2 hrs.

WRITING

Group work

(10.45)

Organiser with helper(s) and photocopying machine
SHOULD REST !!!!!!!!!!!!!

LUNCH

1 hr.

(12.45)

SESSION 8

1 hr.

(13.45)

1. For Sessions 8 and 9 a lot of the factual information could be gathered together before the workshop and a booklet made for each participant. The preceptors might then refer to the appropriate section/page during their presentations.

For the workshops held at the King's Fund Centre the preceptors were from:

Pitman Medical Publishing Co. Ltd.
Blackwell Scientific Publications.
Journal of Advanced Nursing.

the sample booklet contained in this package therefore consists (**Folder 7) of samples from these and other publishers/publications.

2. Before Sessions 8 and 9 begin the organiser should confirm the preceptors' 'running order' and approximate time allowance.
3. Check whether the overhead projector will be required and, if so, that it is in working order. A roll of acetate sheet or acetate squares and suitable pens might also be considered.
4. The organiser should generally 'set the scene' and keep unobtrusive control of the time.
5. It is recommended that a short break is allowed between Sessions 8 and 9.

5 mins.

(14.45)

SESSION 9

1 hr.

(14.50)

REWARDS

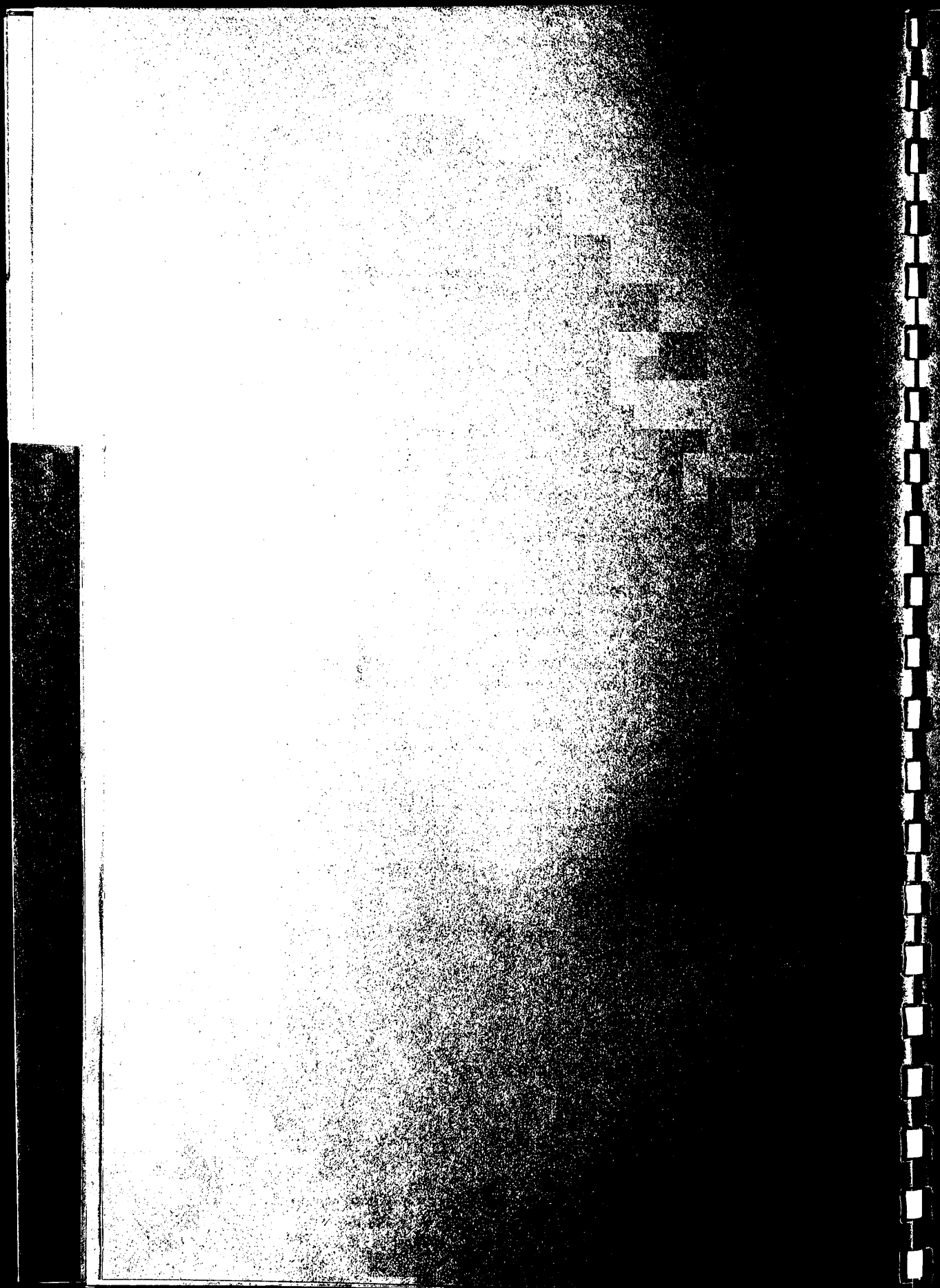
All of the workshop

The responsibilities of the organiser are as for Session 8.

PLENARY SESSION

The following points are only given as possible suggestions for this final session.

1. Repeat the aims of the workshop, the overhead transparency used at the beginning of the workshop could be used.



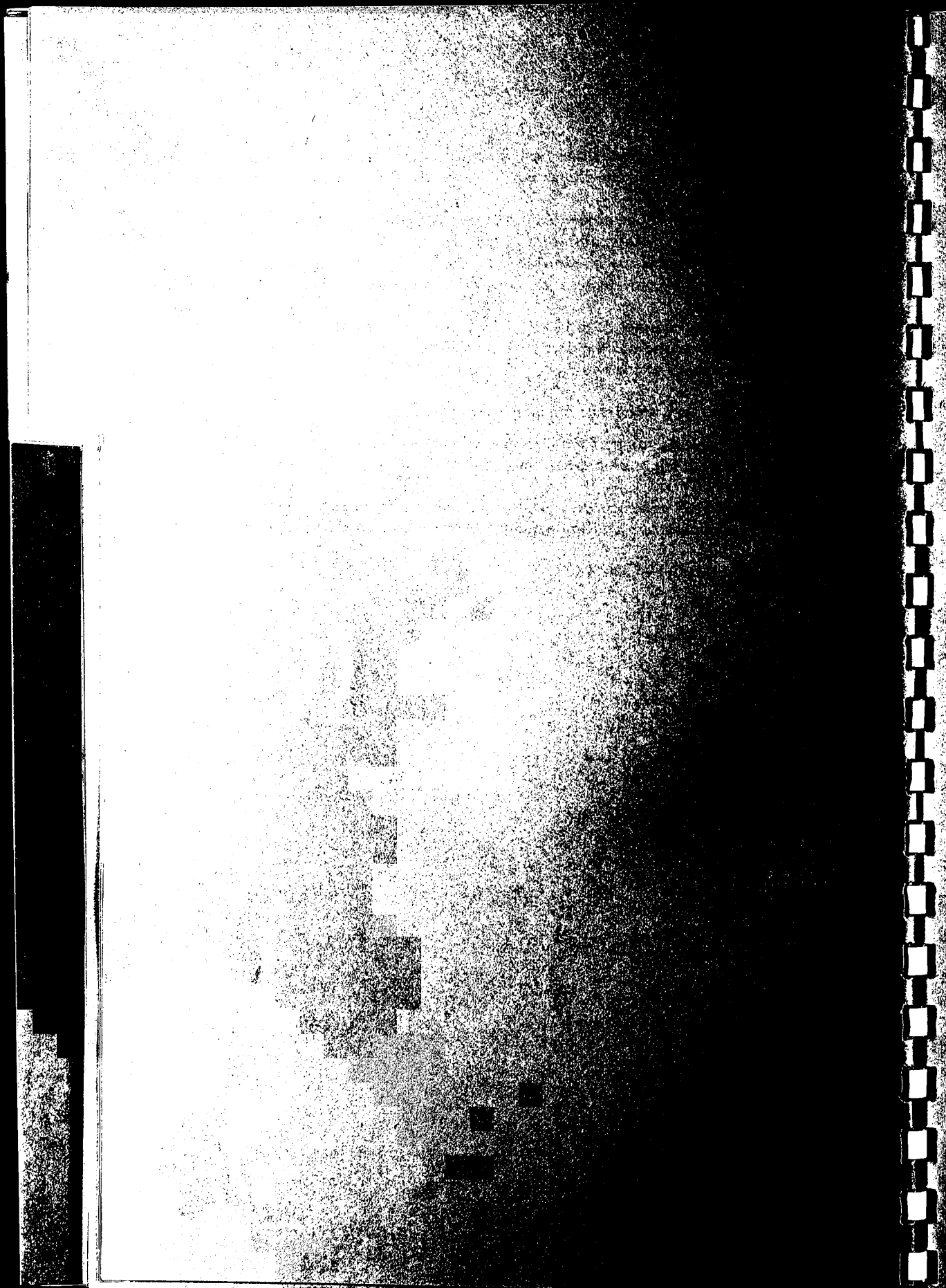
ORGANISER'S PROGRAMME continued DAY 2.

2. The planning of the 2 days has been such, that the pressures of writing to deadlines have been simulated. (The importance of 'time' must have been mentioned in the first session).
3. At no time has it been implied that writing would be 'easy' or that 'writing paths were paved with gold' but remind the participants that the initial letter they will have received said 'that only those of serious intent should apply'.*** (*** Folder 1, page 7).
4. If the workshop is to be repeated it is well to ask the co-operation of the participants in not divulging the 'surprise' elements of the two days.
5. Ask the participants for their comments:
 - have the aims of the workshop been achieved?
 - what might be altered/omitted/added to improve the two days?
6. End the workshop with the thought that is most appropriate to the participants - a suitable quotation, a suitable transparency etc.

TEA and END OF WORKSHOP.

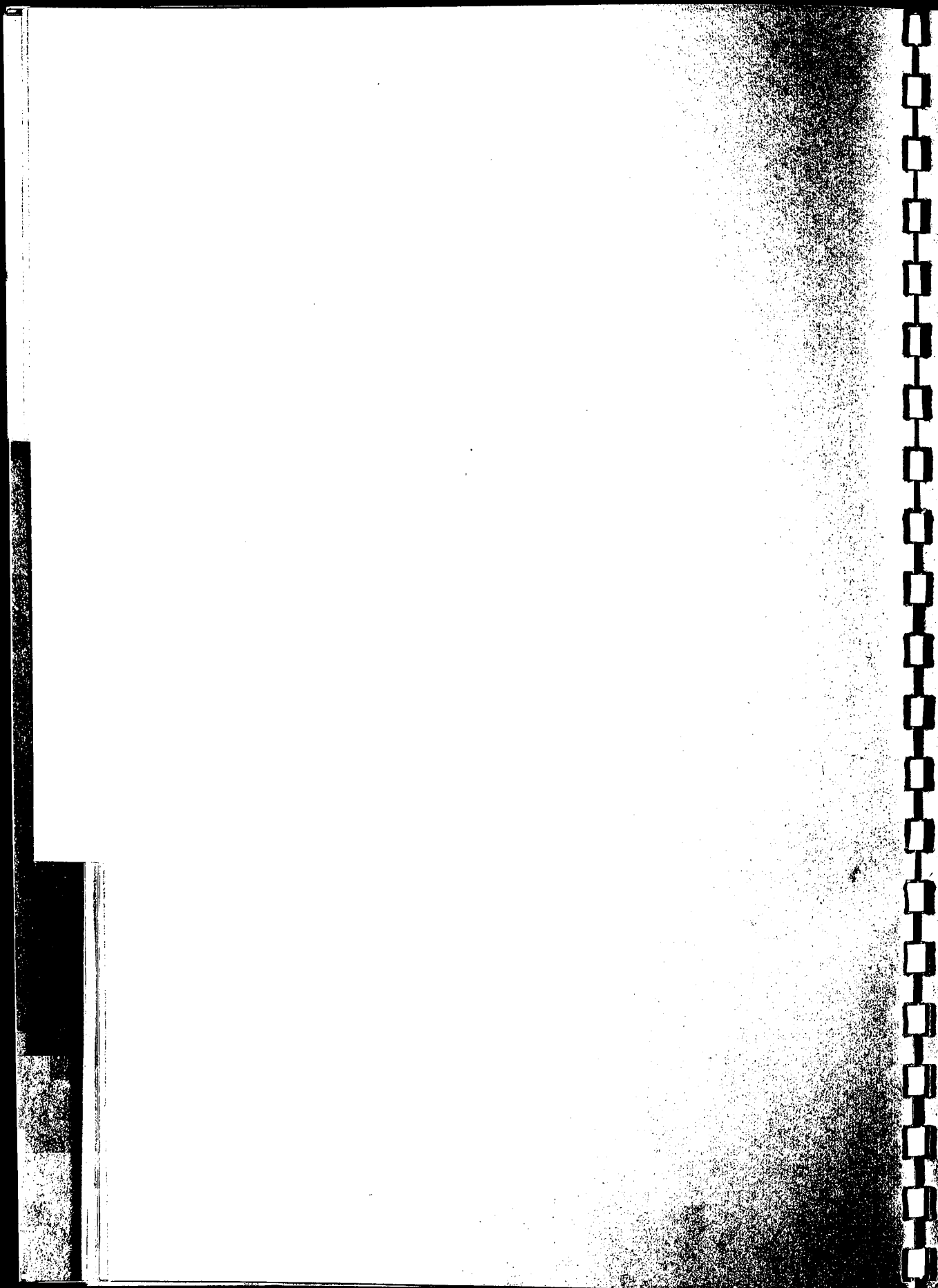
SECTION B - Preceptors' Programme

SECTION C - Participants' Programme



SECTION B - Preceptors' Programme

SECTION C - Participants' Programme



WRITERS' WORKSHOP FOR

Dates

PRECEPTORS' PROGRAMME

Preceptors A & B = Book Projects

Preceptors C & D = Journal Projects

CONFIDENTIALDAY 1

Plan of Groupings.
Examples of projects.
Examples of homework,
are in the folder of the
organiser.

SUGGESTED TIME
ALLOWED

Registration by participants.

30 mins

Coffee on arrival.

Guidelines for good writing - given on arrival

Participants list - given on arrival

SESSION 1

10 mins

Welcome and Introduction
OrganiserVisit to the library by the participants and instruction
in the use of the facilities of the library.
Librarian

45 mins

SESSION 2RESEARCH

Group work

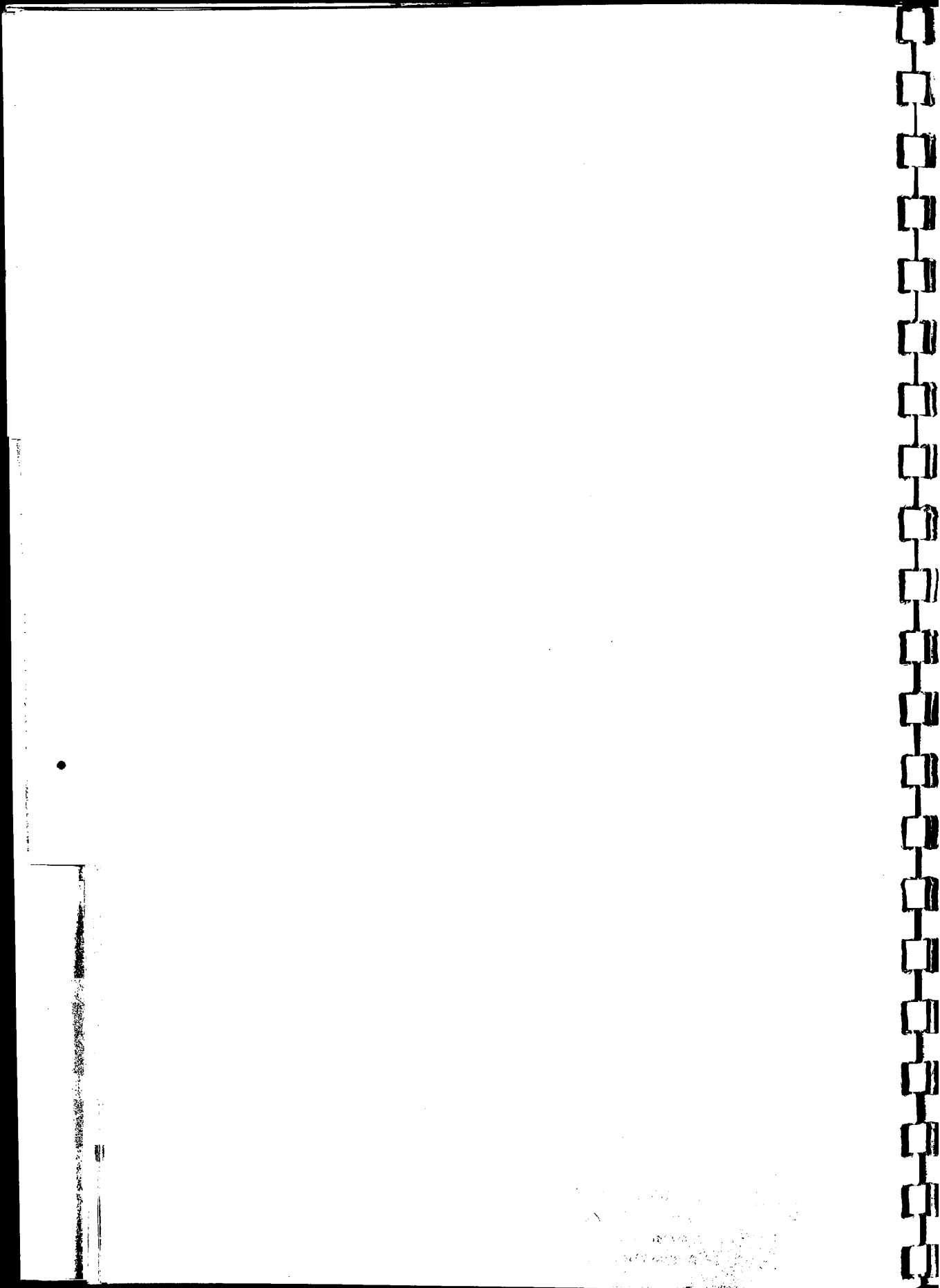
1 hr. 45 mins

Each preceptor will know his/her project at the beginning
of the workshop. (***) Folder 1,
page 3).

Groups and preceptors go to their appropriate discussion
rooms where group projects to be developed are available
to the participants.

The preceptor guides the group in discussing the method of
starting the project using the library resources i.e. at
sometime during this session participants will need to go to
the library and carry out a literature search.

The Identification of the potential reader/market will need
to be established but preceptors should be mindful that this
session must not develop into a preparation session,
'preparation' is to follow in Session 3.



PRECEPTORS' PROGRAMME continued, DAY 1.

It is left to the discretion of the preceptor when the group is told that their morning work is to be inherited by another group in Session 3 and vice versa.

i.e. from Session 3 the second number on name label of participant applies for the remainder of the workshop, and the participant should go to the so numbered room.

Each group prepares a composite plan of the literature search and any other relevant information they have been able to gather during the morning.

At the end of this session one member of each group takes the composite plan for typing.

If necessary, the organiser will be at a central point to direct each group representative to the appropriate typist.

It is recommended that the group representative sees the typist and so is able to give any instructions and/or clarifications concerning the typing.

LUNCH

1hr. 15mins.

SESSION 3

2 hrs.

