

INSTRUCTIONS FOR AUTHORS

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Academic Psychiatry publishes original, scholarly work in psychiatry and the behavioral sciences that focuses on innovative education, academic leadership, and advocacy. The scope of the journal includes work that furthers knowledge and stimulates evidence-based advances in academic psychiatry in the following domains: education and training, leadership and administration, career and professional development, ethics and professionalism, and health and well-being.

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2. **Title Page.** The title page should be prepared as a word document (not pdf). It is not viewable by Reviewers, in accordance with the journal's double anonymous review process (see template at end of section [2.8]). Authors are responsible to ensure that their names are spelled correctly, that their affiliations are accurate, and that any funding or other support is appropriately and accurately acknowledged. The journal is not responsible for errors submitted by the authors.
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- 2.8. **Declarations.** Authors must disclose any competing role or interest, including financial or personal relationships with individuals or entities, that may influence their work. If the submission describes the care of a potentially identifiable individual, authors must state the ethical considerations for the manuscript and its adherence to confidentiality standards.
 - 2.8.1. The Disclosure statement should be placed on the title page file only, not in the manuscript file, in keeping with the double anonymous review process.
 - 2.8.2. Authors must state explicitly if there is nothing to disclose, such as, for a multi-authored work, "On behalf of all authors, the corresponding author states that there is no conflict of interest" or, for a single-authored work, "The author declares no conflict of interest."
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 - 2.8.5. Note that manuscripts authored by a member of the journal's editorial board undergo the same editorial review process applied to all manuscripts, including double anonymous review.
- 2.9. **Template.** Use the following model to prepare the title page file; see also published articles in the journal as examples of how the information is presented.

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 Corresponding Author Name
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 Acknowledgments [if applicable, otherwise, do not include]
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 Data Availability [if applicable, otherwise, do not include]
 Declarations
 Disclosure [required; if nothing to disclose, state explicitly, e.g., "The author(s) declare(s) no conflict of interest."]

3. **Manuscript.** Failure to follow the guidelines may impede the review process.
 - 3.1. **Spelling.** Use US English.
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 - 3.2.2. Double-spacing and 1-inch page margins are preferred.
 - 3.2.3. Avoid starting sentences with numerals; spell out numbers at the beginning of sentences (e.g., not "100 residents responded" but "One hundred residents...") or recast the sentence to not begin with a number.
 - 3.2.4. Use italics rather than underlining or boldface or all capital letters for emphasis, but avoid extended sections of italicized text because it is hard to read (e.g., do not place quoted text in italics).
 - 3.2.5. Use the automatic page numbering function to number pages at bottom center.
 - 3.2.6. Do not use field functions.
 - 3.2.7. Use tab stops or other commands for indents, not multiple spaces.
 - 3.2.8. Ensure no tracked changes or comments appear in the submitted manuscript file (tracked changes documents requested for the re-review process of revised submissions should be uploaded using the item type "Supporting Material for review only").
 - 3.3. **Abstract.** Abstracts are published only with Empirical Report, In Brief Report, Systematic and Other Review, and Annotated Bibliography papers and should not be included in other manuscript categories.
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 - 3.3.2. Abstracts should not include reference citations.
 - 3.3.3. Abstracts cannot exceed 250 words.
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 - 3.3.5. Abstracts are structured with the following specific subheadings:

