Identifying and Overcoming Barriers to Writing for Publication with TRPR – Journal of TRO

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TRPR – Journal of TRO | Editor
Alignment with TRO

TRO’s Standards of Practice
TRO’s Mission and Vision Statement
TRPR’s Vision, Mission, and Objectives)
TRO’s Standards of Practice

Purpose

- Standards are developed to assist therapeutic recreation practitioners to systematically plan, implement, evaluate, and adapt their own work performance according to these approved guidelines.

- By utilizing these Standards of Practice therapeutic recreation practitioners will develop supporting data for the efficacy of therapeutic recreation within their settings.

- It is incumbent upon each practitioner to follow The Standards of Practice.

- Endorsement and adherence to these Standards of Practice will result in increased consistency among practitioners, which will lead to higher quality services to clients, and the strengthening of the profession of therapeutic recreation.
The TRPR Journal supports development in all Standards of Practice

1. therapeutic recreation assessment
2. therapeutic recreation intervention plan
3. therapeutic recreation program development
4. therapeutic recreation program delivery
5. therapeutic recreation documentation
6. therapeutic recreation evaluation
7. therapeutic recreation research
8. therapeutic recreation professional development
9. therapeutic recreation and community practice
Vision

- TRO’s Vision
  - Therapeutic Recreation Ontario is the leader in uniting and advancing the Therapeutic Recreation profession in Ontario.
Vision

■ TRO’s Vision

■ Therapeutic Recreation Ontario is the leader in uniting and advancing the Therapeutic Recreation profession in Ontario.

■ The TRPR Journal’s Vision

■ The Therapeutic Recreation: Practice and Research (TRPR) Journal will be a leading TR resource in Canada that advocates, inspires, and advances innovations in knowledge, thought, and social justice through the field of TR.
Mission

TRO’s Mission

Therapeutic Recreation Ontario is dedicated to guiding, supporting, educating and advocating to enable the Therapeutic Recreation practitioner to deliver quality professional services.
Mission

- TRO’s Mission
  - Therapeutic Recreation Ontario is dedicated to guiding, supporting, educating and advocating to enable the Therapeutic Recreation practitioner to deliver quality professional services.

- The TRPR Journal’s Mission
  - The Therapeutic Recreation: Practice and Research (TRPR) Journal is a resource that builds capacity, knowledge, and collaboration to inform practice, research, education, and advocacy in TR.
Objectives

TRPR Journal

- In TR practice, research, and education, the TRPR Journal will:
  - publish high quality, innovative papers for sharing TR knowledge nationwide;
  - bridge diverse interests and perspectives across all stakeholders of TR;
  - inspire and embrace creative ways to critically reflect on, advance, and disseminate a multiplicity of TR perspectives; and
  - stimulate continuous development in accordance with TRO’s Standards of Practice.
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In partnership, the TRPR Journal Editorial Team, the TRPR Steering Committee, and Therapeutic Recreation Ontario strive to:
- encourage and support TR knowledge development, synthesis, translation, and dissemination;
- make this TR knowledge accessible to all stakeholders; and
- advocate and facilitate knowledge sharing and collaboration among stakeholders in research, practice, and education within TR and beyond.
2016-2017 TRO Webinar Series:
The Journey to Publication...the good, the bad, and the ugly
by Jill Gibson & Joellyn Leblanc
Featuring Kim Lyons as panel speaker

Webinar highlighting what it takes to get to publication with TRPR – Journal of TRO
Accessed for free for TRO members on the TRO ‘Continuing Education’ site
https://www.trontario.org/education-research/continuing-education/index.html
Developing a frame of reference to “Take us to the next level”: Illuminating barriers expressed by TR practitioners to support agendas for research and writing

Special Feature Paper

Carrie L. Briscoe
Kimberly J. Lopez
Shannon S. Knutson
Kimberly J. Lyons

Abstract

Developing manuscripts for publication is critical to sharing and communicating ideas and innovations across the field of therapeutic recreation (TR). However, uncertainty exists around what daily writing and research practice looks like for TR practitioners. In this paper we draw from our experiences facilitating writing workshops by the Therapeutic Recreation Practice and Research (TRPR) Journal team and reflect on these experiences. We also highlight various experiences, feelings, and barriers that TR practitioners express toward processes of research and writing. Practitioners who have frontline experience also have much to offer for knowledge sharing and development in TR. Bridges are needed to bring richness of success stories and best practices to light for others to witness and share through publication. In the conclusion of this paper we propose an agenda for the TR profession to be better supported by educational institutions, professional associations, and the settings in which TR practitioners work to build research capacity and writing practices for knowledge advancement in TR.
Barriers

Identified by TR practitioners of past TRPR workshops and conference presentations
Barriers to Writing for Publication

- TIME
- Fear
  - Lack of skills
  - Where to start
- Lack of support
- Ethics
Identifying Solutions

Revel ideas from past participants in TRPR workshops
Brainstorm: What’s in it for the organization?
Jill and Joellyn’s webinar suggestions
Time

