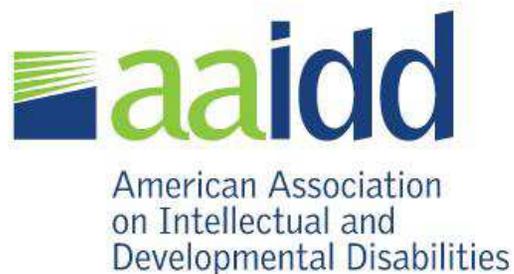


# Writing for Publication

Student and Young Professional Webinar Series

June 19, 2008



# Moderators

Karrie Shogren, Ph.D.

Assistant Professor

Department of Special Education

University of Texas at Austin



Joe Caldwell, Ph.D.

Policy Analyst

Association of University Centers on Disabilities





# Webinar Overview

- Introductions
- Presentations
  - Susan Parish – 15 minutes
  - Charlie Lakin – 15 minutes
- Comments
  - Stephanie Dean – 5 minutes  
AAIDD Journals Manager
- Q & A – 15-20 minutes
  - Instructions will be provided to un-mute phone line
  - Option to submit written question through Webinar

# Susan Parish



Susan Parish, MSW, Ph.D.

School of Social Work

University of North Carolina at Chapel Hill

# Charlie Lakin



**K. Charlie Lakin, Ph.D.**  
**Director, RTC on Community Living**  
**University of Minnesota**



# Writing for Publication

Susan L. Parish, MSW, PhD

School of Social Work

University of North Carolina at Chapel Hill

June 2008



# How do I get started?

- What faculty research projects could I join?
  - Faculty need to publish...can you collaborate? Do they have papers that need to be revised? Ideas they haven't had time to complete?
  - The needs of tenure-seeking faculty.....
- What gaps are you noticing in the research in your area?
- What trends might be worthy of analysis?



## **Personal publishing pipeline: more than just fancy alliteration?**

- Aim to have projects in process at all stages of development (not that it's actually linear)
  - Conceptualization (ideas journal)
  - Analysis of existing research in this area (literature review ideas journal)
  - Data collection/analysis
  - Interpretation of findings
  - Under review
  - Under revision



# Paper components

- The literature review explains past research and justifies your study
  - Include each piece of analysis
- Methods - sufficiently clear that a stranger could replicate the study
- Results - succinctly delineate findings (without editorializing)
- Discussion offers your interpretation – value added
  - including the limitations & suggestions for future research – you're not the final word on any topic, so speculate about what frontiers remain
- Conclusion - concise overview of the study and its importance



## Strategies for success

- Carefully outline the paper for cohesion, clarity & continuity of arguments
- Collaborate with others, preferably those who have more experience than you do
- Have kindly critical others read your work before you submit it
- Edit at least 2 times for clarity & tight language
- Edit at least 2 times for grammar, spelling & tense agreement



## But I feel so creative

- Carefully observe writing in your target journal
- Follow existing formulas & formats
- Purge fancy language & intrigue
- No novels! No poetry! No fun!

# What's the process?

- Submit according to instructions for authors
- Double-blind reviews, in timeframe established by journal (2-6 months typical)
  - Talk with others about their experience: timing is important with job market & tenure (some journals have bad reputation and are very slow)
- Author receives 1-4 anonymous reviews + editor's feedback
- 3 possible decisions
  - Accept OR revise & resubmit OR reject
- Author must respond to accept OR revise & resubmit requests



## How do I submit it?

- “Instructions to authors” in every issue
- Precisely follow instructions – don’t be cute or creative
- Page & word limits are serious business
- References must be exactly accurate
- Consistently use APA or whatever formatting is required by the journal – Refworks or EndNotes



## Be strategic! Write with the reviewers in mind!

- Who are the likely reviewers?
- Cite likely reviewers as appropriate
- Will this pass the grandma test?
  - Are your ideas understandable to folks who aren't experts in your subject?
- Will this pass the “so what” test?
  - Do your results matter?



