

## ACOTUP Researcher Profile

**Name of researcher:** Terry Krupa, Queens University

**Degrees and professional qualifications (including fellowships):**

PhD, University of Toronto; MEd, University of Toronto; BSc(OT), University of Toronto  
OT Reg (Ont); Fellow of the Canadian Association of Occupational Therapists

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**Area of research:**

My research program has focused on three areas: 1) mental illness, disability and social participation; 2) improving the employment prospects of people with mental illness; 3) health through activity and related intervention approaches

**Research related awards and honors:**

**Psychosocial Rehabilitation Canada**

- Inaugural recipient, Pioneer Award – Recovery Research, Psychosocial Rehabilitation Canada (2011)
- Muriel Driver Lectureship Award (2008)

**Grants/funding history:**

The following are recent research projects where I was Principal Investigator:

- **Krupa, T.**, Stuart H., and Chen, S-P. (Co-PI's), Movember Foundation, Canada, \$1,730,887 Project: The Caring Campus: An Intervention project (2013-2016)
- **Krupa, T.**, Carmichael, K. and Mathany, A. Providence Care Mental Health Services, \$51,000. Project: Evaluation of a system transformation using a recovery framework (2013-2016)
- **Krupa, T.**, Kirsh, B. Principle Investigators, Mental Health Commission, Opening Minds Initiative. Project: Workplace stigma, Eastern Canada. (2012-2016)
- **Krupa, T.**, Piat, M., Lysaght, R. and Kirsh, B. Mental Health Commission of Canada. Project \$89,000. How do social businesses influence the stigma of mental illness? (2011-14)
- Nandlal, J., Trainor J., Nailor, W., Dewa, C., **Krupa T.**, and Kirsh B. (all Principal Investigators). \$100,000 Awarded by the National Mental Health Commission of Canada. Study: Aspiring Workforce Project. (2009-2010)

**Research collaboration:**

I have an extensive network of collaborations developed for each of my areas of research interest. Thoughtfully developed collaborations have enabled access to funding, advanced the development of relevant research questions, ensured that research is conducted effectively and meaningfully and promoted dissemination of findings. For example, in the area of social business and disability, I work closely with my colleague Dr. Rosemary Lysaght from Queen's University, and we have developed a network that includes people involved in developing and evaluating social businesses nationally and internationally including the Mental Health Commission of Canada, Psychosocial Rehabilitation Canada, international scholars from Scotland, Australia, the United States, Bangladesh and Africa, peer-network associations and a

multidisciplinary array of scholars from the fields of business, psychiatry, and public health, to name a few.

### **What is the most important thing in mentoring graduate students?**

I encourage graduate students to develop some clarity with regards to their future careers so that they can make the most of the graduate student experience towards reaching their goals and ambitions. This also makes clear for me where I need to direct my attention and efforts as a supervisor. For example, research graduate students who are hoping to secure careers in academia need to understand from the beginning that this is a highly competitive career that depends on securing research funding from recognized funding sources, publications in peer-reviewed journals and evidence of a well-thought out plan for knowledge translation and dissemination. I can offer advice and support around all of these activities. Similarly, students who are planning for careers in particular leadership or policy development positions can think carefully about how to best leverage the graduate experience to work to their advantage.

### **Most significant publications:**

- **Krupa, T.** (2004). Employment, recovery and schizophrenia: Integrating health and disorder at work. *Psychiatric Rehabilitation Journal*. 28(1), 8-15. The paper presents findings from a study that examined how people diagnosed with schizophrenia who are competitively employed without formal employment supports actually manage this social role. The paper focuses specifically on how they manage their experience of illness in the work context.
- **Krupa, T., Kirsh, B., Cockburn, L. and Gewurtz, R.** (2009) A model of stigma of mental illness in employment. *Work*. 33(4), 413-425. This paper is based on a study that developed an explanatory model of stigma and mental illness in the workplace to serve as a framework for anti-stigma strategies and approaches.
- **Krupa, T., Edgelow, D., Radloff-Gabriel, D., Mieras, C. et al** (2010). *Action over inertia: Addressing the activity-health needs of individuals with serious mental illness*. Ottawa: CAOT publications. This manual develops an intervention approach for facilitating the engagement of people with serious mental illness in activities associated with health and well-being. An associated paper by Edgelow and Krupa (2011), which appeared in the *American Journal of Occupational Therapy*, begins to develop the evidence-base for the approach.

### **Tips would you give for new investigators:**

- Develop a program of research that is both defined in that it focuses on a limited number of issues but also broad enough to capitalize on opportunities as they arise
- Construct your research activities so that each one is related to your program of research and provides a foundation for future, larger-scale research activities.
- Block time to write for publication and other knowledge dissemination activities and guard this time.

### **Resources/supports/training programs for new investigators:**

It is valuable for new investigators to have identified mentors who are senior researchers in a position to provide guidance and advice, collaborate on research initiatives, vet proposed research and publications, and help to make strategic connections. Given the intensity and demands of the research role it is probably a good thing if mentors provide a bit of fun and demonstrate how to lead a balanced life.