

# Becoming a Scholar What, When, Where, Why, How?

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2/18/25 SSP



# Why Publish?

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- Advances Knowledge
- Google Scholar: Exposure
- Advances the mission of your University or Institution
- Name Recognition for your institution
- Free marketing; gets us “on the map”
- Makes **YOU** an Expert
- Will get you hired as an academic!



# SUCCESS.

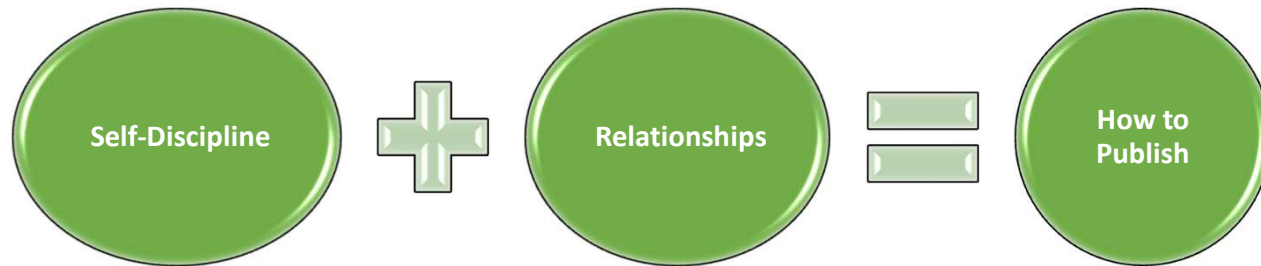
"The two requirements for major success: being in the right place at the right time, doing something about it." - Ray Kroc, McDonald's

 **EVAN CARMICHAEL**



Be Relevant!





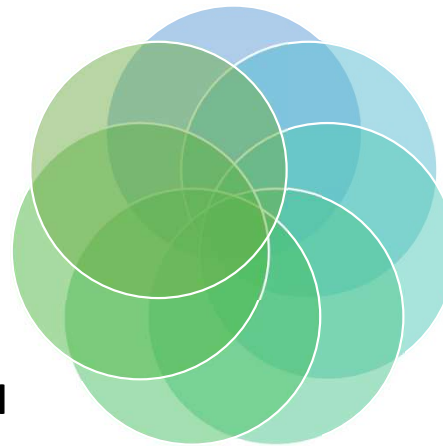
**Find your passion & write  
about what you know.**

