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00:05:40.770 --> 00:05:49.490

Karen Gainey: Yeah, yeah, yeah. Great. Alright. Well, we'll get on with it. I just wanted to. As a quick reminder, I'm recording session.

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00:05:49.849 --> 00:06:17.880

Karen Gainey: I'll remove any identifying information from the Transcript like your name, journal, or any other references, and if you'd like the opportunity at the end to review the Transcript. You're very welcome. Just if you feel like there's anything where you wanted to clarify the context of anything you've said or anything. But don't feel obliged to do that, because I know it's going to be extra task, and you're going to be busy. But it's available.

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00:06:18.410 --> 00:06:21.660

Karen Gainey: so I

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00:06:22.803 --> 00:06:45.759

Karen Gainey: have spoken to, because you're with the same journal. Health, are you? Just so I can understand. You're involved with (journal). Is there any other journals that you're associated with from that editorial perspective.

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00:06:46.120 --> 00:06:57.039

Participant 15: I'm also a. I have to clarify my exact role. I think I'm some sort of associate editor on the (journal).

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00:06:57.540 --> 00:06:58.370

Karen Gainey: Okay.

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00:06:58.604 --> 00:07:03.049

Participant 15: I think that's the title. I can get it for you if you if you like. It's like, Yeah.

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00:07:03.050 --> 00:07:04.100

Karen Gainey: No, that's okay.

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00:07:04.100 --> 00:07:05.980

Participant 15: Or maybe it's the editorial board.

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00:07:06.180 --> 00:07:07.490

Participant 15: Yeah. Yeah.

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00:07:07.880 --> 00:07:18.499

Participant 15: But the yeah, it's a long list of people that are they they draw on for reviewers as opposed to decision makers about. That makes that sense. Yeah.

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00:07:18.610 --> 00:07:23.639

Karen Gainey: Yeah, it does. It does. So it's more for your expertise in in a particular area.

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00:07:23.640 --> 00:07:25.670

Participant 15: Yeah, for peer review, yeah. And then.

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00:07:25.670 --> 00:07:26.850

Karen Gainey: Right.

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00:07:30.690 --> 00:07:31.140

Karen Gainey: Yes.

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00:07:31.140 --> 00:07:34.640

Participant 15: Started, and then I've dropped down a level this year.

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00:07:35.130 --> 00:07:35.950

Karen Gainey: Okay.

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00:07:35.950 --> 00:07:36.520

Participant 15: Yep.

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00:07:37.110 --> 00:07:38.129

Karen Gainey: Cool, you know.

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00:07:38.130 --> 00:07:40.340

Participant 15: That's can't remember all the times.

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00:07:40.570 --> 00:08:03.459

Karen Gainey: That's okay. It doesn't really matter. It's more to say that whilst we're going to be talking about, I guess. Mostly the one with (name) feel free to draw on any experience with plain language summaries, and I use that term quite generically with any other journals you might have been exposed to.

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00:08:03.460 --> 00:08:04.040

Participant 15: Okay.

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00:08:04.210 --> 00:08:16.129

Karen Gainey: Yes, so don't have to to keep it limited to that and can be and doesn't have to be necessarily it can be, I guess your

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00:08:16.390 --> 00:08:40.980

Karen Gainey: own thoughts necessarily those of the journal as well I'm interested in. So I guess, just to give you a quick snapshot of why I'm doing these interviews. I started with a scoping review on the author guidelines in a bunch of health and medical journals, and then follow that up with a compliance check to see how closely the guidelines

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00:08:41.510 --> 00:08:55.969

Karen Gainey: corresponded to actual plain language summaries from those journals with quite varying results, some doing quite well, some not so well, we also included. But

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00:08:56.100 --> 00:09:21.059

Karen Gainey: yeah, that was interesting and under review. I've got a paper where I interview people who have chronic medical conditions because they're high users of health information, and we ask them a lot of questions around why they use who read plain language summaries and go to them for medical information, why they do it. What they're interested in, what they think

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00:09:21.060 --> 00:09:33.089

Karen Gainey: works doesn't work, and all of those things. So I've taken all of that, put that together to try and find out from the journal perspective behind the scenes and publisher

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00:09:33.180 --> 00:09:51.179

Karen Gainey: side the decisions that go into publishing pls the barriers, facilitators, and just to find out what we know, what consumers want, but what's practical and what might be holding back, implementing certain things.

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00:09:51.290 --> 00:09:56.259

Karen Gainey: and what what your thoughts are from that end to kind of close, that loop.

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00:09:57.829 --> 00:10:14.359

Karen Gainey: So I guess what would be useful, I find, is just to maybe get an idea of what you do at the Journal, and your exposure. To the plain language summaries. And yeah, just

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00:10:14.610 --> 00:10:15.879

Karen Gainey: go from there.

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00:10:16.290 --> 00:10:18.639

Participant 15: Tell me, yeah, but.

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00:10:18.640 --> 00:10:19.140

Karen Gainey: If.

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00:10:20.490 --> 00:10:24.340

Participant 15: I joined the journal as a I think I was an associate editor

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00:10:25.940 --> 00:10:32.230

Participant 15: when it started. A couple a couple of years ago. I can't, I think, can't remember how long it's been going for but.

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00:10:32.230 --> 00:10:32.560

Karen Gainey: Yeah.

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00:10:32.560 --> 00:10:39.419

Participant 15: The 1st journal that I had, I guess, had that role in where it does have the plain language summary.

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00:10:40.550 --> 00:10:42.480

Participant 15: And I guess from

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00:10:43.320 --> 00:10:51.650

Participant 15: from my perspective, it wasn't something that I was always paying attention to, because I guess my, I saw my role more as a

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00:10:52.220 --> 00:11:02.287

Participant 15: this, looking at the actual, looking at the article, whereas I felt like there was excellent leadership

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00:11:03.660 --> 00:11:04.310

Karen Gainey: Yep.

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00:11:04.310 --> 00:11:31.379

Participant 15: On the I'm really stressing the importance of that plain language summary and making sure that when I was allocated a paper to then, you know, be sent out for peer review. They would always make a comment on the plain language summary, and whether it was up to standard. I guess you know what I mean, like that perspective which I thought was really good, because for me it's not something that I'm immediately my attention is drawn to. Does that make sense like I would

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00:11:31.700 --> 00:11:35.730

Participant 15: scientific, abstract. And then I would read the paper.

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00:11:35.990 --> 00:11:49.440

Participant 15: whereas I was, yeah, I thought that was really good, because it it drew my attention back to making sure that that was. That's a requirement of this journal, and I see it as very valuable and important. But I yeah, I always noticed how I wasn't something that I

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00:11:49.890 --> 00:11:51.169

Participant 15: paid attention to.

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00:11:51.850 --> 00:11:53.629

Participant 15: Yeah, yeah, does that make sense.

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00:11:53.910 --> 00:12:03.309

Karen Gainey: It totally does, and I guess I should preempt everything by saying, even though this is my subject area, I won't be offended by.

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00:12:03.310 --> 00:12:03.650

Participant 15: Awesome.

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00:12:03.650 --> 00:12:13.260

Karen Gainey: And just be honest. I I don't mind at all. If you say you don't think they're valuable. That's important to know. I know that's not what you're saying.

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00:12:13.260 --> 00:12:14.890

Participant 15: No. No. Yeah, just.

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00:12:14.890 --> 00:12:16.499

Karen Gainey: It is open if you like.

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00:12:16.500 --> 00:12:44.690

Participant 15: Yeah. And I guess from my perspective of my research perspective, I work with a lot of young people who are now. So I run a youth advisory group, and these are young people who are interested in being co-researchers, interested in Science and Health, and they now have access to open access publications, they can access science and research more easily. So for them. Having, I think, having a plain language summary.

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00:12:44.730 --> 00:12:57.200

Participant 15: I think it's like I see the value of it from that perspective, because they they tell me all the time that they're accessing scientific journals. So, and you know, and they often are written in a lot of jargon. So it's so.

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00:12:57.200 --> 00:13:00.990

Participant 15: yeah, having from that perspective, I see it as very.

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00:13:01.100 --> 00:13:09.260

Participant 15: very valuable. But then, I guess from my perspective of my research training. It's always you always go to that nitty, gritty.

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00:13:09.670 --> 00:13:11.240

Participant 15: scientific part.