- 3.3.5.1. **Objective:** the primary purpose of the article, framed as a complete sentence and not as a "To..." phrase.
- 3.3.5.2. **Methods:** subjects, design, setting, interventions if any, measurements, data analysis; for review articles: data sources, study selection, data extraction
- 3.3.5.3. **Results:** key findings and data such as response rates and numbers of participants.
- 3.3.5.4. **Conclusions:** potential implications.
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- 3.5. **Headings.** Attend to the article type descriptions to determine whether headings are to be structured (i.e., specifically Methods, Results, and Discussion) or descriptive.
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 - 3.5.3. Do not use separate headings for limitations or conclusions; authors may begin the last paragraph of text with the words "In conclusion" or "In summary."
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 - 3.6.1. Research studies and other manuscripts involving human participants should briefly but explicitly describe what ethical safeguards were in place (e.g., informed consent process) and institutional review board (IRB) or ethics committee approval or exemption. See "[Institutional Review Board Approval as an Educational Tool](#)" for more information about the benefits of IRB review.
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 - 3.9.1.8. Ideally, authors should cite sources that have undergone peer review where possible.
 - 3.9.1.9. Authors should not cite advertisements or advertorial material.
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- Negotiation research spans many disciplines [3].
 - This result was later contradicted by Becker and Seligman [5].
 - This effect has been widely studied [1-3, 7].
- 3.9.3. Number the references in order of appearance in the text (not alphabetically by author name).
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- 3.9.7. Examples of the journal's modified Vancouver referencing style follow. Endnote software has "Vancouver" available for download, for example, but modifications will need to be made for journal style. The journal uses "et al." after six authors are named and includes the DOI detail only for articles that do not have volume or page numbers. The "[Internet]" designation is not included in citations, nor are PubMed (PMID) or PubMed Central (PMCID) identification numbers.
- Journal article:
Smith JJ. The world of science. *Am J Sci.* 1999; 36:234-5.
 - Article by DOI:
Slifka MK, Whitton JL. Clinical implications of dysregulated cytokine production. *J Mol Med.* 2000; doi:10.1007/s001090000086
 - Book:
Blenkinsopp A, Paxton P. Symptoms in the pharmacy: a guide to the management of common illness. 3rd ed. Oxford: Blackwell Science; 1998.
 - Book chapter:
Wyllie AH, Kerr JFR, Currie AR. Cell death: the significance of apoptosis. In: Bourne GH, Danielli JF, Jeon KW, editors. *International review of cytology.* London: Academic; 1980. pp. 251-306.
 - Online document:
Doe J. Title of subordinate document. In: *The dictionary of substances and their effects.* Royal Society of Chemistry. 1999. <http://www.rsc.org/dose/title of subordinate document>. Accessed 15 Jan 1999.
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- 6.2.10. Indicate footnotes to tables by superscript lower-case letters (or asterisks for significance values and other statistical data) and place beneath tables.
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 - 6.3.6. Color art is free of charge for online publication. The corresponding author will receive the option to pay for color in the print version upon manuscript acceptance.
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Use the following descriptions along with examples of published articles in the journal to plan manuscript submissions. Submissions that exceed the maximum parameters for a category will be returned to authors for correction ahead of assignment to a handling editor. Manuscript type is evaluated as part of the review process. The journal editor makes the final determination of manuscript type ahead of publication. All manuscripts reporting primary research or secondary analysis of primary research are peer reviewed by a minimum of two independent reviewers ahead of acceptance for publication. The peer review process for other manuscripts (e.g., columns, commentaries, faculty viewpoints, learner's voice perspectives, and letters to the editor) is determined individually by the handling editors (read "[On the Art and Science of Peer Review](#)").

Manuscript Type	Words	Abstract	Headings	Keywords	Max# Table/Figure	Max# References
Empirical Report	2,500-5,000	Yes	Structured*	Yes	5	40
In Brief Report	1,250-2,250	Yes	Structured*	Yes	2	20
Systematic and Other Reviews	2,500-5,000	Yes	Structured*	Yes	5	60
Annotated Bibliography	2,500-5,000	Yes	Names of Works	Yes	1	100
Educational Case Report	1,250-2,250	No	Descriptive	No	2	20
Commentary	1,750-3,000	No	Descriptive	No	2	30
Faculty Viewpoint	750-1,000	No	None	No	0	5
The Learner's Voice	750-1,000	No	None	No	0	5
Letter to the Editor	500-1000	No	None	No	0	5
"Down to Earth" Academic Skills	1,750-2,500	No	Descriptive	No	2	25
Literary Resources	750-1,750	No	None	No	0	5
Media Column	1,750-2,500	No	Descriptive	No	2	25
Organizational Statement	1,250-2,250	No	Descriptive	No	2	15
Poetry	Variable	No	Poet's Statement	No	0	0

