

# Open publishing

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# Who am I?



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# Goals

- At the end of this webinar, you will be able to:
  - State the open access requirements of Canada's and Quebec's major funding agencies
  - Describe the two primary mechanisms to make work open access

# What is open access?

"Open access (OA) literature is digital, online, free of charge, and free of most copyright and licensing restrictions."

-Peter Suber

# Why publish open access?

- Greater visibility for your research
- Access to your research without price barriers
- Satisfies funding agency requirements

## Tri-Agency Open Access policy

- All 3 agencies (SSHRC, NSERC, CIHR)
- Peer-reviewed journal publications are **freely accessible online within 12 months of publication.**
- Accepted manuscript or publisher version
- Grants awarded **after May 1, 2015**
  - *For CIHR, policy applies to grants awarded January 1, 2008*

## FRQ Open Access policy

- Peer-reviewed journal publications are **freely accessible online within 12 months of publication.**
- Grants awarded **after April 1, 2019**
- Applies to student grants

### Note:

- Grants awarded in spring 2023 will have a [new policy](#)
- Immediate open access
- Must have an open license ([CC-BY](#), [CC-BY-ND](#))

# Questions?



## 2\* ways to make your work open

1. Publish in an open access journal.
2. Publish in a "closed" journal and make a copy open via an online, open repository like McGill's eScholarship.

# Different kinds of open access



**BMC Biology**

**Glossa**  
a journal of general linguistics





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freely.*

**NursingOpen**

Open Access

# Gold OA example

NursingOpen

RESEARCH ARTICLE |  Open Access | 

## Barriers to practicing patient advocacy in healthcare setting

Comfort Nsiah , Mate Siakwa, Jerry P. K. Ninnoni

First published: 19 December 2019 | <https://doi.org/10.1002/nop.2436>

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RESEARCH ARTICLE

NursingOpen WILEY

## Barriers to practicing patient advocacy in healthcare setting

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**Funding information**  
No specific funding from the public, commercial or non-profit organizations was received by the authors in support of this study.

### Abstract

**Aim:** To explore barriers to practicing patient advocacy in healthcare setting.  
**Design:** This study used a qualitative research approach to arrive at the study result.  
**Methods:** Twenty-five Registered Nurses were purposively selected. Semi-structured interviews were used to collect data and analysed using qualitative content analysis.  
**Results:** The main theme identified was lack of cooperation between healthcare team, care recipients and the health institution which included the health institution and work environment, ineffective communication and interpersonal relationship, patients' family, religious and cultural beliefs. Unsuccessful advocacy resulted in increased complications, death, negative consequence on the health institution and nursing as a profession. This study has significantly created awareness of the need for an improved patient advocacy to enhance the quality and safety in the care of patients.

### KEYWORDS

barriers, healthcare setting, patient advocacy, Registered Nurses

### 1 | INTRODUCTION

Evidence has shown that health facility's goal of providing quality care of patients cannot succeed in the absence of nursing advocacy (Black, 2011; Nsiah, 2014).

Nsiah, Siakwa, and Ninnoni (2019) described patient advocacy being the patient's voice, acting on behalf of a patient to ensure that his or her needs are met. Many nurses advocate for patients across the globe due to its advantages and ability to increase recovery rate (Abbaszadeh, Borhani, & Motamed-Jahromi, 2013; Black, 2011; Thacker, 2008).

For instance, Attree (2007) was of the view that professional nursing is about advocating for patients to reduce possible complications that impede speedy recovery. Evidence suggests limited practice of advocacy by nurses, leading to unnecessary health complications and death in some Ghanaian healthcare facilities (Abekah-Nkrumah, 2010; Ghana News Agency, 2015; Norman, Atkins, Binka, & Nyarko, 2012).

Yet, the specific reasons that hinder Registered Nurses from advocating for patients in the Ghanaian context are not clear in the literature. This study outcome will provide empirical evidence with respect to specific barriers to successful patient advocacy in the healthcare setting. It will further contribute significantly to creating the awareness and understanding the need to enhance successful patient advocacy for improved safety and quality care of patients.