**Interdisciplinary Opportunities**

**Find collaborators with  
similar interests and  
different strengths**

**Join Topic-Specific Professional  
Organizations**

- List-servs
- Conferences



**Find your  
strengths**

**Make time to write:  
Schedule it like  
everything else in life**

**Set goals: one a year**



**\*\*\*2001 – 1<sup>st</sup> ATSA Next Gen Student Reception\*\*\*  
In San Antonio!**



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2015

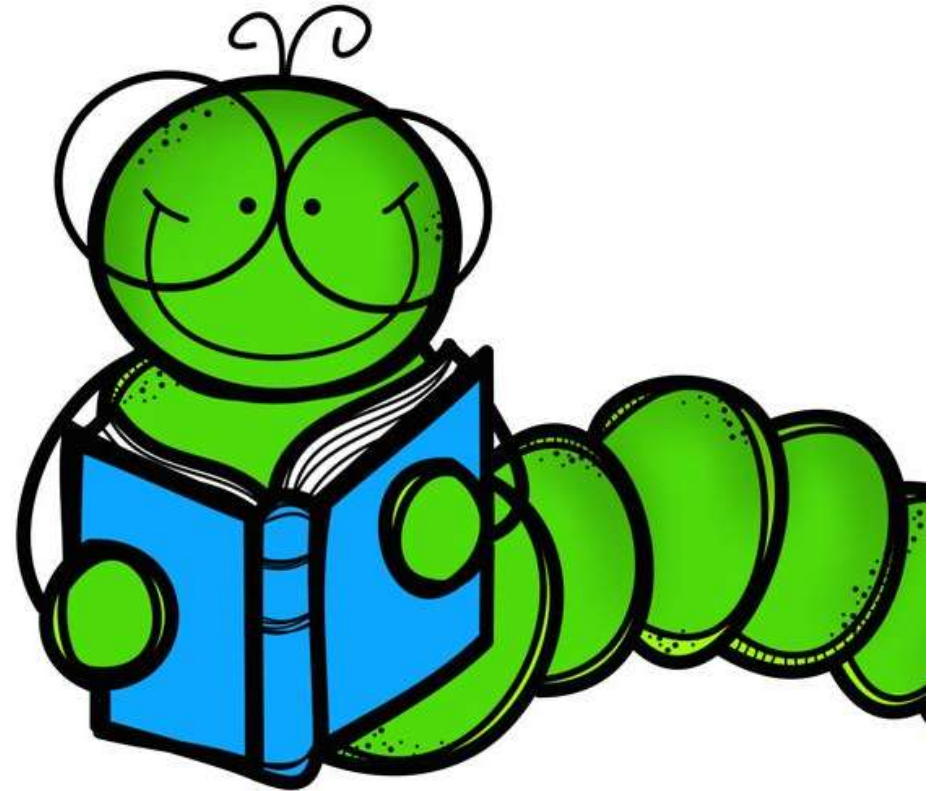


## Make Time to Write!



# The best way to become a good writer is to READ!

- Read not just for content, but for style, organization & engagement.
- How did the author catch your attention and make you want to read on? Or not?
- Pay attention to organization & relationship of constructs
- How do authors define, describe, explain important concepts?
- What engages you? What's boring? Why?
- What are the take-home points? So what? Why should we care?

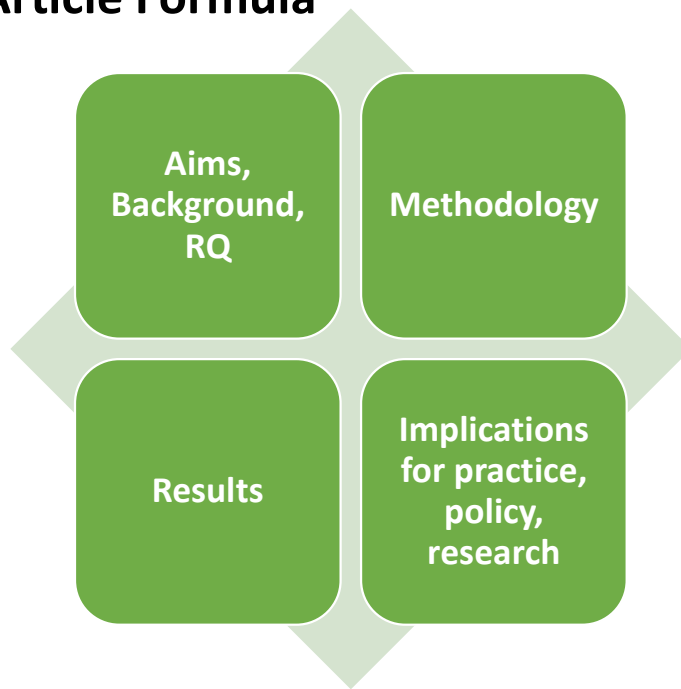


Writing: Clear, Concise, Coherent

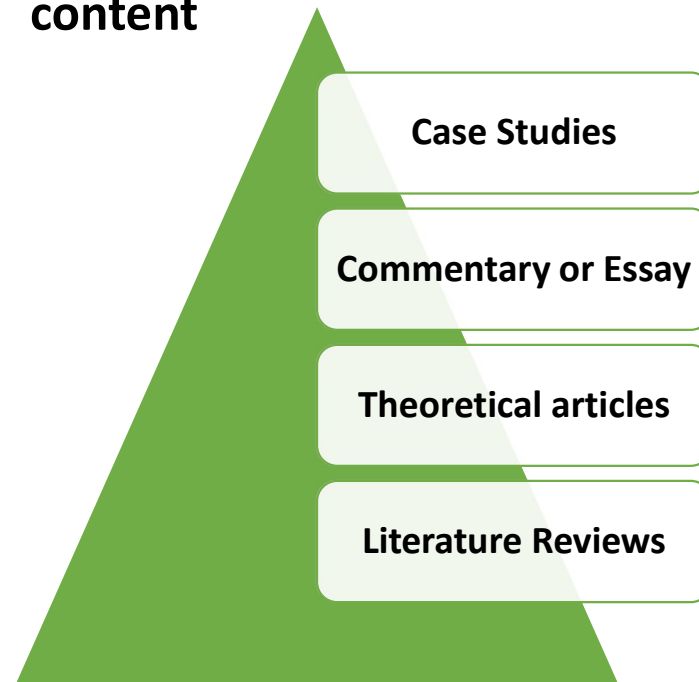
Spell & grammar checks; paragraphs have topic sentences