*Methods, Results, Discussion

1. **Empirical Report.** Empirical reports of data may derive from multisite studies or analyses of existing databases. A completed CONSORT checklist is required for reporting randomized controlled trials. The commentary "Achieving Methodological Rigor in Education Research" provides helpful information regarding methodological and statistical issues commonly encountered in submissions to the journal.
2. **In Brief Report.** In Brief Reports may include small-scale projects and research that is in early stages of development, such as a preliminary study using a simple research design or a small sample size with limited pilot data and initial findings that indicate need for further investigation. Both Educational Case Reports and In Brief Reports might be used to describe a novel teaching intervention implemented at a single site or institution. The In Brief Report would be most appropriate when the authors wish to focus on statistical analysis of the outcome measures. Use only the three specific headings Methods, Results, and Discussion in the narrative, with no subheadings.
3. **Systematic and Other Reviews.** Systematic and other reviews could include, for example, reviews of teaching materials on a particular topic, such as evaluation forms, curricular outcomes or websites; methods and outcomes for teaching on a particular topic; or methods of application of a particular clinical skill. Articles should describe the analysis or application of teaching materials, rather than simply reproducing teaching materials. One exception could be publication of a curricular outline for teaching a particular psychiatric or health profession subspecialty when it is innovative or produced by a national organization officially representing that subspecialty. Scoping reviews can map existing literature on a topic that has not been reviewed in depth or that is wider or more complex than what a systematic review might cover. Authors are encouraged to review Coverdale et al. "Some Potential 'Pitfalls' in the Construction of Educational Systematic Reviews," and Pham et al. "A Scoping Review of Scoping Reviews: Advancing the Approach and Enhancing the Consistency." A completed PRISMA checklist is required for reporting systematic reviews.
4. **Annotated Bibliography.** Annotated bibliographies present a summary of resources compiled on a topic specific to the scope and mission of the journal and support readers in their academic development, teaching efforts, or development of leadership skills, for example, supporting material for designing a course on ethics for child and adolescent psychiatry fellows, programs on leadership in the health sciences, or promotion of well-being among clinicians. The annotations should provide the reader with a summary and an evaluation of the source. Each concise annotation should capture the source's central idea and the content that can be found. See Jibson et al. "Medical Education Teaching Resources" as an example.
5. **Educational Case Report.** Educational case reports are practical in nature and might analyze, descriptively or ethnographically, how a particular teaching practice was applied in a specific setting. Examples include unexpected and subtle discoveries made while developing an innovative teaching method, reforming a curriculum, or launching a new course. A holistic review process considers that case reports in education tend to be naturalistic and relatively lacking in empirical data, but outcome data are still expected in adherence with ethical standards, such as qualitative or quantitative participant feedback. Quality of data, novelty of the case, and topic significance will be considered (manuscripts that include data derived only from standard course evaluations would not meet journal expectations). Both Educational Case Reports and In Brief Reports might be used to describe a novel teaching intervention implemented at a single site or institution. An Educational Case Report would be chosen when the authors' primary goal is to share lessons learned from the process of defining the need, creating the intervention, overcoming the challenges in implementation, or interpreting ambiguous outcomes. Please see "Educational Case Reports: Purpose, Style, and Format" for more information.