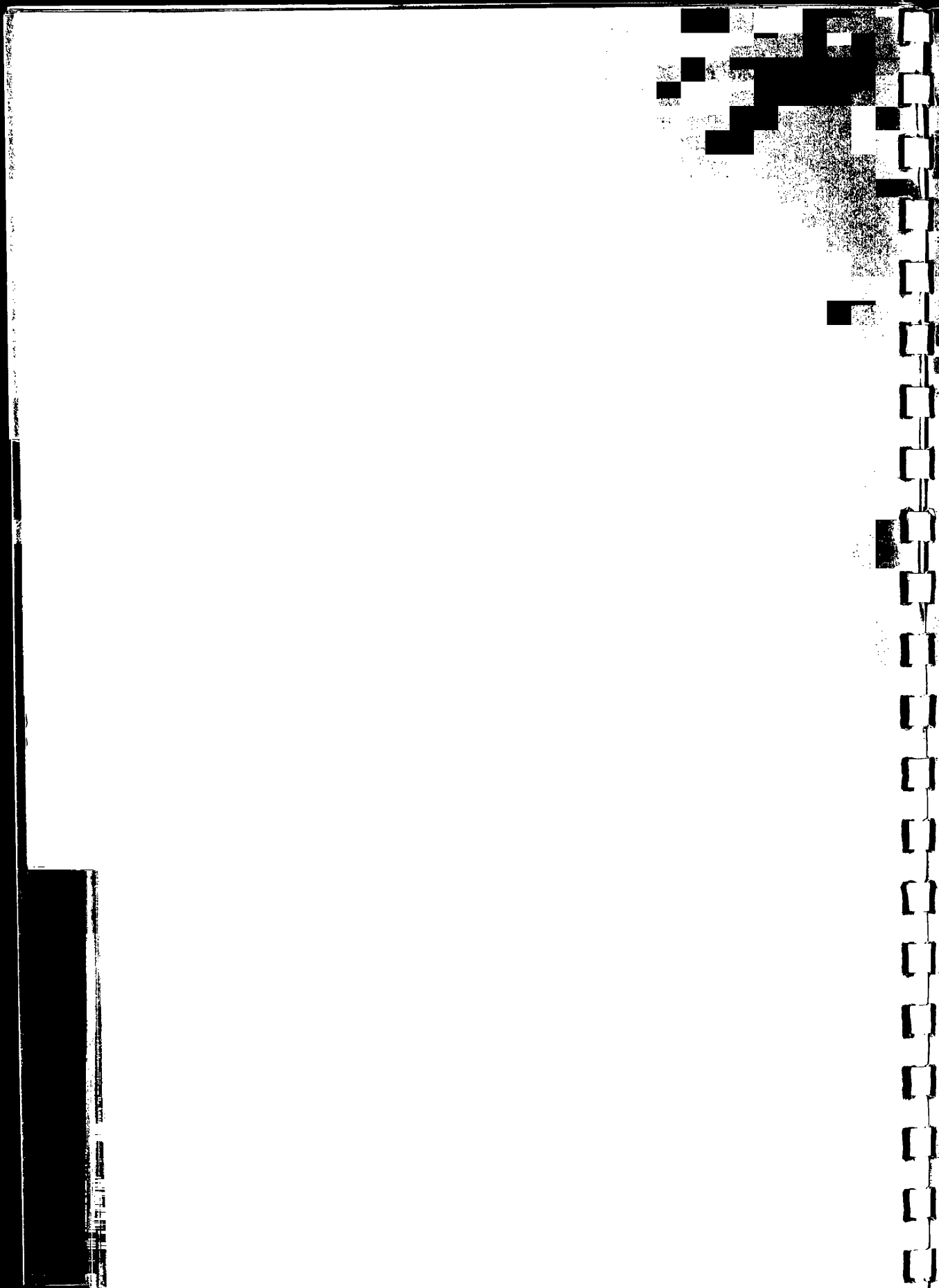
PREPARATION

Group work

Participants inherit material prepared in the morning by the opposite group. The group is guided by the preceptor in planning the preparation of the project.

During this session discussion should cover:

1. Aims and objectives in writing the article/book
2. Confirmation of identification of potential reader.
3. Confirmation of potential market.
 - national
 - international
4. Framework.
 - chapter lists
 - headings
5. Availability of typing facilities.
6. Deadlines.
7. House-style.
8. Number of words.
9. Title.



PRECEPTORS' PROGRAMME continued, DAY 1.

10. Illustrations

- approximately how many and what kind.
- where can they be obtained.

11. The initial step of whether or not to write to a publisher and if so, what form the proposal might take.

A spokesman for each group is nominated for Session 4, to present inherited material and how subsequent preparation took place (the presentation should take 10/15 mins.) Overhead transparencies might be considered to illustrate some of the information to be used in the next, 4th, session.

TEA

30 mins.

SESSION 4REPORT All workshop participants

1 hr. 30 mins.

Spokesman from each group presents inherited material and how subsequent preparation took place.

General contributions from other participants and preceptors.

At the end of this session the organiser outlines the homework. The topic for the homework* will have been agreed before the workshop with the librarian.

(* Folder 1,
page 3).

SESSION 5

3/4 hrs.

Buffet. Drinks.

Followed by individual counselling of pre-workshop synopses (see plan of groupings**)

(** Folder 1,
page 9).

At the same time, the library facilities should be available so that participants are able to start their homework.

In addition, the preceptors (who will have seen all the pre-workshop synopses) may wish to see individuals outside their 'counselling groups' to discuss/develop the individual's pre-workshop material.

DAY 2SESSION 6

30/45 mins.

On arrival, homework from participants is handed in, photocopied, and the original returned to the participant. They are told to go to their discussion rooms.



PRECEPTORS' PROGRAMME continued, DAY 2.

Copies of the homework paper are delivered to the appropriate preceptor as soon as possible so that he/she may read the papers during Session 6 for the group he/she will be with for Session 7.

Sufficient copies are also made for individuals in each group to have a copy of each other's homework. These copies are delivered to the discussion room in time for Session 7.

When the participants arrive at their discussion rooms a note is there asking them to reduce their homework paper from 500 words to 200 words.

e.g.

Your original paper will be returned to you after it has been photocopied.

(this statement may be omitted if the original paper is returned to the individual at the arrival point).

Your paper is acceptable for publication if it can be reduced to 200 words.

Before you go to coffee please take your reduced paper to (name a central point).

Your name and group number (enter group number for appropriate group) should be clearly marked in the top right hand corner of your paper.

COFFEE

30 mins

During this break the reduced papers are photocopied in sufficient numbers for individual group participants and the preceptor.

SESSION 7

2 hrs.

WRITING

Group Work

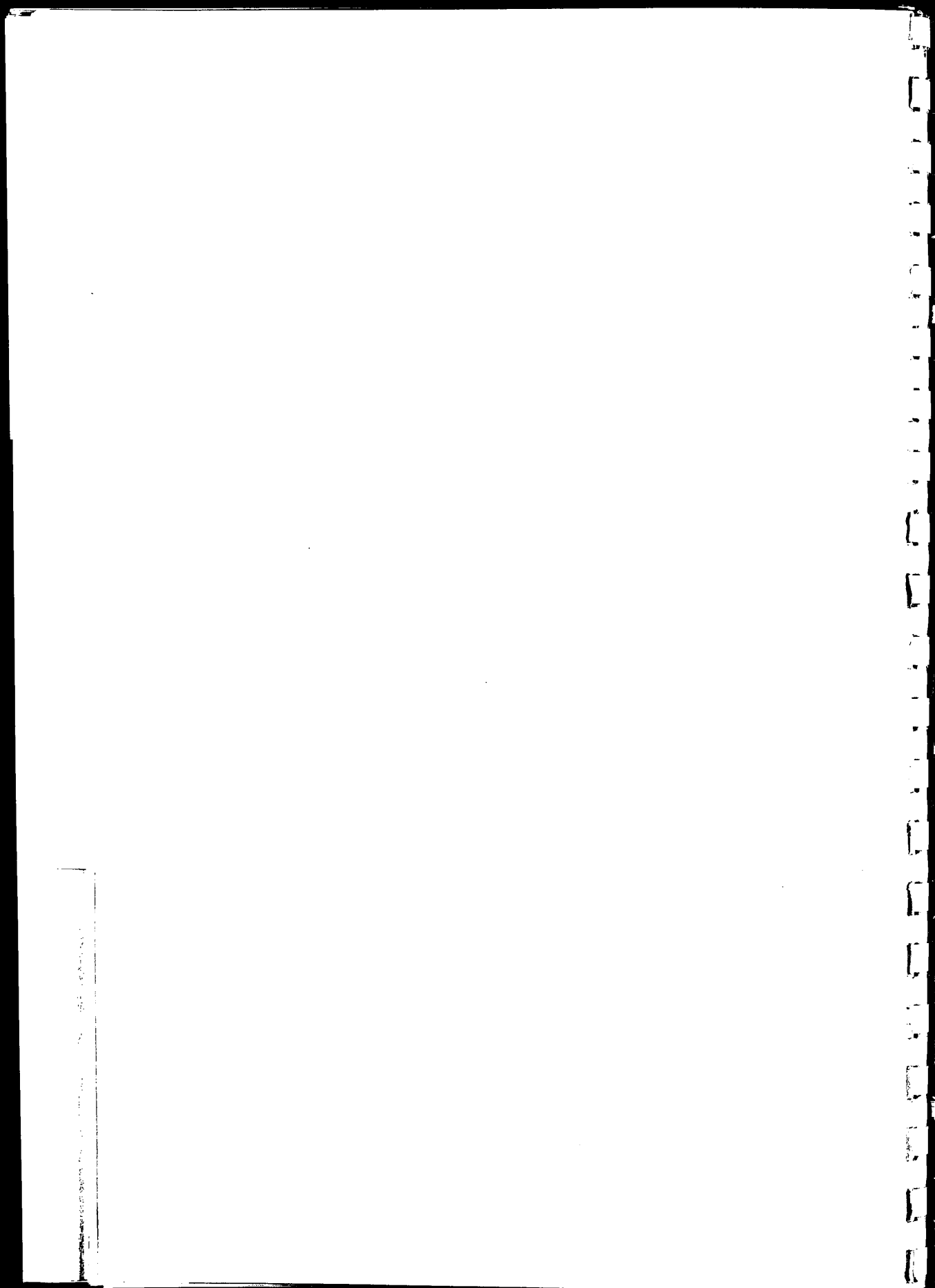
Group work with preceptor (see plan of groupings^{**}).

(** Folder 1
page 9)

To discuss the overnight homework and whether 'Guidelines for Good Writing' were of help.

To discuss any problems in subsequent reduced paper.

The preceptor should be careful not to hurt individual feelings. Each participant should be asked to comment on his/her own work. Participants should not be allowed to comment on other people's work unless the preceptor is confident that he/she has the group under control.



PRECEPTORS' PROGRAMME continued, DAY 2.

LUNCH

1 hr.

SESSION 8

1 hr.

PUBLICATION

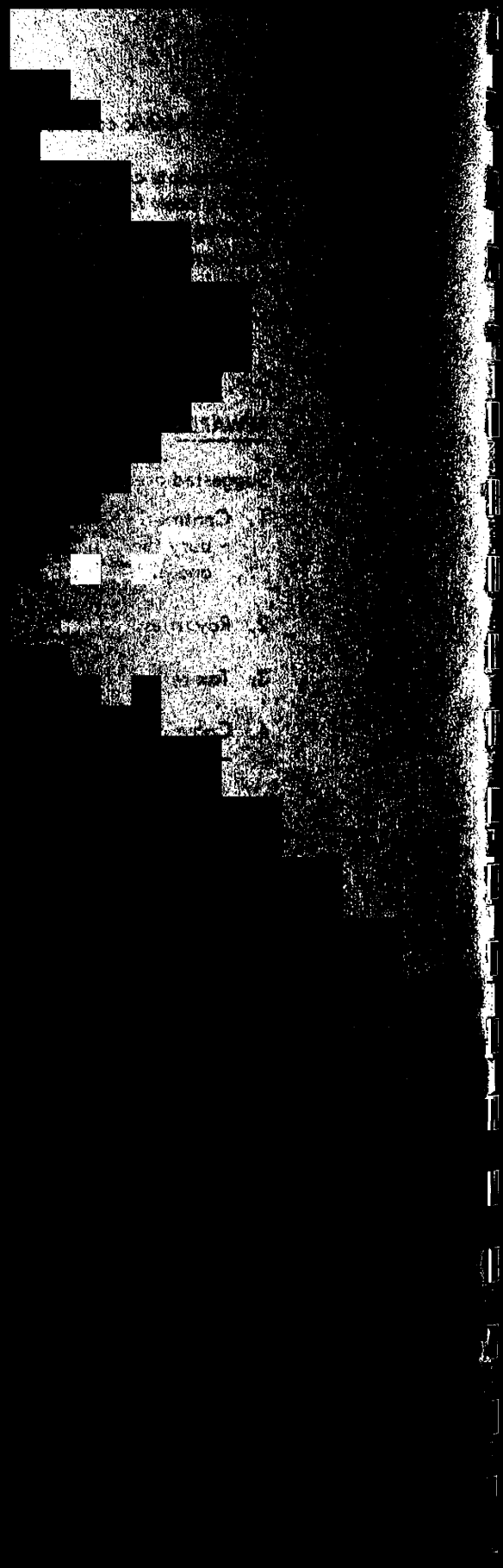
All workshop participants

Some of the information contained in Sessions 8 and 9 might lend itself to prepared overhead transparencies. In addition the preceptors might refer to the participants booklet, distributed at the beginning of this session (see sample booklet, Folder 7).

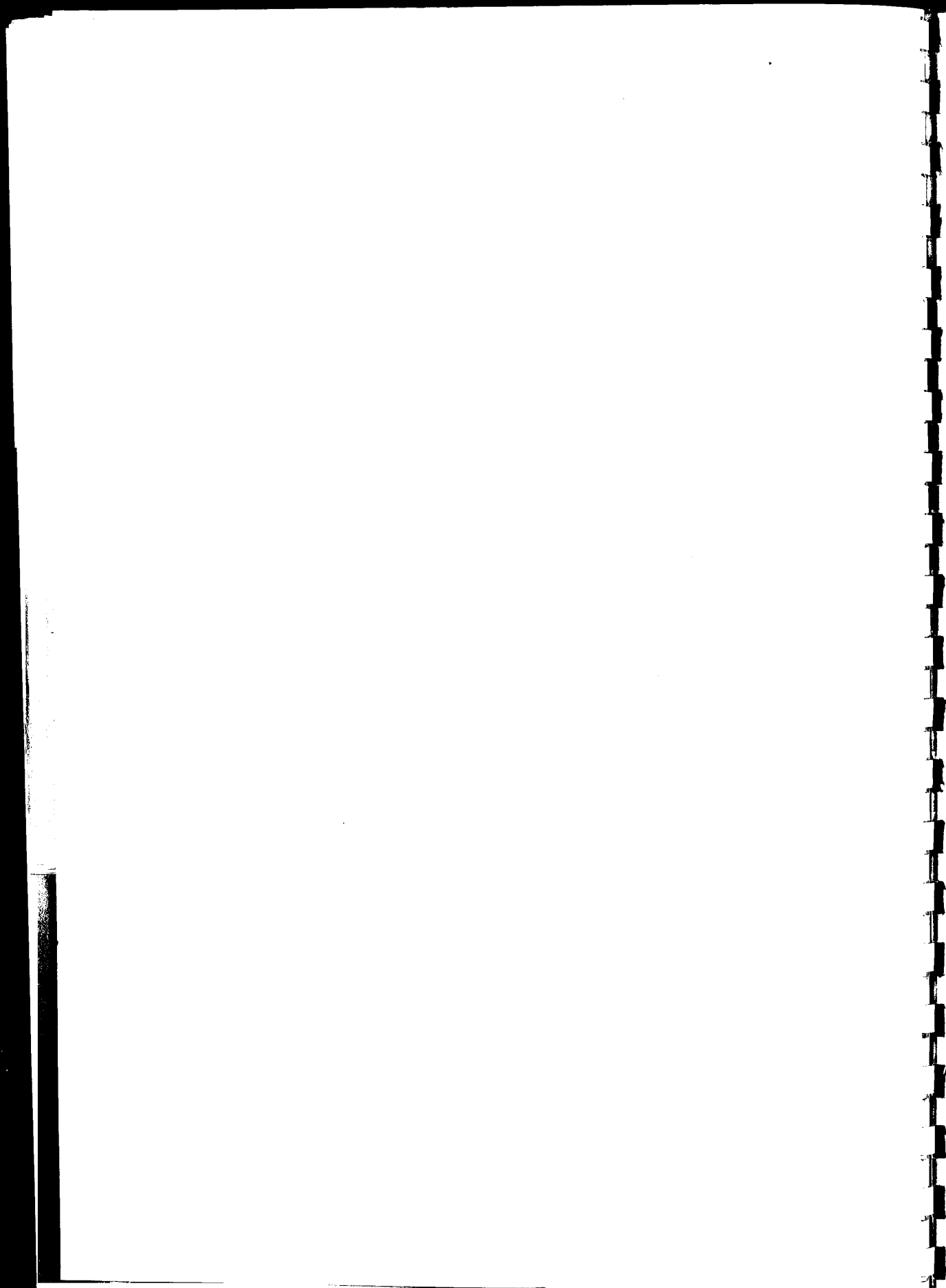
There is a limited time for Sessions 8 and 9 and a considerable amount of information to impart. An overlap of presentations by the 4 preceptors should be avoided. Areas to be covered by individuals should be clarified at the planning meeting. If the preceptors are not all present at this meeting it is recommended that they communicate with each other and identify their individual contributions so that there is a systematic, logical presentation of the information in Sessions 8 and 9.

The following areas to be covered are given as guidelines:

1. How to approach one publisher at a time (this may have been discussed briefly during Day 1 but this information could be repeated).
2. Preparation of sample manuscript.
3. What to do about rejection slips.
4. Acceptance.
5. Rough/final drafts.
6. Revised manuscripts.
7. Illustrations.
8. Proofs - galley, page.
9. Expense of alterations.
10. Pricing of books.
11. Publicity.
12. Advertising.
13. Reviews.
14. Writing for journals - only send to one journal at a time.



SECTION C - Participants' Programme



WRITERS' WORKSHOP FOR

Dates

PARTICIPANTS' PROGRAMME

Preceptors:	Name	Designation	Organisation
	Name	Designation	Organisation
	Name	Designation	Organisation
	Name	Designation	Organisation

Staff involved
in the workshop:

DAY 1

Registration and Coffee

SESSION 1

Welcome and introduction to the workshop
Organiser.

Visit to the library and instruction in the
facilities and filing system.

Librarian.

TIME OF EACH SESSION
AND LOCATION OF
GROUPS COULD BE
ENTERED IN THIS
COLUMN.

SESSION 2

Starting a project.

Group work with a preceptor.

Typing facilities are available, if required.