5<sup>th</sup> grade expository writing skills! 😊

## Empirical Article Formula

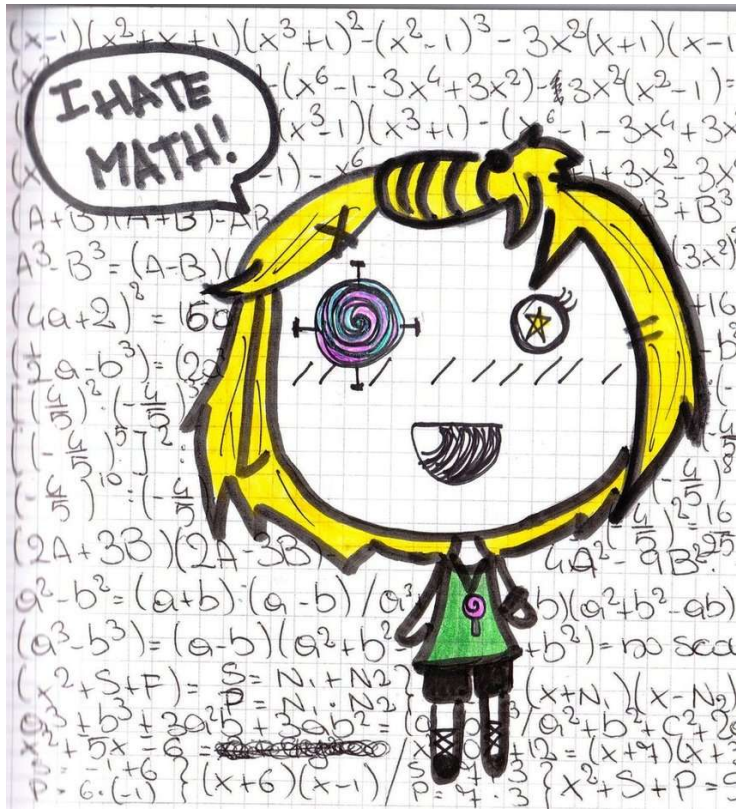


## Read similar articles for organization of content



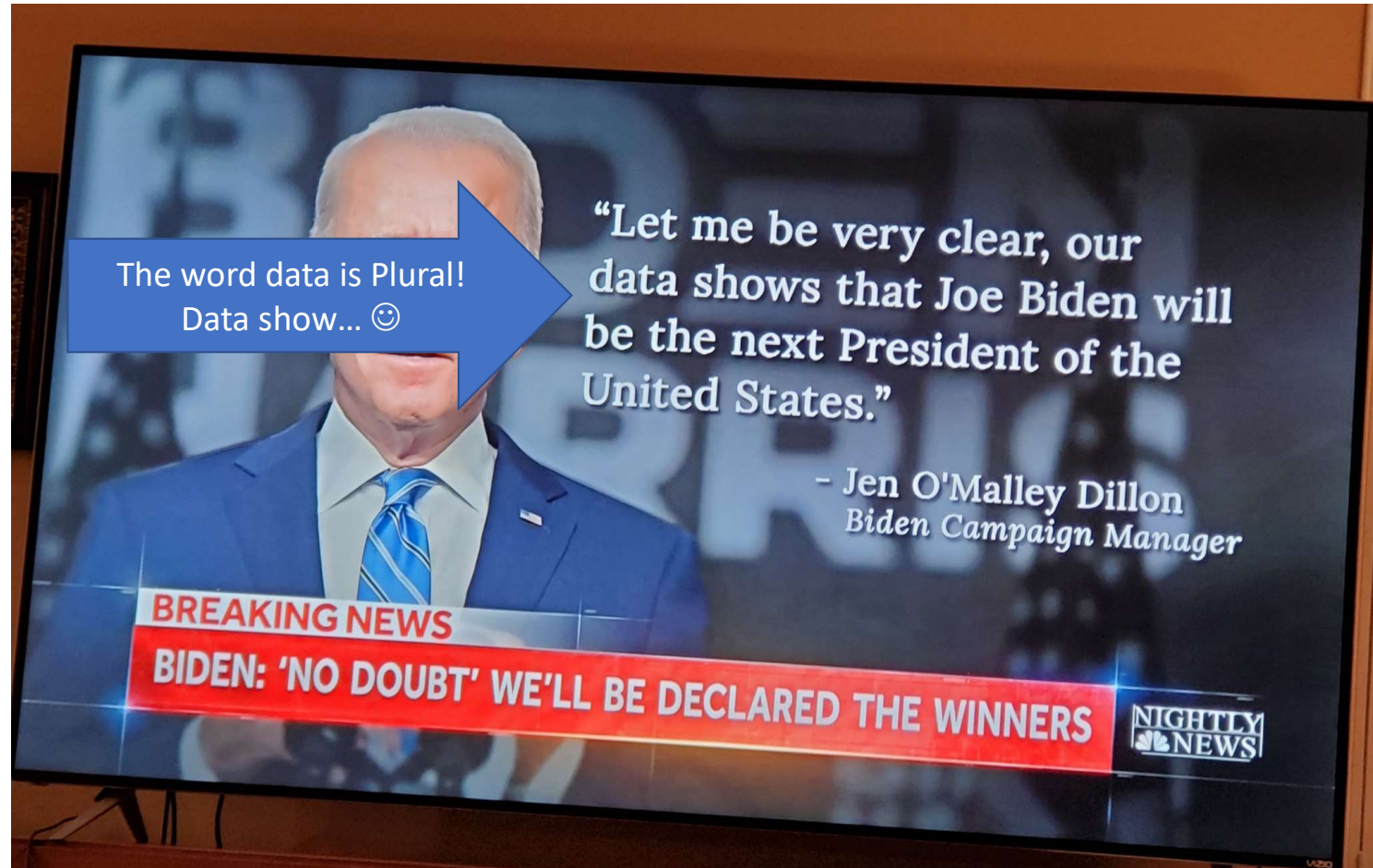


# Statistics: Don't be intimidated



$$y = \frac{\sqrt{\text{I don't give a shit.}}}{x + 1}$$

What's  
wrong with  
this picture?



