

From Practice to Print: Sharing your Story and Expertise

ACLP Bulletin Writing Workshop

Shannon Dier, MS, CCLS, Executive Editor

Morgan E. Morgan, MS, CCLS, Associate Editor



Objectives



To provide writing strategies to communicate effectively about child life work with professional and community audiences.



To demonstrate the iterative process of writing and revising through samples of professional child life written work.



To engage participants in a writing workshop in order to brainstorm ideas, implement writing strategies, and practice constructive feedback.



What's the difference?



Research Papers and Essays

- Written in a formal tone with specific structure
- Rely heavily on citations and evidence
- Written for academic audience



Interprofessional Communication

- Informal tone
- Written for audience of one or very specific reader
- Atypical sentence structures



Professional Writing

- Purpose is to share ideas with a larger audience
- Can be written in a variety of styles and structures



APIE of Writing

Assessment

Engage in pre-writing tasks to assess your ideas and objectives

Planning

Gather information and organize your thoughts

Intervention

Time to do the thing - start writing!

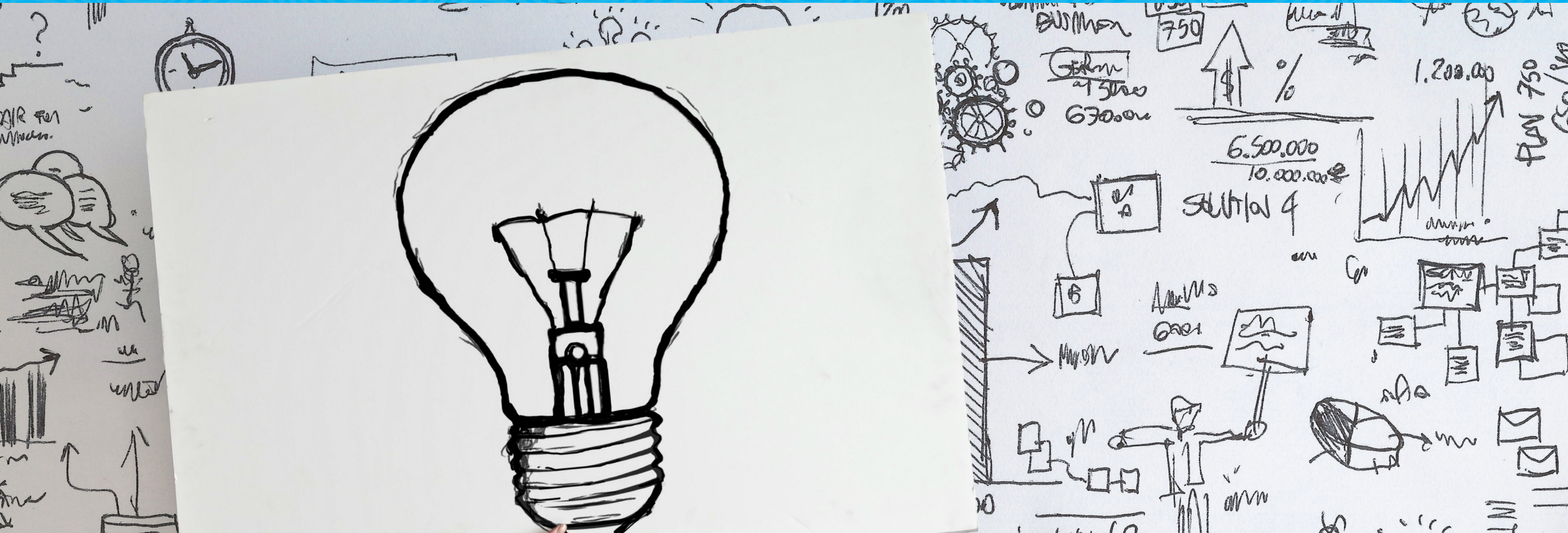
Evaluation

Read what you've written, seek out feedback, and revise.





Assessment = Pre-Writing



Brainstorm

What do I have to share?



Ideas for articles can come from many places

Pay attention to what your colleagues and coworkers say about you or your work

Reflect on your values, beliefs, and assumptions

Establish your position or point of view on a topic

Pre-Writing Tasks



Determine your audience

Who are you writing for?



Decide on your objective

Why are you writing this?



Write a purpose statement

What are you going to write?



Determine your audience

Who will be reading this article?

(CCLS, other multidisciplinary team members/professionals, students, parents)

Where will this article be published?

(Bulletin or similar zine, Hospital blog, etc.)

What level of understanding does the reader already possess?



Decide on your objective

What is your "why"?

What do you want to share?

What message do you want the reader to take away?

It can be helpful to consider the learning objectives you have for your audience.