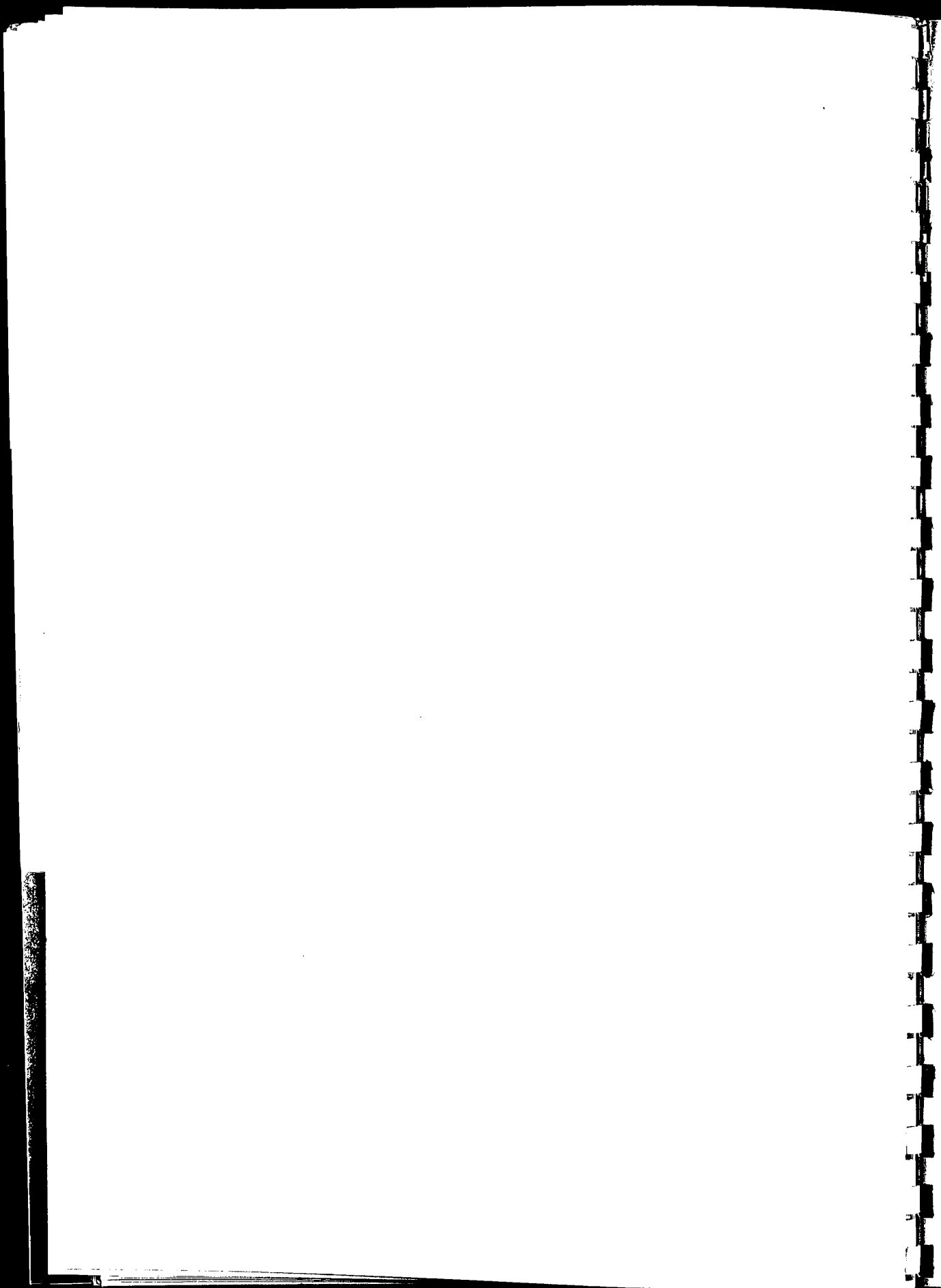
LUNCH.

SESSION 3

Group work, continuation and development
of morning work.

TEA





SESSION 4

Presentation and discussion of group work to the
'Workshop'.
Introduction to Day 2.

TIME/LOCATION

SESSION 5

Buffer.
Individual counselling on pre-workshop synopsis.
Library facilities available to

DAY 2

SESSION 6

Written work in group discussion rooms

COFFEE

SESSION 7

Group work, discussion of written work.

LUNCH

SESSION 8

Publication - all workshop participants

SESSION 9

Rewards - all workshop participants.

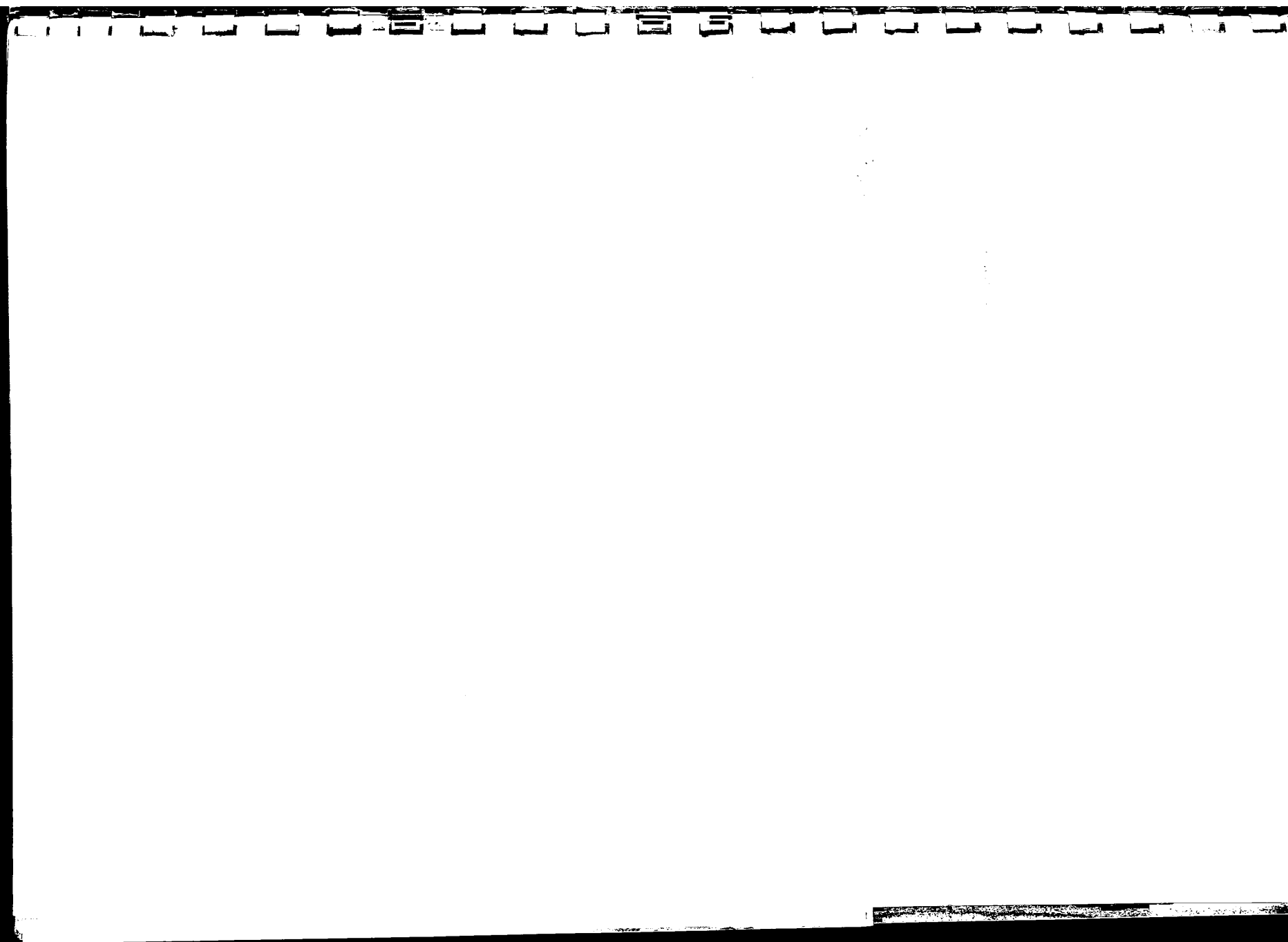
SESSION 10

Plenary session - all workshop participants.

TEA

and END OF WORKSHOP.





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TWO DAY WRITERS' WORKSHOP
TRAINING PACKAGE

Release chart by unhooking
tag from this side

3

YUV
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3 months		1. Circulate information letter No.2 (acknowledging a place at the workshop.)		1
		2. If necessary, a letter to those who have not been allocated a place at the workshop, might have to be sent.		
		3. Synopses may be received anytime from this date. On receipt of synopsis, send relevant information to each participant. (If this information is ready, in an envelope only the address label need be typed on receipt of the synopsis and the participant will receive the relevant information almost by return).		
		4. Copies of the synopses sent to all the preceptors (it is recommended that these papers are sent to the preceptors in 2 or 3 batches and not individual copies).		
2 months				
7 weeks				
6 weeks				
6 weeks		Remind preceptors that their information, to be included in the participants' booklets (for sessions 8 and 9) is required.		7
5 weeks		Guidelines for good writing typed and sufficient copies made for participants and those involved in running the workshop. This information is available to participants on arrival, Day 1.		4
4 weeks				
3 weeks		At the latest, the pre-workshop synopses should have been received from the participants, if not, make enquiries.		
2 weeks		At the latest, information from the preceptors for the participants' booklets should have been received.		
		Booklets made for each participant, each preceptor, the organiser and any others attending sessions 8 and 9.		7
1 week		1. Organiser plans the groupings.		1
		2. List of participants and their groupings typed and copies made.		
		3. Name badges with group number typed for each participant Name badges typed for preceptors.		
		4. If required, numbers for rooms.		4
the final week the workshop is place.		1. Check the 'working' folders for the preceptors, each folder should contain: a. Preceptors' programme. b. Participants' programme.		2
		c. Participants' list and groupings.		
		d. Projects to be developed during the workshop and specific group projects for each preceptor, indicated.		1
		e. Information given or to be given to the participants: - Guidelines for good writing		4
		- Recommended reading before attending the workshop.		4
		- Book list if thinking of building up your own reference library.		4
		f. Copies of any articles to be given or recommended to the participants.		6
		g. Copy of participants' booklet, for sessions 8 and 9		7

COPIES OF THIS DOCUMENT SHOULD HAVE BEEN RECEIVED.

TWO DAY WRITERS' WORKSHOP

TRAINING PACKAGE

4

YUV
Kin

THE PAPERS IN THIS FOLDER HAVE BEEN INCLUDED AS LOOSE LEAVES TO ALLOW,
IF REQUIRED, FOR PHOTOCOPYING.

Page No.

- 1 - 6 Preceptors' Programme which will allow for copies to be made
when information sent out prior to the planning meeting.
(Another copy of this programme is in the Programme Folder
Number 2).
- 7 Recommended reading before attending the workshop.
- 8 Suggested reference book list (if you are thinking of building up
your own library).
- 9 Guidelines for good writing (not in priority order).
- 10 - 13 Outline of numbers for discussion rooms.

WRITERS' WORKSHOP FOR

Dates

PRECEPTORS' PROGRAMME

Preceptors A & B = Book Projects

Preceptors C & D = Journal Projects

CONFIDENTIALDAY 1

Plan of Groupings.
Examples of projects.
Examples of homework,
are in the folder of the
organiser.

SUGGESTED TIME
ALLOWED

Registration by participants.

30 mins

Coffee on arrival.

Guidelines for good writing - given on arrival

Participants list - given on arrival

SESSION 1

10 mins

Welcome and Introduction
Organiser

Visit to the library by the participants and instruction
in the use of the facilities of the library.
Librarian

45 mins

SESSION 2RESEARCH

Group work

1 hr. 45 mins

Each preceptor will know his/her project at the beginning^{***} of the workshop. (** Folder 1, page 3).

Groups and preceptors go to their appropriate discussion rooms where group projects to be developed are available to the participants.

The preceptor guides the group in discussing the method of starting the project using the library resources i.e. at sometime during this session participants will need to go to the library and carry out a literature search.

The identification of the potential reader/market will need to be established but preceptors should be mindful that this session must not develop into a preparation session, 'preparation' is to follow in Session 3.

PRECEPTORS' PROGRAMME continued, DAY 1.

It is left to the discretion of the preceptor when the group is told that their morning work is to be inherited by another group in Session 3 and vice versa.

i.e. from Session 3 the second number on name label of participant applies for the remainder of the workshop, and the participant should go to the so numbered room.

Each group prepares a composite plan of the literature search and any other relevant information they have been able to gather during the morning.

At the end of this session one member of each group takes the composite plan for typing.

If necessary, the organiser will be at a central point to direct each group representative to the appropriate typist.

It is recommended that the group representative sees the typist and so is able to give any instructions and/or clarifications concerning the typing.

LUNCH

1hr. 15mins.

SESSION 3

2 hrs.

PREPARATION

Group work

Participants inherit material prepared in the morning by the opposite group. The group is guided by the preceptor in planning the preparation of the project.

During this session discussion should cover:

1. Aims and objectives in writing the article/book
2. Confirmation of identification of potential reader.
3. Confirmation of potential market.
 - national
 - international
4. Framework.
 - chapter lists
 - headings
5. Availability of typing facilities.
6. Deadlines.
7. House-style.
8. Number of words.
9. Title.

PRECEPTORS' PROGRAMME continued, DAY 1.

10. Illustrations

- approximately how many and what kind.
- where can they be obtained.

11. The initial step of whether or not to write to a publisher and if so, what form the proposal might take.

A spokesman for each group is nominated for Session 4, to present inherited material and how subsequent preparation took place (the presentation should take 10/15 mins.) Overhead transparencies might be considered to illustrate some of the information to be used in the next, 4th, session.

TEA

30 mins.

SESSION 4REPORT

All workshop participants

1 hr. 30 mins.

Spokesman from each group presents inherited material and how subsequent preparation took place.

General contributions from other participants and preceptors.

At the end of this session the organiser outlines the homework. The topic for the homework* will have been agreed before the workshop with the librarian.

(* Folder 1,
page 3).

SESSION 5

3/4 hrs.

Buffet. Drinks.

Followed by individual counselling of pre-workshop synopses (see plan of groupings**)

(** Folder 1,
page 9).

At the same time, the library facilities should be available so that participants are able to start their homework.

In addition, the preceptors (who will have seen all the pre-workshop synopses) may wish to see individuals outside their 'counselling groups' to discuss/develop the individual's pre-workshop material.

DAY 2SESSION 6

30/45 mins.

On arrival, homework from participants is handed in, photocopied, and the original returned to the participant. They are told to go to their discussion rooms.

PRECEPTORS' PROGRAMME continued, DAY 2.

Copies of the homework paper are delivered to the appropriate preceptor as soon as possible so that he/she may read the papers during Session 6 for the group he/she will be with for Session 7.

Sufficient copies are also made for individuals in each group to have a copy of each other's homework. These copies are delivered to the discussion room in time for Session 7.

When the participants arrive at their discussion rooms a note is there asking them to reduce their homework paper from 500 words to 200 words.

e.g.

Your original paper will be returned to you after it has been photocopied.

(this statement may be omitted if the original paper is returned to the individual at the arrival point).

Your paper is acceptable for publication if it can be reduced to 200 words.

Before you go to coffee please take your reduced paper to (name a central point).

Your name and group number (enter group number for appropriate group) should be clearly marked in the top right hand corner of your paper.

COFFEE

30 mins

During this break the reduced papers are photocopied in sufficient numbers for individual group participants and the preceptor.

SESSION 7

2 hrs.

WRITING Group Work

Group work with preceptor (see plan of groupings^{**}).

(** Folder 1,
page 9)

To discuss the overnight homework and whether 'Guidelines for Good Writing' were of help.

To discuss any problems in subsequent reduced paper.

The preceptor should be careful not to hurt individual feelings. Each participant should be asked to comment on his/her own work. Participants should not be allowed to comment on other people's work unless the preceptor is confident that he/she has the group under control.

PRECEPTORS' PROGRAMME continued, DAY 2.

LUNCH

1 hr.

SESSION 8

1 hr.

PUBLICATION All workshop participants

Some of the information contained in Sessions 8 and 9 might lend itself to prepared overhead transparencies. In addition the preceptors might refer to the participants booklet, distributed at the beginning of this session (see sample booklet, Folder 7).

There is a limited time for Sessions 8 and 9 and a considerable amount of information to impart. An overlap of presentations by the 4 preceptors should be avoided. Areas to be covered by individuals should be clarified at the planning meeting. If the preceptors are not all present at this meeting it is recommended that they communicate with each other and identify their individual contributions so that there is a systematic, logical presentation of the information in Sessions 8 and 9.

The following areas to be covered are given as guidelines:

1. How to approach one publisher at a time (this may have been discussed briefly during Day 1 but this information could be repeated).
2. Preparation of sample manuscript.
3. What to do about rejection slips.
4. Acceptance.
5. Rough/final drafts.
6. Revised manuscripts.
7. Illustrations.
8. Proofs - galley, page.
9. Expense of alterations.
10. Pricing of books.
11. Publicity.
12. Advertising.
13. Reviews.
14. Writing for journals - only send to one journal at a time.

PRECEPTORS' PROGRAMME continued, DAY 2.

Participants could be asked for their ideas of where to send a book for review and how it might be advertised. Costing for such ideas could be made using the Standards Reference Book.

SHORT BREAK

5 mins.

SESSION 9

1 hr.

REWARDS All workshop participants

Suggested areas to be covered:

1. Contracts
 - bury the myth of 'sharp practicing' publishers and of 'small print' deception.
2. Royalties, or fees.
3. Tax returns.
4. Copyright
 - normally retained by the author; the publisher is given a licence to make use of the copyright however, on some occasions, in multi-author books for example, it is more convenient if the publisher holds the copyright.
5. A writer should understand the terms that the publisher is offering and if uncertain, should ask.

SESSION 10

15 mins.

PLENARY SESSION All workshop participants

The organiser will use this final period to summarise and briefly evaluate the work of the two days.

TEA

and END OF WORKSHOP.

RECOMMENDED READING BEFORE ATTENDING THE WORKSHOP.

(as prepared for the Writers' Workshops for Nurses, the grade(s) and discipline(s) of participants would have to be considered before the recommended list is sent to participants)

APLEY, J. Pleasures of Medical Writing BMJ 24 April 1976. pp 999 - 1001

HENDERSON, V. Professional Writing. Nursing Mirror 11 May 1978. pp 15 - 18

SHURLOCK, Barry. The Editor's Choice. The Bookseller 28 January 1978. pp 350 - 353

BINGER, Jane L. Writing for Publications: a survey of Nursing Journal Editors.
Journal of Nursing Administration. January 1979.

BRITISH MEDICAL JOURNAL 3 February 1979

LOCK, Stephen. SOMA - Society of Medical Authors. pp. 309 - 310

DUDLEY, H.A.F. Author's tales. pp. 310 - 311

LIVESEY, F. Variations in contracts among publishers. pp. 312 - 314

DICKENS, David. The economics of publishing. pp. 314 - 316

DEWHURST, Kenneth. Musings of a Lilliputian publisher. p. 317

SANDISON, C.R. Minimising tax on writing fees and royalties. pp. 318 - 319

DAVIES, I. J. T. Summing up. p. 320

8

SUGGESTED REFERENCE BOOK LIST (if you are thinking of building up your own library)

DICTIONARIES

Oxford English

Webster's New Collegiate 3rd ed.

Chambers Twentieth Century 1972 edition. supplement 1977 £7.95

Fowler, H.W. A Dictionary of Modern Usage. The Clarendon Press. Oxford 1963
742pp.

Butterworths Medical - Macdonald Critchley, Editor in Chief. London 1978
2nd edition. approx £40.00

Foreign Language Dictionaries (Cassell's) Encyclopaedias

Nurses Dictionary

Bailliere's Nurses and Midwives, Churchills.

Roget's Thesaurus of the English Language.

The Complete Plain Words. Sir Ernest Gowers 2nd edition. revised by Sir Bruce Fraser,
reprinted 1977 Pelican (there is also a hardback version published by HMSO) 75p

Fowler's Modern English Usage. 3rd edition revised by Sir Ernest Gowers, reprinted 1978.
£3.75 (also available in paperback)

Strunk, W and White, E.B. The elements of style. 3rd edition. London. Collier-Macmillan
1979

O'Connor, M. Editing Scientific Books and Journals. Pitman Medical.

