

## Seven More Publication Strategies

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In a recent issue of *the Behavior Therapist*, Walters (2000) suggested seven strategies graduate students can use to increase their publication record. The strategies appear useful, and I regret that I was not exposed to them earlier in my graduate training. However, I have recognized, and in some cases implemented, additional strategies of potential value to aspiring academics who want to maximize their chances of obtaining an internship that maintains a strong research focus. Seven additional strategies are shared below.

### Transform Course Requirements Into Publications

Walters (2000) suggested that students write every course paper and every comprehensive question with a publication in mind. Although this can be an effective strategy, not every assignment can be turned into a publishable review paper. But there is no need to let that hard work amount to only the fulfillment of a course requirement; other options are available. The meta-analytic approach to reviewing the literature is currently popular and would be a particularly relevant strategy if review papers on your topic already exist. Furthermore, meta-analytic reviews are often highly cited and, as such, this strategy might give you a head start in establishing a strong citation record. If you do not have the time to learn meta-analysis, approach a faculty member who could assist and suggest a collaborative effort.

Another aspect of turning course work into publications is to use assignments as a starting point for a study of citation patterns or research trends. Consider researching whether the focus of research in your area has changed or what researchers, institutions, or journals are the most cited. This type of study is less common than those utilizing meta-analysis, but may still be of interest. Moreover, this activity may also serve as a springboard for developing future research projects.

### Learn Advanced Statistical Techniques

Learn advanced statistical techniques applicable to behavioral science research

and become familiar with the literature surrounding their appropriate use. For example, factor-analytic approaches are not particularly difficult to learn and can lead to many additional publications. Consider investigating the factorial validity of the measures used in your own research. Because the structure of many research instruments has not been adequately investigated, such a study can be a relatively straightforward and useful contribution. If you want to try factor analysis, review abstracts of recent conferences to find newly developed measures with the aim of investigating their factor structure. This general approach can also be developed with other advanced statistical techniques such as profile analysis, structural equation modeling, and cluster analysis. Once you learn a new skill, it is surprising how many new research questions you can develop and pursue.

### Collect Additional Data

There is no rule that when you collect data for your thesis or dissertation that you can only include materials directly related to your research question. Consider ways of investigating other research questions, and include the relevant questionnaires or materials. Ask other students and your advisor for suggestions and examine the most recent literature in your area for possibilities.

### Use Publicly Available Datasets

Walters (2001) noted that department members are likely to have plenty of untapped data that you could transform into a publication. Also, consider large publicly available datasets, such as the Epidemiological Catchment Area Survey and the National Comorbidity Survey. These datasets include a wide range of information and offer almost endless possibilities. Familiarize yourself with some of them and consider using them to answer research questions in your area. This type of research will likely be part of a growing trend as the National Institute of Mental Health has recently identified secondary analysis of existing datasets as a priority area and has initiated funding efforts to promote such work. Another benefit of

this type of research is that you will develop an area of expertise (i.e., psychiatric epidemiology) that is relatively uncommon among psychologists.

### Strike Deals With Overworked Clinicians

Many psychologists working in applied settings want to do research, but do not because of funding and time constraints. Offer to help them with their research on the condition that you be included as an author in their research, or try to get access to their database and initiate a collaborative effort. This may provide unique opportunities to evaluate clinical data in terms of program evaluation or treatment effectiveness designs. Experiences like this can provide valuable training in applied research that can lead to a foot in the door for future employment.

### Choose Research Positions Carefully

If you seek to work as a research assistant, look at the big picture. Investigate whether past research assistants have been included as authors and consider the employer's research record, which can be obtained by doing a search using *PsycLIT*. It may also be helpful to use the Social Sciences Citation Index to determine whether the researcher's work is being reviewed and cited by others. If the researcher only publishes in obscure journals, is not highly cited, and appears to treat assistants as employees instead of supervisees/collaborators, you can likely find a more productive research position.

### Mentor Other Students

Form mutually beneficial relationships with undergraduate students. You can invite them to enter data for you and offer them an opportunity to use some of your data for a poster presentation. This will save you time, benefit the undergraduate, and fill out your curriculum vita. Inquire with your research advisor if there is a possibility of cosupervising an honors student. In addition to the potential publication resulting from this effort, you will also be building your teaching record and increasing your chances of obtaining a faculty position.

### Reference

- Walters, S. T. (2000). How to publish 6 inches in graduate school. *the Behavior Therapist*, 23, 228-229.

