Intersections: The Education Journal of the Woodruff Health Sciences Center
Instructions for Authors

Note: Intersections will stop accepting new submissions on March 14, 2025 as we restructure. Please check back for updates.

Thank you for your interest in *Intersections: The Education Journal of the Woodruff Health Sciences Center.* Before submitting a piece, please review the following items to ensure your work is complete and ready for peer review.

Please direct any questions about these guidelines to us at jintersections@emory.edu. In addition, if you have any ideas about potential submissions and would like feedback on their suitability for the journal or input on how to proceed, please email us or reach out to any of our editorial staff, listed on the People page of our website.

Eligibility

We welcome work from any member of the Woodruff Health Sciences Center community, including faculty, staff, health sciences students, other trainees, and educators from Emory Healthcare and its affiliated hospitals and clinical sites. We also accept submissions from other educators in the Emory community who teach about health or healthcare. We encourage collaboration; therefore, not every author on a submission must be based at Emory. At a minimum, <u>the corresponding author should be a member of the Emory community</u>.

Author Fees

There are no fees for submitting or publishing work in *Intersections.*

Instructions for Submission

Electronic files should be submitted via the online submission form, available at [Intersections Submission Form](.).
Please remember that *Intersections* is aimed at an interprofessional audience, so all submissions should be written in language that can be understood by all health professions educators.

The submitted set of files must include the following:
1. **Cover letter**: Please describe why you feel your work is appropriate for *Intersections* and how it might interest others in the local education community.

2. **Title Page**: Please include:
    a. A title for your piece

b. Each author's full name, highest academic degree, rank, and their school, department, health professions program, and/or practice site**. If available, also include ORCiDs and social media handles (Twitter/X, LinkedIn, Instagram). Indicate the corresponding author and provide their phone number and email address.

c. The manuscript category and word count (see descriptions and requirements below).

**All authors must meet the [ICMJE Uniform Authorship requirements](#) including: "Substantial contributions to: 1) the conception or design of the work or the acquisition, analysis, or interpretation of data for the work; AND 2) drafting the work or revising it critically for important intellectual content; AND 3) final approval of the version to be published; AND 4) agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved." Individuals who contributed to the manuscript to a lesser degree and who do not meet the criteria for authorship (individuals who provided technical support, writing or editorial assistance, or general support) should be listed in the acknowledgments.

3. **Manuscript Body or main submission piece**: For detailed instructions for specific submission categories please refer to the [Article Categories](#) section. For manuscripts/text submissions, please submit a Microsoft Word file. The text should be in 12-pt font, double-spaced, with pages numbered, and left aligned (unjustified). Please insert line numbers to facilitate reviews; to do so click on the Layout tab at the top of the screen in Word, choose Line Numbers and Restart Each Page.

    a. All submissions should start with a section titled "Brief take-home point." This should describe, in one to two sentences, the importance of the work to general health sciences education and training. In other words, what could any health sciences educator learn from your work that might apply to their area of practice? For example, "Brief take-home point: Oral presentation feedback sessions using a competency-based evaluation form can improve subsequent oral presentations more than routine *ad hoc* feedback."

    b. For studies involving human subjects there must be a statement in the Methods section that approval was obtained from or waived by an Institutional Review Board (IRB). If applicable, the IRB study number must be provided, and the submission should also state that informed consent was obtained from participants. For guidance on what is considered "human subject research" by the Emory IRB please see their website (https://irb.emory.edu/guidance/getting-started/review.html) or this document [IRB Guidance](#) that provides an overview of their policies. If questions about the need for IRB approval remain, please contact us at jintersections@emory.edu.

    c. At the end of the main submission please include the following sections:

i. <u>References</u>: Please follow the [APA Manual of Style](#) for references. In-text citations should use an author-date style, e.g. (Jones et al., 2022). In the bibliography, references will be alphabetized according to the first author's surname and follow the basic style:

Jones, J.B., Brown, B.S., & Smith, J.A. (2022). Reference style example title. *Journal of Reference Styles*, 1(1),123-125. https://doi.org/10.1111/ppm0000123

If a journal article has a DOI, include it in the reference. If it does not, end the reference after the page range.

ii. <u>Acknowledgments</u>:
   a. Contributions of individuals who don't meet the standards for authorship as listed above.
   b. Financial support for the work: include details of all funding sources with grant numbers, if relevant.
   c. Conflict of interest statement: explicitly acknowledge any payment or services received from a third party for any aspect of the submitted work or a statement that no such conflicts exist.

iii. <u>Tables</u>: Tables should be placed in the main manuscript file following the acknowledgments. Table titles should be included with the tables. Providing tables in the Word document allows the copyeditor to reformat the table if necessary for publication. Please number tables in the order in which they appear in the text and ensure that the titles allow the reader to understand the content without referring to the text.

iv. <u>Figure titles and legends</u>: Create titles/legends such that the reader can understand the content without referring to the text. Figures and images themselves should be submitted as separate files as noted below. Number figures in the order in which they appear in the text.

