

Unblocking writing: Effective and Efficient Knowledge Transfer « Publish and Flourish»

Graduating with a Ph.D. in any field means that you have promising career potential as an academic and social policy influencer. However, you are faced with the challenge of career advancement in an *impact factor world*. You want to know how to work smart and rapidly advance your career. This starts with coaching on “effectively and efficiently” writing papers and grants. Having the knowledge at your fingertips makes the production process less effortful and more rewarding. This is why I decided to put together a series of three workshops.



👉 this is your paper or grant

Biology refers to structure and function

Your paper is structured like a hourglass and it functions as if it is on a timer. The introduction starts wide and acts as a funnel. The narrowest part of the paper is the procedure, which is in the methods section. From the first to the last lines of your introduction, concepts become less abstract. We do the opposite for the discussion. Said differently, we start with how a problem affects a target population. Concepts then become testable variables that are increasingly related to a hypothesis with a representative sample. In the methods, the “how-to” and “what happened” parts are very technical. We then discuss how the variables specifically behaved in the results and then offer concrete conclusions, which become increasingly generalizable and applicable in everyday life. We end with how the findings could potentially affect the population at large. The whole time we want your paper to be enjoyable and inspiring. We also want people, worldwide, to get the message without too much effort.

A solid series of knowledge transfer classes should cover the essentials of paper production, from start to finish. From this I mean that we will cover how to produce a generic title page all the way to how to write a cover letter that should get the paper reviewed and hopefully published! This workshop also tries to help the writing along, by reviewing common errors that even experienced writers typically produce. It would be important to have a

mental checklist of such writing hazards. When publication is achieved, it is also great idea to have a bit of knowledge about organizing yourself for possible media exposure. Here is the content: *Part 1.* Peaceful mind and existence - Realizing one's potential. *Part 2.* Efficiently academic story-telling in the form of a paper that can be written in 5 days. *Part 3.* Effective knowledge transfer, from the first submission/rejections and resubmission, to then getting it on the news and dealing with journalists. *Part 4.* Advice on easy paper production in academic yet reader-friendly English, for people whose first language is not English. Welcome!

Structured and unstructured abstracts for meetings

Manuscript (observational/nonexperimental study)

Manuscript (experimental study)

Manuscript (qualitative study)

AMA and APA formats

Relationship between policy and research

Winning submissions and resubmissions

Compelling cover letters

Basics on press releases and embargoes

Writing pitfalls like word tics and writer's block

Writing English as a second language can be easy

About the instructor



Dr. Linda S. Pagani started her career as a nurse before transitioning to academia in Canada. She holds psychology degrees from both Concordia and McGill Universities and completed a postdoctoral fellowship at the Université de Montréal. Dr Pagani has held the title of Professor of Psycho-Education and has been a hospital-based Researcher for over three decades. Her work focuses on risk and protective factors that affect human development, social policy, public health, and mental health. She is internationally recognized for her contributions to psychology and to social and health policies regarding human development. This evidence-based mental health literacy course is offered in full semester, half-day/full-day/weekly workshops in person or virtual format.

Linda S. Pagani was born of post cold war-first-generation Italian immigrant parents. She was raised in the west end of the Greater Montreal area of Canada. Dr. Pagani worked as a registered nurse (1984-1994) at the Queen Elizabeth Hospital of Montreal in medicine, surgery, CVA rehabilitation, and finally, psychiatry. During that decade, she also earned university degrees at both Concordia University (BA Psychology 1986-1989) and McGill University (MA and Ph.D. Educational and Counseling Psychology 1989-1993) in Montreal, Canada. In 1993-1994, Dr. Pagani pursued a postdoctoral fellowship at the Université de Montréal, using some of the most valued and informative longitudinal data sets of North American children. After formally leaving hospital nursing in 1994, Dr Pagani began her professorial career at the University of Montreal. In 2005, Dr. Pagani was ranked Full Professor at the School of Psycho-Education. She also has served as Senior Researcher, since 1999, at the CHU Sainte-Justine University Hospital Research Center in the Brain Health Division. Her research expertise examines modifiable factors in early childhood that affect human development. Her energy has been targeted at ultimately improving social/health policies addressing youth. She has always viewed psychology research/practice as a branch of public health. Her unique long-term research agenda currently examines: (1) Associated risks of screen-time in early childhood; (2) Associated benefits of physical activity and risks of sedentariness in childhood; and (3) Risks associated with a multitude of family environment factors such as maternal depression, secondhand smoke, minimized social interaction time, and bedroom screens. Dr. Pagani teaches and supervises fulltime at the University of Montreal including Research Methods and Scientific Writing, Social and Health Policy; and Clinical Evaluation and Treatment of ADHD. Her main clinical expertise as a practicing clinical health psychologist is the diagnosis and care of children, adolescents, and adults with ADHD, anxiety, and affective disorders. She offers 1-day, 3-day, or 5-day workshops on (1) scientific writing for AMA/APA journals; (2) ADHD Diagnosis/Care and (3) Social Science Research Methods