## How can I annoy the reviewers?

- Don't let anyone else read it before submitting
- Ignore APA or other expected style rules
- Disregard Webster's spelling convenshuns
- Don't cite major authors in topic area
- Present inadequate or overly detailed literature summary
- Incorrectly characterize other's work
- Use inconsistent style (switch from 1<sup>st</sup> to 3<sup>rd</sup> person, change tense midstream, etc.)

# “Dear John”

- They’re wrong – what do they know anyway?
- They’re right – it wasn’t perfect
- Revise & resubmit, to another journal if necessary
- Everybody gets a rejection now and again



## Drat those reviewers!

- Even rejecting reviewers usually have valuable advice
- Set your bruised ego aside & dispassionately evaluate each suggestion
- Respond professionally to each criticism, and **ALWAYS** thank the reviewers for their time



## The name of the game - revise & resubmit

- Very few articles get accepted without any requests for revision
- BE METICULOUS – ADDRESS EVERY SINGLE COMMENT IN A NUMBERED LIST OR TABLE
- You can disagree – but back it up with evidence and explanation (and you'd better be right)

# Sample Revision Table

<b>Role of Reviewer</b>	<b>Comment/ Critique</b>	<b>Response</b>	<b>Revision Location</b>
Whose comment was it? Editor? Reviewer#1? Reviewer #3?	I. Include each point – verbatim, in order and numbered	Careful, thorough & thoughtful response to this criticism	Identify the place in the document where the change can be found – Page # & Paragraph #



## Ethics

- Research involving human subjects will NOT be published unless previously approved by an Institutional Review Board (IRB) or equivalent
- Authorship can be tricky
  - Particularly with professors & supervisors
  - Clarify in advance when possible or at the end when everyone's contribution can be evaluated
- Multiple submission is a no-no

# WRITING FOR PUBLICATION

K. CHARLIE LAKIN, PH.D.  
DIRECTOR, RTC ON COMMUNITY LIVING  
UNIVERSITY OF MINNESOTA  
JUNE 2008

# What Should I Think About with Journal Submission?

Think about what reviewers think about

One journal's form for reviewers asks about:

- Relevance to policy, practice, or perspectives in the field
- Significance of the paper
- Quality of research design and analyses
- Quality of writing
- Potential reader interest

# What Can I Do to Address Such Criteria?

- Do work that matters
- Do good work
- Send your work to the right place
- Benefit from criticism
- Work with others

# What Can I Do to Address Such Criteria?

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- **Do Work That Matters**
  - The significance of your topic is more important than the “significance” of your findings
  - Use others for advice on value and approaches in possible work
  - Thesis/dissertation reviews focus on design and analysis; reviewers consider relevance and significance

# What Can I Do to Address Such Criteria?

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- **Do Good Work**
  - Important topics deserve serious exploration
  - Attend to details (identifying limitations is part of thesis writing, but it is not sufficient in seeking publication)
  - Plan your work around the research experiences of others; know what to anticipate
  - When things do not go as planned, invest in the quality of your work

# What Can I Do to Address Such Criteria?

- **Send It to the Right Place**
  - Research the common topics and approaches that various publications attract and accept
  - Identify a publication that matches your potential article in topics, methods, and quality
  - Submissions take several months for initial reaction; “long shots” usually mean long waits for bad news
  - Not all useful work appears in professional journals; this will more and more true in the future

# What Can I Do to Address Such Criteria?

- **Benefit From Review Processes**
  - Value and learn from reviewer comments
  - Value and learn from editors
  - Sweat the small stuff; first impressions are important in submissions for publication

# What Can I Do to Address Such Criteria?

- **Work with Others**
  - Make it a career goal to benefit from and contribute to the work of others
  - Foster collaborations within your own organization
  - Reach out to new colleagues
  - Find/create an environment that nurtures your commitments
  - Engage in the real world
  - Be a multi-dimensional communicator

