

Author Guidelines – Short Communication: Interprofessional Education Reports

Interprofessional Education Reports Content Guidelines:

Articles in the *Interprofessional Education (IPE) Reports* section describe innovative, promising, early-stage IPE models alongside thoughtful analysis of the insights gained and barriers identified/overcome by pharmacy educators working to address IPE requirements embedded within accreditation standards. Authors are encouraged to contact the Editor-in-Chief (cptl@midwestern.edu) for article topic suitability prior to submission. These articles include the following components: [NOTE: bolded headers below are required as the article section headers]

Background

- The purpose of this section is to provide readers with the requisite context to understand the IPE activity being presented
- A clear statement of the significance to the academic community, justified using current literature, must be included
- Addressing the following area is *required*:
 - Literature that influenced/inspired development of the IPE activity
 - Key program and/or institutional attributes (e.g., public vs. private, stand-alone vs. part of medical center/health science campus)
 - Existing IPE environment with respect to issues such as collaborating professions and the infrastructure supporting IPE efforts (e.g., task forces, institutional offices/centers, dedicated personnel)
 - ACPE standard(s)/language targeted (or other accreditation standard(s)/language, if international)
 - Interprofessional Education Collaborative (IPEC) core competencies targeted/relevant to this IPE activity (or competencies from other collaboration-focused educational frameworks if applicable)

Interprofessional Education Activity

- This section should provide readers with an understanding of the specific IPE activity being discussed
- Sufficient detail should be included to facilitate replication at a similar institution.
- A description of the following topics is *required*:
 - Interprofessional education activity
 - Learning objectives
 - Environment (e.g., didactic course, experiential rotation, co-curricular event)
 - Participants (e.g., students, faculty/staff, administrators, standardized patients), including a detailed description of roles/responsibilities
 - Educational activities
 - Assessment/evaluation strategy
 - Student learning assessment and/or program evaluation methods employed, including rationale
 - Measurement instrument(s) used (if any), including justifications for each
 - Data analysis (i.e., research paradigm and analytic approach for qualitative data, specific statistical tests for quantitative data)
 - Criteria and/or markers used to determine success or failure

Discussion

- This section resembles a combination of the traditional Results and Discussion sections of a research article
- A critical evaluation of the IPE activity should be provided including the following *required* topics:
 - Interpretation of results from assessment/evaluation strategy, including determination of success/failure (i.e., did the IPE activity successfully achieve the targeted accreditation standard(s)/language?)

- Comparison of results to similar IPE activities reported in the literature
- Lessons learned, both from the IPE activity described in this manuscript, as well as from the comparison to other published reports
- Future directions

Implications

- This section is similar to a traditional Conclusion section of a research article in that a brief, overall summary of the IPE activity is provided along with key implications of the authors' work
- The following topics are *required*:
 - Concise summary of the IPE activity, including accreditation standard(s)/language and/or educational framework targeted
 - Concise statement of the significance/value of this work
 - Implications of this work for pharmacy education at the authors' institution(s)
 - Implications of this work for pharmacy education at other institutions

A structured abstract using these section headings also should be submitted.

For more information, see **Interprofessional Education Reports** announcement in CPTL:

[http://www.pharmacyteaching.com/issue/S1877-1297\(16\)X0005-6](http://www.pharmacyteaching.com/issue/S1877-1297(16)X0005-6)

Interprofessional Education Reports Format Guidelines:

- 3000 word limit (somewhat flexible – contact Editor-in-Chief)
- Limited to two (2) tables or figures (not included in word limit)
- References are not included in word limit.