4. **Tables, figures and/or images:**
   Figures and images should be uploaded as separate files. Please name each file with the number of the figure or image so that their identities are clear (e.g. Figure 1).

   The preferred file format for figures is .jpg. However, any of the following formats is acceptable: .gif, .jpg, .png, .mp3, .mp4, .wav, .mov, or .wmv. The figures, tables, and images should be provided in high enough resolution that they can be thoroughly evaluated by a reviewer. Lettering and labeling should be large enough to allow reduction for page layout.

   Please note, it is the responsibility of the author(s) to obtain permissions to use any of the following: images of recognizable individuals, personal

communications or unpublished data, previously published work such as images, art, written work, videos, etc., unless publicly available. Appropriate credit must be included in the legend. Documentation of permission to reproduce must be sent with the manuscript during submission.

Article Categories

Discovery and the Scholarship of Teaching and Learning Section
Discovery pieces are robust research reports whose goal is to create generalizable knowledge. The scholarship of teaching and learning (SoTL) refers to educational investigations whose findings are not meant to be generalizable but which represent the outcomes of the approach under study within a specific context.

Research Articles
Original research articles should be based on rigorously designed and analyzed pedagogical studies. Each manuscript in this category should include an Introduction summarizing the current state of knowledge on the topic and details of the research question/topic examined, a detailed Methodology section identifying the samples, data collection methods, statistical methods for quantitative analyses, validation methods for qualitative studies, and measures and their validity and reliability properties. A section describing the Results should be included, followed by a Discussion section about the implications for teaching and learning. Limitations of the research should be discussed. Conclusions should be clearly supported by the findings. Tables should clearly identify the type of statistic reported and statistical methods used. Systematic reviews may also be included in the Research Article section and should employ and report methods standard for such analyses. *Please note that descriptions of new approaches that have not been evaluated thoroughly should be submitted as Education Innovation Reports*.

Specific guidelines for Research Articles:

Manuscript body word count: $\leq$ 5,000 words
Abstract word count: $\leq$ 250 words
Boxes/Tables/Figures: $\leq$ 5

Required sections, Research Articles:

1. Structured Abstract that includes Introduction, Methods, Results, and Conclusions
2. Brief Take-Home Point (see description above in General Instructions)

3. Introduction
4. Methods
5. Results
6. Discussion
7. Conclusions

Trainee Extended Abstracts

The trainee extended abstract format provides pre- and post-graduate trainees with an opportunity to share the teaching tools and techniques they have developed or used in their teaching. The outcomes presented may include impact on student engagement or learning. Quantitative or qualitative evaluations are acceptable. Authors should clearly specify gaps in knowledge for the topic addressed, provide a brief review of previous work on the topic of interest, a brief description of the methodology used to evaluate the technique or tool, and results obtained. Conclusions may include the barriers encountered, helpful hints or words of warning, future plans, or other potential applications of the method.

Specific guidelines for Extended Abstracts:

Manuscript body word count: $\leq$ 1500 words
Boxes/Tables/Figures: $\leq$ 2
References: $\leq$15

Required sections, Extended Abstracts:

1. Brief Take-Home Point (see description above in General Instructions)
2. Introduction
3. Methods
4. Combined results and discussion
5. Conclusions

Education Innovation Reports

Education Innovation Reports describe a new approach or strategy (new curriculum, assessment, or teaching method) in education that has been implemented and assessed, but the strategy does not have to be evaluated thoroughly. Reports should define the time period(s), setting(s), and participating population(s) involved in developing and implementing the innovation. They should describe in detail the implementation of the innovation and any criteria intended to assess the innovation's success. Reports should critically examine innovation outcomes, including whether/how it met stated goals and the implications of the

outcomes in the context of the larger challenge used to frame your work. Finally, Reports must include suggested next steps for addressing this challenge on a larger scale.

Specific guidelines for Education Innovation Reports:

Manuscript body word count: $\leq$ 2,000 words
Abstract word count: $\leq$ 250 words
Boxes/Tables/Figures: $\leq$ 3

Required sections, Education Innovation Reports:

1. Structured Abstract that includes Introduction, Description of Innovation, Results, and Conclusions
2. Brief Take-Home Point (see description above in General Instructions)
3. Introduction
4. Description of Innovation
5. Results
6. Discussion
7. Conclusions

Integration/Application Section

Pieces in this section represent syntheses of information and/or opinions, reflection on educational topics, connections between education and other disciplines, and practical application of educational ideas and principles.