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00:13:11.600 --> 00:13:12.170

Karen Gainey: Yep.

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00:13:12.170 --> 00:13:16.450

Participant 15: And it's really great to have that leadership from a journal that brings you back

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00:13:17.100 --> 00:13:22.370

Participant 15: and remind you of all these these important core elements. Now that we need to, I think we need to include.

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00:13:23.540 --> 00:13:35.909

Karen Gainey: That's yeah. I'm glad you said that because well, for my study, I only spoke to people aged 18 and over as a cohort.

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00:13:37.380 --> 00:13:42.849

Karen Gainey: and that was deliberate because I was looking at people with chronic medical conditions.

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00:13:43.310 --> 00:13:44.330

Karen Gainey: But

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00:13:45.930 --> 00:13:55.119

Karen Gainey: until you've just said that I actually hadn't dawned on me that younger people might be drawn to this kind of resource.

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00:13:55.620 --> 00:13:59.120

Karen Gainey: So can you tell me more about your experience with that.

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00:13:59.270 --> 00:14:11.669

Participant 15: Yeah, I think now that science and research is so much more accessible. Young people are online all the time. And this is where they're now going for, you know, if they're doing a school assignment.

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00:14:13.330 --> 00:14:13.839

Participant 15: No, this is

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00:14:13.840 --> 00:14:30.499

Participant 15: their research that we might have. I would have gone through a library textbook. But now everything's online. So and scientific journals being open access, young people are consumers of this information as well. So having that

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00:14:30.930 --> 00:14:42.140

Participant 15: these kind of plain language summaries. I think it's a nice entry point for them to then have a I guess. Yeah. Give them an entry point to maybe reading further.

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00:14:42.610 --> 00:14:44.900

Participant 15: As opposed to getting lost from the beginning

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00:14:45.450 --> 00:14:49.810

Participant 15: as well. Obviously, it's 1 component of multiple critical analysis.

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00:14:49.810 --> 00:14:50.240

Participant 15: Yeah.

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00:14:50.240 --> 00:14:59.309

Participant 15: these skills that they need online, particularly in science. But I think it is. Yeah, I think a lot of people don't realize how much science that young people are consuming with open access publications.

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00:15:00.210 --> 00:15:04.869

Karen Gainey: Yeah, you've opened my eyes to that, and it's

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00:15:05.740 --> 00:15:16.400

Karen Gainey: the the importance of having something evidence-based to encourage or to facilitate scientific health literacy at that age is so important.

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00:15:17.120 --> 00:15:22.000

Participant 15: To try and circumvent misinformation definitely, definitely.

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00:15:22.000 --> 00:15:28.760

Karen Gainey: Encourage good research habits and good critical thinking.

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00:15:30.220 --> 00:15:32.289

Karen Gainey: That's fantastic. Yeah.

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00:15:32.560 --> 00:15:37.770

Participant 15: Another good resource that you might. So there's a journal called Frontiers for Young Minds.

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00:15:38.280 --> 00:15:39.069

Karen Gainey: Yeah, okay.

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00:15:39.575 --> 00:15:40.080

Participant 15: So.

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00:15:40.750 --> 00:15:52.490

Participant 15: But there are some people people question the the frontiers group. But anyway, they have a journal which is which is specifically you write it specifically for young people aged 8 to 15.

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00:15:52.964 --> 00:16:11.170

Participant 15: So you can either write on a core concept or you can write. Really, it is a plain language summary of your research, original research paper for Young People. So it has to be. And this was, anyway, this might be really interesting for you.

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00:16:11.260 --> 00:16:14.120

Participant 15: We wrote a paper on.

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00:16:14.620 --> 00:16:37.960

Participant 15: We did an analysis of our youth, advisory group and we published it in (Publisher). And then we thought it was a great idea to write for frontiers for young minds, because it specifically

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00:16:38.970 --> 00:16:44.900

Participant 15: for 18 to 50 or 18 to No. 8, 8 to 15 or 16 year olds.

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00:16:45.160 --> 00:16:56.580

Participant 15: Yeah, anyway. So we we wrote the article. I ran it through the SHeLL editor to make sure that I was hitting the the lowest age

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00:16:57.230 --> 00:17:03.323

Participant 15: grade, and I sent it to them, and they told me it was too complicated.

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00:17:03.800 --> 00:17:33.339

Participant 15: which I was like. I was like, no like I've tested it like within the word document. Then I sent them the Shell one, and it is, and then I read several of their other

papers, and I put them through the shell editor, and they were at like a grade, 12 or above reading level. And it was just really interesting that there was no consistency. I thought, at that journal like we submitted a paper. I was told it was too complicated. Yet they're writing on very complex topics at that journal which are well above.

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00:17:33.340 --> 00:17:33.710

Participant 15: I'm doing.

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00:17:33.710 --> 00:17:46.799

Participant 15: And they're not. Then don't have. They're definitely not at a plane. They're not the level that they need to be at. Yeah. So I thought, anyway, that was really interesting, but they don't have any. They don't actually do any cross checking of how those

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00:17:47.150 --> 00:17:49.599

Participant 15: the the reading level of those articles.

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00:17:50.200 --> 00:17:51.110

Karen Gainey: Yeah.

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00:17:51.320 --> 00:17:56.170

Karen Gainey: And especially when they seem to have that as their position.

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00:17:56.510 --> 00:18:00.310

Participant 15: Yeah, it was really interesting, because I'm like, it's a great position to have a journal for.

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00:18:00.310 --> 00:18:01.200

Karen Gainey: Yeah.

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00:18:01.200 --> 00:18:03.640

Participant 15: But then you're not. There's no

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00:18:03.810 --> 00:18:10.982

Participant 15: measures like the editors told me, but without any sort of evidence of even though I had the evidence.

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00:18:11.360 --> 00:18:11.730

Karen Gainey: Yeah.

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00:18:11.730 --> 00:18:15.419

Participant 15: And then other articles are very complex when you run.

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00:18:16.100 --> 00:18:18.009

Participant 15: But anyway, yeah, I don't know if that's.

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00:18:18.860 --> 00:18:19.600

Karen Gainey: That's the case.

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00:18:19.600 --> 00:18:29.400

Karen Gainey: Extremely interesting. I will look into that. And it could be that that's ideologically focused. But without the lacking the practical skills to implement it.

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00:18:29.590 --> 00:18:30.050

Participant 15: Yeah.

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00:18:31.400 --> 00:18:40.940

Karen Gainey: So yeah, no, thank you. I really, I really appreciate that. That's super interesting. I'll check that out.

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00:18:41.080 --> 00:18:44.470

Karen Gainey: Yeah, did they? Did they end up accepting you in the end.

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00:18:44.470 --> 00:19:10.699

Participant 15: I argued, and then I had a meeting with editors. I really pushed for it because I was like, this is where this needs to be. This is about, yeah. We're working directly with young people I need. This is an avenue to communicate it with them. Anyway, they ended up publishing it, which was great, but I pushed really hard because they have wide read like. So one of the other articles I wrote there has, I think, a quarter of a million reads.

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00:19:11.240 --> 00:19:17.230

Participant 15: Wow, get you get high reads on these kind of journals which I like hopefully with the target audience.

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00:19:17.900 --> 00:19:18.290

Karen Gainey: Yeah.

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00:19:18.290 --> 00:19:20.959

Participant 15: I think they're great ways to communicate science and.

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00:19:21.680 --> 00:19:22.490

Karen Gainey: Yeah.

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00:19:22.690 --> 00:19:24.769

Participant 15: Information to young people in a

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00:19:25.070 --> 00:19:28.159

Participant 15: a format and a and a reading level that they can understand.

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00:19:28.900 --> 00:19:32.350

Karen Gainey: Yeah, a bit like the conversation for a younger audience.

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00:19:32.980 --> 00:19:33.610

Participant 15: Yeah.

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00:19:33.980 --> 00:19:36.769

Karen Gainey: Oh, great! Oh, thanks so much!

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00:19:37.760 --> 00:19:39.260

Karen Gainey: That's great!

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00:19:39.260 --> 00:19:41.410

Participant 15: If you ever want to write for them. It's quite fun.

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00:19:41.800 --> 00:19:47.179

Karen Gainey: Yeah, I'll check that out. I'll check that out. Yeah, maybe I can.