A Manual of Style. 12th edition. University of Chicago Press. London. £9.80

Butcher, J Copy-editing. Cambridge University Press. 1975. London. approx £8.00

Units, Symbols and Abbreviation. Latest edition, The Royal Society of Medicine. London

Abbreviated Titles of Biological Journals. Latest edition. The Biological Council. London

Hurt, P. Bibliography and Footnotes. 3rd edition. University of California Press. London
£2.75

Anderson, M.D. Book Indexing. Cambridge University Press. 1971

A guide to royalty agreements. 5th edition. The Publishers Association. London. 1972

Hart's Rules for Compositors and Readers. 37th edition. Oxford University Press. London.
1974 (reprinted)

MHRA Style Book. 1971 Available W.S. Maney & Son, Hudson Road, Leeds

Author's Alterations Cost Money and Cause Delay - produced by the British Printing
Industries Federation in collaboration with the Publishers Association. Copies available
from BPIF, 11 Bedford Row, London WC1R 4DX

Writers' and Artists' Yearbook 1979. A and C Black. £2.25

Into Print: A Practical Guide to Writing, Illustrating and Publishing. Mary Hill and
Wendall Cochran. W Kaufman Inc. £4.50

Writing for Cash. What to write, how to write and where to sell it.
Jan Atkinson and Beryl Sandwell. Paul Elek London. £2.95

GUIDELINES FOR GOOD WRITING (not in any priority order)

EFFECTIVE WRITING SAYS WHAT YOU WANT TO SAY AND IS EASY TO READ.

1. Know what you are going to say before you say it
 - put in order
 - have a beginning, middle and end
 - say it in the most effective way for the reader you have in mind
 - say it in the shortest possible way
2. Achieve accuracy, brevity and clarity
 - simple writing is always good writing
3. Thoroughly research facts and make clear and accurate statements
4. When citing others, acknowledge sources, quote precisely and give accurate references in an approved style
5. Skilled use of words needs practice like anything else
6. Write in the way that you know and understand
 - write sentences
7. Establish your own discipline of writing. Set yourself a target of a certain number of words daily and achieve your target. If circumstances are such that you wish to exceed your target this would be in order but discipline yourself to achieve, at least, your daily quota.
8. Make sure that you understand copyrights so that you may write freely and legally.
9. When you have finished, be critical of what you have said and how you have said it, re-read your work and cut it rigorously.
10. As in everything else there are lessons learned from experience which make day to day communication more effective,
SO DO FOLLOW THE RULES OF GRAMMAR.







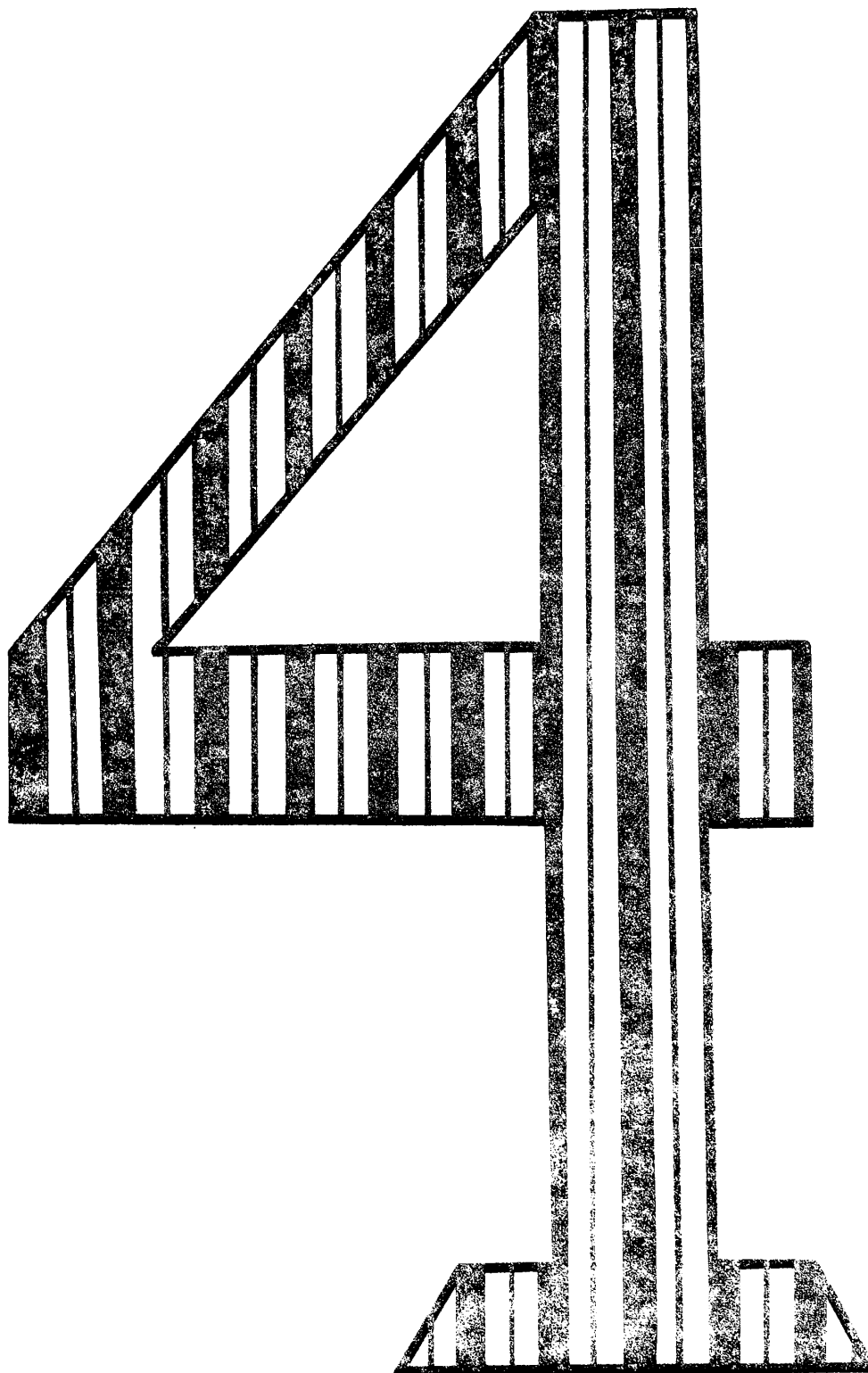




Figure 1. The percentage of patients with various conditions over time.

The data presented in Figure 1 show the percentage of patients with various conditions over time. The conditions are ranked by their prevalence at Time 100. The graph illustrates the progression of these conditions over time, with some showing a sharp increase and others a more gradual increase. The curves are labeled with numbers 1 through 10, corresponding to the conditions listed in the caption.

1. Hypertension: This condition shows a sharp increase over time, reaching 100% by Time 100.

2. Diabetes Mellitus: This condition shows a steady increase over time, reaching approximately 80% by Time 100.

3. Coronary Artery Disease: This condition shows a steady increase over time, reaching approximately 70% by Time 100.

4. Chronic Bronchitis: This condition shows a steady increase over time, reaching approximately 60% by Time 100.

5. Asthma: This condition shows a steady increase over time, reaching approximately 50% by Time 100.

6. Rheumatoid Arthritis: This condition shows a steady increase over time, reaching approximately 40% by Time 100.

7. Osteoarthritis: This condition shows a steady increase over time, reaching approximately 30% by Time 100.

8. Chronic Kidney Disease: This condition shows a steady increase over time, reaching approximately 20% by Time 100.

9. Chronic Liver Disease: This condition shows a steady increase over time, reaching approximately 10% by Time 100.

10. Chronic Pancreatitis: This condition shows a steady increase over time, reaching approximately 5% by Time 100.

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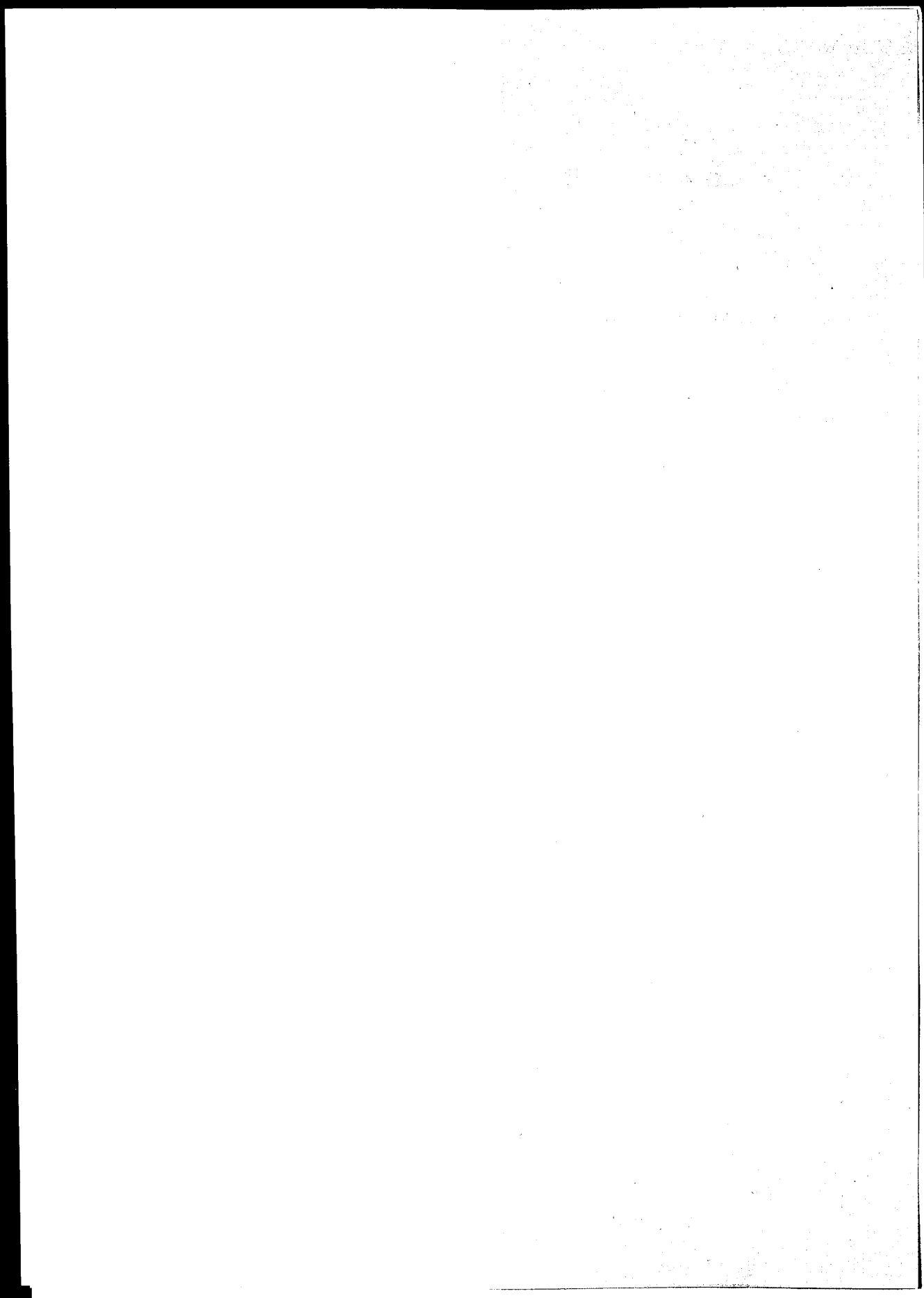
Cambridge University Press.

3. Notes for Authors. Your MS and Your Proofs.

Faber and Faber.

4. Revised Notes on Illustrations.

Faber and Faber.



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S.W. Mountford, M.B.A.O.T., T.Dip.
Occupational Therapy, July, 1977. Vol 40. No. 7. pp 160 -163
4. Standardisation of bibliographical reference systems.
Maeve O'Connor
British Medical Journal. 7th January 1978
5. Medical Writing. Aide-memoire for preparing a protocol.
M.D. Warren. British Medical Journal, 1978. 6th May. pp 1195 - 1196
6. Uniform requirements for manuscripts submitted to biomedical journals.
International Steering Committee of Medical Editors.
British Medical Journal. 1978. 20th May. pp 1334 - 1336
7. Style Matters. The birth of an original paper.
M.E. Wilson and colleagues from the Workshop on Medical Writing
at Glasgow in May 1979.
British Medical Journal. 1980. 23rd February. pp 529 - 539.
8. On writing a medical paper for publication.
W. Watson Buchanan FRCP and Gunnar R. Kraag MD
Saudi Medical Journal Volume 1, No. 5 July 1980.
9. Guide for contributors.
Nursing Times. August 7, 1980

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British Medical Journal ...

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M.E. Wilson and colleagues ...
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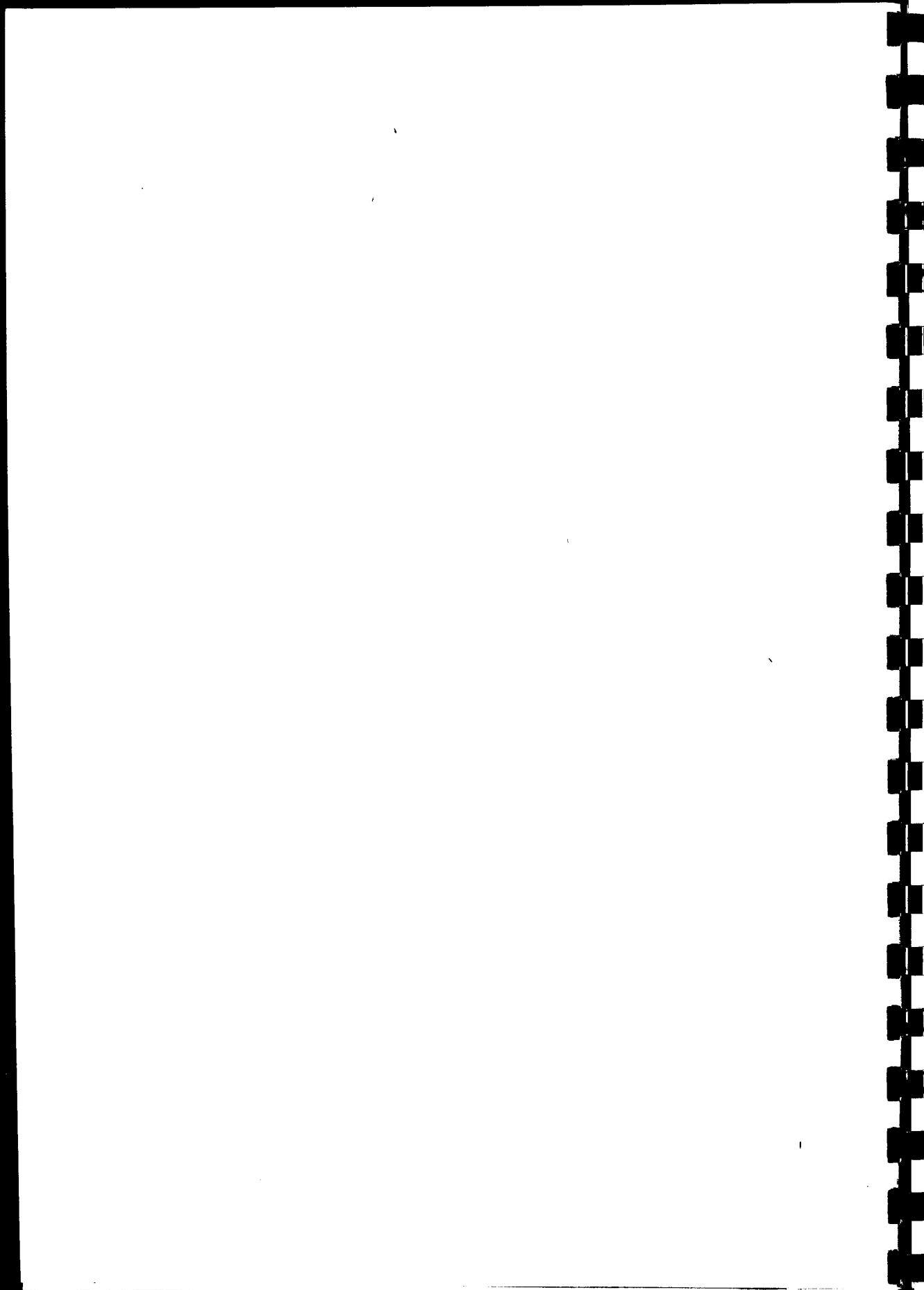


PARTICIPANTS' BOOKLET AS USED AT THE
WRITERS' WORKSHOP FOR NURSES APRIL 1980

<u>Page No.</u>		<u>Colour</u>
1.	Notice to Contributors Journal of Advanced Nursing	Green
2 - 7	Guide for Authors Bailliere Tindall	Buff
8. *	To the Author	Pink
9. *	Form Letter	Pink
10. *	Editorial Questionnaire	White
11.	Author's Questionnaire - Author Details Bailliere Tindall	Yellow
12.	Author's Questionnaire - Book Details Bailliere Tindall	Yellow
13.	Author's Questionnaire - Market Details Bailliere Tindall	Yellow
14 - 20	Book Promotion Folder Pitman Medical Ltd	Blue
21 - 24	An Agreement made etc. Pitman Medical Ltd	Blue

* Samples of information or forms that might be used.

(Copies of three relevant articles were also included in the booklet for nurses).



Notice to Contributors

The Editor welcomes scholarly contributions on all aspects of nursing care, and nursing education, management and research which have a sound scientific, theoretical or philosophical base. Information on ongoing nursing investigations and research and proposed advanced nursing courses is also welcomed for publication. Reviews of appropriate research reports and occasional advanced nursing texts will be published in the journal as a regular feature.