Origin Stories

Origin stories describe an innovative approach and/or strategy in health sciences education which has been, or is being, implemented but is not yet evaluated. These manuscripts answer 'behind the scenes' questions --what motivated the innovation, how did the planning process happen, what were the challenges and successes in implementation-- as well as address the potential appeal of the innovation to other settings or disciplines. A review of the current literature that supports the importance of the project should be included. Projects with great vision and goals but less success can also be submitted for consideration, with the focus being 'lessons learned' and thoughts on how the experience informs a change in strategy and/or why the approach should be avoided in other specialties or disciplines. These pieces do not include nor require data.

Specific guidelines for Origin Stories:

Manuscript Body Length: $\leq$ 2500 words

Abstract: < 250 words
Boxes/Tables/Figures: < 2

The piece should include a Brief Take-Home Point, as described in the general submission instructions. The body of the manuscript should not be separated into sections but should be in the form of an essay. Please consider the following questions and address them where applicable:

1. The problem to address – how do the authors know there is a problem? How has that problem manifest in the authors' setting(s)? What has been done, if anything, to address that problem in the authors' setting or by others?
2. How did the authors decide how to address the problem? What other ideas did they have? Who else was involved in identifying this approach? What facilitators and barriers were identified?
3. How did the authors set up the implementation of their approach? What was easy? What was hard? Were there any collaborators?
4. How did implementation go or how is it going? What has worked? What have been the biggest challenges? What would the authors recommend that others do differently if they want to implement a similar innovation?
5. How will the authors know if their innovation has been successful? What outcomes will be measured? What are some likely next steps?

Perspectives:

Perspectives pieces provide the author's opinion or experience on a topic pertinent to health sciences education. These may be topic reviews that incorporate the author's expert opinion and insights, discussions of ethical dilemmas or ways to overcome teaching barriers, personal perspectives on teaching and learning in the health sciences or calls to action.

Specific guidelines for Perspectives:

Manuscript Body Length: < 1500 words
Include a Brief Take-Home point (see description above in General Instructions)
No abstract or other sections required in the body of the manuscript

Short Takes

These are less formal pieces with a style that speaks directly to readers. We invite three kinds of writing at this time- 1) How-to, 2) Interview, and 3) In the News. All should be rooted in health sciences education.
'How to' - The author briefly describes how to set up or implement an innovative educational strategy or project.
'Interview' - The author conducts an interview with an established expert or a rising star in the field of health professions education. The author provides background information about the interviewee followed by an edited transcript of the interview, sometimes interspersed with

additional information written by the author. Recordings of interviews can also be submitted if edited to 10 minutes or less.

'In the News' - The author will provide a link to a news article that is relevant or trending in health professions education and provide a brief commentary.

Specific guidelines for Short Takes:

Manuscript Body Length: < 1000 words
Include a Brief Take-Home point (see description above in General Instructions)
No abstract or other sections required in the body of the manuscript

Education and the Arts

Education and the Arts is a section for creative works, such as published or original poems, photographs, excerpts from literature, videos, multimedia content, etc. that are accompanied by a brief commentary that clearly connects the work to health sciences education.

Specific guidelines for Education and the Arts:

Include a Brief Take-Home point (see description above in General Instructions)

If the submission is a poem, piece of artwork, short story, etc., please provide a commentary of <250 words. If the submission is similar to an Education Innovation Report, please follow the guidelines for that submission type.

Submissions cannot receive final acceptance until permission is acquired to reprint/re-post non-original works.

As noted above, figures, images, and videos must be in one of the following formats: .gif, .jpg, .png, .mp3, .mp4, .wav, .mov, or .wmv. They should be provided in high enough resolution that they can be thoroughly evaluated by a reviewer. Lettering and labeling should be large enough to allow reduction for page layout.

Special sections will be published on a rotational basis

If you have an idea for a special section or theme, please reach out to us at jintersections@emory.edu

Instructions for Revised Submissions

Electronic files should be submitted as email attachments. If you have questions regarding how to address the suggested revisions, please contact us at Jintersections@emory.edu.

1. **Cover letter**

Please include a point-by-point description of how you addressed each of the reviewers' and editors' comments; this could be a change made in the manuscript or a description of why the suggested change was not made. This can be done in paragraph form, with each comment in its own paragraph followed by your response, or in a table where each row displays the comment in the first column and your response in the second column.

2. **Submission**

Please create a new version of your submission with the "Track Changes" feature turned on so that the editors can see exactly where changes were made. If you make repeated changes such that the new version is difficult to read with all of the changes visible, you can create a new document that shows only the final changes. This can be done by going to the Review tab and clicking on "Compare." Then choose "Compare two versions of a document" and select the original and revised submissions. Any revisions to table, figures, images, or audio/video files should be submitted separately.