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00:19:47.871 --> 00:19:49.228

Participant 15: Something like this in, yeah.

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00:19:49.500 --> 00:19:52.290

Karen Gainey: Yes, something. Yeah, definitely.

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00:19:53.082 --> 00:20:03.457

Karen Gainey: All right. Fantastic. Well, I guess. I've spoken to (name) was actually the 1st person I spoke to for my for this study.

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00:20:04.010 --> 00:20:23.319

Karen Gainey: but I wanted to, I guess, get perspectives from a couple of well, at most 2 people per journal. So I guess. Just maybe get your experience with the plain language summaries. Sorry. I've just got a

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00:20:23.720 --> 00:20:27.339

Karen Gainey: I'm just going to take my computer. I've just got a scratchy voice.

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00:20:27.640 --> 00:20:28.590

Participant 15: Oh, you're right.

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00:20:28.870 --> 00:20:32.080

Participant 15: I just need a a soother

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00:20:32.080 --> 00:20:33.340

Participant 15: fine. You're welcome to take a break.

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00:20:33.340 --> 00:20:33.870

Karen Gainey: If

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00:20:34.740 --> 00:20:50.252

Karen Gainey: that's okay. I'll ask you a question and get you to talk for about 20 min. Just wanted to kind of hear more about your thoughts on

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00:20:51.190 --> 00:20:58.840

Karen Gainey: The the plain language summaries at

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00:21:00.530 --> 00:21:06.719

Karen Gainey: Well, actually thinking about the other journal you're associated with.

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00:21:07.190 --> 00:21:20.074

Karen Gainey: It's not uncommon, I find, with (allied health) journals to not have plain language summaries. Do you have any sense of

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00:21:21.530 --> 00:21:36.099

Karen Gainey: What factors might have led to their non-inclusion, ie. It might be like, is it the journal, too niche, or is it more from the publisher, or is it a society journal?

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00:21:36.100 --> 00:21:37.690

Participant 15: This is a, it's just.

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00:21:37.940 --> 00:21:45.859

Participant 15: yeah. This is a society, That I'm part of. That's a society based journal.

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00:21:46.220 --> 00:21:46.890

Karen Gainey: Yeah.

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00:21:47.230 --> 00:21:51.519

Participant 15: And to like this isn't like they don't. I don't attend any meetings.

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00:21:52.260 --> 00:21:58.020

Participant 15: Regarding the journal. I don't go to the meeting at the conference. So this is purely from my own

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00:21:58.210 --> 00:22:02.150

Participant 15: perspective, but from my perspective, it's

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00:22:02.260 --> 00:22:06.829

Participant 15: based on the fact that you're communicating with you only with your peers.

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00:22:07.294 --> 00:22:13.486

Participant 15: I don't think they see the journal as even though it's open access as this public facing

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00:22:14.610 --> 00:22:26.580

Participant 15: I don't think they've moved progressed to that level. And I get that vibe also from attending the conference that you're you're there to communicate your science with other scientists, and that's the audience that you're communicating with.

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00:22:27.810 --> 00:22:41.129

Participant 15: So, having a like, there's no for them, maybe, that they don't see a purpose of having a plain language summary, even though it's an open access journal, and so many other people are reading it. But yeah, I find that society quite insecure.

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00:22:41.940 --> 00:22:43.919

Karen Gainey: Okay, that makes sense.

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00:22:44.060 --> 00:23:03.570

Karen Gainey: Do you think so? I've swing with people from journals where they've said the nature of the the articles are really quite technical and unlikely to attract members of the public even in an informed public. Do you think that's the case with that society journal? Or do you think.

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00:23:03.800 --> 00:23:04.669

Participant 15: Think that's not.

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00:23:05.250 --> 00:23:07.300

Karen Gainey: Experts are likely to read them.

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00:23:07.730 --> 00:23:30.000

Participant 15: I think it would just the nature of it being (allied health). It's those topics are so topical. Newsworthy people are always researching, looking up things on their own (topic). So I think that would be, it would be that would be very of interest to the a broader audience, and I think a lot of the work that's in there

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00:23:30.270 --> 00:23:50.310

Participant 15: can can easily be put into a plain language summary. I don't think it's like, there's not as technical as like a basic science or there would be some technicalities. But I think it's 1 of the easier science make. Maybe I'm better to translate to for a general audience.

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00:23:50.950 --> 00:23:51.570

Karen Gainey: Yep.

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00:23:51.750 --> 00:23:53.649

Participant 15: Because people can easily relate to the topic.

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00:23:54.780 --> 00:24:04.609

Karen Gainey: Yes, that's what I that's really helpful, because that's what I'm trying to understand, where there's no plain language summary what the barriers is, and

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00:24:05.130 --> 00:24:12.209

Karen Gainey: whether it's a deliberate decision or it's just not

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00:24:12.370 --> 00:24:16.680

Karen Gainey: thought of. And it sounds like, that's maybe a bit of both.

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00:24:17.500 --> 00:24:24.209

Karen Gainey: yeah. So no, that's great. I appreciate that. So I guess getting back to yeah, no, go on.

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00:24:24.210 --> 00:24:35.060

Participant 15: Oh, I was just going to say, the other journal that I've had experience with, not as an editorial role is writing papers for research, involvement.

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00:24:35.190 --> 00:24:40.999

Participant 15: and engagement, which is a specific like journal about consumer involvement.

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00:24:41.000 --> 00:24:41.380

Karen Gainey: Yep.

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00:24:41.380 --> 00:24:43.870

Participant 15: And they have a plain language summary, which I think it's.

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00:24:43.870 --> 00:24:44.670

Karen Gainey: Okay.

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00:24:44.670 --> 00:25:01.739

Participant 15: Anyway, that one as well as the lancet child and adolescent health, which has a specific section for young people to contribute to, as well essays and reflections as well. So I guess those are 2 other ones that I've also yeah had contact with and experience with from a.

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00:25:01.740 --> 00:25:02.310

Karen Gainey: All right.

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00:25:02.310 --> 00:25:04.620

Participant 15: Submission, perspective, brighter.

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00:25:05.490 --> 00:25:17.519

Karen Gainey: Oh, I haven't come across anything with any lancet. I haven't spoken with anyone from any lancet journals, so can you tell me anything about the lancet.

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00:25:17.640 --> 00:25:18.660

Karen Gainey: Yeah, that'd.

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00:25:18.660 --> 00:25:21.919

Participant 15: So that this is the (journal).

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00:25:21.920 --> 00:25:22.790

Karen Gainey: Okay.

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00:25:22.790 --> 00:25:39.960

Participant 15: They actually have great involvement. They have. One of my research assistants is a youth advisor on their advisory board, and they review all of the. They have a section on essays and reflections where young people can contribute to the journal

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00:25:40.465 --> 00:25:47.369

Participant 15: and and then other young people will provide review of it. It's kind of like the other journal. But they

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00:25:48.640 --> 00:26:06.469

Participant 15: yeah, they write. You can write sort of yeah. Your reflection and perspectives on healthcare system as a young person, or, you know, lots of different things like that. But it I think it. That's quite a nice and accessible format for people to, or ways to communicate science

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00:26:06.670 --> 00:26:12.749

Participant 15: to their cause. Obviously they know their target audience is broader than the health and medical research.

236

00:26:13.170 --> 00:26:19.410

Participant 15: and adding, this section, I think, is a really nice way of summarizing some of the more complex stuff that's in their journal.

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00:26:20.510 --> 00:26:23.319

Karen Gainey: And they've got an appropriate peer.

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00:26:23.500 --> 00:26:24.030

Karen Gainey: Oh.

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00:26:24.514 --> 00:26:38.080

Participant 15: Young people at your level age, maturity, whom? And and they comment on whether? So we've had submissions there where they've provided feedback on whether you know.

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00:26:38.410 --> 00:26:47.079

Participant 15: young people can understand it, how to make it more accessible changing some of the language making it shorter

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00:26:47.760 --> 00:26:48.800

Participant 15: those kind of things.

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00:26:49.270 --> 00:26:50.650

Karen Gainey: Oh, that's super interesting.

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00:26:50.650 --> 00:26:53.480

Karen Gainey: Yeah, yeah, yeah, because once it's not

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00:26:53.700 --> 00:26:57.729

Karen Gainey: what I think of as a plain language summary, it serves the same purpose.