**Bloom's Taxonomy of Learning Objectives
is a great place to start**



Bloom's Taxonomy of Learning Objectives

Cognitive

- **Knowledge/Comprehension**
 - *Do you want to share subject matter information to help the reader learn or understand?*
- **Application**
 - *Do you want to use a case example to show how a concept or topic applies to practice?*
- **Analysis/Synthesis**
 - *Do you want to review and integrate theory and research on a topic?*
- **Evaluation**
 - *Do you want to present a critique or argument based on evidence?*

Skills

- **Simulated demonstration**
 - *Do you want to explain a skill, strategy, or practice step-by-step?*
- **Generalization**
 - *Do you want to discuss contextual factors that impact use of strategy or practice?*
- **Innovation**
 - *Do you want to discuss how to creatively and flexibly apply skills to emergent needs?*

Affective

- **Awareness**
 - *Do you want to reflect on personal responsibility and areas for change?*
- **Commitment**
 - *Do you want to reflect on professional values and attitudes?*

Write your purpose statement

**Tell the reader what to expect and what the specific focus will be
Provide a preview of the main points or topics to be covered**

Successful Purpose Statements



Announce the purpose, scope and direction of your article

Inform the reader why they should read the rest of your article

Usually located at the end of your introduction paragraph

Are straightforward, informative, and clear

In this article I will...

Remember that this is not the same as a “hook”. Your purpose statement doesn’t need to be catchy, it needs to share your purpose



Sample Purpose Statement

"In this presentation, we will outline the article writing process using the APIE framework, practice implementing writing skills through activities, and describe the process of writing for *Bulletin*"





Planning = Organization



Build your story

A good article has a solid "hook", supporting paragraphs and a satisfying ending

Start in the middle, then build out the intro and conclusion



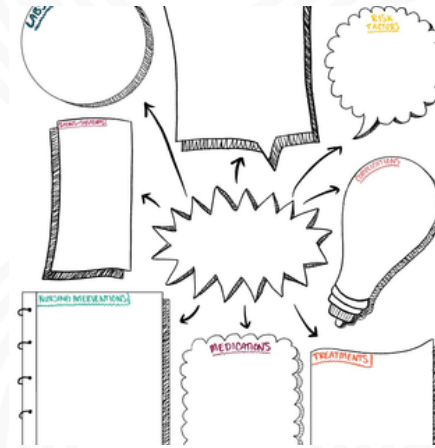
Organize your ideas



Make an outline

Planning principles

1. Each paragraph/section address one main point (typically 3-5).
2. Provide supporting "evidence" for each main point.
3. Anticipate and address reader concerns, points of confusion, or counterarguments.



Create a concept map



Use notecards or post-its



Recipes for Success

Common formulas for articles



Informative Article

Provide education on a topic, using evidence when possible
How can I educate my reader?

How-To Article

Describe the process of identifying a problem, creating a solution, and future directions for your solution
How can the reader replicate my process?

Recipes for Success

Common formulas for articles



Perspective Article

Describe an issue, offer a thesis of your viewpoint, support with evidence

What evidence supports this belief?

Reflective Practice Article

Describe a time when you encountered a challenge that made you evaluate your practice or beliefs

What did I learn about myself?



Intervention = Writing



Introduction



Introduce your article's topic

Describe your article's purpose



Provide an example or dilemma to capture the readers' interest

Indicate your stance on a topic



Describe why your topic is relevant

Provide some relevant background information for the reader



Define key terms or concepts

Describe how your article is organized

Conclusion



**Implications or
significance of
ideas presented**



**Ideas for future
research or
directions**



**A personal
reflection on
lessons learned
or call to action
for the reader**



Evaluation = Revising





Editing is an iterative process

Your writing will go through many versions and that's okay!

Have other people look over your writing to see if it makes sense



Tips for Revision

Take a step back from your writing and come back with "fresh eyes"

Change the font so your writing looks different

Print it on paper

Read it aloud (or have someone read it to you!)



Pair
+
Share
+
Revise

Share your outline with a partner

Provide feedback

- As a reader, does the writing plan support the purpose?
- What information do you still need or want?

Revise your outline



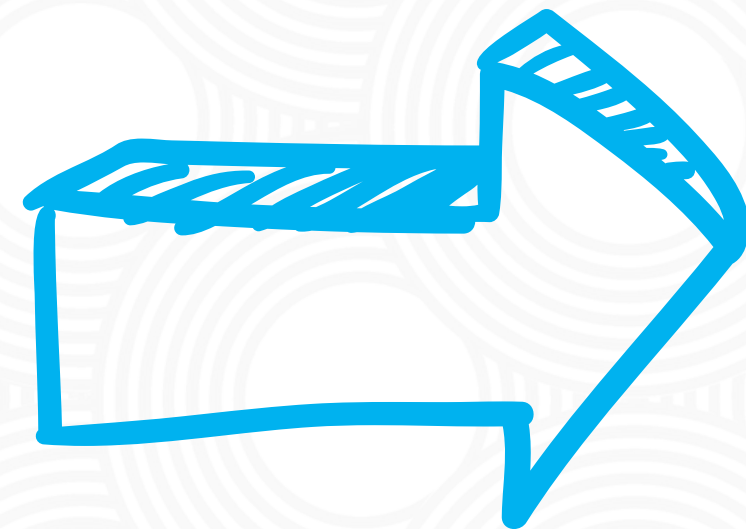
Continue writing

Use what you learned today to create something new!

Submit your work

Send your article to Bulletin, submit to online outlets, or reach out to your organization about opportunities.

Moving Forward



Questions?

Ready to submit or want more support? Contact us at bulletin@childlife.org