### 2 | BACKGROUND

Patient advocacy enhances quality of patient care, yet most nurses are limited in their ability to carry out this role. Research has revealed powerlessness, lack of knowledge in law and nursing ethics, limited support for nurses and physicians leading in hospitals as hindrances to nursing advocacy in the Iranian context (Negarandeh, Oskouei,

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Journal	APC charges
PLOS ONE	\$1695 USD
BMC Medicine	\$3580 USD
Glossa: Journal of Linguistics	\$330 GBP
Canadian Journal of Regional Science	\$0

Further reading on APC costs:

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Grossmann A and Brembs B. [Current market rates for scholarly publishing services](#) [version 2; peer review: 2 approved]. *F1000Research* 2021, **10**:20

Solomon, D. J., & Björk, B. C. (2012). [A study of open access journals using article processing charges](#). *Journal of the American Society for Information Science and Technology*, *63*(8), 1485-1495.

# Article processing charge discounts

- Many institutions have OA discounts:
  - Check your library's website
  - See also CRKN's list of Open Access Publishing deals:
    - [English](#)
    - [Français](#)
  - Note:
    - Usually based on corresponding author's affiliation
    - Opt-in

But wait, I've heard some  
open access journals are scams.

Predatory Publishing



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# What is predatory publishing?

- Exploitative use of the open access model
- Authors charged publication fees with little or no editorial or publishing support
- For example:
  - Cursory peer-review process
  - No copyediting
  - Little or no editorial review
  - Article submitted published 'as is'
- Also thesis solicitations and predatory conferences



# Checklist – Predatory Journals

## Aggressive solicitation

- Did you get an email asking you to submit? Check twice!

## Misleading impact factors; database indexing

- e.g. Says it is indexed in Proquest but you can't locate it there etc.

## Using journal titles that can be easily confused with legitimate journal

- e.g. "International Journal of Philosophy" versus "International Journal of Philosophical Studies" versus "Philosophy International Journal" versus "Journal of International Philosophy"

## Little or non-existent quality control practices

- Articles accepted quickly, minimal to non-existent peer review

## Journal scope statement extremely vague

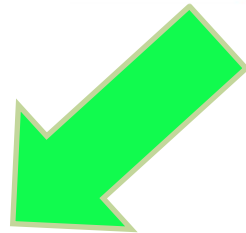
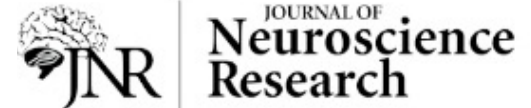
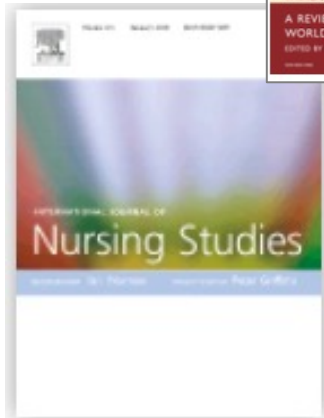
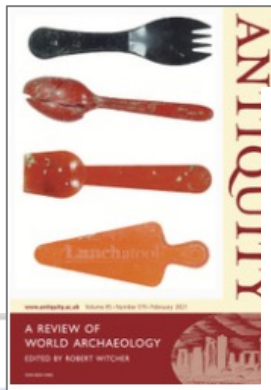
# Resources

- Colleagues/ Supervisor/Professor/Librarian
- [Think Check Submit](#)
- [Identifying Deceptive Publishers](#) (University of Toronto)
- [Grille d'évaluation à l'intention des bibliothécaires](#) (Le réseau de l'Université du Québec)
- [Éditeurs prédateurs](#) (UQAM)



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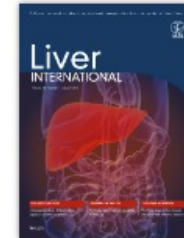
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## Enoxaparin does not ameliorate liver fibrosis or portal hypertension in rats with advanced cirrhosis

José I. Fortea, Alexander Zipprich, Carolina Fernandez-Mena, María J. García, Cristina R. Bosoi, Jorge Almagro, Marcus Hollenbach, Juan Bañares, Belén Rodríguez-Sánchez... See all authors

First published: 30 June 2017 | <https://doi.org/10.1111/liv.13510> | Citations: 6

José I. Fortea and Alexander Zipprich share first authorship.