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00:26:58.270 --> 00:26:59.160

Participant 15: Yeah.

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00:26:59.160 --> 00:27:18.633

Karen Gainey: Way, just getting an accessible form of science out to to different groups of people. And that's 1 of the things I'm interested in is, is understanding in the broader context. That delivery of accessible content.

247

00:27:19.280 --> 00:27:27.139

Karen Gainey: And and I think the more I hear from people, the broader that context becomes.

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00:27:27.490 --> 00:27:27.810

Participant 15: Get it.

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00:27:27.810 --> 00:27:28.620

Karen Gainey: Journals.

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00:27:28.850 --> 00:27:47.959

Karen Gainey: because all journals are so different, and the nature of the articles are so different. Journals are coming up with innovative and different ways of doing it. So that's great. T

253

00:27:56.590 --> 00:28:23.180

Karen Gainey: yeah. So I guess 1 1 of the things that really interests me is I guess, trying to understand more about the when the plain language summaries go through peer review. Because you were saying, (name) was commenting, and (name) often comment on them.

254

00:28:23.290 --> 00:28:27.609

Karen Gainey: Do you see many comments from peer review.

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00:28:28.550 --> 00:28:35.160

Participant 15: No. See? Yeah, this is the thing. This is the thing. I was very grateful that they were on top of it because it wasn't.

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00:28:35.370 --> 00:28:39.959

Participant 15: It wasn't on my radar. And then I it wasn't on the radar of a peer reviewer.

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00:28:40.090 --> 00:28:48.669

Participant 15: The Peer review comments are always based on the article based on the like, the main components that we're all familiar with. Yeah, introduction methods, results

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00:28:48.820 --> 00:28:59.579

Participant 15: discussion. I find that's where all of the Peer review commentary comes from, and there's less focus from well, I don't think I recall any comments from peer reviewers on the plain language. Summary.

259

00:29:00.020 --> 00:29:00.880

Karen Gainey: Right.

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00:29:00.880 --> 00:29:17.149

Participant 15: Unless yeah. And that's why (name) and (name) were so vital in drawing attention that it needed to be fixed or it needed. It's not plain language, or they they forgot to add it when they submitted those kind of things. Yeah, I don't think it's on a peer review radar.

261

00:29:17.860 --> 00:29:18.740

Karen Gainey: Yeah.

262

00:29:19.436 --> 00:29:25.790

Karen Gainey: Do you know if it's included in the peer review instructions.

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00:29:26.960 --> 00:29:31.099

Participant 15: I don't. Yeah, that's the thing, I guess, and I guess from it once

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00:29:31.770 --> 00:29:36.729

Participant 15: I don't know if it's the same with other people, but I rarely

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00:29:37.120 --> 00:29:46.705

Participant 15: read the instructions anymore, because obviously, once you, the 1st time you get sent an article, whenever that usually during your Phd, you might follow the instructions.

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00:29:47.060 --> 00:29:47.560

Karen Gainey: Yep.

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00:29:47.560 --> 00:29:51.719

Participant 15: But now you sort of just do it, based on how you

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00:29:52.350 --> 00:29:55.049

Participant 15: were trained during your Phd. To do it. I guess.

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00:29:55.050 --> 00:29:55.430

Karen Gainey: Yeah.

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00:29:55.430 --> 00:29:59.489

Participant 15: And the exposure that then you've had from other peer review comments. You've got.

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00:29:59.860 --> 00:30:00.580

Karen Gainey: Yeah.

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00:30:00.580 --> 00:30:07.510

Participant 15: I guess it comes back to. There's less track like there's less, I guess, standardized training.

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00:30:07.750 --> 00:30:27.410

Participant 15: And then I, yeah, and I always put us. You know you do a series of comments. You read the paper, then you provide your critique, then I usually log into the system, and then sometimes I have to answer some additional questions based on the journal where I might have to paste my, what I've written, in a word document into different sections.

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00:30:27.570 --> 00:30:31.475

Participant 15: However, the Peer Review is structured on the website.

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00:30:32.040 --> 00:30:32.560

Karen Gainey: Yep.

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00:30:32.560 --> 00:30:39.320

Participant 15: But I find I don't read the actual instructions. I read the I say, look at the journal where it's from.

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00:30:39.490 --> 00:30:47.210

Participant 15: Decide if that's a journal I want to review for basically, you know, if in case it's predatory or not, and then read the abstract

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00:30:47.760 --> 00:30:49.610

Participant 15: and see if it's of interest.

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00:30:50.020 --> 00:30:55.549

Participant 15: and then then I just accept and read the manuscript. I don't really look at the email with all the instruction.

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00:30:56.350 --> 00:31:01.389

Karen Gainey: Yep, I had this discussion with somebody at the Andrea the day before.

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00:31:02.330 --> 00:31:11.799

Karen Gainey: and I'm saying, Yeah, I totally get it, because for me, when I did my 1st peer review, I went as a student. We try and do everything perfectly, incorrectly.

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00:31:12.514 --> 00:31:13.230

Participant 15: Yeah.

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00:31:13.230 --> 00:31:24.239

Karen Gainey: I went looking for instructions and couldn't find any, and sent an email round to the our Shell mailing group asking for guidance. And somebody sent through.

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00:31:24.360 --> 00:31:37.705

Karen Gainey: They've made notes on how they do peer review, and and I follow any instructions to the letter. But now I've got about 6 or 7. I do exactly that.

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00:31:38.630 --> 00:31:39.359

Participant 15: They have.

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00:31:40.350 --> 00:31:53.140

Karen Gainey: And it's only because I'm doing this topic area that I probably look at the pls, so I totally understand what you're saying, because it's not drawn to your attention, and there's not specific questions in the portal

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00:31:53.680 --> 00:31:58.369

Karen Gainey: that asks you to comment on it.

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00:31:58.700 --> 00:32:04.159

Participant 15: Yeah, no, no, there's not a section on plain language summaries. I don't think I've ever come across one.

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00:32:04.740 --> 00:32:06.660

Karen Gainey: Yeah, yeah.

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00:32:06.660 --> 00:32:11.450

Participant 15: Yeah, I'm asking for a series of like writing things like, you know what I mean.

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00:32:11.450 --> 00:32:12.300

Karen Gainey: Yes.

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00:32:12.300 --> 00:32:15.379

Participant 15: And it's but it's all based on science. This is a science.

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00:32:16.070 --> 00:32:25.099

Participant 15: is it scientifically sound, you know. Is it timely? How? What's your do you think it's of high importance or low, like those kind of questions? But nothing on.

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00:32:25.100 --> 00:32:25.920

Karen Gainey: Yeah.

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00:32:27.180 --> 00:32:27.690

Participant 15: Language.

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00:32:27.690 --> 00:32:28.570

Karen Gainey: Relating to the home.

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00:32:28.570 --> 00:32:28.930

Participant 15: Who's.

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00:32:28.930 --> 00:32:29.980

Karen Gainey: Great, or.

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00:32:29.980 --> 00:32:33.729

Participant 15: Or it's on it, is it? Is the English or the grammar appropriate?

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00:32:33.730 --> 00:32:36.239

Karen Gainey: Right around that sort of language? That's the only question.

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00:32:36.240 --> 00:32:36.660

Karen Gainey: Yes.

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00:32:36.660 --> 00:32:37.130

Participant 15: Yeah.

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00:32:37.130 --> 00:32:37.950

Karen Gainey: Yes.

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00:32:38.200 --> 00:32:48.318

Karen Gainey: yeah, that you know. Quite right, or it might might be, you know. Does the abstract reflect the paper? Or but not the pls,

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00:32:49.730 --> 00:32:54.840

Karen Gainey: yeah, yeah, that's that's consistent with what I've found elsewhere.

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00:32:54.840 --> 00:32:56.140

Participant 15: That's true. Just.

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00:32:56.140 --> 00:33:09.876

Karen Gainey: Just wanting to to get a sense of if that's why (name) and (name) are making so many comments, because it's that's that's because most peer reviewers are just not

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00:33:10.510 --> 00:33:11.150

Participant 15: Yeah.

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00:33:11.150 --> 00:33:16.469

Participant 15: And I think, then, associate editors like me, if they're not on. Yeah, it's just like.