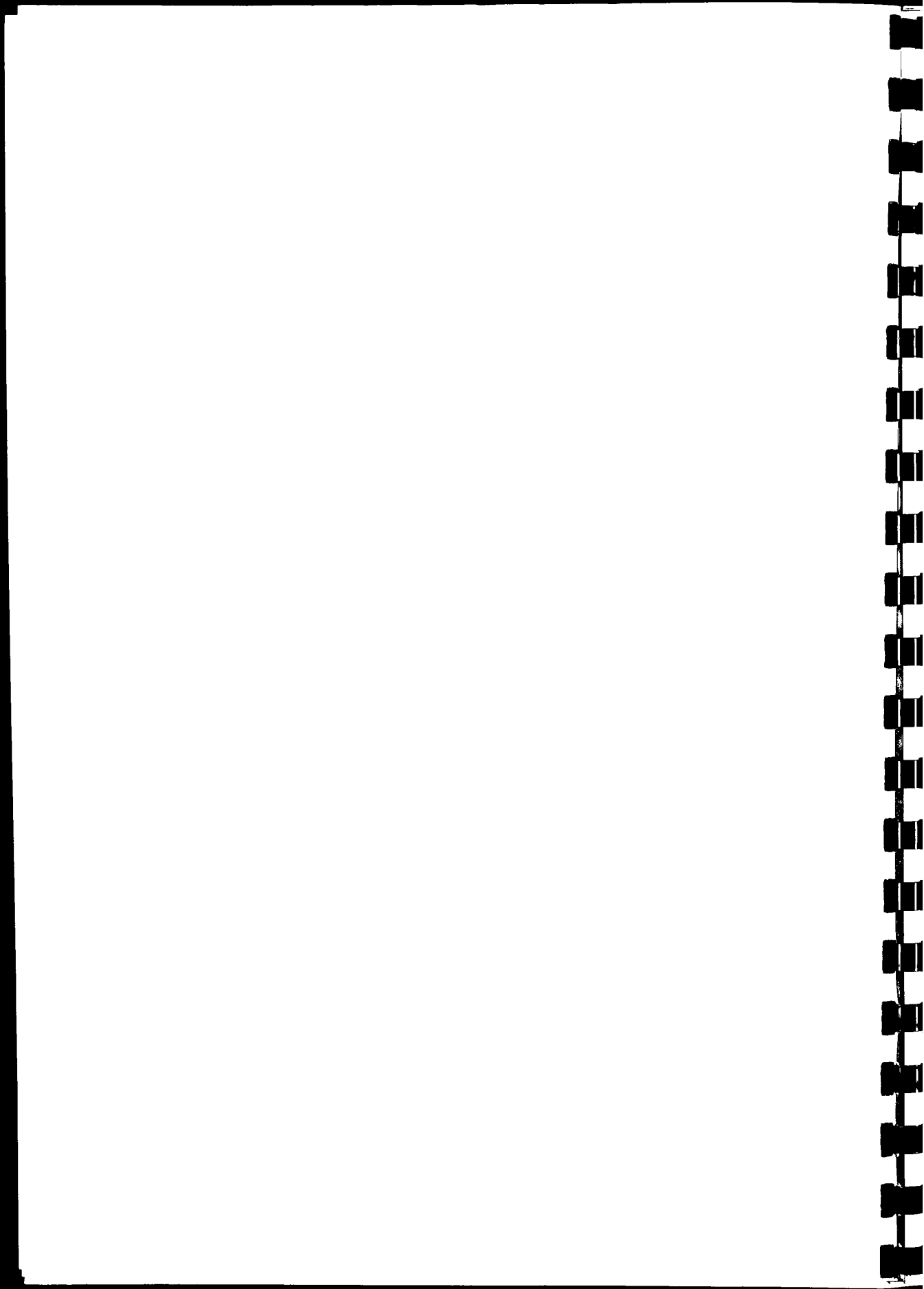
Manuscripts should consist of up to 5000 words and should be typed on one side of the paper only, using double spacing and a wide margin at each side of the text. The top sheet should contain the title, authors' names, professional and academic qualifications, positions and places of work. Figure legends, tables and acknowledgements should be prepared on separate sheets. All figures and tables should be referred to in the text and their appropriate positions indicated in the text margin. The use of footnotes should be avoided. Details of research methodology should be included in the manuscript where appropriate. Two copies of the manuscript should be sent if possible.

Spelling should conform with that used in the *Concise Oxford Dictionary of Current English* and abbreviations with those in *Units, Symbols and Abbreviations* (1972) published by the Royal Society of Medicine, 1 Wimpole Street, London W1M 8AE. References in the text should cite the authors' names followed by the date of their publication, e.g. (Brown & Jones 1972). Detailed references should be prepared on a separate sheet and listed in alphabetical order, the title of the article, book or journal being given in full, e.g. BROWN J. & JONES B. (1972). The dynamics of nursing. *American Journal of Nursing* 2, 10/BROWN J., JONES B. & ROBINSON A.M. (1972) *Nursing and Change*. Blackwell, Oxford. The text should be preceded by a short summary of the paper (about 200 words). It will be assumed that authors will have conformed to the normal ethical aspects of investigations and copyright.

Illustrations should be labelled with the figure number and author's name in soft pencil on the back and the top edge identified. Photographs should be good quality bromides, preferably mounted on card with a transparent overlay. Masking instructions or lettering to be inserted should be indicated on the overlay. Line diagrams should be drawn in black ink on white card or supplied as glossy prints.

Proofs will be sent to the author submitting the paper and these must be returned promptly. Fifty offprints will be supplied free for each paper published and further offprints may be ordered when returning the proofs.

Manuscripts, books for review, news about nursing research and course developments and correspondence should be sent to James P. Smith, Editor, *Journal of Advanced Nursing*, 8 John Street, London W1C1.



GUIDE FOR AUTHORS

Please read these notes carefully before you start to prepare your final manuscript. Our suggestions are not arbitrary, but are designed to help your manuscript pass more quickly through the costing, designing and copy editing stages in the house. In addition, corrections at proof stage, which are expensive and which will certainly cause delay if extensive, can be avoided by attention to detail at the manuscript stage. A complete and well presented manuscript makes possible the early supply and return of proofs, and this is the key to rapid publication.

PREPARING THE TYPESCRIPT

Two copies of the typescript should be supplied to us (one must be the top copy); carbon copies are better than photocopies, which cannot generally be corrected in pen. Keep one copy, with all amendments, for yourself.

Have your manuscript typed on A4 or foolscap paper, using one side only, with double spacing. Leave margins of at least 1 inch at the top, bottom and left-hand edge. A part number and title should appear on a separate sheet. Start a new page for each chapter, but continue with the text on the same sheet.

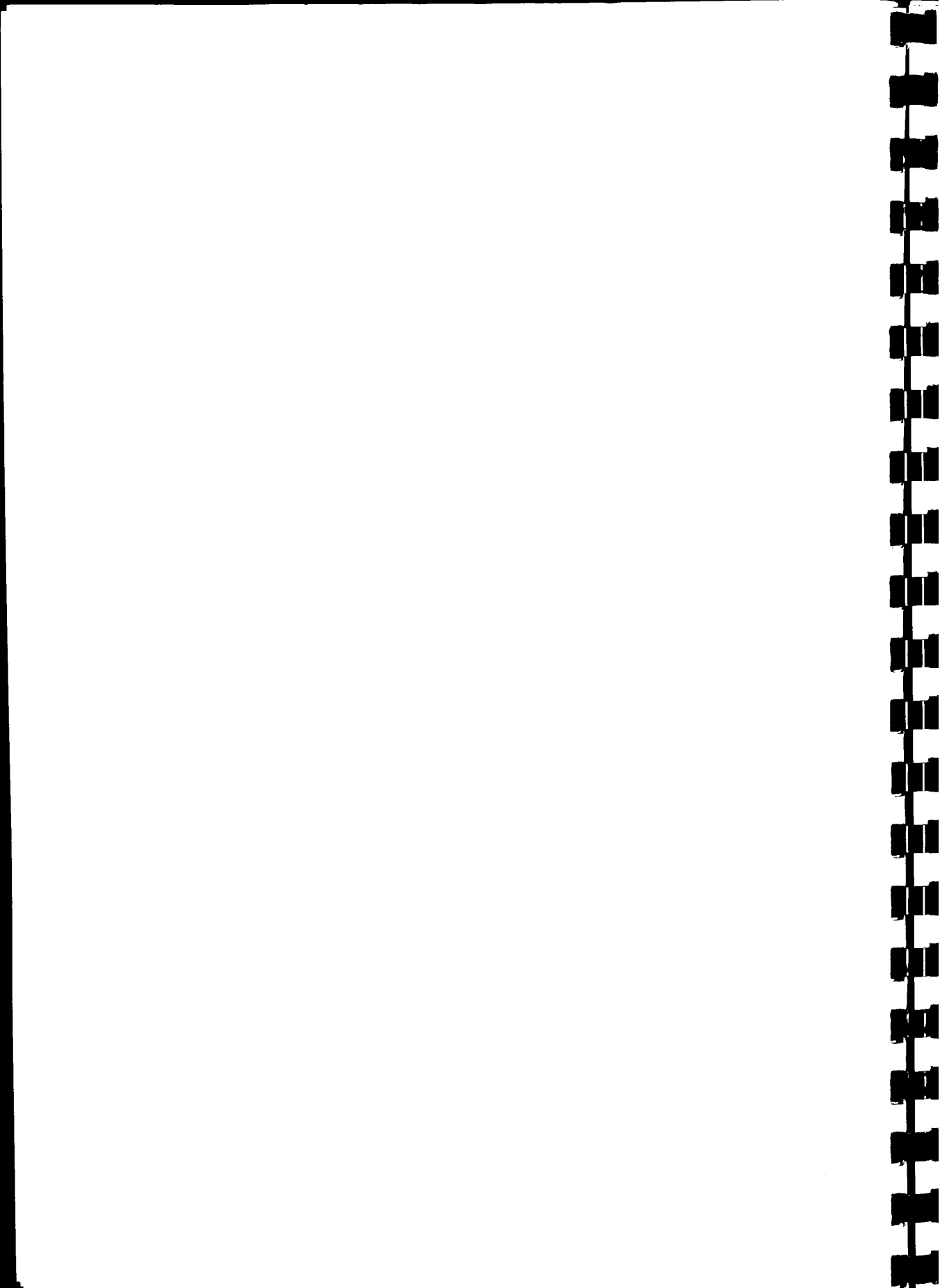
Indent all paragraphs, but do not leave any additional space between them unless there is a good reason for it to be retained in the printed version. In this case it is best marked with a space sign, thus # >, in the margin.

Start numbering the folios in the top right-hand corner with the first page of text proper (not prelims, which are numbered separately) and continue with this sequence throughout the text.

Avoid cross-references unless essential. The correct page must be inserted at proof stage, causing extra expense, and delay may be involved if proofs are to be dealt with in batches. It is better to say 'see Chapter 9' than 'see p. 564', providing this gives adequate guidance.

Footnotes are awkward for the printer when the type is being made up into pages, as they render the make-up more complex and therefore more expensive. If they are essential, type them at the base of the page, separated by a line from the main text above.

If you have to make major corrections after the first draft, it is best to retype all the pages involved and insert them in the master. If



GUIDE FOR AUTHORS

the chapter, e.g.

Chapter 7. Sterilization and Disinfection

Sterilization

Dry Heat

Direct flame

Hot air oven

Infra-red

Moist Heat

Boiling

Steam

Autoclaving

Radiation

Ultra-violet

Ionizing

Disinfection

etc.

This shows a selection of draft headings for a chapter. Many others could be used, depending on the detail with which the subject is handled.

Try to keep the weight and form of headings consistent from chapter to chapter, wherever possible, i.e. do not change 'Symptoms and Signs' to 'Signs and Symptoms' and if it appears as a C heading in one chapter, it is preferable for it to have this value throughout.

The designer will choose the actual type-face to be used for each heading, but will be helped if you make your intentions clear by a consistent typing style, e.g.

MAIN HEADING IN CAPITALS CENTRED

Subsidiary Heading Flush Left Underlined

Minor heading underlined. Text follows on directly.

If you prefer to use the A/B/C heading code, do this in red ink near the heading, thus A. The circle is important as it indicates to the printer that the letter contained in it is not to be set in type.

UNITS AND ABBREVIATIONS

SI units are preferred unless there is a good reason for retaining metric or Imperial, in which case the SI equivalents (or a conversion factor) should be given. Whichever system you adopt, be consistent. A useful guide is Units, Symbols and Abbreviations, published by the Royal Society of Medicine. Full points are not generally used after unit abbreviations and the singular and plural forms are the same.

Non-unit abbreviations should be explained in full on their first appearance unless they are very widely known, and should follow the usual

extra pages are required, number them 27A, 27B etc until you can return to the main sequence. Minor corrections can be typed or written clearly between the lines (marginal corrections are for use only on proofs). Make sure your handwriting can be read easily, even by someone not familiar with the terminology of your subject, but do not print using capitals, as these must be then marked as lower case before setting. Never write corrections vertically in the margin or at the head or base of the sheet. If long insertions are required without retyping, type them on a separate sheet or sheets and mark the insertion point clearly (red ink is best) on the original typescript.

If you wish to indicate italic, underline once. Double underlining indicates small capitals and treble underlining text size capitals, although it is not necessary to mark this if the original is already typed in capitals. A wiggly line indicates bold type. Capitals and bold face should never be used for stress, but are the convention for certain symbols and abbreviations. If you wish to delete marks of this kind, hatch them out thus, not thus, otherwise the printer may think you require bold face.

All illustrations and tables should be referred to by number in the text and will normally appear at or near the first reference. If you wish to indicate the approximate insertion point, simply write the figure or table number in red in the margin. Avoid phrases such as 'in the table below', as the table may not appear in the same position in the printed version.

Each table should be typed on a separate sheet, not in the text; figure captions should be presented as a separate list, not typed in with the text.

HEADINGS

It is important to break up the text with headings, especially in a student or reference book. Headings make the text more digestible and guide the reader quickly to the information he requires. A careful scheme of headings will also help you make sure that items are not inadvertently omitted and help prevent 'rambling'. Three types of heading (excluding part and chapter titles) are the optimum number and more than five should be avoided. Headings do not indicate the relative importance of the material, but are in the nature of a hierarchy, indicating divisions and subdivisions within

GUIDE FOR AUTHORS

ILLUSTRATIONS

All illustrations should have an explanatory caption, sufficient to explain the significance without reference to the text. These are not typed in the body of the text, but should be supplied as a separate list.

Illustrations fall into three groups: line drawings, black and white photographs and colour photographs.

Line drawings include all illustrations (graphs, histograms, diagrams, outline drawings etc) which do not require tones of grey. They can always be printed in the text. Photographs require the half-tone printing process. They may be printed in the text or, for difficult subjects where perfect reproduction is required, a separate plates section on glossy 'art' paper may be used.

Text figures, whether line only or line and half-tone, are numbered together, in a continuous sequence or by chapter. Plates are always numbered separately.

Colour illustrations are printed separately as plates, unless they form the major part of the book.

Line drawings may be supplied in one of two forms: (1) Finished artwork: if you are commissioning your own artwork we would like to discuss the technicalities first with the artist involved, as unsuitable artwork wastes time and money. (2) Authors' roughs, from which an artist briefed by us will supply finished artwork. Although these are called 'roughs' they should be as clear, accurate and informative as you can make them and are not to be regarded in any way as drafts or experiments. Final artwork will be sent to you for checking, but this is an opportunity for detecting spelling mistakes, etc, not for redrafting.

Photographic subjects should be supplied as glossy positive prints; prints photographed from previously published material are already 'screened' and are therefore not suitable for reproduction. Make sure there is plenty of contrast; the printing process can only detract from the quality of the original, not enhance it. Touching up is seldom feasible and is in any case extremely expensive.

Indicate the name of the first author and the number of the figure lightly on the back of the artwork or photograph. Use a felt-tip pen, soft pencil or crayon. Do not use a ball-point pen or hard pencil; the

convention thereafter. Full points are not generally used with this type of abbreviation and the plural form is an s only (lower case, no apostrophe) (ECGs, IVPs, ACTH, BMR, CSF).

Abbreviations of Latin terms are best avoided altogether and the English form used. If they are unavoidable, for instance in a table where space is very limited, the usual form is lower case italics with points (*p.c.*, *t.i.d.*).

Numbers used with units are always in the figure form. In other cases it is usual to spell out numbers up to and including ten, but to use figures thereafter. Figures should never be used, however, in approximations (about a hundred years ago).

GENERAL POINTS OF STYLE

English (not American) spelling is used, retaining the double vowel for words of Greek origin (e.g. oestrous not estrus, paediatrics not pediatrics, anaemia not anemia) (this is no longer printed as a diphthong). However, 'fetal' and 'fetus', (from the Latin) are correctly spelled thus. The -z spelling is preferred (e.g. recognize) when this is permissible. The Oxford English Dictionary should be followed.

Hyphenation invariably presents problems. If in doubt, omit the hyphen. Be consistent, especially in groups such as stillborn/liveborn/stillbirth/livebirth or smallpox/cowpox/chickenpox. Hyphenate if the omission of the hyphen would bring together the same two vowels or three different ones, e.g. use intramuscular but intra-articular, radio-isotope but radiotherapy.

Drug names. The B.P. approved form of name should be used whenever possible, with an initial lower case letter. If brand names must be used, an initial capital letter indicates that the name is a trade mark.

Biological names are printed in italic: *Staphylococcus aureus*, genus with an initial capital and species all lower case. The genus is normally abbreviated on subsequent mention in the same chapter or section, e.g. *Staph. aureus*. The plural and adjectival forms are roman with initial lower case (staphylococci, staphylococcal). Other taxa - families, superfamilies etc. - are roman with an initial capital.

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PRELIMINARY PAGES

The 'prelims' are the pages preceding the text proper; they are numbered in a separate sequence with small Roman numerals. Various items may appear here and a typical order is as follows:

- Halftitle
- Series list
- Title page
- History and copyright notice
- List of contributors
- Contents
- List of plates
- Foreword
- Preface
- Acknowledgements

Additional items may be added in certain books, or some items may not be required. The order may be modified slightly if space is a consideration.

The publisher will deal with the detailed drafting and arrangement, but you should supply the following with your manuscript.

Title page. Give your name, qualifications and appointments (including any relevant past positions) as you wish them to appear in print. The title should be agreed with your editor.

Contents. Only the chapter titles appear in a normal contents list. In special circumstances the main headings of each chapter may also be included (consult your editor). The name of the author responsible for each chapter should appear in contributed books.

Plates. A short description of each is necessary and it may be best for you to prepare this.

Contributors. List of contributors in alphabetical order. There is no need to put the surname first. Give their qualifications and appointments (with address) in full. Include the name of the editor if he is also a contributor.

Foreword. This is always by someone other than the author. It may or may not be necessary (consult your editor).

Preface. This is most important. Do not be too modest. Say why you have written the book and for whom; say too, what you are not aiming to do. Describe your subject and your approach to it in brief,

impression may show on the other side and be visible after reproduction. Do not write the caption on the back of the figure or attempt to attach the caption to it with staple or paperclip, especially in the case of a photograph.

If lettering or arrows are needed on a photograph, under no circumstances should you write on the photograph itself unless you supply a duplicate; instead mark your requirements on the back of the figure or, better, show them on a transparent overlay.

The quality of photomicrographs for reproduction needs to be especially good. Indicate if any side must appear as the top; if this is not necessary it is usually most convenient for the longer side to be vertical and the shorter horizontal, as this approximates most closely to the shape of the page. The magnification factor and the stain should appear at the end of the caption.

Acknowledgements for illustrations should appear in as brief a form as possible in parentheses at the end of the caption. They are usually printed in *italic*.

TABLES

Tables are far more expensive for the printer to set than is a page of ordinary text, so use them only for material which cannot be presented satisfactorily in any other way. Remember that a table should always supplement, not duplicate, the text.

Each table should be typed on a separate sheet. They may be numbered consecutively throughout the book or, more rarely, by chapter (consult your editor). The table title should be as brief as is compatible with clarity. Detailed explanations are best typed beneath the table.

Use the minimum number of rules, especially vertical ones.

When laying out the table, bear in mind the size and shape of the page. Large tables wider than they are long can only be accommodated on a normal page sideways (landscaped), with added inconvenience for the reader and greater cost of setting. If you try to cram in too much information, especially if the page size is relatively small, the result will be confused, or even incomprehensible. Your editor will advise about presentation of complex material if you are in doubt.

If a number of tables present similar material, make sure the layout is similar too, so that data can easily be compared.

Some tabular material may be printed as 'displayed matter', without table number or title, but this only applies to short and simple material. The fall of the pages may prevent it being printed in one piece, which is why this method is not suitable for anything long or complex.

GUIDE FOR AUTHORS

INDEX

The index must be considered at an early stage. It is the final item in the production of the book and if problems arise then, delay is inevitable.

If you are planning to prepare the index yourself, M.D. Anderson's Book Indexing (Cambridge Authors' and Printers' Guide) and British Standard BS3700: Preparation of Indexes are recommended reading. This will give you some idea of the likely difficulties. In particular, watch out for synonyms (heart/cardiac), singular/plural (feet/foot), etc, and deal with them consistently. It is conventional to index under nouns in preference to adjectives, though this may not always be possible or even desirable. Above all be guided by the convenience of the reader, what he is likely to want to look up, and how easily he will be able to find the information he wants. For this reason, avoid one entry with more than three or four page numbers; large entries should be subdivided by subentries in the usual way.