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### Enoxaparin does not ameliorate liver fibrosis or portal hypertension in rats with advanced cirrhosis

Article [Accepted Manuscript]



Fortea et al, 2018, LiverInt.pdf (430.8Kb)

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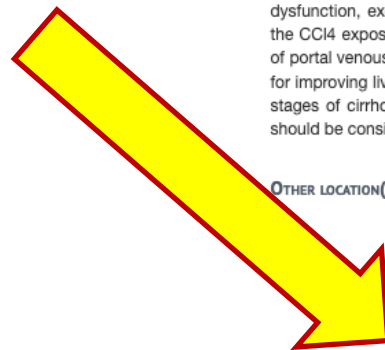
2017-06-30

AUTHOR(S)

ABSTRACT(S)

Background & Aims Recent studies suggest that heparins reduce liver fibrosis and the risk of decompensation of liver disease. Here, we evaluated the effects of enoxaparin in several experimental models of advanced cirrhosis. Methods Cirrhosis was induced in male Sprague-Dawley (SD) rats by: (i) Oral gavage with carbon tetrachloride (CCI4ORAL), (ii) Bile duct ligation (BDL) and (iii) CCI4 inhalation (CCI4INH). Rats received saline or enoxaparin s.c. (40 IU/Kg/d or 180 IU/Kg/d) following various protocols. Blood biochemical parameters, liver fibrosis, endothelium- and fibrosis-related genes, portal pressure, splenomegaly, bacterial translocation, systemic inflammation and survival were evaluated. Endothelial dysfunction was assessed by in situ bivasculature liver perfusions. Results Enoxaparin did not ameliorate liver function, liver fibrosis, profibrogenic gene expression, portal hypertension, splenomegaly, ascites development and infection, serum IL-6 levels or survival in rats with CCI4ORAL or BDL-induced cirrhosis. Contrarily, enoxaparin worsened portal pressure in BDL rats and decreased survival in CCI4ORAL rats. In CCI4INH rats, enoxaparin had no effects on hepatic endothelial dysfunction, except for correcting the hepatic arterial dysfunction when enoxaparin was started with the CCI4 exposure. In these rats, however, enoxaparin increased liver fibrosis and the absolute values of portal venous and sinusoidal resistance. Conclusions Our results do not support a role of enoxaparin for improving liver fibrosis, portal hypertension or endothelial dysfunction in active disease at advanced stages of cirrhosis. These disease-related factors and the possibility of a limited therapeutic window should be considered in future studies evaluating the use of anticoagulants in cirrhosis.

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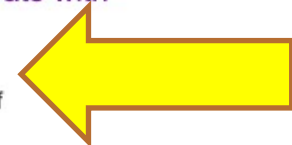
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What do students want to know about the library? 1

## What do students want to know about the library? Using student questions to direct information literacy sessions

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### Abstract

This study examines the commonly-asked questions university students have about the library and how these questions can inform librarians' information literacy efforts. As part of an ice-breaker activity during library workshops, students were asked to write down one question they had about the library (e.g. "How do I borrow a book?"). The students' responses were collected and evaluated according to semester and month. Although the results are preliminary they suggest that librarians should tailor their information literacy sessions depending upon the time of year in which they are held.

### Introduction

In recent years, there has been a growing interest in collecting and analyzing questions clients ask at academic libraries. Categorizing questions received at both the physical and virtual reference desks allows librarians to evaluate the type and level of service required in the physical library and online.<sup>1 2 3 4 5 6 7</sup> Librarians have also analyzed questions as a method for assessing students' information literacy skills.<sup>8 9</sup> Collecting this type of information allows librarians to better anticipate the information needs of their students and the gaps in their knowledge.