- get management on board
- build time for research into programs
- build time for writing into schedule
- advocate for TR standard of practice
- include research in job description and evaluation
- collaborate with others
- create a time line/plan

- emphasize recognition of employer/organization through research
What’s in it for them?
<table>
<thead>
<tr>
<th>Lack of Skills</th>
<th>Where to Start?</th>
</tr>
</thead>
<tbody>
<tr>
<td>start small</td>
<td>find/read compatible research and build on it</td>
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<tr>
<td>get educated</td>
<td>research research</td>
</tr>
<tr>
<td>read academic papers (TRPR)</td>
<td>making contacts: networking/partnerships</td>
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<tr>
<td>writing apps</td>
<td>focus on client's feedback,</td>
</tr>
<tr>
<td>collaborate with academic mentors (e.g., professors, librarians)</td>
<td>evaluations</td>
</tr>
<tr>
<td>evaluate &quot;what's the worst that can happen&quot;?</td>
<td>post reminder of what you hope to accomplish</td>
</tr>
</tbody>
</table>
Fear

- TRPR Editorial Team is here to help!

- Focus on your pre-existing skills and abilities
  - Information gathering and collection
  - Documentation
  - Observation
  - Goal setting
  - Evaluation

- Compare the Research process to the APIE process (LeBlanc & Singleton, 2007)
  - Assessment/Literature Review
  - Plan/Methodology
  - Implementation/Data Collection & Analysis
  - Evaluation/Results & Recommendations
Lack of Support

- get management on board
- collaborate with others (e.g., TR and/or interdisciplinary team members, academic mentors)
- Create a committee dedicated to research and publication
- Create a time-line plan
- talk to others who are doing research
- talk to organizational ethics department
Ethics

- Community Research Ethics Office
  - Provide ethics reviews, education, consultation
  - Provide training and educational workshops on the ethical conduct of community-based research
  - Depending on the extent of the consultation required and on whether you intend to submit a full ethics review request, there may be a minimal charge for this service, negotiated with you in advance.
  - $100 service fee for fully completed ethics reviews
  - http://www.communityresearchethics.com/

- Partner with educational institution (e.g., educators, co-op students)

- Consent form and information letters a must in conducting research with vulnerable persons
TRPR Identifies Ways Organizations Can Help Practitioners to Write

- Modify practitioner schedules to include time for writing
- Offer incentives for writing
- Require research and writing as part of professional development
- Identify available and needed resources such as research support and collaborators (interdisciplinary)
- Provide and advocate for administrative resources, such as access to libraries, attendance at workshops and conferences, funds for ethics approval
Drafting an Advocacy Plan

- Layout
- Main Points
- Personalization
Drafting an Advocacy Plan: Introduction

- TRO’s standards of practice
  - Professional development
  - Evaluation
  - Research

- TRPR as an important platform for dissemination of TR practices and research
  - Aligned with TRO’s Vision & Mission

- Benefits of writing (to be discussed in session W5)

- Rewards of publishing (Jill & Joellyn’s webinar)
Drafting an Advocacy Plan: The Body
(paragraph 1)

- Discuss your idea
  - What do you want to write about?
    - An innovative program? A topic you’re passionate about? Something that bothers you and you’d like to see it changed? A research opportunity? (to be discussed further in W5)

- What’s in it for them?
  - How does it align with and support the organizations current vision, mission, values and strategic direction?
  - How will the article benefit the clients, their family and friends, the community and the organization itself?
Drafting an Advocacy Plan: The Body (paragraph 2)

- Acknowledge there are barriers to writing from your perspective
  - Which barriers discussed today apply to you and your organization directly?
- Clearly delineate these barriers
- Clearly outline how your employer/organization/manager can help you to overcome these barriers
  - Be explicit about what you need from them
  - Draw from the list of potential solutions brainstormed and presented today
Drafting an Advocacy Plan: Conclusion

- Summarize key points from each paragraph – be succinct. This, in itself, is great writing practice!

- Describe immediate next steps
  - Deciding who will be involved
  - Ethics clearance?
  - Writing a lit review?
  - Data collection?

- Make the Ask
  - Ask for a definitive timetable for a decision or an in-person interview to clarify the final steps of the proposal. For example, “If everyone is in agreement that publishing an article about ______________ will be beneficial to our organization, I would like to propose an interdisciplinary meeting between _____________ and ____________ on the first of next month to discuss the project and discuss starting a literature review covering ____________, ____________, and ____________.”
Connect with TRPR

- Social Media
- Email
- TRO website and communications
Connect with the TRPR Journal

Stay involved, stay current

- **Social Media + Email**
  - Twitter - @TRPRJournalTRO
  - LinkedIn – TRPRTRO
  - Facebook – facebook.com/TRPRJournalTRO
  - Email – trojournal@uwaterloo.ca

- **Through TRO and TRO communications**
  - Website - [https://trontario.org/trpr-journal-of-tro](https://trontario.org/trpr-journal-of-tro)
  - Monthly eTRO
  - TRO communications – Twitter, Facebook, InTRO
  - Annual TRO Conference
THANK YOU