6. **Commentary.** Commentaries are tightly reasoned thought pieces that address an important issue in psychiatric education, professional development in medicine, and academic psychiatry.
7. **Faculty Viewpoint.** The journal welcomes brief papers that share a personal experience, clinical vignette, or teaching moment in order to make a point relevant to *Academic Psychiatry's* mission and scope.
8. **The Learner's Voice.** The community of academic psychiatry has much to learn by listening to trainees. These brief reflections center around a trainee's experience of learning psychiatry or becoming a psychiatrist. The Learner's Voice feature is generally intended to center around the subjective experience in training leading to some idea and not beginning with the idea or the report of a project. Faculty should not co-author submissions for The Learner's Voice; they can be acknowledged for their help in the Acknowledgments section on the title page. A learner presenting original material that may be received with differing opinions and could have implications for other programs is encouraged instead to consider submitting such work under the category Letter to the Editor.
9. **Letter to the Editor.** Letters to the editor may be responses to articles published in the journal or thought pieces that raise an issue to which the editor and/or editorial board may respond or a description of a small intervention or course that occurred at a single site.
 - 9.1. Letters begin explicitly with "To the Editor:" and do not contain any headings within the narrative or tables/figures.
 - 9.2. Letters submitted in response to articles published in the journal should be titled "Comment on" followed by the title of the article that prompted the letter. The authors of the original article may be invited to respond to the letter commenting on their work.
10. **"Down to Earth" Academic Skills.** The "Down to Earth" Academic Skills column is intended to describe the nuts and bolts of some area of medical education and/or academic career development that is relatively well established and accepted yet not so well established that everyone knows exactly how to do it on a practical level. Publications in this column are not hypothesis driven, nor do they propose new interventions or tools. Column submissions are assessed for the quality of the text in articulating the nuts and bolts in a user-friendly and scholarly manner (evidence-based where possible) and for whether this information is hard to find or access elsewhere. Authors usually have extensive experience in the area described in the submission. New interventions (e.g., curricula, teaching method, use of technology) are appropriate for submission instead as Educational Case Reports, In Brief Reports, or Empirical Reports, depending on scope and focus. Inherent in presenting a new intervention is a hypothesis about its educational effects and field testing of the intervention, ideally with qualitative and/or quantitative data of educational outcomes, to communicate educational lessons learned from field testing the intervention. For dissemination of a model curriculum, authors should consider other publications like MedEdPORTAL or AADPRT, which posts descriptions of programs (with the involvement of an AADPRT member; see the [AADPRT website](#)). Please see "[Writing and Reviewing for the 'Down to Earth' Academic Skills Column of Academic Psychiatry](#)" for more information.
11. **Literary Resources.** Literary Resources include reviews (often invited) of recently published works relevant to the mission of *Academic Psychiatry*, providing a constructive overview of the objective, content, intended audience, scope, clarity of material and writing, and potential use to readers. Distantly published works that have not been reviewed before may be considered if attention to the work would be appreciated by readers and if aligned with the mission and scope of the journal.
 - 11.1. Book reviews require a title separate from the title of the work under review.
 - 11.2. A subtitle of the review includes the title of the work, authors/editor name, publisher place and name, publication year, ISBN, page count, price, and format (e.g., paperback or hardcover).
12. **Media Column.** The Media Column includes original papers regarding the relationship between media and psychiatry. Papers focus on media in psychiatric education, the impact of media on mental health and illness, how mental illness and psychiatry are portrayed in media, and how media may be used for public education, among other topics. Evidence-based, educational, creative, innovative, or exploratory papers are encouraged.
13. **Organizational Statement.** The journal will consider analyses of issues and related descriptions of policies and recommendations by organizations whose missions align with that of the journal. In preparing statements for submission, authors should consider whether the content is a product of a workgroup or taskforce versus a position of an organization.
 - 13.1. If from a workgroup/taskforce, every person on the workgroup/taskforce must be named on it, either as authors or acknowledged contributors, and documentation of the parent organization's approval of the submission is required (use Editorial Manager's cover letter file type for this documentation).
 - 13.2. If a position statement, the executive council of the organization should approve it before submission (use Editorial Manager's cover letter file type for this documentation).

14. **Poetry.** The journal encourages original submissions of poetry that clearly relate to the mission and scope of the journal. Include a Poet's Statement (max 250 words) in the manuscript file to be published with the poem, giving the context of the work and how it may be used to enhance the reader's educational progress.

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Online First: The article will be published online after receipt of the corrected proofs. This is the official publication of the article and is citable with the DOI (Digital Object Identifier). Please note that changes *cannot* be made to the article once it is published online. Subject to the Editor's approval, further changes only can be made in the form of an Erratum, which will be hyperlinked to the article. After release of the printed version, the article can also be cited by issue and page numbers.

Promoting the Work: Authors may contact the editorial office regarding potential opportunities for press releases and upcoming conference presentations of their work.

Social Media: The journal is on X (formerly known as Twitter): @AcadPsychiatry. Editorial Manager has a place for authors to include their social media handles (user names) and suggested text for social media posts during the manuscript submission process. Posting is not guaranteed.

SUGGESTED RESOURCES

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