Two liaison librarians from McGill University (Montreal, Canada) were inspired to bring the basic "question and answer" interaction of the reference desk into the classroom and use it

## Using student questions to direct information literacy workshops

in Library, McGill University, Montreal, Canada, and Jessica Lange Humanities & Social Sciences Library, McGill University, Montreal, Canada

This article aims to discuss an innovative, student-centered method for engaging students in information literacy workshops. By using student-generated questions to find out what students know about the library, the authors examine how the students' questions are used in the classroom and as a means to orient the workshop's content.

**Approach** – A literature review discusses various approaches to active learning in information literacy workshops as well as methods for assessing students' library knowledge. The authors' own case study identifies best practices for implementing information literacy workshops. The authors discuss the types of student questions they collected from students over the course of two semesters.

The activity outlined in this article provides an engaging method for interacting with students in information literacy workshops. The activity acts as an effective method for obtaining a better understanding of students' library knowledge. Analyses of the questions collected by the authors suggest that librarians should tailor their workshop content depending on the time of year in which their workshops are held.

The activity described in this article is discussed sparingly in the literature. As such, this article outlines best practices for a student-centered activity that librarians can add to their information literacy toolkit. This article is valuable to librarians with instruction responsibilities. Keywords: Best practice, Library instruction, Information literacy, Instructional strategy

What do university students really want to know about the library? When faced with their first semester information literacy workshops, two early career liaison librarians at McGill University in Montreal, Canada contemplated this basic question. As a new librarian, preparing for information literacy workshops can be challenging. With little or no experience in lesson planning or teaching, new librarians must imagine how best to engage students, cover the appropriate content, and be aware of time restrictions that are sometimes limiting. Planning in-class information literacy workshops as the librarians anticipate how much research experience or library exposure students in a particular class may have. Although discussions with the professor, consideration of the student's level (undergraduate or graduate? freshman or senior?), the time of the year (first week of the

The current issue and full text archive of this journal is available at [www.emeraldinsight.com/0090-7324.htm](http://www.emeraldinsight.com/0090-7324.htm)

## Using student questions to direct information literacy workshops

**Katherine Hanz**  
Education Library, McGill University, Montreal, Canada, and  
**Jessica Lange**  
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This article aims to discuss an innovative, student-centered method for engaging students in information literacy workshops. By using student-generated questions to find out what students know about the library, the authors examine how the students' questions are used in the classroom and as a means to orient the workshop's content.

**Methodology/approach** – A literature review discusses various approaches to active learning in one-shot information literacy workshops as well as methods for assessing students' library knowledge prior to workshops. The authors' own case study identifies best practices for implementing the activity. Finally, the authors discuss the types of student questions they collected from students over the course of two semesters.

The activity outlined in this article provides an engaging method for interacting with students in one-shot information literacy workshops. The activity acts as an effective method for obtaining a better understanding of students' library knowledge. Analyses of the questions collected by the authors suggest that librarians should tailor their workshop content depending on the time of year in which their workshops take place.

The activity described in this article is discussed sparingly in the literature. As such, this article outlines best practices for a student-centered activity that librarians can add to their information literacy toolkit. This article is valuable to librarians with instruction responsibilities.

Keywords: Academic libraries, Best practice, Library instruction, Information literacy, Instructional design, Instructional strategy  
Case study

### Introduction

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The authors would like to thank Megan Fitzgibbons for her insightful comments and suggestions for this article.

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# What is an accepted manuscript (cont'd)?

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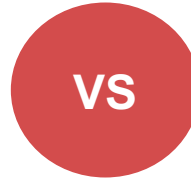
Segmenting words from fluent speech during infancy – challenges and opportunities in a bilingual context

Linda Polka<sup>1,2</sup>, Adriel John Orena<sup>1,2</sup>  
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**Developmental Science**  
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SPECIAL ISSUE ARTICLE

**Segmenting words from fluent speech during infancy – challenges and opportunities in a bilingual context**

Linda Polka,<sup>1,2</sup> Adriel John Orena,<sup>1,2</sup> Megha Sundara<sup>3</sup> and Jennifer Worrall<sup>1</sup>

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<sup>2</sup> Centre for Research on Brain, Language and Music, McGill University, Canada  
<sup>3</sup> Department of Linguistics, University of California, Los Angeles, USA

