

## **CURRENTS IN PHARMACY TEACHING AND LEARNING: Author Guidelines – Case Reports: Quality Improvement**

### **Quality Improvement (QI) Article Content Guidelines:**

These articles are focused on the cycle of continuous quality improvement (CQI) as applied to pharmacy education in its broadest sense. The focus should reside on the CQI process. The inclusion of institutional or other study data that is not specifically germane to this process is not appropriate. Authors are encouraged to consult the Standards for Quality Improvement Reporting Excellence (SQUIRE) guidelines ([www.squire-statement.org](http://www.squire-statement.org)). While these guidelines were originally developed for quality improvement in health care, the recommendations in these guidelines are useful in concept for CQI activities in educational settings. *QI* articles include the following components: [NOTE: bolded headers below are required as the article section headers]

#### **Problem Description**

- Describe the nature and significance of the education-related problem that inspired the work, including how the need was identified.
- Describe the context and/or setting in which your quality improvement activities are being performed (e.g., if it is a course, then that course and its placement in the overall program, as well as the entire program need to be described; if it is a sequence such as a research track, describe that sequence, its placement in the program, as well as the entire program).
- Describe the relevance of your process to readers and the academy-at-large.

#### **Quality Improvement Methods**

- Describe your process in developing the improvements, including the members, activities and timeline.
- Explain how you implemented these improvements, including your interventions, measures and analysis.
- Describe the methods by which your improvements were evaluated.

#### **Results of CQI Inquiry**

- Explain the findings from your CQI process.  
(Note: While results and evaluative data are not the central issue in this article section, a discussion of their role in your CQI process is needed.)

#### **Interpretation and Discussion**

- Summarize your most important findings and CQI changes.
- Discuss any limitations.
- When appropriate, discuss whether your findings suggested any other future changes.
- Provide a concise description of stakeholder observations (e.g., what went well? what challenges were encountered?).
- Discuss future implications for your program (how might you do this differently next time?).
- Discuss future implications for the academy-at-large (what would you suggest to others based on this experience?).

#### **Conclusions**

- Address only the objectives and do not overstate your findings.
- Do not give assertions that are beyond your findings.
- Provide a summary statement of the implications of your work for your program and for others.

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

### **Quality Improvement Article Format Guidelines:**

- 5000 word limit (somewhat flexible – contact Editor-in-Chief)
- Use graphs and tables as appropriate to best present the study results; however, do not duplicate data reporting in graphs, tables, and text.
- Tables, figures, and references are not included in the word limit.