# I was trained to be Quanto-centric (LOL)

## Big Data Don't Tell the Stories

- Quantitative:
  - Descriptive, trends, comparisons, correlations, predictions
- Qualitative:
  - Captures the lived experience, thoughts, and feelings
  - A recent systematic literature review noted that only 11.3% of the 8,522 articles published between 2010 and 2019 in the top 17 criminal justice/criminology journals were qualitative methodologies (Copes et al., 2020)



# What to publish?

## Empirical Studies

- Advancing Knowledge
- Theory & Hypothesis Testing
- Controlled experiments

## Practitioner Pieces

- Case studies
- How-to
- Descriptions of new models or interventions

## Essays & Commentaries

- Opinion pieces
- Call to Action
- Book Reviews

## Theoretical/Conceptual

- Application of existing theory to new areas
- Inter-disciplinary application of literature
- e.g. PCTS = neuroscience, common factors, prevalence/impact

## Literature Review

- Exhaustive & Systematic
- Meta-Analysis
- Application to novel areas



ASIT K. BISWAS AND JULIAN KIRCHHERR FOR THE STRAITS TIMES

## Prof, no one is reading you

An average academic journal article is read in its entirety by about 10 people. To shape policy, professors should start penning commentaries in popular media.

PUBLISHED ON APR 11, 2015 5:52 AM



Students at a University of Pennsylvania's Wharton School lecture in San Francisco. Even if scholars agree on the importance of publishing in the popular media, the system plays against them. Publications in peer-reviewed journals continue to be the key performance indicator within academia: whether anyone reads them is a secondary consideration. -- PHOTO: BLOOMBERG

Up to 1.5 million peer-reviewed articles are published annually.

32 % of the peer-reviewed articles in the social sciences are never cited even once.

Only 20 % of papers cited have actually been read.

Policymakers very rarely read articles published in peer-reviewed journals.

<https://www.straitstimes.com/opinion/prof-no-one-is-reading-you>

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# Where to publish?