Linda S. Pagani est née de parents italiens, immigrants de première génération après la guerre froide. Elle a grandi à Montréal (Canada) et a travaillé comme infirmière (1984-1994) à l'Hôpital Reine Elizabeth de Montréal en médecine, chirurgie, réadaptation cardiovasculaire et psychiatrie. Au cours de cette même décennie, elle a également obtenu des diplômes universitaires à l'Université Concordia (B.A. en psychologie 1986-1989) et à l'Université McGill (M.A. et Ph.D. Psychologie de l'éducation et du counseling 1989-1993) à Montréal, Canada. En 1993-1994, Dre Pagani a effectué un stage postdoctoral à l'Université de Montréal, en utilisant certaines des bases de données longitudinales les plus estimées

et les plus instructives sur les enfants nord-américains. Après avoir officiellement quitté les soins infirmiers hospitaliers en 1994, elle a entamé sa carrière professorale à l'Université de Montréal. En 2005, elle a été promue au rang de professeure titulaire à l'École de psychoéducation. Depuis 1999, elle est également chercheuse principale au Centre de recherche du CHU Sainte-Justine au sein de la Division de la santé cérébrale. Son expertise en recherche concerne les facteurs modifiables dans la petite enfance qui affectent le développement humain. Elle consacre son énergie à l'amélioration des politiques sociales et de santé destinées aux jeunes. Depuis toujours, elle considère la recherche et la pratique en psychologie comme étant une branche de la santé publique. Son prolifique programme de recherche s'articule actuellement autour de trois axes : (1) les risques associés au temps passé devant un écran durant la petite enfance; (2) les avantages associés à la pratique de l'activité physique et les risques de la sédentarité durant l'enfance; et (3) les risques associés à une multitude de facteurs liés à l'environnement familial tels que la dépression maternelle, la fumée secondaire, la diminution du temps consacré aux interactions sociales et les écrans dans la chambre à coucher. Le Dre Pagani enseigne et supervise à temps plein à l'Université de Montréal. Elle enseigne, entre autres cours, les méthodes de recherche, la rédaction scientifique, les politiques sociales et de santé, l'évaluation clinique et le traitement du TDAH. Son expertise principale, en tant que psychologue clinicienne, est le diagnostic et les soins des enfants, des adolescents et des adultes atteints de TDAH, d'anxiété et de troubles affectifs. Elle offre des ateliers de 1 jour, 3 jours ou 5 jours sur (1) la rédaction scientifique pour les revues AMA/APA ; (2) le diagnostic / les soins du TDAH et (3) les méthodes de recherche en sciences sociales.

Linda S. Pagani è nata da genitori italiani, immigrati di prima generazione ed è cresciuta a Montreal. Signora Pagani ha lavorato come infermiera (1984-1994) presso il Queen Elizabeth Hospital di Montreal in medicina, chirurgia, riabilitazione cardiovascolare e psichiatria. Durante lo stesso decennio, ha anche conseguito lauree presso la Concordia University (B.A. in Psicologia 1986-1989) e la McGill University (M.A. e Ph.D. Psicologia dell'educazione e consulenza 1989-1993) a Montreal, Canada. Nel 1993-1994, Signora Pagani ha completato una borsa Come assegna di ricerca presso l'Université de Montréal, utilizzando alcuni dei database longitudinali più stimati e informativi sui bambini nordamericani. Dopo aver lasciato ufficialmente l'infermieristica ospedaliera nel 1994, ha iniziato la sua carriera di insegnante presso l'Université de Montréal. Nel 2005 è stata promossa a professore straordinario presso la Scuola di Psicoeducazione. Dal 1999, è stata anche

ricercatrice principale presso ospedale universitario Sainte-Justine, all'interno della Divisione di Salute del Cervello.

APA; (2) diagnosi / cura dell'ADHD e (3) metodi di ricerca nelle scienze sociali.

La sua esperienza di ricerca riguarda i fattori modificabili nella prima infanzia che influenzano lo sviluppo umano. Dedica le sue energie al miglioramento delle politiche sociali e sanitarie per i giovani. Ha sempre considerato la ricerca e la pratica psicologica come una branca della salute pubblica. Il suo prolifico programma di ricerca si concentra attualmente su tre aree: (1) i rischi associati al tempo trascorso davanti allo schermo nella prima infanzia; (2) i benefici associati all'attività fisica e i rischi della vita sedentaria infantile; e (3) rischi associati a una moltitudine di fattori legati all'ambiente domestico come depressione materna, fumo passivo, diminuzione del tempo trascorso nelle interazioni sociali e schermi in camera da letto. Signora Pagani insegna e supervisiona a tempo pieno presso l'Université de Montréal. Insegna corsi di metodi di ricerca, scrittura scientifica, politica sanitaria e sociale, valutazione clinica e trattamento dell'ADHD. La sua competenza primaria, come psicologa clinica, è la diagnosi e la cura di bambini, adolescenti e adulti con ADHD, ansia e disturbi affettivi. Offre workshop di 1 giorno, 3 giorni o 5 giorni su (1) scrittura scientifica per riviste AMA /