

# RESEARCH FOR CLINICIANS: MAKING YOUR CLINICAL WORK YOUR RESEARCH & WRITING FOR PUBLICATION: PAPERS, CHAPTERS AND BOOKS

We are delighted that Barbara Wilson has agreed to share her vast experience in this area. Barbara is a clinical neuropsychologist who has worked in brain injury rehabilitation for 42 years. She has published 29 books, 201 peer reviewed papers, 123 chapters and 8 neuropsychological tests.

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# **RESEARCH FOR CLINICIANS: MAKING YOUR CLINICAL WORK YOUR RESEARCH & WRITING FOR PUBLICATION: PAPERS, CHAPTERS AND BOOKS**

**With Professor Barbara Wilson OBE Clinical Neuropsychologist**

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## **SESSION ONE**

### **RESEARCH FOR CLINICIANS: HOW TO COMBINE CLINICAL WORK WITH RESEARCH**

Despite the fact that clinicians are busy people we need to evaluate our work. There is no point doing rehabilitation if it is ineffective. For every patient or client we see, we should ask ourselves “Is this patient changing and, if so, is the change due to what we are doing (or have done) or would it have happened anyway?” This presentation discusses how we can make research part of our clinical work. All clinicians plan their treatment sessions and make notes afterwards. Based on these, we can plan and measure our interventions in such a way that we are conducting research. We need to begin with a question, and the question should be posed in such a way that it can be answered. Just as we do not ask general questions about medicine, surgery or pharmacology such as “Does medicine work?” or ‘Do drugs work?’, we should not pose the question ‘Does rehabilitation work?’. We need to make our evaluation questions more specific, such as “Do people learn better when prevented from making mistakes during learning?” With regard to methodology, we consider surveys, observations and experiments. We look at group designs and single case experimental designs (SCEDs), which are different from single case reports. SCEDs allow us to tease out the effects of treatment from the effects of spontaneous recovery and other non-specific factors. If we wish to find out whether a particular brain injured person is benefiting from a specific kind of procedure we need to employ a SCED. If we want to find out how many people are benefiting from this procedure we would conduct a group study. Clinical examples are provided to illustrate good use of surveys, observations, group experiments and SCEDs.

### **LEARNING OBJECTIVES**

1. Introduced to the concepts of research
2. Learn about surveys, observations and experiments
3. Be familiar with the importance of posing an answerable question
4. Learn about the different types of group designs
5. Understand the value of Single Case Experimental Designs (SCEDS)
6. Appreciate the importance of statistical procedures and when these are essential

### **LEARNING OUTCOMES**

1. Understand how clinical work and research can be combined
2. Gain experience in posing answerable questions
3. Be able to consider the relative values of surveys, observations and experiments
4. Know when a group design is required
5. Be familiar with the value of SCEDS as a way of determining the efficacy of rehabilitation
6. Recognise when statistical evaluation is required

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## WRITING FOR PUBLICATION: PAPERS, CHAPTERS AND BOOKS

This presentation begins by considering some of the reasons why people want to publish their work, before looking at the differences between writing for journals, writing a chapter and writing a book. Writing for any of these, however, should be direct, simple, brief, vigorous and lucid. Examples of good and bad styles of writing are provided. The following points should all be adhered to when submitting a written piece of work: reading aloud what one has written, checking grammar, making sure singulars and plurals match and that the language is politically correct. For scientific journals in order to decide which journal is best, one needs to decide who the paper is for, whether the impact factor is important or not and what the instructions to authors say. The logical order of writing up is described and an outline presented of how to write a scientific paper. Writing a chapter, writing a book and submitting a book proposal are considered.

### LEARNING OBJECTIVES

1. Be aware of some points to remember when writing for publication
2. Recognise how to select the correct journal for your work
3. Know a possible correct style for writing a scientific journal
4. Understand why papers may be rejected or need to be revised
5. Appreciate some styles when writing a chapter
6. Be familiar with at least one type of book proposal application

### LEARNING OUTCOMES

1. Recognise some common errors made when writing for publication
2. Be able to select the right journal(s) to submit to
3. Know what to expect when invited to write a chapter
4. Appreciate the difference between an authored and an edited book
5. Consider how to write a book proposal

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**Professor Barbara A Wilson, OBE CPsychol, PhD, FBPSS, FmedSci, AcSS**

Clinical Neuropsychologist, The Oliver Zangwill Centre, Ely & St George's Hospital

Barbara Wilson is a clinical neuropsychologist who has worked in brain injury rehabilitation for 42 years. She has published 29 books (with another in press), 201 peer reviewed papers, 123 chapters and 8 neuropsychological tests. She has won many awards for her work including an OBE from the Queen in 1998, for services to rehabilitation; five lifetime achievement awards, one from the British Psychological Society, one from the International Neuropsychological Society, one from the National Academy of Neuropsychology, one from the Encephalitis Society and one from the NHS 70 year anniversary parliamentary awards where she was regional champion for the Midlands and East Region. In 2011 she received the Ramon Y Cahal award from the International Neuropsychiatric Association.

In 2014 she received an honorary degree from The University of Cordoba, Argentina. Also in 2014 she received the M.B. Shapiro award from The Division of Clinical Psychology (affiliated to The British Psychological Society) for Distinguished Contributions to Clinical Psychology. In 2019 she received the annual award from the Spanish Clinical Neuropsychological Society. She is editor of the journal "Neuropsychological Rehabilitation" which she founded in 1991 and in 1996 she established the Oliver Zangwill Centre for Neuropsychological Rehabilitation. A rehabilitation centre in Quito, Ecuador is named after her. She is currently president of the UK Encephalitis Society and is on the management committee of The World Federation of Neuro Rehabilitation. The UK Division of Neuropsychology has named a prize after her, the 'Barbara A Wilson prize for distinguished contributions to neuropsychology'. She is a Fellow of The British Psychological Society, The Academy of Medical Sciences and The Academy of Social Sciences. She is honorary professor at the University of Hong Kong, the University of Sydney and the University of East Anglia. She has held 30 research grants. Her work has resulted in changes in clinical practice. For example, as a result of a randomised control trial evaluating a paging system to improve the everyday functioning of people with memory and planning problems, the local health authority set this up as a health care system for people throughout the United Kingdom.

Barbara A Wilson has been involved in the training of clinical psychology trainees (interns) for many years. Some of her ex students have been high achievers. These include Jonathan Evans, Linda Clare, Nick Alderman, Jane Powell, Tatia Lee and Agnes Shiel, all of whom are full professors

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