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00:33:17.320 --> 00:33:19.629

Participant 15: I guess, because it's not something that's common.

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00:33:20.150 --> 00:33:22.730

Participant 15: Yes, people are not. It's not just not on the radar.

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00:33:23.080 --> 00:33:28.710

Karen Gainey: Not on the radar, not on the radar, and it's not part of the process. So it's yes, Miss.

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00:33:28.890 --> 00:33:29.290

Participant 15: Yeah.

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00:33:29.290 --> 00:33:31.630

Karen Gainey: Yep, yep.

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00:33:32.250 --> 00:33:39.210

Karen Gainey: yeah, no. That makes perfect sense. That's exactly what I'm trying to understand. The hows and the whys.

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00:33:39.210 --> 00:33:39.550

Participant 15: Yeah.

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00:33:39.550 --> 00:33:50.469

Karen Gainey: That's that's really useful. So I know. Notice that the journal supports video summaries and graphical abstracts. Do you see many of those.

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00:33:50.710 --> 00:33:51.390

Participant 15: No.

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00:33:51.960 --> 00:33:52.300

Karen Gainey: No.

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00:33:52.300 --> 00:33:53.610

Participant 15: No, no.

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00:33:53.750 --> 00:34:03.669

Participant 15: I've only ever been a part of one. I think of all the papers that I've done. One person actually did it for them the graphical, abstract, or graphical

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00:34:04.530 --> 00:34:05.610

Participant 15: summary.

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00:34:06.009 --> 00:34:11.999

Participant 15: It was really fun to put together. And I think it's really valuable. But I just don't think it's

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00:34:12.440 --> 00:34:14.429

Participant 15: yeah, I guess it's a time factor.

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00:34:15.389 --> 00:34:18.049

Participant 15: It's another thing that you have to do.

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00:34:18.199 --> 00:34:21.109

Participant 15: and then, if you're not, you know what I mean. Like

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00:34:21.239 --> 00:34:25.279

Participant 15: you're if you're a scientist, then you now have to become a graphic designer.

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00:34:26.419 --> 00:34:29.879

Participant 15: Like, if there was someone at the Journal to help you.

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00:34:30.249 --> 00:34:38.609

Participant 15: a graphic designer to help with this. So, for example, the frontiers for young minds, they will do a cartoon of every article.

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00:34:39.040 --> 00:34:39.920

Karen Gainey: Oh, wow!

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00:34:39.920 --> 00:34:48.779

Participant 15: That sits at the top of the article. It gives a little bit of a taste of what the article will be about. Obviously it doesn't do a full.

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00:34:50.120 --> 00:34:56.824

Participant 15: you know. Explain everything, but it is a nice addition for you to see a visualization of of your paper.

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00:34:57.890 --> 00:35:04.919

Participant 15: That kind of thing. So I think that's quite nice. But then that is the burden's taken off you as a researcher, and there's someone that's employed to do it.

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00:35:05.920 --> 00:35:08.899

Karen Gainey: Wow! And that's, I imagine, super engaging.

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00:35:09.430 --> 00:35:19.582

Participant 15: Yeah, it's fun. It's so exciting, or I get really excited. When. So I've done about 3 or 4 articles for them when it. Cartoon comes back because it's always quite

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00:35:20.450 --> 00:35:31.220

Participant 15: I think they try to put you in it like if you're like, cause you submit your profile photo as well with the article. So it's like sometimes I was like, oh, there's like a white person with blonde hair somehow. Maybe that's me

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00:35:31.780 --> 00:35:33.069

Participant 15: in the country.

338

00:35:33.070 --> 00:35:33.760

Participant 15: Oh, M.

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00:35:33.760 --> 00:35:42.119

Participant 15: But it's nice in the way that they sort of put it together then, and that they are quite diverse as well with the with the other authors. Or, yeah, it's kind of.

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00:35:42.120 --> 00:35:49.020

Karen Gainey: Oh, that's amazing! Do you do anything with it like on social media or.

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00:35:49.020 --> 00:36:13.490

Participant 15: Yeah, we share it widely, and I think but it's a nice. Then you've got a nice graphic to share with it. But it's all provided, and you can sort of move on. You know what I mean. Whereas the one I did for this I worked on a study with it. It's like on the 45 and up study. It was on cardiovascular risk in older older people, and I did a graphical abstract for them

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00:36:14.060 --> 00:36:21.499

Participant 15: kind of thing, but it took a bit of my time, but I feel I like sometimes doing that type of stuff. So it was kind of good. But it is time consuming.

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00:36:22.353 --> 00:36:25.820

Karen Gainey: So is that, like a more, an infographic.

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00:36:25.820 --> 00:36:43.379

Participant 15: Yeah, it was more of an infographic, but it had a lot more than that cartoon would have had, because it had had some numbers, some risk numbers on like, you know. If you if you I don't know something around food and nutrition, and how that will reduce a cardiovascular or heart health risk?

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00:36:44.090 --> 00:36:45.680

Participant 15: Yep, yeah.

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00:36:46.470 --> 00:36:50.180

Karen Gainey: So it had, like graphical but and text components.

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00:36:50.180 --> 00:36:51.990

Participant 15: Yeah, to it as well, yeah.

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00:36:52.220 --> 00:36:57.309

Karen Gainey: Lot of information. Yeah, understood, because it sounds like just a different purpose.

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00:36:58.000 --> 00:36:58.620

Participant 15: Yeah.

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00:36:59.160 --> 00:36:59.670

Karen Gainey: Yeah.

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00:36:59.670 --> 00:37:00.889

Participant 15: Definitely, yeah.

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00:37:02.650 --> 00:37:06.470

Karen Gainey: So yeah, that's again, cause we see a lot.

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00:37:06.670 --> 00:37:10.030

Karen Gainey: When I did my scraping review, I saw a lot of journals.

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00:37:10.702 --> 00:37:17.199

Karen Gainey: Offering these sort of options, videos or graphical, but it sounds like the uptake is very minimal.

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00:37:19.270 --> 00:37:25.426

Karen Gainey: Other than so do you think there's any factors other than the

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00:37:28.008 --> 00:37:36.150

Karen Gainey: expertise required, and the time those are the ones. Do you think there's anything else that

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00:37:36.885 --> 00:37:41.249

Karen Gainey: make it difficult for people to embrace that.

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00:37:42.880 --> 00:38:04.140

Participant 15: Just the whole publishing system relies on the researcher to do. If you're doing the peer review, and then often your peer reviewing for free, and then, if you're paying them to publish as well, and then you have to then do a graphical like you kind of at a point where you're like, what am I?

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00:38:04.360 --> 00:38:07.770

Participant 15: What? You're the publisher? You should offer something

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00:38:08.020 --> 00:38:35.989

Participant 15: in terms of helping disseminate my work. If I'm writing for free peer reviewing for free. I think a graphical or plain language somewhere, or some sort of communication would be, I think, nice if the journal absorbed that responsibility with, as

long as you provide consent that it represents your work, and they could then manage the graphics, manage the make sure that it is accessible, and meets those kind of requirements.

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00:38:36.750 --> 00:38:37.390

Karen Gainey: Yep.

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00:38:37.390 --> 00:38:41.720

Participant 15: Yeah, I think it's just like, yeah, the burden that it places on the research. Yeah.

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00:38:41.720 --> 00:38:48.750

Karen Gainey: Yep, yep, and it's just one extra thing that you have to do.

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00:38:49.100 --> 00:39:00.190

Participant 15: Yeah, it's like, yeah, it's an extra thing like, yeah, I'm very much on the page that I want my science and research to be accessible and happy to do that in terms of how I communicate it.

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00:39:00.490 --> 00:39:04.140

Participant 15: But yeah, I guess some of these like graphics and things like that.

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00:39:04.960 --> 00:39:07.690

Participant 15: It gets to a point where you're like, I don't have those skills.

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00:39:08.150 --> 00:39:10.959

Karen Gainey: Yeah, yeah. And finding that balance.

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00:39:11.110 --> 00:39:11.640

Participant 15: Yeah.

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00:39:41.150 --> 00:39:47.469

Karen Gainey: So that's fine. Let me see what else I can get you talking about.

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00:39:49.145 --> 00:39:49.970

Karen Gainey: Yeah.