**Abstract**

*Previous research shows that word segmentation is a language-specific skill. Here, we tested segmentation of bi-syllabic words in two languages (French, English) within the same infants in a single test session. In Experiment 1, monolingual 8-month-olds (French, English) segmented bisyllabic words in their native language, but not in an unfamiliar and rhythmically different language. In Experiment 2, bilingual infants acquiring French and English demonstrated successful segmentation for French when it was tested first, but not for English and not for either language when tested second. There were no effects of language exposure on this pattern of findings. In Experiment 3, bilingual infants segmented the same English materials used in Experiment 2 when they were tested using the standard segmentation procedure, which provided more exposure to the test stimuli. These findings show that segmenting words in both their native languages in the dual-language task poses a distinct challenge for bilingual 8-month-olds acquiring French and English. Further research exploring early word segmentation will advance our understanding of bilingual acquisition and expand our fundamental knowledge of language and cognitive development.*

**Research highlights**

- A new dual-language task is used to assess infant word segmentation in two languages (French; English) within a single test session.
- Findings with the new task confirm that monolingual 8-month-olds acquiring either French or English segment bi-syllabic words in their native language, but not in a rhythmically different language.
- For bilingual 8-month-olds acquiring French and English, segmenting words in both their native languages in the dual-language task poses a distinct challenge, providing a unique window into their word segmentation skills.

**Introduction**

The great challenge of *word segmentation* concerns the following question: how do naïve listeners know when words begin and end in a continuous stream of fluent speech? This can be a daunting task for young infants, as words are rarely produced in isolation (Aslin, Woodward, LeMendola & Bever, 1996; Brent & Siskind, 2001); and unlike written language, words in spoken language are not reliably separated by spaces. Thus, young language learners must learn to extract discrete words from the speech stream. Indeed, their success in this task has been associated with better concurrent word learning abilities (Graf-Estes, Evans, Alibali & Saffran, 2007) and language outcomes (Cristia, Seidl, Junge, Soderstrom & Hagoort, 2014; Newman, Rowe & Ratner, 2015; Singh, Reznick & Xuehua, 2012). An important consideration is how infants learning more than one language begin to segment words in both of their languages. Research in word segmentation has traditionally focused on infants raised in monolingual homes, while largely overlooking bilingual infants. However, word segmentation is a language-specific skill (Polka & Sundara, 2012), and thus bilingual infants face a different word segmentation

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  - Sometimes. See this [online guide](#) for how to locate the accepted manuscript in various publisher systems.

# What about preprints and preprint servers?

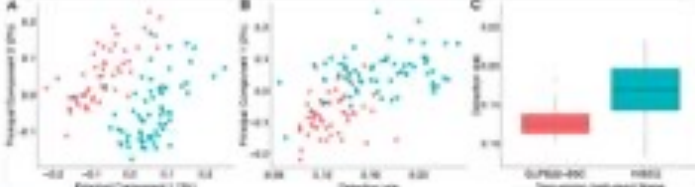
- Preprint:
  - Version of manuscript PRIOR to peer-review
- Preprint server:
  - Online repository/archive of preprints
    - e.g. [medRxiv](#), [bioRxiv](#), [PsyArXiv](#)

# Preprints serve a particular purpose:

- Rapid dissemination of research findings
- HUGE growth during the pandemic
- Other benefits:
  - Get feedback on manuscript
  - It's free
  - May receive Increased attention and engagement ([Nature blog](#))

 **Rafael Irizarry**  
@ririab Follow

After 2 years, and several rejections, [@stephaniehicks](#) scRNA-seq paper is finally published. Thanks [@biorxivpreprint](#) for letting us share it before pub (and get 25 citations). [academic.oup.com/biostatistics/ ...](http://academic.oup.com/biostatistics/)



8:04 AM - 10 Nov 2017

 **Christopher Dean**  
@PrincessQuatr3 Follow

Today, I received an email from a researcher who'd read my recent pre-print on [@EarthArXiv](#). He'd taken the time to provide (excellent) constructive criticism and suggest additional literature which is going to substantially improve the final paper.