You may find it useful to compile the index on cards, but the final form should be that of a typescript. Do not attempt to copy the two-column format in which the index will be printed, but type in one list. Indicate the relationship between main entry and subentries by the use of indentations. More than two levels of subentry should generally be avoided. Main entries should be given an initial capital letter, and subentries a lower case letter; a comma separates an entry from its page numbers.

The index manuscript must be returned at the same time as the corrected proof, or very soon afterwards.

Alternatively a free-lance indexer will be retained by the publisher. He will be a professional indexer, but not a specialist in your subject, so when you receive the carbon copy of his typescript, check carefully that he has not misinterpreted the relationship of one subject to another, or failed to appreciate synonyms, for instance. If you do need to make any amendments, make sure that the changes are applied consistently throughout the index.

Index proofs are often read only by the house staff, to save time, but can be sent to you if you wish; it is necessary to deal with them very promptly.

and make a point of mentioning any features which make your book special. Sign the preface and date it (month and year).

Acknowledgements. These should include formal mention (in the form specified) of copyright material; a note of organizations which have been of assistance; and whatever personal acknowledgements you wish to make. If brief, acknowledgements may appear as the last paragraph of the preface.

REFERENCES

References comprise those publications referred to in the text only; Bibliography implies a comprehensive list of publications on the subject. Further or Recommended Reading is self-explanatory. Whichever method you choose, make sure the list is complete, especially in the case of references, and that no extra references are included. A list may be compiled for each chapter or the entire list may be printed at the end of the text.

The form of citation in the text is Jones and Brown (1977) or (Jones & Brown 1977). The abbreviation et al. (not italic) may be used in the text when there are three or more authors (never when there are two only) but the authors' names must be given in full in the list.

The form of citation in the list is as follows:

Jones, A. & Smith, B. (1977) Title of article. Br. med. J., 1, 756.

Robinson, C.D. (1974) Title of Book, 2nd ed., p.35. London: Baillière Tindall.

Smith, A. (1976) Title of paper or contribution. In: Title of Book, ed. Robinson, C.D., 3rd ed., vol 7. London: Baillière Tindall.

Authors are listed alphabetically by first author, then by subsequent author in turn. References should be listed chronologically in the event of duplication. If a group of authors have published several articles in one year, the various papers should be distinguished as Jones et al. (1975a) etc in the reference list and in the text.

Abbreviations for the titles of journals should be according to the World List of Scientific Periodicals.

Superior numbering³ and footnote* systems are used only in special circumstances (consult your editor).



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COPYRIGHTS AND PERMISSIONS

It is a requirement of almost every publishing contract that the author should take every reasonable precaution not to infringe the copyright of others and make a real effort to obtain the permissions required before making use of previously published work.

The copyright law is complex and many of its provisions are open to interpretation. Basically, any published material is the copyright of someone, usually the publisher, often the author, but occasionally someone else, a trust or charity. Artists and often photographers retain the copyright in their own works. Copyright lasts for 50 years from the death of the author, regardless of who holds the rights. You may quote freely from non-copyright material (including all that published by WHO). Otherwise our advice is as follows:

Text quotations. Short direct quotations are permitted for the purpose of research, study or comment. We advise that you should seek permission for a single quotation of more than 50 words, or if you intend to quote shorter passages from one publication more often.

Information cannot be copyrighted, only the method of presentation. You may therefore adapt material fairly freely, but use of another's work should be acknowledged.

Illustrations present the real problem. It is arguable that any substantial alteration turns a drawing into a different one, thus releasing it from copyright restrictions, and in practice one drawing is often used as the source of another without formal permission being sought. However acknowledgment should be made for drawings based on others previously published, and permission of course is necessary to reproduce drawings unaltered.

Permission to reproduce should always be sought for photographs published elsewhere.

Your editor can supply you with a pre-printed standard letter of application for permission to reproduce and this is very useful if many are required.

PROOFS

Galley proofs have not been made up into pages and do not generally contain illustrations. You will see these only if your book is extensively illustrated or has an unusually complex layout, and not always then.

Page proofs. Two sets of proof (one marked) will be sent to you, generally with the manuscript. The printer pays for the correction of his own errors, so mark in red any deviations from the manuscript. Make no marks on the manuscript itself. Other corrections are charged to the publisher or author, cause delay, and may affect the price of the book adversely. In addition, the author is generally responsible by the terms of his contract for any correction charges in excess of 10% of the cost of the composition of the text. Mark corrections of this nature in blue or black and keep them to a minimum. Apparently minor corrections often require the resetting of whole paragraphs, or even the remaking of whole pages. In the process, further errors may be introduced, cross references and the index may need amending and the extra cost is likely to be considerable. If you must add/delete something, try to delete/add something of similar length close by. The house editor will advise you about complicated changes if these are unavoidable.

A list of the conventional proof correction symbols will be sent to you with the proofs so that you can make your intentions quite clear.

Finally, check the page numbers and the running headlines, deal with any queries marked on the proof by the printer or the house editor and complete any cross references.

Send the proofs back on time; delays of a few days at this stage may mean substantial delays later, as the job may be put to the end of the printer's 'queue'.

BINDING THE BOOK

The style and design of the binding, and the design of the jacket if there is to be one, are at the discretion of the publisher. However, if you have any ideas for designs, motifs, photographs or colours to be used, or perhaps to be avoided, please discuss these with your editor, at a reasonably early stage.