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00:39:50.520 --> 00:39:58.739

Karen Gainey: I mean, I've got a list of questions, but some aren't relevant because the journals only be going for

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00:39:58.880 --> 00:40:00.910

Karen Gainey: a short period of time.

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00:40:02.810 --> 00:40:04.080

Karen Gainey: So

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00:40:04.270 --> 00:40:24.890

Karen Gainey: I guess from from your perspective, the one of the things that I'm really interested in. Understanding is the audience for the plain language summaries. So I know with the with it's a bit of a mouthful (journal).

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00:40:24.890 --> 00:40:25.310

Participant 15: Yeah.

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00:40:25.730 --> 00:40:31.350

Karen Gainey: I got it back to the front. Sorry. it's

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00:40:31.510 --> 00:40:37.459

Karen Gainey: obviously got a quite a focus on certain types of articles.

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00:40:38.820 --> 00:40:56.430

Karen Gainey: rather than say, disease specific or that that sort of area? Do you have any sense of who might be reading the articles? And who right might or is what I'm trying to. What I'm really trying to say is.

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00:40:57.010 --> 00:41:01.419

Karen Gainey: who do you feel the plain language summaries are aimed at?

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00:41:02.070 --> 00:41:06.610

Karen Gainey: Is it the general public, or is it broader than that.

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00:41:07.970 --> 00:41:12.290

Participant 15: I think the 1st layout is that they offer

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00:41:14.288 --> 00:41:21.979

Participant 15: easy way to understand the article, if you're a from another field.

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00:41:22.240 --> 00:41:28.389

Participant 15: So I think now there's a big drive for more interdisciplinary, transdisciplinary.

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00:41:28.920 --> 00:41:35.800

Participant 15: Multidisciplinary, all those kind of types of research which is really valuable. But really, then.

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00:41:36.000 --> 00:41:40.249

Participant 15: if you're a researcher, then understanding other people's fields.

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00:41:40.883 --> 00:41:48.430

Participant 15: I think it offers a really nice pathway into that sub. That piece of work.

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00:41:48.530 --> 00:41:55.380

Participant 15: and can can connect and can maybe help build collaborations between disciplines.

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00:41:55.380 --> 00:41:59.769

Karen Gainey: Do you mean if you're new to (journal)

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00:41:59.770 --> 00:42:03.064

Participant 15: You're maybe you're a basic scientist working in the

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00:42:03.990 --> 00:42:19.030

Participant 15: really complicated. I don't know. But then you're you're reading something that would have a nice synergy with the work that you do. But you're not an expert in that field. So, having a plain language summary, I think, is sometimes a really, I think I guess, for the work that I do.

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00:42:19.030 --> 00:42:19.480

Karen Gainey: Hmm.

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00:42:19.480 --> 00:42:23.969

Participant 15: We've been doing a lot of work with people in computer science data, science.

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00:42:24.417 --> 00:42:32.409

Participant 15: Particularly, I'm doing some stuff on meal delivery apps and a lot of stuff coming out of that sort of data. Driven fields.

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00:42:32.410 --> 00:42:32.830

Karen Gainey: Yeah.

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00:42:32.830 --> 00:42:39.040

Participant 15: When we read those papers. Sometimes I'm like, I don't know what they're like. This is interesting, but I can't understand it

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00:42:39.130 --> 00:43:05.150

Participant 15: like so if there was a plain language summary, I think that would be really helpful for us to really just get a bit of a snapshot of the paper. But then I think it's broader than that. Obviously, then, these language summaries will offer ways for the like people who maybe are affected by a health condition to access the latest science on that issue. And then just I guess general public journalists.

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00:43:05.693 --> 00:43:15.710

Participant 15: You know what I mean. All those kind of people that will do consume science. And now that it's all open, mostly open access, you know, it does offer multiple pathways. I think.

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00:43:16.170 --> 00:43:18.229

Karen Gainey: Yeah, other interest holders.

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00:43:18.230 --> 00:43:18.820

Participant 15: Yeah.

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00:43:19.190 --> 00:43:19.860

Karen Gainey: Yeah.

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00:43:20.040 --> 00:43:22.122

Karen Gainey: What do you think? Do you think?

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00:43:24.000 --> 00:43:43.858

Karen Gainey: what am I trying to say or talk, or talking to people in my other interviews. I mean, these were out of the 1918 had a bachelor degree. 3 had postgraduate. So they're very highly educated. High health literate consumers.

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00:43:45.320 --> 00:43:53.400

Karen Gainey: which I didn't expect. So I actually didn't do a formal health literacy assessment which I wish I had done.

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00:43:53.540 --> 00:43:59.670

Karen Gainey: But I so it it

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00:44:00.270 --> 00:44:06.359

Karen Gainey: changed my understanding of who actually reads these summaries so

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00:44:06.630 --> 00:44:25.749

Karen Gainey: trying to understand from your perspective at the journal how, because one of the things they said was, they were commenting on the use of jargon and complex language. As you know, the Shell editor spits out that feature of complex language, long sentences, and so forth.

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00:44:26.020 --> 00:44:32.720

Karen Gainey: They were saying that some medical jargon was quite appropriate.

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00:44:33.260 --> 00:44:36.610

Karen Gainey: For example, if it was about their medical condition.

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00:44:36.870 --> 00:44:44.019

Karen Gainey: they felt it was quite okay to include it, because they understood it. If they had that condition, it wasn't jargon to them.

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00:44:44.240 --> 00:44:44.810

Participant 15: Yeah.

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00:44:46.110 --> 00:44:53.280

Karen Gainey: So I'm just wondering if you've got any thoughts on those sort of things, because obviously

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00:44:53.940 --> 00:45:03.545

Karen Gainey: it sounds like most plain language summaries are trying to reach quite a varied audience.

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00:45:05.400 --> 00:45:07.240

Karen Gainey: From your perspective.

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00:45:07.720 --> 00:45:15.359

Karen Gainey: How do you? How do you feel that balancing act works? And what are the compromises or challenges.

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00:45:16.440 --> 00:45:19.440

Karen Gainey: And it's okay. If that's just too hard.

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00:45:19.670 --> 00:45:23.330

Participant 15: Get your head around. That's quite a hard.

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00:45:23.530 --> 00:45:28.999

Karen Gainey: You can say. Don't be ridiculous, Karen, don't put me on the spot with that. That's your problem.

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00:45:29.900 --> 00:45:40.236

Participant 15: But maybe then it's within the scope of what the journal needs to have a very clear, plain language summary of its scope, and it's

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00:45:40.830 --> 00:45:46.400

Participant 15: what its purpose is that people can read, and then that might then help inform

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00:45:46.510 --> 00:45:55.019

Participant 15: the jargon like the level of jargon that's appropriate for that journal. So if it's about a particular health condition

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00:45:55.736 --> 00:46:02.480

Participant 15: you know what it the consumers of that journal, whether they're medical

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00:46:02.979 --> 00:46:20.430

Participant 15: or patients as long as it maybe meets the level of. But then, like, what is the normal level? You know what I mean. Like, you just assume that all patients might understand terms where they probably definitely don't. But we'll yeah. So I don't. Yeah, I think it's very, maybe context, specific.

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00:46:20.750 --> 00:46:22.469

Participant 15: Yeah, yeah.

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00:46:22.750 --> 00:46:23.340

Karen Gainey: Yeah.

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00:46:23.340 --> 00:46:25.630

Participant 15: Kind of thing about whether yeah.

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00:46:26.387 --> 00:46:30.230

Participant 15: But whether you then do make an assumption about

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00:46:30.610 --> 00:46:32.719

Participant 15: who is who is reading it?

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00:46:34.120 --> 00:46:35.090

Participant 15: And make.

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00:46:35.330 --> 00:46:41.989

Participant 15: you know it will be people with a bachelor's degree. So, therefore, there needs to be other pathways to communicate and access.

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00:46:42.110 --> 00:46:45.799

Participant 15: People that, you know, are not accessing this information.

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00:46:45.930 --> 00:46:49.159

Participant 15: Yeah, maybe there's a line that needs to be drawn.

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00:46:49.450 --> 00:46:54.850

Participant 15: Yeah, yeah, yeah, at some point, because there's like, there will be a level. I guess we cannot.

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00:46:55.570 --> 00:47:01.479

Participant 15: It. It loses loses all its nuance or something. I don't know. You know the meaning behind it. If you're not able.