# What Should Be My Career-Orientation Toward Publications/Communications?

- I don't know what yours should be, but here's mine
  - I think of audience and communication objectives, then “communication products”
  - Journal submissions are one of many products
  - We operate from a dissemination plan, with breakdown of audiences, objectives, and targeted products
- **Our audiences:**
  - Parents, families and persons with ID/DD
  - Government policy makes and research agencies
  - Direct support professionals, supervisors, and administrators
  - Academic peers and advocates

# What Are Audiences, Objectives and Products of RTC/CL Targeted Communication Plan?

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<p><b>Parents/ Families</b> of individuals with ID/DD</p>	<p><u>Provide information on services and options</u> 1. Educate about effective practices. 2. Help form high expectations 3. Inform on policies and issues affecting services. 4. Inform about opportunities and rights. 5. Refer to needed resources. <u>Support families to speak effectively on own behalf</u> 1. Provide information/data on topics of importance. 2. Provide assistance in parent/family advocacy.</p>	<ol style="list-style-type: none"> <li>1. <i>QualityMall.org</i></li> <li>2. <i>IMPACT (at rtc.umn.edu)</i></li> <li>3. <i>Policy Research Brief (rtc.umn.edu)</i></li> <li>4. Video-documentaries</li> <li>5. Articles in newsletters of parent organizations</li> <li>6. <i>Reinventing Quality</i> conference</li> <li>7. Training manuals and guidebooks (e.g., “<i>Guidebook for Consumer-Controlled Housing</i>”)</li> <li>8. Resource guides</li> </ol>
<p><b>Individuals with ID/DD</b></p>	<p><u>Inform about available resources and assistance.</u> 1. Encourage self-determination by identifying/describing successful examples. 2. Supporting self-advocacy through information and materials. 3. Help self-advocates develop materials.</p>	<ol style="list-style-type: none"> <li>1. Self advocacy and self-determination resource guides</li> <li>2. <i>IMPACT</i></li> <li>3. “Self-Advocacy Store” of the <i>QualityMall.org</i></li> <li>4. Conferences/workshops</li> <li>5. Materials development</li> <li>6. <i>Self-Advocacy On-Line</i> website</li> </ol>

# What are Audiences, Objectives and Products of RTC/CL Targeted Communication Plan?

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<p><b>Government policymakers</b> at local, state, and national levels in ID/DD, Medicaid and other types of agencies</p>	<p><u>Assist with policy development:</u></p> <ol style="list-style-type: none"> <li>1. Gather and disseminate national and state-by-state data on service utilization &amp; costs.</li> <li>2. Educate about needs of persons with DD.</li> <li>3. Inform about innovative and state-of-the-art practices.</li> <li>4. Provide expertise and consultation in policy analysis and research.</li> <li>5. Conduct policy evaluation studies.</li> <li>6. Provide summaries of knowledge on policy issues.</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Policy Research Brief</i></li> <li>2. <i>QualityMall.org</i></li> <li>3. <i>IMPACT</i></li> <li>4. Technical reports (e.g., <i>Residential Services...</i>)</li> <li>5. Journal articles</li> <li>6. Books/Book chapters</li> <li>7. Policy reports and testimony</li> <li>8. <i>Reinventing Quality</i> conferences</li> <li>9. Videos on experiences of individuals, families and direct support professionals (DSPs)</li> <li>10. <i>rtc.umn.edu</i> website</li> </ol>
<p><b>Government research agencies</b></p>	<p><u>Educate about the importance of community living.</u></p> <ol style="list-style-type: none"> <li>1. Inform about ongoing policy and research issues and related statistics.</li> <li>2. Encourage inter-agency interest/involvement in ID/DD.</li> </ol>	<ol style="list-style-type: none"> <li>1. Technical reports</li> <li>2. Journal articles</li> <li>3. Books and book chapters</li> <li>4. <i>Policy Research Brief</i></li> <li>5. <i>IMPACT</i></li> <li>6. Targeted data analyses</li> <li>7. Federal and state advisory committees</li> </ol>

# What are Audiences, Objectives and Products of RTC/CL Targeted Communication Plan?

## **Direct Support Professionals (DSPs), and Administrators in Human Services**

### Provide state-of-art/science training for DSPs and FLSs

1. Provide competency-based online training to DSPs and FLSs.

### Improve direct service to individuals and families

1. Inform about exemplary service.
2. Teach about methods of improving services.
3. Educate about social and policy issues.
4. Improve attitudes/ increase commitments.