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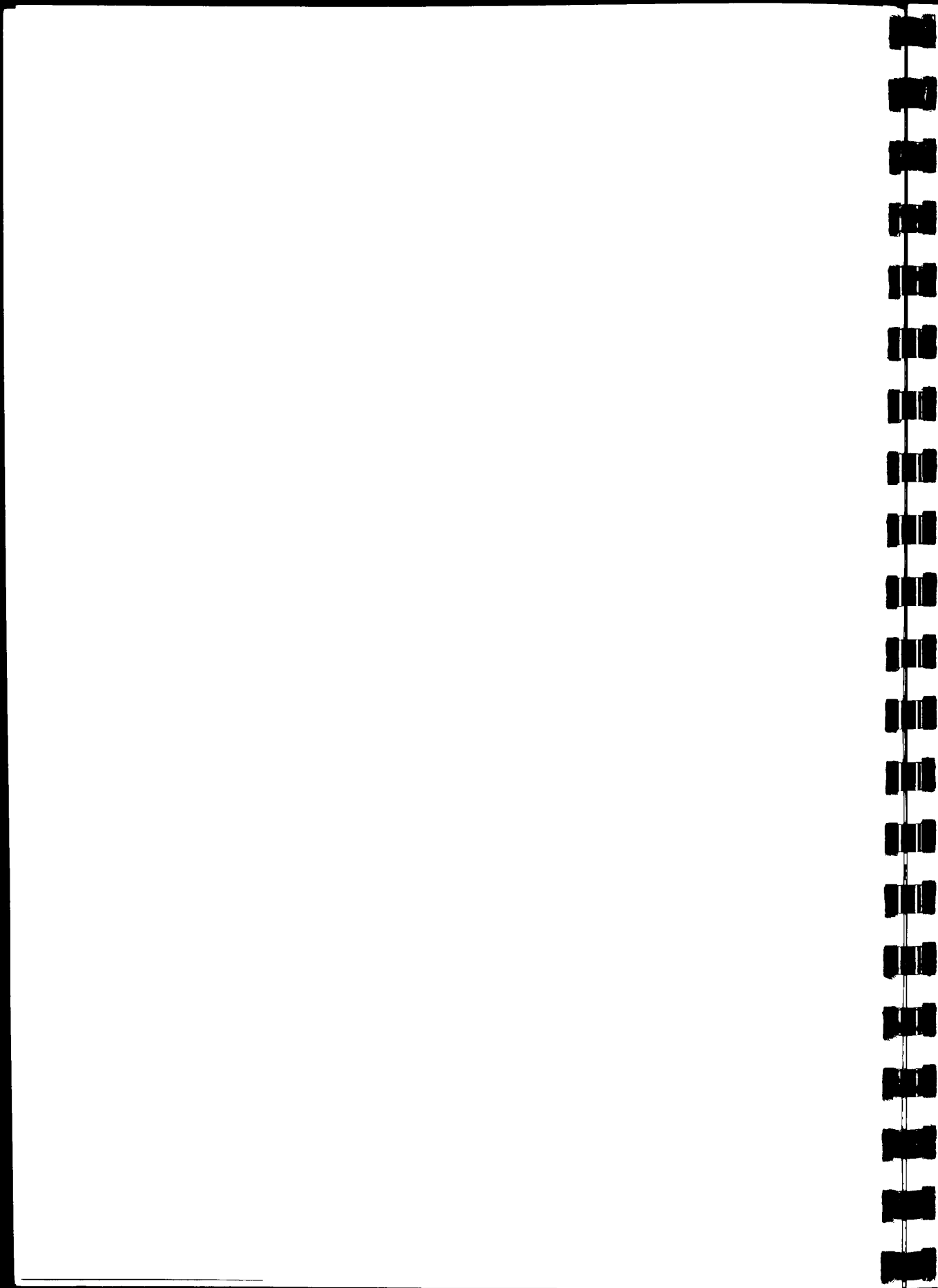
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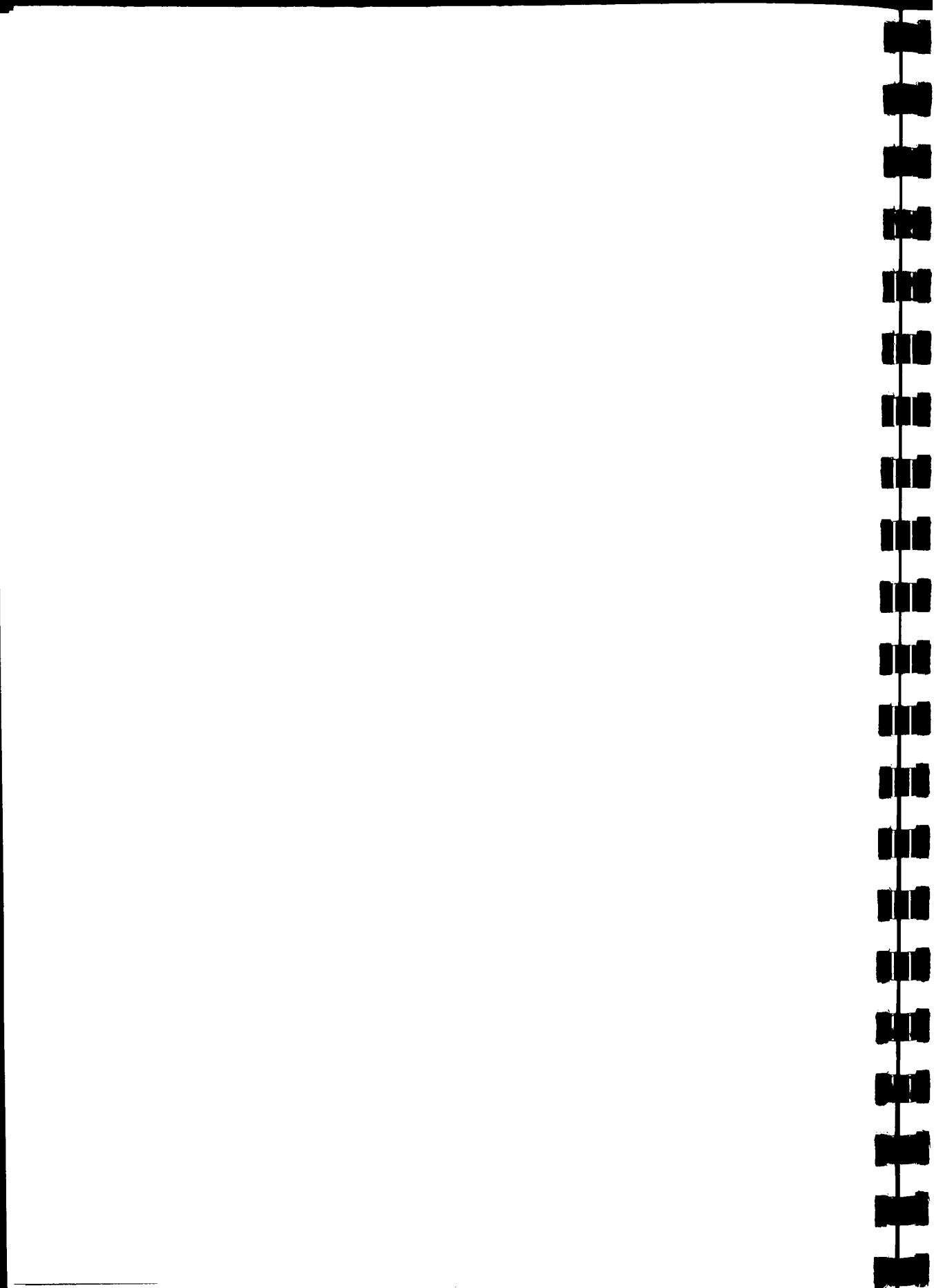
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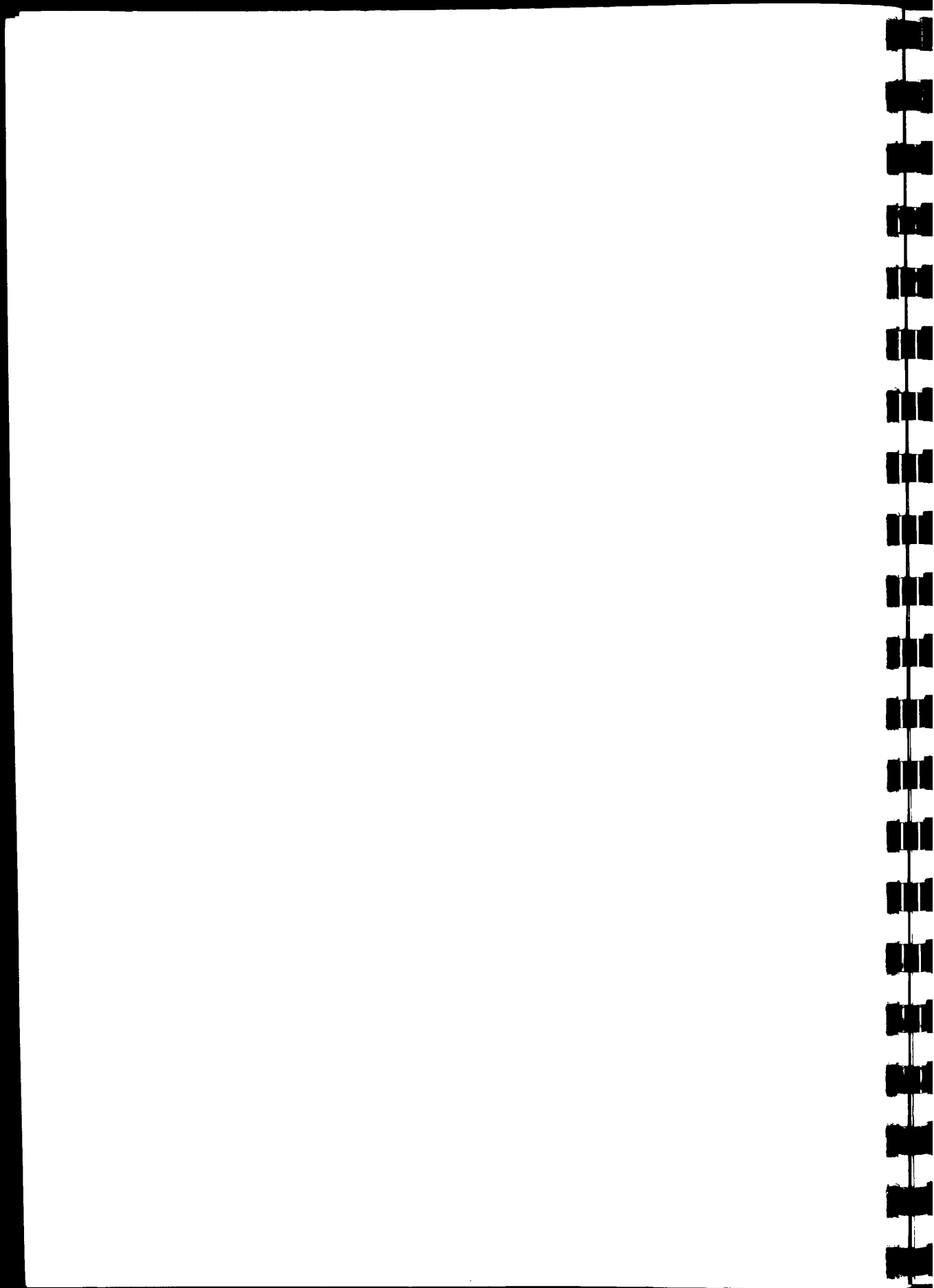
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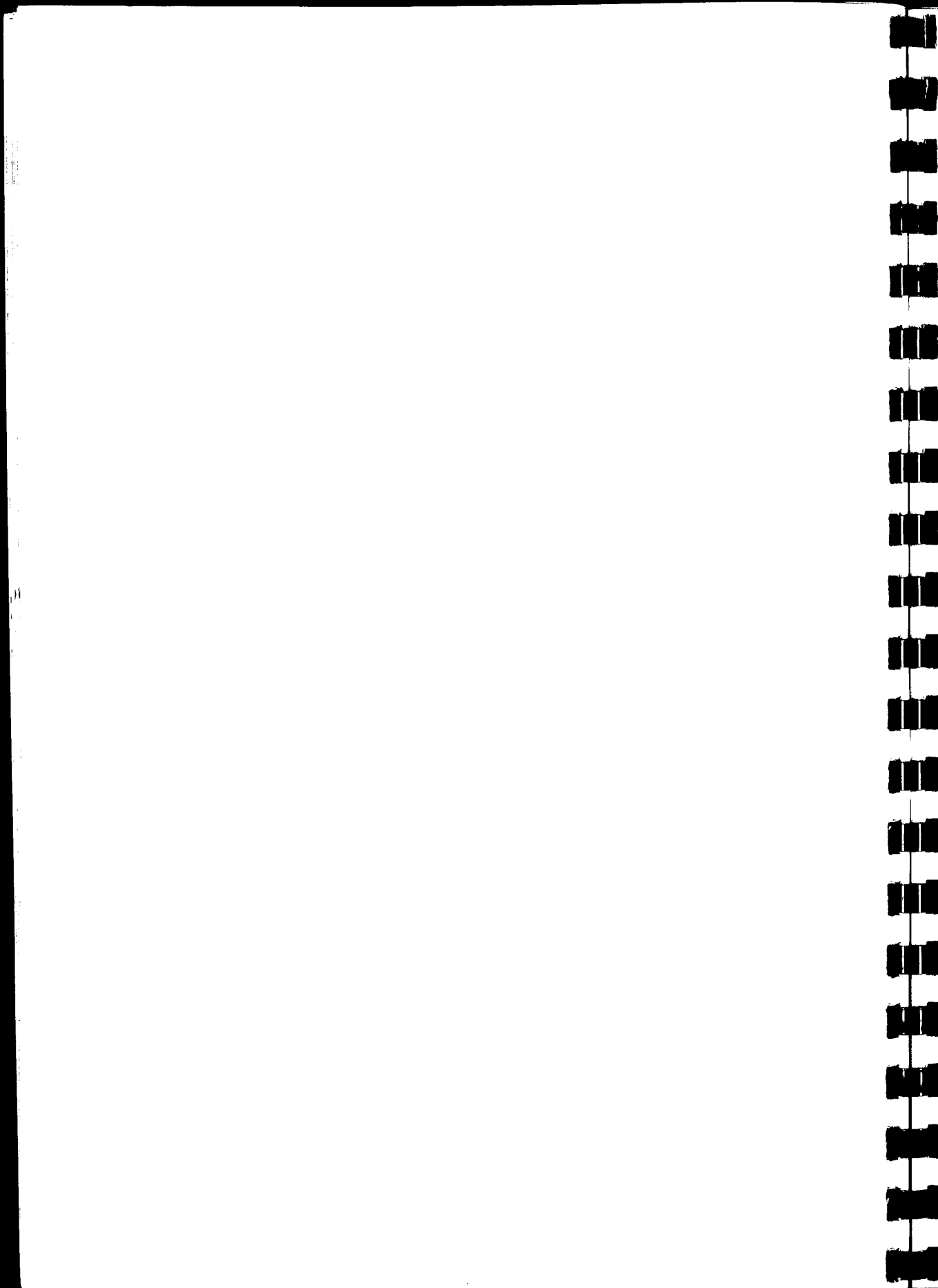
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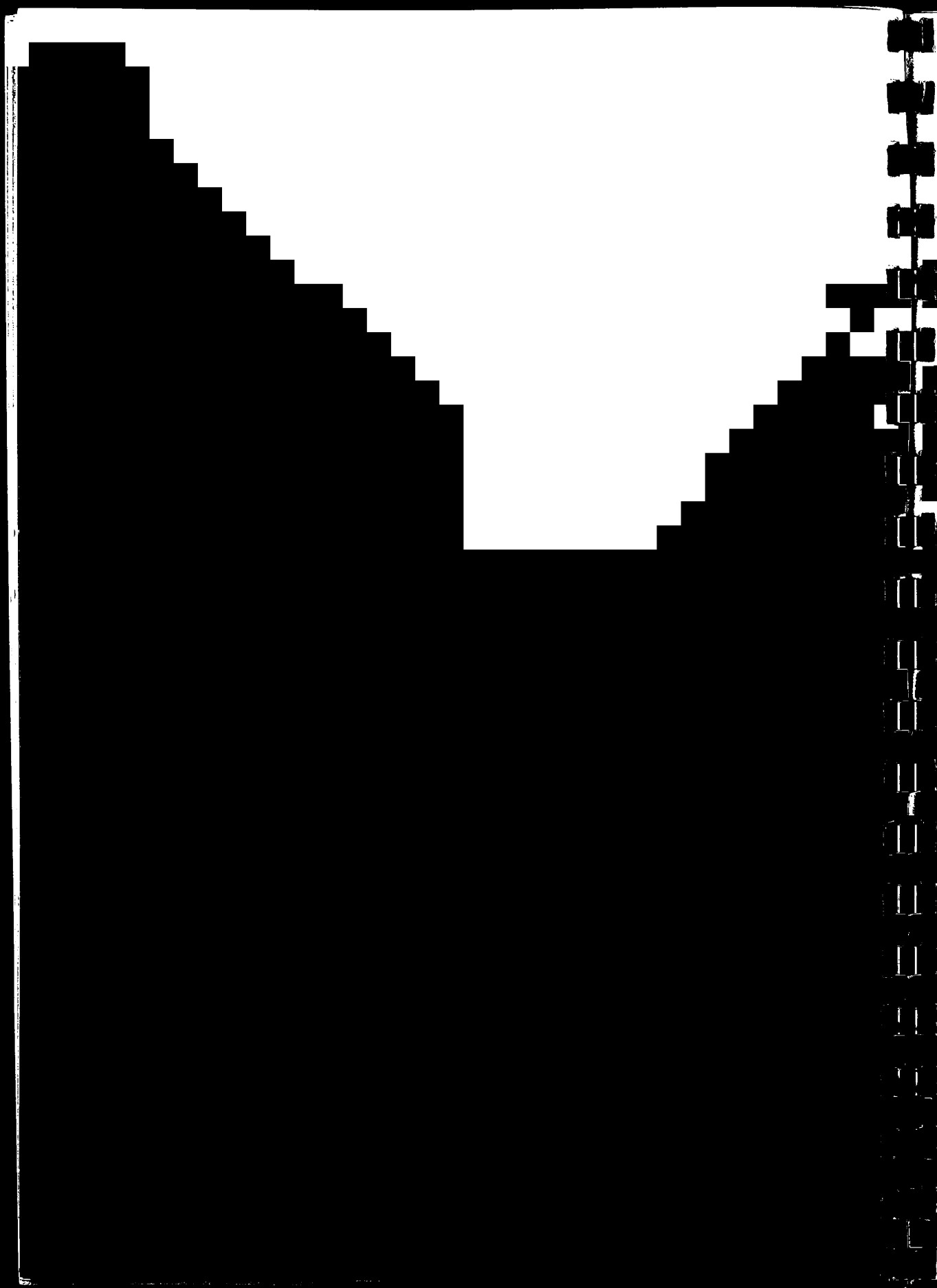
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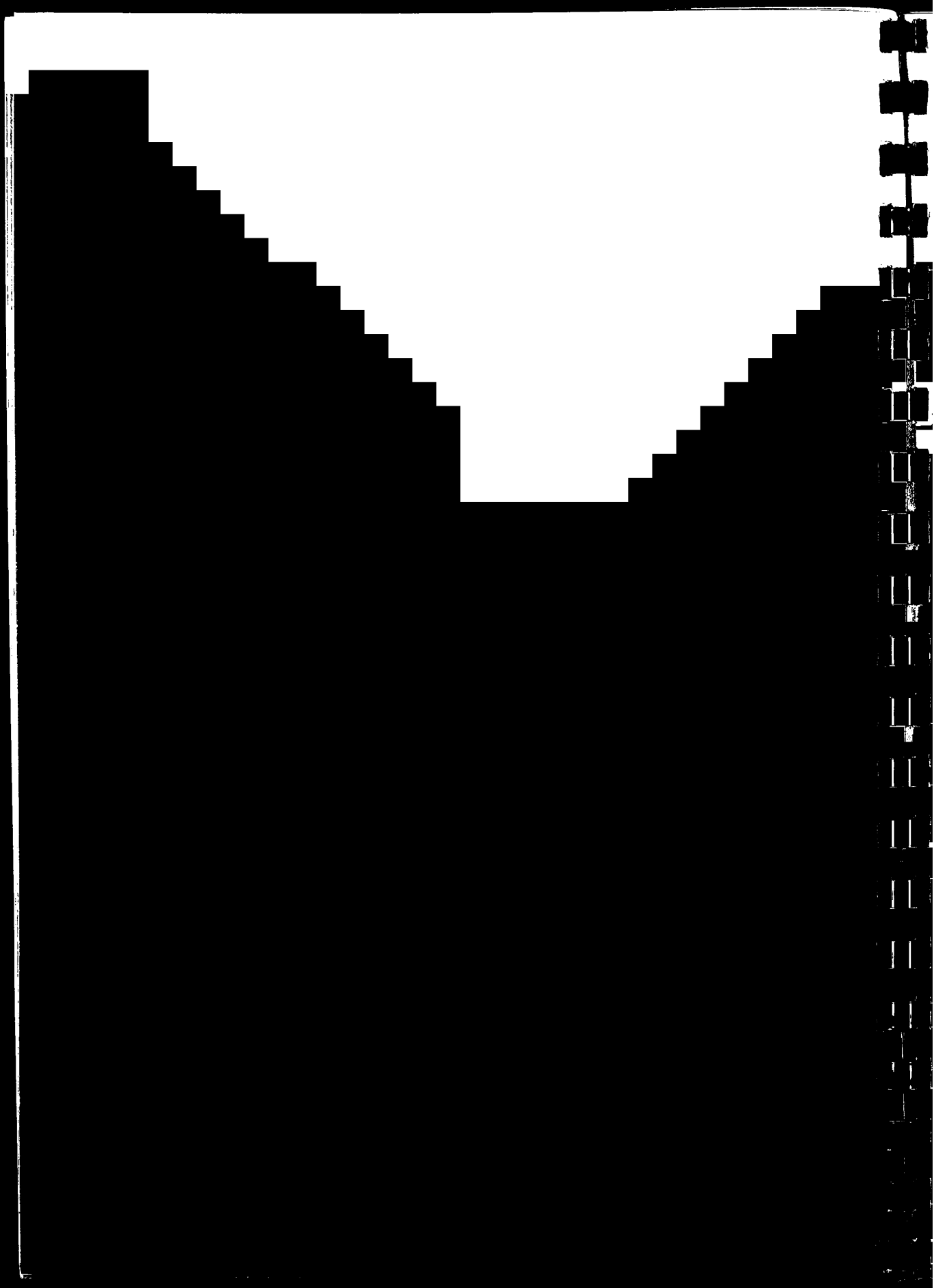
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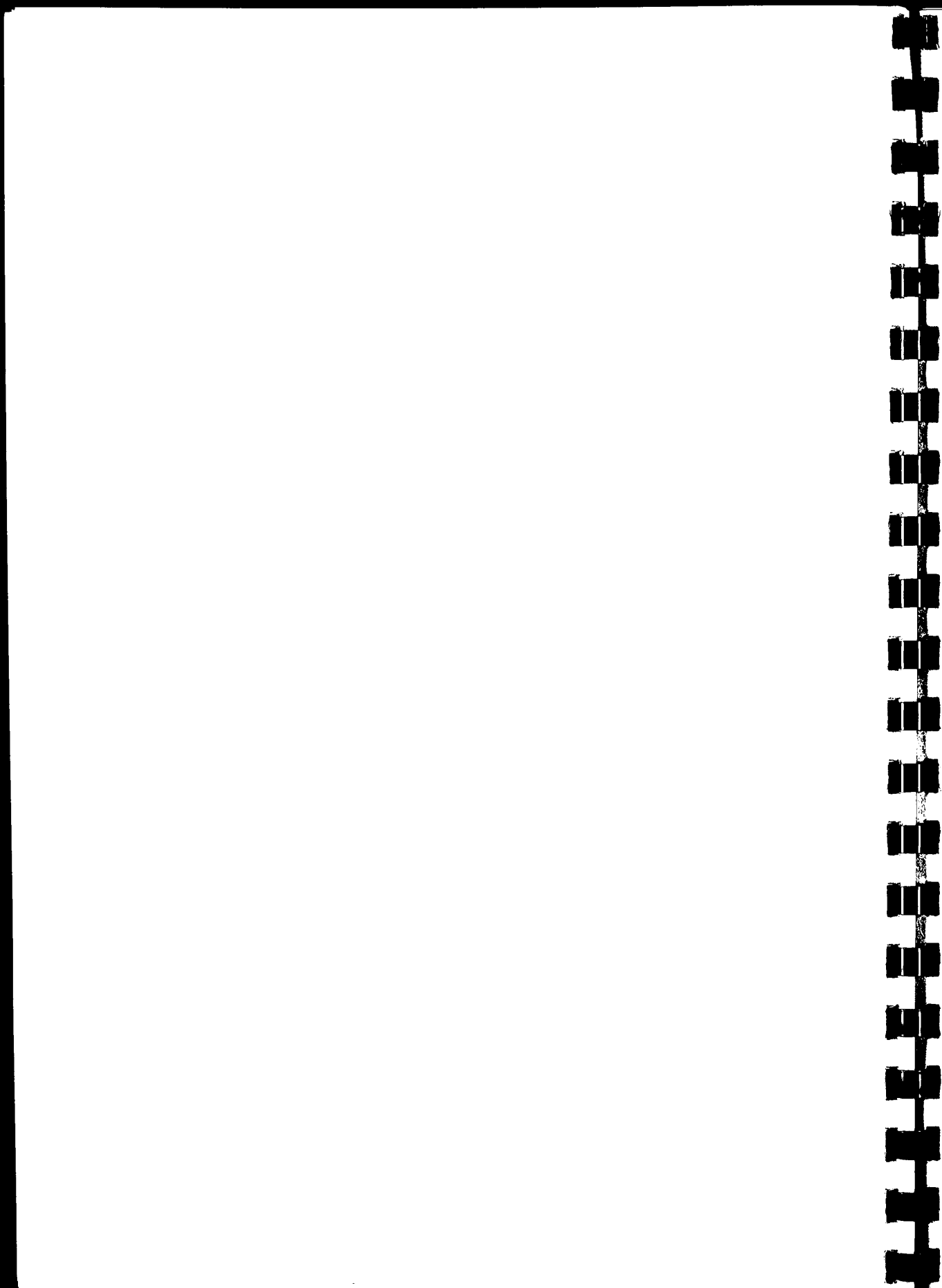
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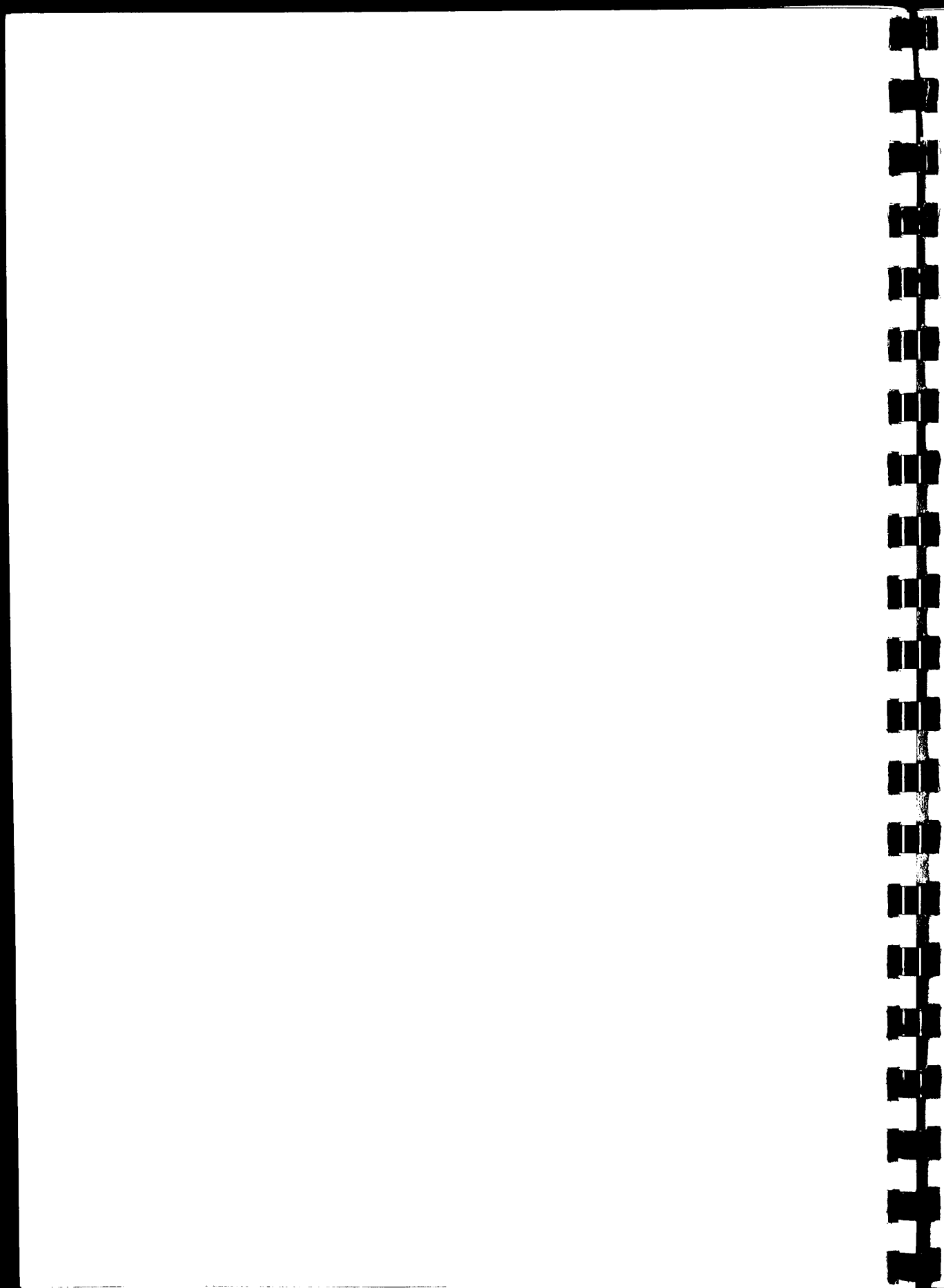


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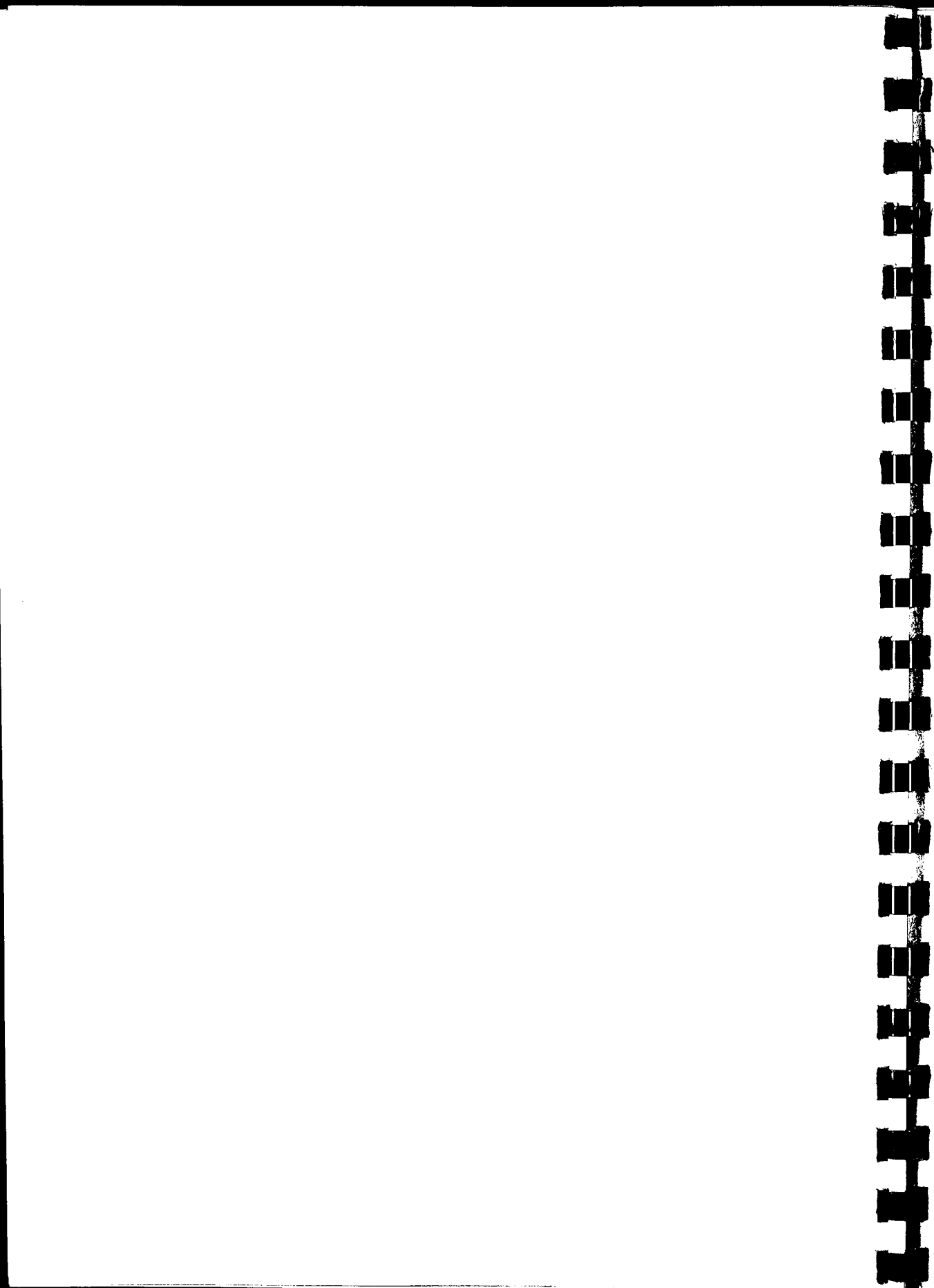


