**Workshop 3 Agenda**

1. **Learning Objectives**

**By the end of this workshop, learners should be able to:**

1. Be familiar with peer review process
2. Read effectively instructions for authors from targeted journals;
3. Produce a memo or responses to reviewers’ comments ;
4. Write a cover letter
5. **Activities**
* **Day 1: Mock Peer Manuscript Review (Part 1)**
* Discussing peer review process
* Manuscript editing by co-authors
* Writing a cover letter for a journal
* Reviewing manuscripts (Editor, Reviewer 1, Reviewer 2 and Reviewer 3) to produce comments for authors
* Addressing Reviewers’ comments
* Writing a Memo of Responses to reviewers
* **Day 2: Targeting a journal**
* Selecting and presenting your model article from your targeted journal
* Reading the instructions to authors (small group work)
* Formatting your manuscript (pair work)
* Submitting your revised manuscript by email to your co-authors (same as in day 1)
* Submitting your revised manuscript by email to the journal editorial (same as in day 1)
* Reviewing manuscripts (Editor, Reviewer 1, Reviewer 2 and Reviewer 3) to produce comments for authors
* **Day 3:**
* Writing a Memo of Responses to reviewers
* Producing two copies of your manuscript (one clean and another with either track changes or highlights in color)
* Addressing editorial decision (rejected, accepted with minor or major changes).
* Self-reflection on the learning from workshop 3

**Instructions for facilitators**

First, review quickly workshop 2 and plan the journal club for workshop 3.

Second, have the trainees read and discuss in four (4) small groups the papers in the folder “Reading on manuscript peer-review 1” for 1 hour. Each small group will prepare a short PowerPoint presentation on their key learning from their small group work (15 minutes each).

Third, have the trainees read and discuss in four (4) small groups the papers in the folder “Reading on manuscript peer-review 2” for 1 hour. Each small group will prepare a short PowerPoint presentation on their key learning from their small group work (15 minutes each).

Fourth, if you have clinicians among your trainees, repeat the same exercise with papers in the folder “Reading on writing a case report”.

Fifth, elaborate and share with the trainees the guide for the mock peer review including proofreading for grammar and spelling errors (English course 1) and share the manuscript (same for all small groups) to be reviewed.

Sixth, collate their comments as a journal editor does for reviewers’ comments and share with all small groups.

Seventh: repeat the same exercise in step 3 using papers in the folder “Memo of responses to the reviewers’ comments”.

Eighth, have each small group present their memo of responses to reviewers’ comments along the revised manuscript (color code: addition in green, removal in red, pending in yellow) for feedback for the entire group.

Ninth, ask trainees to reflect on their learning from workshop 3.

Tenth, link each trainee to a mentor to finalize for a month and submit his/her manuscript (s) after the review of the co-authors and supervisors. You can use traditional one mentor-one mentee, or group mentoring (one mentor up to three mentees) and peer-mentoring when you have trainees who have shown substantial potential to support those are novice.

Eleventh, share the document on the code of conduct for mentoring to both mentors and mentees, give an activity log for each mentor-mentee meeting (online, in person, by email, by phone) and track the progress.