## WHO'S YOUR BEST AUDIENCE?





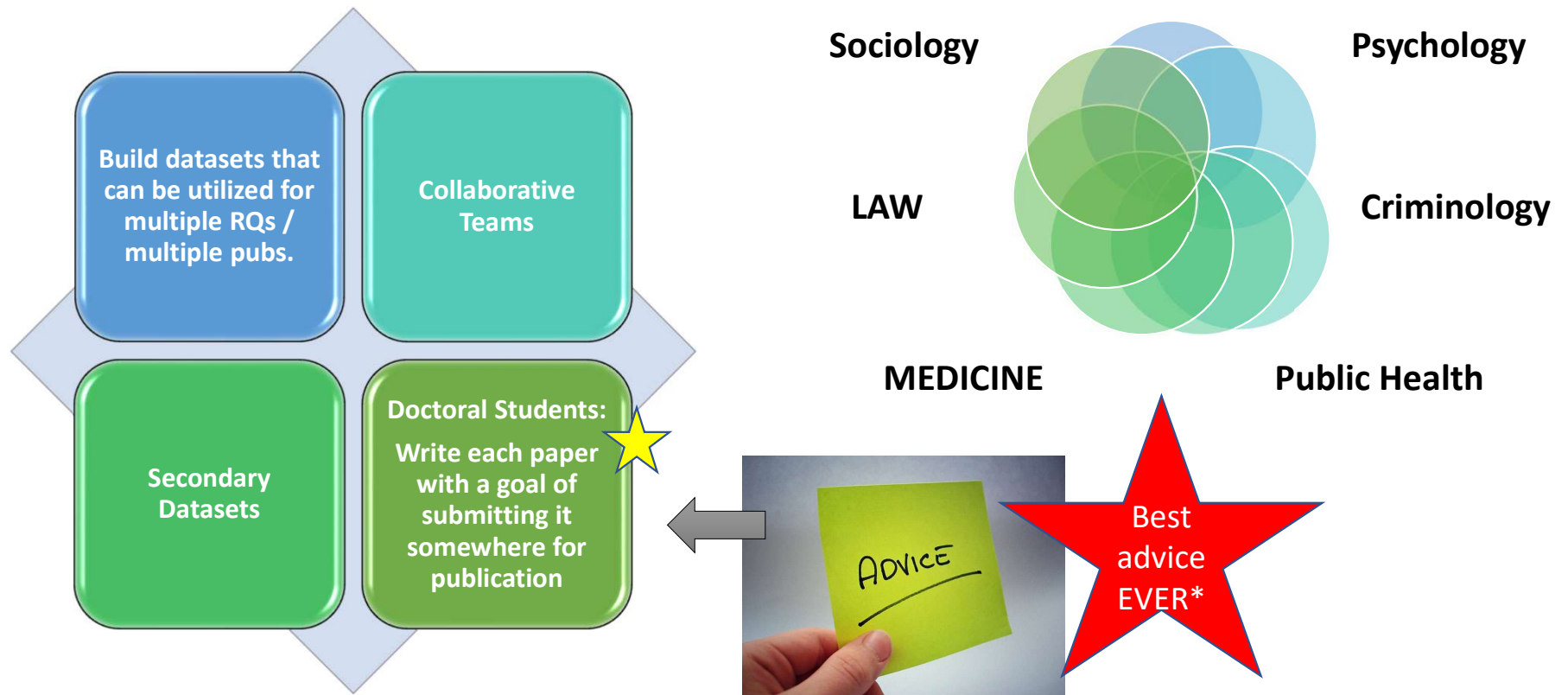


21<sup>st</sup> Century  
Knowledge  
Dissemination:

Multi-Media.

- Blogs
- Videos
- Websites
- Info Graphics
- Podcasts
- Social Media
- YouTube
- Interactive Media
- Creativity
- Inter-disciplinary:
  - Documentary & film, art, graphics design
- Engaging
- Small & digestible
- Human stories & testimonials

# Other ideas



\*Thank you Dr. Barbara Thomlison!

## Engagement, Denial, and Treatment Among Sex Offenders

Jill S. Levenson<sup>1,2</sup> and Mark J. Prescott

*This study investigates the relationship between engagement and denial in treatment progress among a sample of 61 sex offenders. Three hypotheses were posed: (1) that engagement in group therapy; (2) that denial in treatment; (3) that engagement is correlated with denial. The Engagement Measure, and sex offender Treatment Rating Scale. Denial Scale, demonstrated a strong correlation between engagement and denial. The findings provide support for the hypothesis that engagement in treatment, admitting to a sex crime is a necessary condition for reducing denial, are discussed.*

**KEY WORDS:** engagement; denial; treatment

IN

2/18/25 SSP Sex offender treatment outcome on recidivism. However, the

## Sexual Harassment or Consensual Sexual Relations? Implications for Social Work Education

Jill S. Levenson, Ph.D., LCSW  
Lynn University

*Journal of Social Work Values and Ethics*, Volume 3, Number 2 (2006)

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**Key words:** Sexual harassment, boundaries, social work educator, teacher, consensual sexual relations, higher education

### Abstract

Although there is consensus regarding the most egregious forms of sexual harassment in academia, the acceptability of consensual relationships between professors and students remains a subject of some debate. The issue may have special significance for social work educators, who are charged with modeling and inspiring awareness of oppression and exploitation. It is argued here that sexual relationships between students and professors represent a dual relationship, and cannot be truly consensual because of the inherent power disparities that exist. Implications for schools of social work are offered.

### 1. Introduction

Sexual harassment emerged as a social issue during the 1970s as the women's movement and the sexual revolution gradually altered society's perception of the genders (Dziech & Hawkins, 1998). Evolving in the U.S. employment arena under Title VII of the 1964 Civil Rights Act, definitions of sexual harassment in the workplace have been clarified and refined over the past quarter century, as courts across the nation have ruled on the issue. Sexual harassment gained worldwide media attention in 1992 when, during Clarence Thomas' U.S. Supreme Court confirmation hearings, Anita Hill accused him of sexual harassment.

Sexual harassment is defined by the United States Equal Employment Opportunity

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In D. Prescott (Ed.), *Applying Knowledge to Practice: Challenges in the Treatment and Supervision of Sexual Abusers*, p. 124-142. Oklahoma City: Wood and Barnes Publishing.

the Effectiveness  
Treatment:  
into Practice

Prescott, LICSW

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# Dissertation Articles

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John W. Morin  
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*Law and Human Behavior, Vol. 28, No. 4, August 2004 (© 2004)*

### Reliability o Commitmen

Jill S. Levenson<sup>1</sup>

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<sup>1</sup>School of Social Wor  
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## Sexual Predator Civil Commitment:

### <sup>1</sup> Comparison of Selected 1 Released Offenders

J. Levenson

**Abstract:** *This study compared two groups of sex offenders who were considered for civil com-  
mitment under Florida's Jimmy Ryce Act: Two hundred twenty-nine sex offenders who were  
ommended by forensic evaluators to be civilly committed and 221 sex offenders who were*

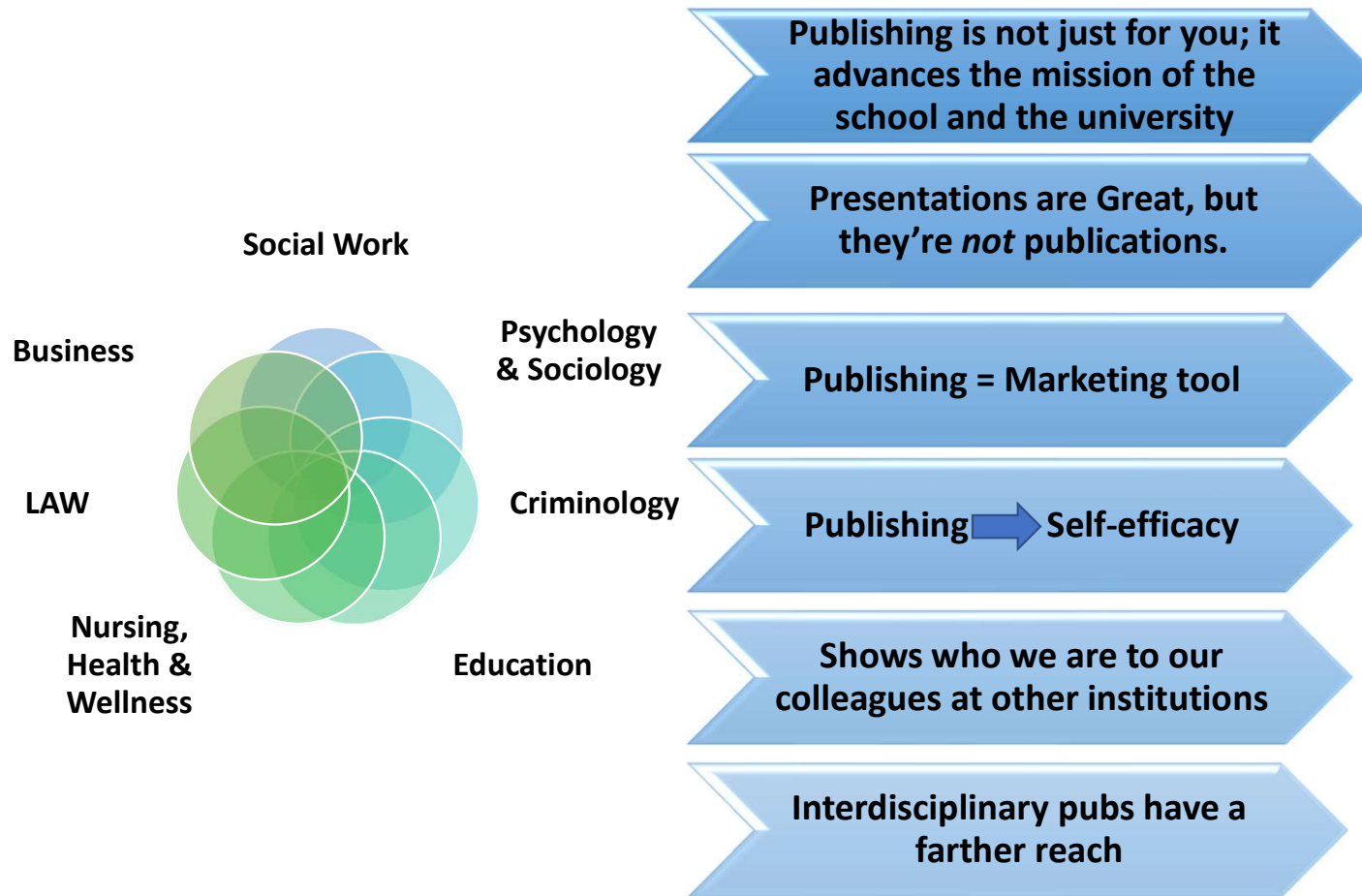
**Sexual Abuse: A Journal of  
Research and Treatment**  
Volume 20 Number 1  
March 2008 43-60  
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Treatment of Sexual Abusers  
10.1177/1079063208314819  
<http://sajrt.sagepub.com>  
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## The Relationship Between Victim Age and Gender Crossover Among Sex Offenders

Jill S. Levenson  
Lynn University, Boca Raton, Florida  
Jennifer Becker  
Florida International University, Miami  
John W. Morin  
Oakbrook Counseling Center, Fort Lauderdale, Florida

