



ALMA MATER STUDIORUM
UNIVERSITÀ DI BOLOGNA

DIPARTIMENTO
DI PSICOLOGIA
"RENZO CANESTRARI"

PhD Program in Psychology

Course "Academic writing and scientific dissemination in Psychology" (3.5 doctoral credits)

The publication process: Selecting journals and preparing submissions	Raffaella Nori	8	10.01.2025 (9-13) 13.01.2025 (9-13)	Bologna (Aula 2)
How to perform a peer review and write a response letter to reviewers	Silvia Moscatelli	8	16.01.2025 (9-13) 21.01.2025 (9-13)	Bologna (Aula 2)
Systematic reviews and meta-analyses: Guidelines and best practices	Elisabetta Crocetti, Valeria Bacaro	12	23.01.2025 (10-13; 14-17) 24.01.2025 (10-13; 14-17)	Cesena (Aula Europa 3)

General info on the course

The course requires mandatory attendance (students must attend at least 80% of the classes). In addition to attendance, individual study and the completion of a set of assignments are required. To complete the course and earn the corresponding credits, doctoral students must attend the classes and receive a positive evaluation for each required assignment. The final assessment will be pass/fail (no grade will be given).

Description of the modules

Module 1: The publication process: Selecting journals and preparing submissions – Prof. Raffaella Nori

Students will learn the basic principles of the publication process.

First, the activity will introduce students to select a journal considering both Web of Science and Scimago ranking. Special attention will be given to predatory journals by providing guidance on recognising and avoiding publishing in them.

Second, students will be presented with examples of how to list authors, write an abstract and cover letters, and Highlight and reflect on potential peer reviewers.

Teaching methods

The activity will include brief lectures, discussions in the class, and practical activities.

Assessment methods



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Besides actively participating in the discussion in class, the individual assignment that students will be required to complete consists in considering a journal for their research project, writing an abstract and a cover letter and identifying three potential reviewers. This mandatory work will be discussed with the teacher.

References

Publication Manual of the American Psychological Association, Seventh Edition (2020).

Module 2: How to perform a peer review and write a response letter to reviewers – Prof.

Silvia Moscatelli

Students will learn the basic principles of peer review.

First, the activity will introduce students to the types of peer review and the ethical principles in the peer review process. Then, students will learn the main questions that peer review should (or might) address and how to write a review letter.

Second, students will be presented with examples of cover letters and critically reflect on how to write a letter of response to reviewers' comments.

Teaching methods

The activity will include brief lectures, discussions in the class, and practical activities.

Students will be presented with examples of peer reviews for different journals and will be asked to discuss and confront them during the class. Finally, students will be presented with examples of response letters and should discuss them.

Assessment methods

Besides actively participating in the discussion in class, the individual assignment that students will be required to complete consists in working as “reviewers” and commenting upon a manuscript. This mandatory work will be discussed with the teacher.

References

Students can find guidelines and suggestions at the following links:

<https://publicationethics.org/sites/default/files/ethicalguidelines-peer-reviewers-cope.pdf>

<https://www.apa.org/gradpsych/2008/03/review>

<https://authorservices.wiley.com/Reviewers/journalreviewers/>

<https://www.wiley.com/doi/10.1002/9781118445111.ch10>

Module 3: Systematic reviews and meta-analyses: Guidelines and best practices – Prof. Elisabetta Crocetti, Valeria Bacaro

Students will learn knowledge and skills necessary to interpret and conduct systematic review and meta-analyses across various psychological research fields. The topics covered include:

- Introduction to meta-analysis and systematic reviews within the context of statistical reform
- Steps in conducting a systematic review with meta-analysis:



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- Defining the research question
- Establishing inclusion and exclusion criteria
- Searching for and selecting relevant literature
- Preparing the coding protocol and meta-analytic database
- Calculating effect sizes for primary studies and overall effect sizes
- Assessing heterogeneity and exploring moderators
- Evaluating publication bias
- Guidelines for publishing systematic review and meta-analyses

Teaching methods

The activity will include lectures, discussions in the class, and practical activities.

Assessment methods

Besides actively participating in the discussion in class, the individual assignment that students will be required to complete consists in preparing a systematic review protocol for the pre-registration describing the rationale, hypothesis, and planned methods of the review. This mandatory work will be discussed with the teachers.

References

- Crocetti, E. (2016). Systematic reviews with meta-analysis: Why, when, and how? *Emerging Adulthood*, 4(1), 3–18. <https://doi.org/10.1177/2167696815617076>
- Page, M. J., Moher, D., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... McKenzie, J. E. (2021). PRISMA 2020 explanation and elaboration: Updated guidance and exemplars for reporting systematic reviews. *BMJ*, 372, n160. <https://doi.org/10.1136/bmj.n160>