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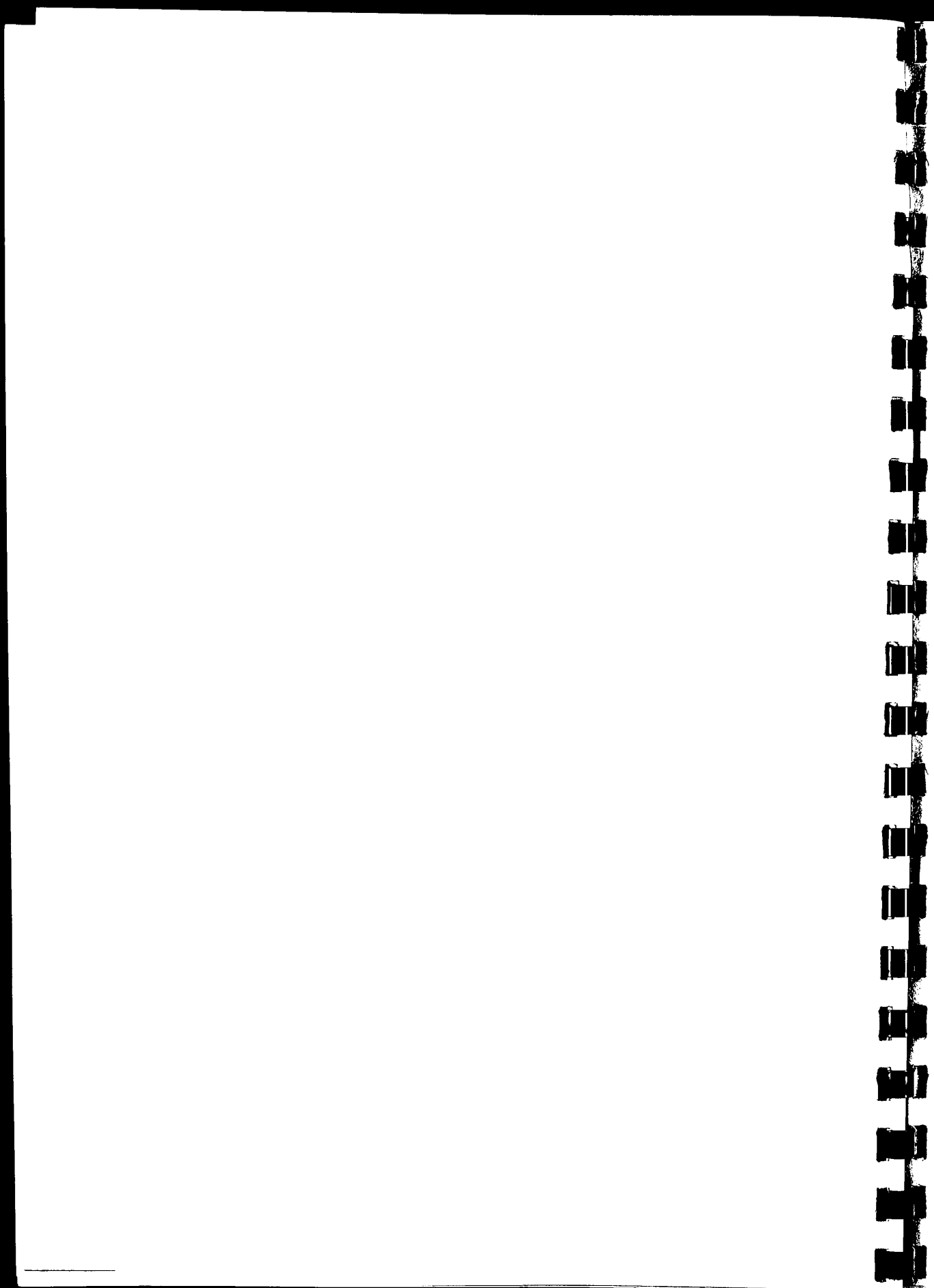


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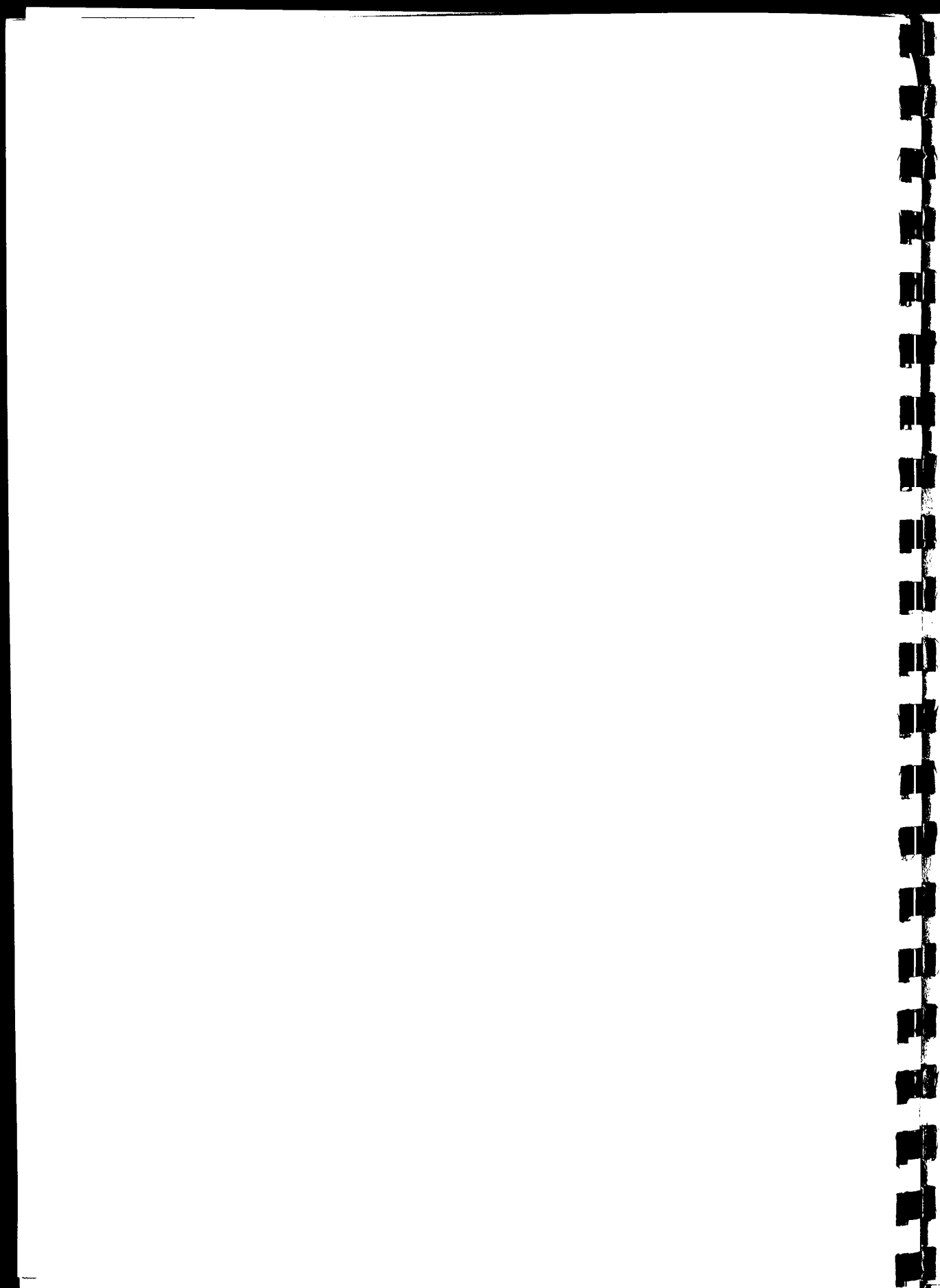


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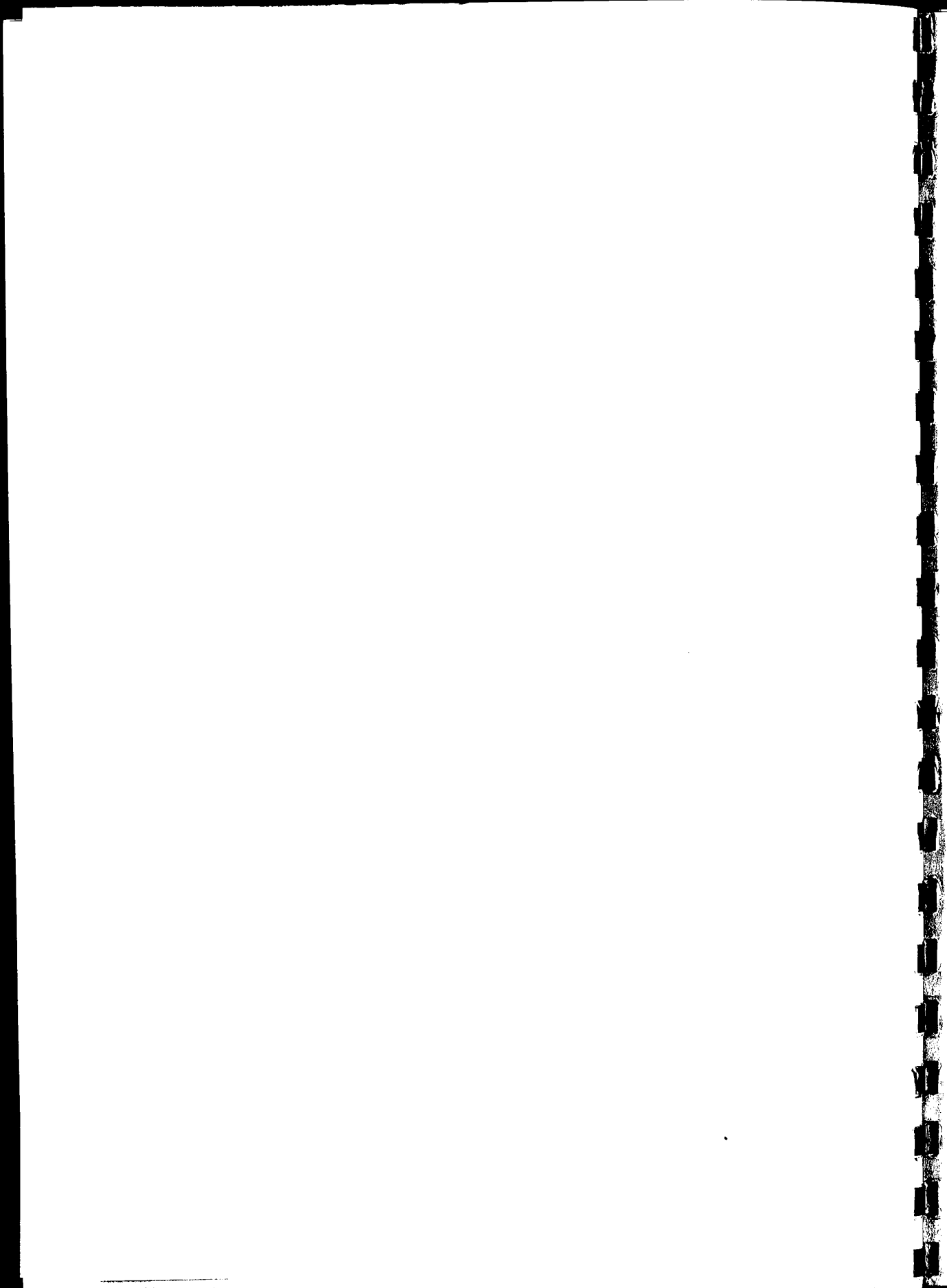
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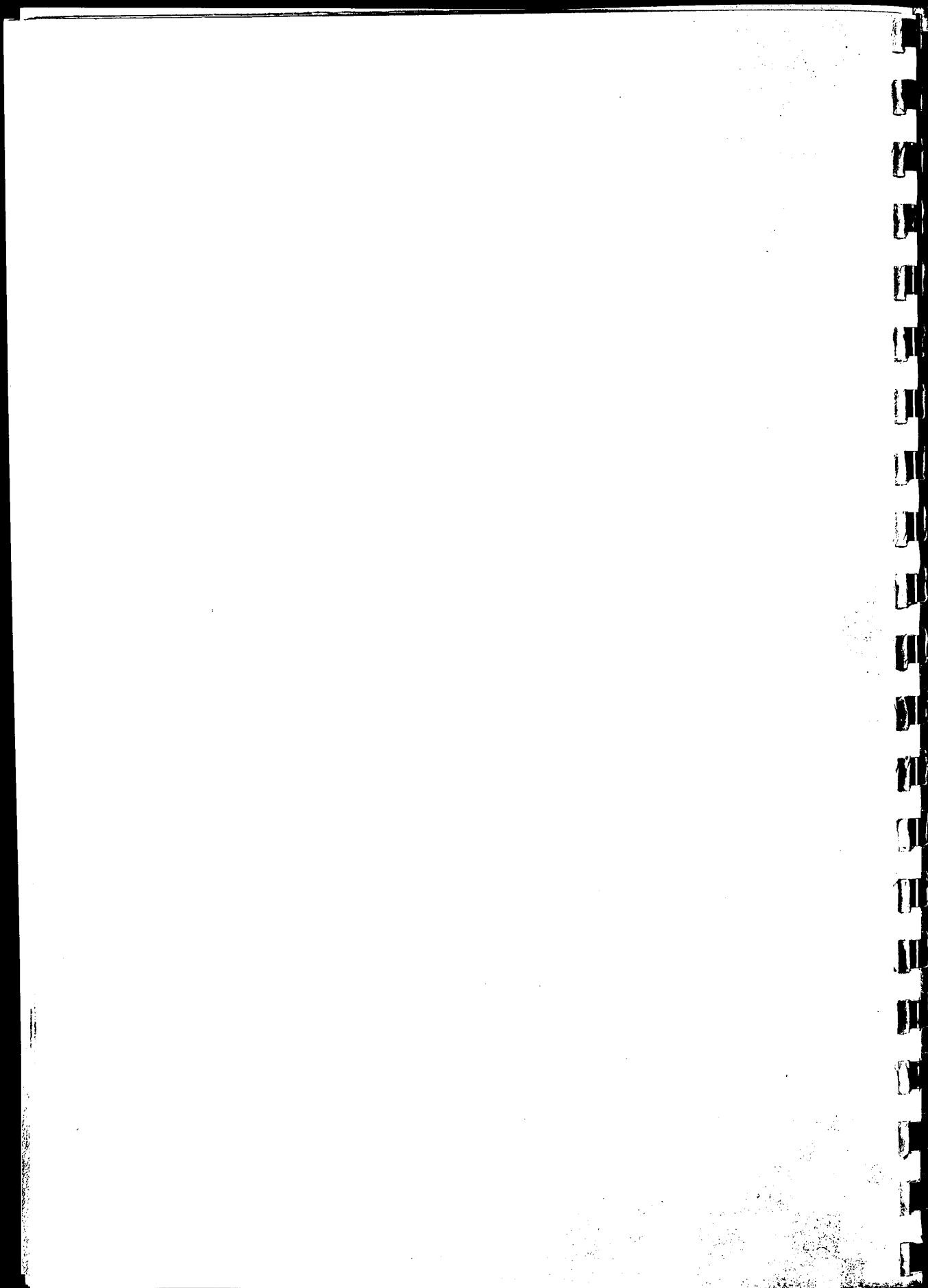
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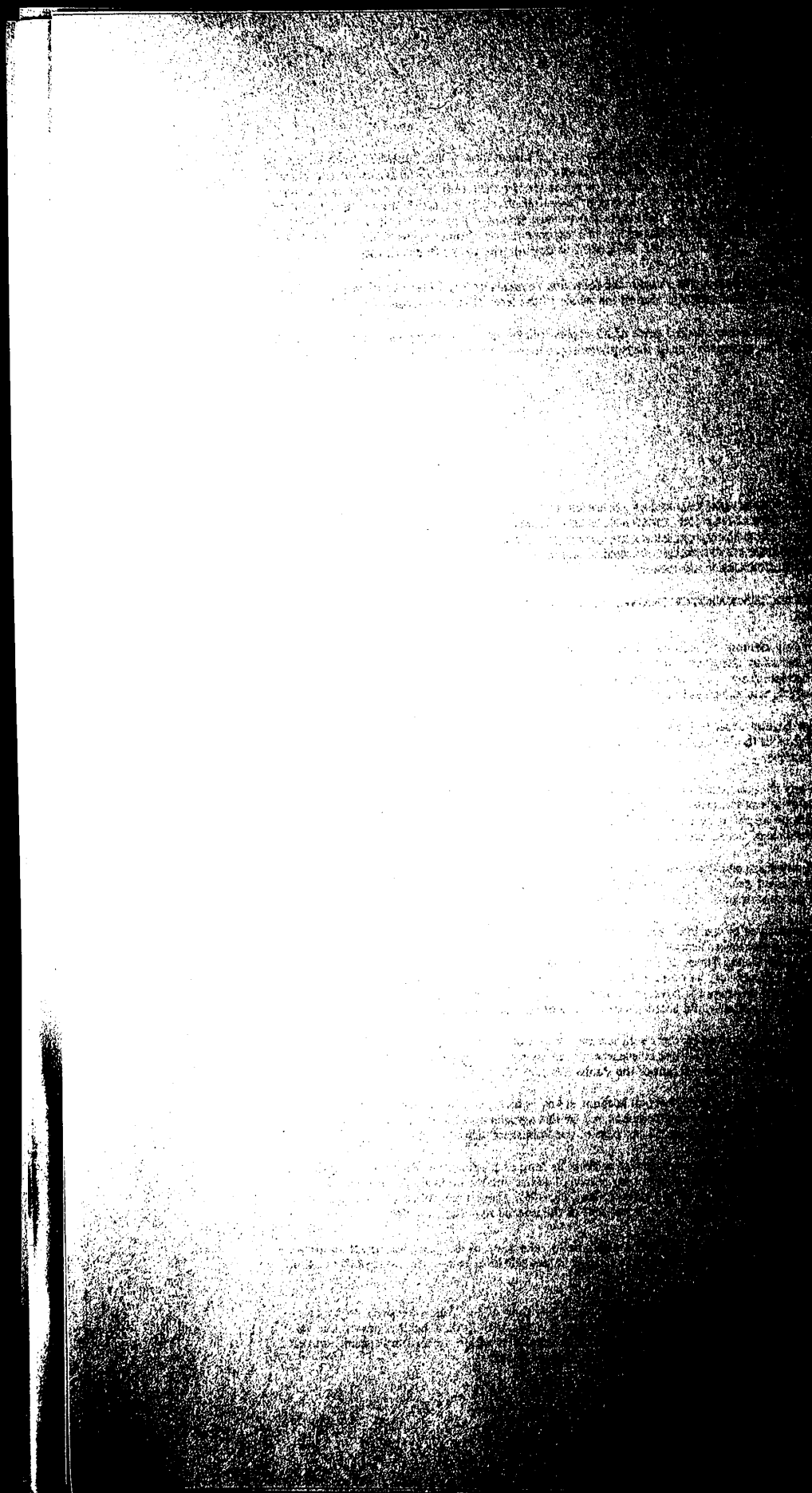
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