Some child molesters abuse children of both genders. The purpose of this study was to explore the relationship between gender crossover and victim age. The authors hypothesized that offenders who molested children of both genders would be more likely to have very young victims and that offenders who molested very young children would be more likely to abuse children of both sexes than offenders with older victims. The sample consisted of 362 sex offenders being considered for civil commitment as sexually violent predators in Florida. Data were collected from file reviews. The relationship between victim age and gender crossover was examined using chi-square and multivariate logistic regression analyses. The proportion of offenders with victims of both genders significantly increased as the victims' ages decreased, and sex offenders with preschool-age victims were most likely to have abused both boys and girls. A sex offender with a victim 6 years of age or younger had more than 3 times the odds of having perpetrated sex crimes against both genders than a sex offender with only older victims. Sex offenders with victims of both genders had more than 3 times the odds of having preschool victims. The presence of a major mental illness increased the odds of gender crossover

# Implications & Lessons for Interdisciplinary Collaboration









# BACKUP

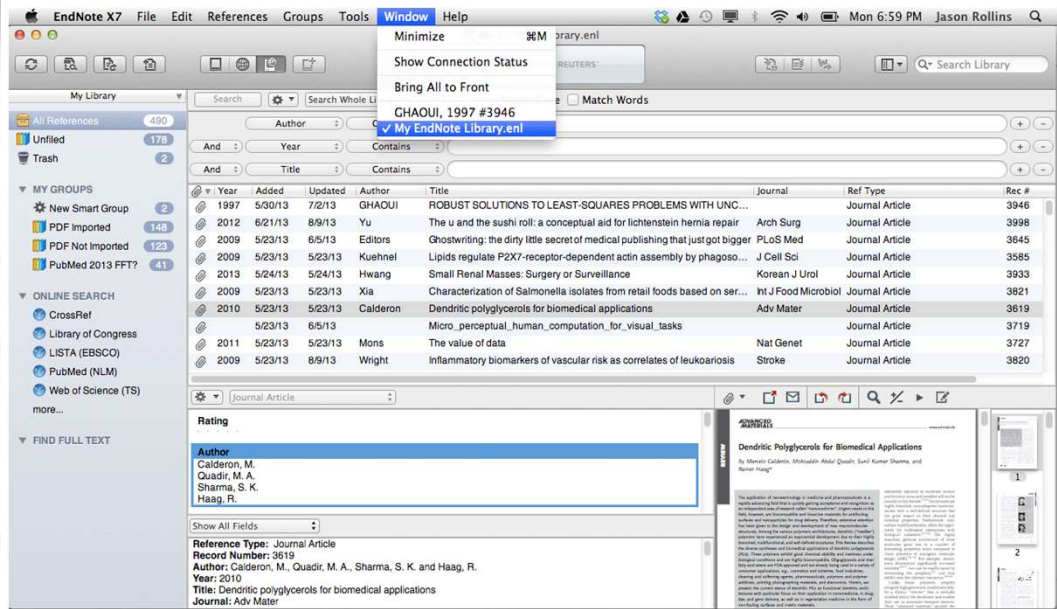


Back everything up. Twice. Frequently.

# Referencing



*Imports from  
Google Scholar!!*



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Bibliography

(Ackerman & Levenson, 2019; American Psychiatric Association, 2013; Andrews & Bonta, 2017; Barnett & Mann, 2012; Gewirtz-Meydan, Walsh, Wolak, & Finkelhor, 2018; Griffin, Moriarty, & Delmonico, 2001; Jung, 2017; Levenson & Tewksbury, 2009; Levenson, Willis, & Prescott, 2017; Prochaska & DiClemente, 1983; Skinner-Osei & Levenson, 2018; Suler, 2004; Trepper & Barrett, 1989; Ward, Yates, & Willis, 2012; Willis, 2017; Yates & Prescott, 2011; Yates, Prescott, & Ward, 2010)

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Page 1 of 3 458 words 82%



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childhood trauma adverse childhood experien... sexual offender social policy  
sex offender treatment

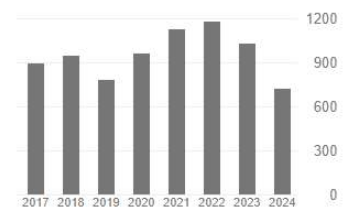
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<input type="checkbox"/> The effect of Megan's Law on sex offender reintegration JS Levenson, LP Cotter Journal of Contemporary Criminal Justice 21 (1), 49-66	775	2005
<input type="checkbox"/> Trauma-informed social work practice J Levenson Social work 62 (2), 105-113	591	2017
<input type="checkbox"/> Megan's law and its impact on community re-entry for sex offenders JS Levenson, DA D'Amora, AL Hem Behavioral Sciences & the Law 25 (4), 587-602	514	2007
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when doing  
tenure &  
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reviews.