### Improve staff recruitment and retention.

1. Disseminate knowledge on improving retention and training.
2. Identify and develop high quality training materials.
3. Develop realistic job preview materials.

1. *Frontline Initiative* ([rtc.umn.edu](http://rtc.umn.edu))
2. *College of Direct Support*
3. *IMPACT*
4. Training manuals/curricula
5. Technical reports and briefs
6. Journal articles
7. Books,/book chapters
8. [www.collegeofdirectsupport.com](http://www.collegeofdirectsupport.com) website
9. Videos on direct support/ realistic job previews
10. Articles in newsletters of provider agencies
11. Conferences/workshops
12. Tools and materials on recruitment, retention, training
13. *QualityMall.org* (“Staffing Store”)
14. RTC/CL website
15. Materials developed for National Alliance for Direct Support Professionals (NADSP)
16. NADSP website maintained by RTC/CL ([www.nadsp.org](http://www.nadsp.org))
17. NADSP Certification program maintained by RTC/CL

# What Are Audiences, Objectives and Products of RTC/CL Targeted Communication Plan?

<p><b>Academic peers in the disability field</b></p>	<p><u>Provide access to relevant data bases and research.</u>          1. Educate about available data sources.          2. Share RTC/CL data sets and provide RTC/CL references.  <u>Inform about exemplary service models.</u>  <u>Establish awareness of RTC/CL resources for information and training.</u></p>	<ol style="list-style-type: none"> <li>1. Journal articles</li> <li>2. Books/book chapters</li> <li>3. Technical reports</li> <li>4. <i>IMPACT</i></li> <li>5. <i>Policy Research Brief</i></li> <li>6. <i>rtc.umn.edu</i> website</li> <li>7. Conference presentations/guest lectures</li> <li>8. <i>QualityMall.org</i></li> </ol>
<p><b>Advocacy organizations</b></p>	<p><u>Provide information of use in advocacy.</u>          1. Describe current status of service programs and service utilization.          2. Identify exemplary service models and practices.          3. Educate social and policy issues affecting quality of and access to services.  <u>Respond to specific requests for information.</u>          1. Provide tailored data analyses and reports.          2. Make invited presentations.          3. Develop assistance and products to support Self-Advocacy Online</p>	<ol style="list-style-type: none"> <li>1. Technical reports and assistance</li> <li>2. <i>QualityMall.org</i></li> <li>3. <i>IMPACT</i></li> <li>4. <i>Policy Research Brief</i></li> <li>5. Journal articles/Book chapters</li> <li>6. Articles in newsletters</li> <li>7. Resource guides</li> <li>8. Materials and videotape repository</li> <li>9. Presentations to groups</li> <li>10. Video-documentaries</li> </ol>



# Q & A

- **Stephanie Dean**  
AAIDD Journals Manager
- **How to Ask a Question**
  - Press \* 7 to un-mute line
  - Press \* 6 to mute line

# THANK YOU

## Visit the Websites

- AUCD Website: <http://www.aucd.org>
- AAIDD Website: <http://www.aaidd.org/>

Provide us with your suggestions for future webinar topics

## Other ideas for workgroup

- Karrie Shogren: [shogren@mail.utexas.edu](mailto:shogren@mail.utexas.edu)
- Joe Caldwell: [jcaldwell@aucd.org](mailto:jcaldwell@aucd.org)