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00:47:01.480 --> 00:47:01.860

Karen Gainey: Yeah.

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00:47:01.860 --> 00:47:03.839

Participant 15: The terms that you need to use. I don't know.

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00:47:03.860 --> 00:47:14.980

Karen Gainey: Right? Yeah, it's 1 of the things. Or actually, one of our our sub themes was around that balance that fine line between getting detailed information that's not patronizing.

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00:47:14.980 --> 00:47:15.800

Participant 15: Yes. Yeah.

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00:47:16.890 --> 00:47:18.280

Participant 15: Oh, totally. Yeah.

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00:47:18.440 --> 00:47:28.149

Karen Gainey: People said they wanted detailed actionable information that they could use to inform their treatment decisions. But they didn't want to feel that being spoken down to?

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00:47:28.150 --> 00:47:29.639

Karen Gainey: Yeah, totally. Yeah.

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00:47:29.870 --> 00:47:34.540

Karen Gainey: Yeah. So it's getting that balance. And I guess, trying to understand

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00:47:34.870 --> 00:47:41.189

Karen Gainey: there are going to be people left behind as such. But are they people that would be reading it, anyway.

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00:47:41.600 --> 00:47:42.200

Participant 15: Yep.

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00:47:42.560 --> 00:47:43.390

Karen Gainey: And

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00:47:43.830 --> 00:48:02.159

Karen Gainey: who are those people? And that's just not something that's been researched. So just trying to get an idea of. If you had a sense of that, because I know that it's not something that can be tracked at the journal level. Now, everything open access. We don't know who's reading anything.

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00:48:02.160 --> 00:48:04.023

Participant 15: Yeah, that's interesting.

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00:48:04.480 --> 00:48:05.050

Karen Gainey: Yeah.

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00:48:05.050 --> 00:48:07.770

Participant 15: Like there might be a generational shift.

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00:48:08.237 --> 00:48:11.009

Participant 15: Right with young like, like a lot of young people.

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00:48:11.010 --> 00:48:11.490

Karen Gainey: Yeah.

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00:48:11.630 --> 00:48:14.889

Participant 15: Going through education system, high school,

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00:48:16.340 --> 00:48:23.639

Participant 15: where they are seeking out evidence for their whatever their you know, their assignments and stuff, they are accessing.

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00:48:23.640 --> 00:48:24.130

Karen Gainey: Yeah.

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00:48:24.130 --> 00:48:26.860

Participant 15: And so they might be more familiar than previous generations.

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00:48:27.590 --> 00:48:30.150

Karen Gainey: Yeah, you've really opened my eyes to that.

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00:48:30.350 --> 00:48:41.079

Participant 15: Yeah, just because I think my, my, for example, my parents both have health conditions, but they would never search for a journal. I know they would never search for a journal article.

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00:48:41.200 --> 00:48:52.503

Participant 15: or just just the nature of how they grew up, and the jobs that they have and their education and things like that, it just wouldn't be something that they would do, whereas now I feel like a lot of young people would be

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00:48:53.250 --> 00:48:56.259

Participant 15: looking up. Yeah, studies evidence.

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00:48:58.910 --> 00:49:01.780

Participant 15: These kind of yeah. Looking looking at that information.

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00:49:02.580 --> 00:49:26.690

Karen Gainey: Yeah. So can you tell me if you know when younger people are looking for that sort of scientific or health information? Do you know, because I know there's some really good studies that show the tops for adults. The top sources of health information sort of the top 3. Their medical practitioner journal articles, and

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00:49:27.600 --> 00:49:29.529

Karen Gainey: I forget the other. I think it was like

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00:49:31.790 --> 00:49:33.099

Participant 15: The Web, Md. 11.

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00:49:33.710 --> 00:49:38.362

Karen Gainey: Yeah, I think it was either just general Google searches or social media.

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00:49:38.720 --> 00:49:40.410

Participant 15: Obviously outgoing journal articles.

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00:49:41.830 --> 00:49:49.459

Karen Gainey: So for younger people? Do they go to a specific site or via a Google search?

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00:49:49.670 --> 00:49:50.400

Karen Gainey: Do you know.

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00:49:50.400 --> 00:49:52.720

Participant 15: Definitely it would. Definitely.

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00:49:52.970 --> 00:50:11.989

Participant 15: It's I think it is not definitely my assumption is I haven't done the research. This is just from observation of working with through Google searching that these articles do come up particularly open access, or I think, as well, they do use a lot of Google scholar.

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00:50:12.850 --> 00:50:14.460

Karen Gainey: Yeah, right? Okay.

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00:50:14.460 --> 00:50:20.810

Participant 15: If you, if you've got an assignment, a science assignment on, I don't know cardiovascular disease or something.

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00:50:20.810 --> 00:50:21.560

Karen Gainey: Hmm.

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00:50:21.560 --> 00:50:25.270

Participant 15: I think a Google scholar would be somewhere where they can go.

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00:50:25.270 --> 00:50:26.160

Karen Gainey: Hmm.

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00:50:26.660 --> 00:50:28.160

Participant 15: And we recently.

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00:50:28.160 --> 00:50:29.949

Karen Gainey: Might even direct them to that.

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00:50:30.180 --> 00:50:31.460

Participant 15: Yeah, definitely, yeah, we

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00:50:32.570 --> 00:50:38.380

Participant 15: have an article accepted in the (journal), which we co-authored with our youth advisory group

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00:50:39.620 --> 00:50:52.630

Participant 15: and a lot of when we're writing that article. It's a perspective piece. So it wasn't a systematic review or anything. A lot of young people were sending us evidence articles that they were finding from

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00:50:52.910 --> 00:50:54.500

Participant 15: yeah, scientific studies.

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00:50:55.480 --> 00:50:59.240

Participant 15: So they definitely know how to search. But what I think it's around the appraisal.

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00:51:00.710 --> 00:51:04.159

Participant 15: the the science and where it's published. And those kind of things. Yeah.

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00:51:05.440 --> 00:51:13.809

Karen Gainey: Yeah. And and are they? Do they tend to be good at differentiating trustworthy sources from non-trustworthy.

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00:51:14.470 --> 00:51:19.379

Participant 15: I don't know. This is the thing, I think. Well, I think, where? Where? We don't have enough knowledge

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00:51:19.540 --> 00:51:27.429

Participant 15: on how they're searching and how they're appraising. But I think there's probably the assumption that if it's a published journal, it's a good source which we know.

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00:51:27.430 --> 00:51:28.080

Karen Gainey: Okay.

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00:51:28.080 --> 00:51:40.220

Participant 15: Very variable, but I think there is that potential. I don't know if that's covered in like the curriculum or cause. I think we? I spoke to some of our youth advisors, and there's not much

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00:51:40.720 --> 00:51:52.669

Participant 15: direction in their science classes or around. How do you pick? What's a reputable source for a journal, for specifically for journal articles like, Yeah, you know, there's so much, so many predatory ones. Or

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00:51:52.960 --> 00:52:00.780

Participant 15: yeah, even even then it's like you don't know the level of evidence that you're reading, is it? Is it a 1 off study? Yeah, that kind of, anyway?

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00:52:00.970 --> 00:52:02.439

Participant 15: Yeah, I think it's that round.

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00:52:02.440 --> 00:52:03.460

Karen Gainey: Don't think that.

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00:52:03.460 --> 00:52:04.700

Karen Gainey: Yeah, yeah, same.

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00:52:04.700 --> 00:52:05.210

Karen Gainey: Okay.

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00:52:05.430 --> 00:52:12.250

Karen Gainey: yeah. And so no, I get it. I mean, if they're just going to journal articles. That's that's a good start.

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00:52:12.840 --> 00:52:22.680

Participant 15: Yeah, I think it's yeah. I think it's really interesting that like, it's just, I guess it's so different from when I was like textbook yet then there was some did have the Internet during high school.

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00:52:23.270 --> 00:52:26.950

Participant 15: There was some of that, but it wasn't as extensive as it is now.

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00:52:27.310 --> 00:52:29.019

Karen Gainey: No, yeah, no, and I don't.

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00:52:29.020 --> 00:52:29.740

Participant 15: Yeah.

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00:52:30.230 --> 00:52:38.500

Karen Gainey: I was in the days of when you had to get pubmed or medline sorry on CD-roms, published quarterly.