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## Stages of R&R

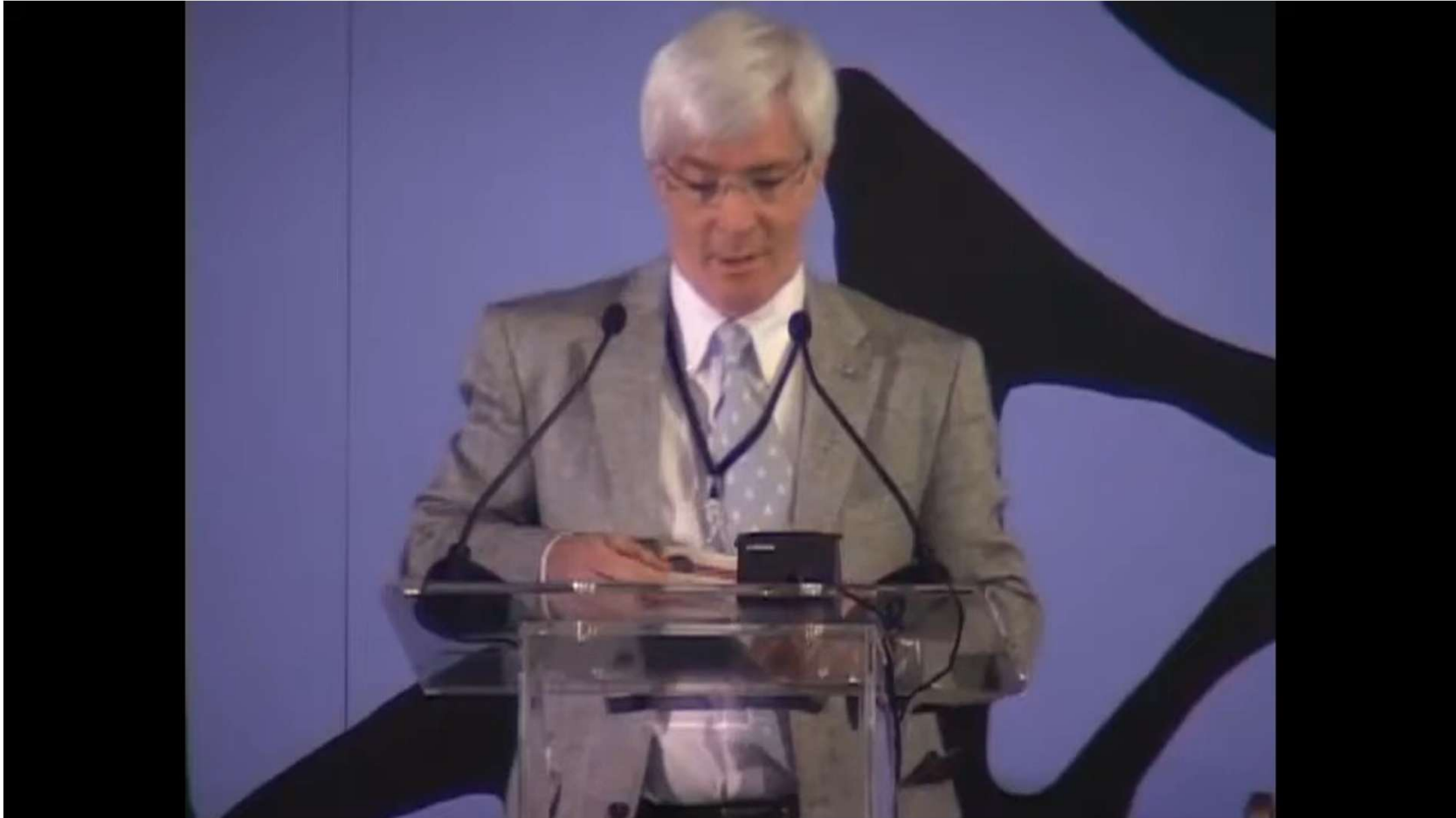


1. Cry
2. Get angry, curse, blame reviewers for being stupid, uninformed, closed-minded, or biased
3. Refuse to do it, give up, it's too hard, too much, don't know where to start, can't get motivated.
4. Put on your thick skin, take another look, deep breath, what can I learn from these reviews?
5. Make it GREAT! IMPROVED! PUBLISHED!



David Finkelhor: Revise & Resubmit 7:40

<https://www.youtube.com/watch?v=Wg3TG5Go1Vc&t=462s>



# Scholarship Counter-transference

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What does this bring up for me?

---

Imposter Syndrome = Don't you know we all feel that way?

---

Protective: This is my baby!

---

Whose voice do you hear in your head?

---

What does that voice tell you?

---

Where do those beliefs come from?

---

How might you think about it differently?

---



Thoughts?



Feelings?



Expectations of  
Self & Others?

# Get Inspired



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2015