**Pre-prints work people!**

7:09 AM - 22 Jun 2018

 **McGill Library**. Everything you need.

# Preprint FAQ

- Do journals allow this?
  - Most do. Check however your publisher's policies before uploading.
- Aren't they disseminating bad research?
  - This can happen. Although it can also happen with a journal too (see Retraction Watch).
  - Ongoing process to improve pre-screening, particularly in medical sciences.



## More Preprint FAQs

- **Does Google Scholar pick up citations to preprints?**
  - Yes usually. A lot of the major preprint servers seem to be picked up by Google Scholar.
- **Will my preprint's citations get counted alongside my final publication citations?**
  - It *should* provided you haven't significantly altered the title/authors etc.

# How would people find my final paper?

The screenshot shows the medRxiv preprint server interface. At the top left is the medRxiv logo with the tagline 'THE PREPRINT SERVER FOR HEALTH SCIENCES'. To its right are logos for CSH Cold Spring Harbor Laboratory, BMJ, and Yale. On the top right, there is a navigation menu with links for HOME, ABOUT, SUBMIT, NEWS & NOTES, and ALERTS / RSS, along with a search bar and an 'Advanced Search' link. The main content area features the title of the preprint: 'A CALCIUM-RICH MULTI-MINERAL INTERVENTION TO MODULATE COLONIC MICROBIAL COMMUNITIES AND METABOLOMIC PROFILES IN HUMANS: Results from a 90-day trial'. Below the title, the authors are listed: Muhammad N. Aslam, Christine M. Bassis, Ingrid L. Bergin, Karsten Knüver, Suzanna M. Zick, Ananda Sen, D. Kim Turgeon, and James Varani. The DOI is provided as <https://doi.org/10.1101/19001255>. A red arrow points to this DOI link, with the text 'Now published in Cancer Prevention Research doi: 10.1158/1940-6207.CAPR-19-0325' appearing below it. To the right of the main content, there are several action buttons: 'Download PDF', 'Print/Save Options', 'Author Declarations', 'Supplementary Material', and 'Data/Code'. There are also social media and sharing options: 'Email', 'Share', 'Citation Tools', 'Tweet', and 'Like'. At the bottom right, there is a section for 'COVID-19 SARS-CoV-2 preprints from medRxiv and bioRxiv' and a 'Subject Area' dropdown menu currently set to 'Gastroenterology'. The bottom of the page shows the 'ABSTRACT' section with the beginning of the text: 'Aquamin, a calcium-, magnesium-, and multiple trace element-rich natural product has polyp prevention efficacy based on preclinical studies. The overall goal of this study was to determine the safety and tolerability of Aquamin when used as a dietary chemopreventative in humans.'

# Questions?

# Open access repositories (at your institution)

- Free and accessible to anyone, anywhere in the world
- Typically anyone affiliated with institution can deposit
- Meets Tri-Agency, FRQ OA requirements
- Find your repository:
  - CARL's list of Canadian repositories:
    - [English](#)
    - [Français](#)
  - If your institution doesn't have one, see list of adoptive repositories:
    - [English](#)
    - [Français](#)

# Are ResearchGate or Academia.edu open access repositories?

- No.
  - "Closed" systems that require a login
  - No preservation mechanisms
  - Many copyright agreements don't permit posting (even the accepted manuscript!)

Same for personal websites --> posting to your website does **NOT** meet grant agency open access requirements

# Publisher Websites

## *How can I know the policies before I submit?*

### 1. [Sherpa/Romeo](#)

- Database of publisher policies
  - **Tip!** Includes links to the relevant materials on the publisher websites.

### 2. Ask a librarian

- What about open data?
  - Many universities have data services to help researchers navigate open data.
  - For example:
    - [Research data services website \(McGill\)](#)
    - [Gestion des données de recherche \(UdM\)](#)

# Future of publishing?

- Top trends:
  - Research data management
  - ORCID
  - Preprints
  - Continuing growth of OA
    - Hopefully 'diamond' OA (i.e., OA publishing with no author fees)



# Questions?



**McGill**

Library  
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# Feedback

<https://mcgill.ca/x/oRF>



**McGill**

Library  
Bibliothèque

# Contact

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