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00:52:38.500 --> 00:52:38.830

Participant 15: Okay.

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00:52:38.830 --> 00:52:40.940

Karen Gainey: And we can get them from the library.

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00:52:41.610 --> 00:52:48.119

Karen Gainey: and often you just get an abstract, and you couldn't find the actual paper. But it was in printed journals.

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00:52:48.120 --> 00:52:49.080

Participant 15: Oh, wow!

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00:52:49.080 --> 00:52:51.619

Karen Gainey: I graduated in 94. So.

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00:52:51.620 --> 00:52:52.040

Participant 15: Okay.

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00:52:52.040 --> 00:52:54.110

Karen Gainey: We didn't have the Internet at Uni.

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00:52:55.680 --> 00:52:58.030

Karen Gainey: That dates dates me very horribly.

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00:52:59.030 --> 00:53:00.390

Karen Gainey: The different world.

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00:53:00.390 --> 00:53:02.640

Participant 15: Yeah, yeah, I guess it's a different. Yeah.

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00:53:02.970 --> 00:53:03.300

Karen Gainey: Yeah.

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00:53:03.510 --> 00:53:09.820

Participant 15: Yeah, that being said, I think if you have us, if you're an adult with a particular medical condition, yeah, you might go to a journal.

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00:53:10.110 --> 00:53:16.840

Participant 15: I don't. I'm not up on the evidence on this. But I think, yeah, there's definitely and also a divide between

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00:53:17.110 --> 00:53:19.569

Participant 15: education levels and all those kind of factors.

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00:53:20.080 --> 00:53:20.860

Karen Gainey: Yeah.

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00:53:21.230 --> 00:53:29.899

Karen Gainey: no, thank you very much. That's super helpful. I guess, just to wrap up. Where do you? Oh.

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00:53:30.010 --> 00:53:34.519

Karen Gainey: I do want to touch on the your thoughts, on the use of generative AI

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00:53:35.311 --> 00:53:41.820

Karen Gainey: to produce pls! That's a real hot topic these days.

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00:53:41.820 --> 00:53:43.149

Participant 15: Yes, I am.

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00:53:43.620 --> 00:53:44.490

Karen Gainey: How do you get those.

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00:53:45.510 --> 00:53:46.676

Participant 15: I'm quite

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00:53:48.060 --> 00:53:56.139

Participant 15: I think they. I think this is where it does offer a use. It is a useful resource as long if you're inputting the

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00:53:56.610 --> 00:54:10.120

Participant 15: correct baseline information to the AI system. So the technical AI the technical piece. And then it helps you produce a lay summary. I think that's quite

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00:54:10.330 --> 00:54:15.230

Participant 15: neat, cause it, I guess. Yeah, cause it.

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00:54:15.380 --> 00:54:27.659

Participant 15: I guess it helps you with that skill that we may not have around being better communicators. When we've been trained to be quite technical, really, we, we're studying an in-depth topics.

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00:54:28.382 --> 00:54:31.917

Participant 15: So I think it is useful in that way.

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00:54:32.630 --> 00:54:37.129

Participant 15: to help get that plain language. Summary that then, yeah.

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00:54:37.600 --> 00:54:39.560

Participant 15: can be useful for other people.

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00:54:40.066 --> 00:54:40.573

Karen Gainey: Yeah.

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00:54:41.350 --> 00:54:49.270

Karen Gainey: yep. Have you said, do you think you've seen or, know of anyone who's done that with the (journal)

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00:54:49.270 --> 00:54:56.270

Participant 15: It from hasn't been declared. I haven't read any articles where they've acknowledged that they've used.

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00:54:56.470 --> 00:54:57.240

Participant 15: Al.

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00:54:58.070 --> 00:55:02.029

Participant 15: I think they should. I think that's a requirement. If you use it, you have to acknowledge it. But I have.

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00:55:02.030 --> 00:55:02.490

Participant 15: Yeah.

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00:55:03.850 --> 00:55:05.339

Karen Gainey: Sorry. My cat's just.

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00:55:05.340 --> 00:55:05.850

Participant 15: No.

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00:55:05.850 --> 00:55:07.310

Karen Gainey: I'm yelling at me for lunch.

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00:55:07.750 --> 00:55:08.190

Participant 15: Okay.

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00:55:10.970 --> 00:55:12.359

Karen Gainey: He's very needy. Yes.

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00:55:12.360 --> 00:55:12.840

Participant 15: Oh!

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00:55:14.748 --> 00:55:16.890

Karen Gainey: Yeah, as I

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00:55:17.090 --> 00:55:32.669

Karen Gainey: I guess I know, for most journals they have a policy of needing to declare use in the manuscript. So would that translate to whether, if they've used it in the pls, would that still require that declaration.

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00:55:32.920 --> 00:55:37.480

Participant 15: I think so. I think it's just a transparent way that it's being used. I know anecdotally.

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00:55:37.900 --> 00:55:43.359

Participant 15: So many researchers say that they use it for creating these plain language summaries.

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00:55:43.630 --> 00:55:44.100

Participant 15: Oh.

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00:55:44.100 --> 00:55:45.040

Karen Gainey: Okay. All right.

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00:55:45.040 --> 00:56:00.279

Participant 15: Yeah. Or if you're writing a grant application, I don't. You have to often write that plain language bit at the top that will go in the media release if it's successful. I know so many people that have said that they use it for that, because obviously, that's often the last thing that you do. You've written all the

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00:56:00.280 --> 00:56:00.850

Participant 15: I mean.

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00:56:00.850 --> 00:56:13.510

Participant 15: and then and often, when you're writing a paper, and then you submit it to a journal, it gets rejected. Then you're reformatting it for a new journal, and then you go to submit it. And you're like, Oh, I've got to do a plain language summary.

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00:56:13.680 --> 00:56:21.079

Participant 15: Yeah, I'll just quickly. Now. It's like I can. You can just quickly use AI to get you know it saves you time as.

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00:56:21.280 --> 00:56:21.630

Karen Gainey: Yes.

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00:56:21.780 --> 00:56:28.329

Participant 15: Yeah. So I think it's yeah. I think it's widely accepted that it's being used in that way. But whether it's I think it just needs to be declared, because.

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00:56:28.650 --> 00:56:29.930

Karen Gainey: That's important.

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00:56:30.410 --> 00:56:33.479

Karen Gainey: Yeah, yeah. And you get a bit over it, don't you.

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00:56:33.480 --> 00:56:37.839

Participant 15: Yeah, yeah. Sometimes you're like, Oh, another another summary, or they can just.

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00:56:37.840 --> 00:56:50.470

Karen Gainey: Yeah. Well, I mean, I did one from my paper under review to send to the participants because that journal didn't require them. It took me an hour and a half, and I use the Shell editor to help.

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00:56:51.185 --> 00:56:51.900

Participant 15: Yeah.

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00:56:52.090 --> 00:56:54.850

Karen Gainey: And on

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00:56:55.150 --> 00:57:02.919

Karen Gainey: kind of have some inside knowledge on, kind of you know how to do it. And it was not simple. So.

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00:57:03.860 --> 00:57:14.189

Karen Gainey: yeah, anything that can help. I do understand. All right. I know we've got to wrap up just quickly. Where do you see? Or would like the future of this area to be.

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00:57:15.620 --> 00:57:17.820

Participant 15: I think it should be requirement of all

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00:57:18.190 --> 00:57:27.990

Participant 15: journals, because I think it is a yeah. If everything will now be publicly available and publicly accessible. I think it has to have at least the 1st entry point into it.

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00:57:29.510 --> 00:57:43.339

Participant 15: as having something that most people can understand. If you reach a certain reading level. Or you know, yeah, I think it. Just. Yeah. It should be a basic requirement of all publicly accessible information.

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00:57:44.860 --> 00:57:45.640

Karen Gainey: Great.

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00:57:46.160 --> 00:57:47.479

Karen Gainey: Thank you so much.

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00:57:47.480 --> 00:57:50.720

Participant 15: No worries. That's good. I do have to run to my next meeting.

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00:57:50.720 --> 00:57:51.040

Karen Gainey: Got it.

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00:57:51.444 --> 00:57:51.849

Participant 15: Okay.

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00:57:52.440 --> 00:57:54.189

Participant 15: Great afternoon. Lovely to meet you.