

JIEP Curricular Resource: Instructions for Authors

JIEP publishes brief descriptions of educational resources that are likely to be of widespread benefit to the interprofessional education community. These articles are formatted as follows:

Title: provide a description of the resource’s purpose and target audience.

Good example: “Interprofessional progress notes for students in outpatient primary care clinics.”

Bad example: “Building better teams: working together in clinic.” (too vague)

Abstract: summarize the contents of the sections below (Format, Target Audience, etc.) in one or two paragraphs, do not include section headings.

Identify the need the resource addresses, the educational format used and why it was chosen, the objectives to be accomplished, learner outcomes and how they were measured, and the importance of the intervention. How can any necessary materials/handouts/etc. be obtained by others?

A reader of the abstract should be able to decide whether the remainder of the article will be worth reading.

Format: in one or two sentences describe how the resource is delivered to learners, including the setting in which it used.

Example: Small group case discussion, classroom setting.

Example: Structured handoff discussion and checklist, used during pre-rounding huddle of inpatient ICU team.

Target audience: the student professions involved, and the relevant point in their training.

Example: Second-semester medical nutrition students, third-year medical students, second-year pharmacy students rotating on inpatient liver transplant service.

Example: Campus-wide event for all first-year students during orientation week.

Objectives: if the educational resource works as designed, what should be the measurable outcomes among the learners?

Objectives that are not part of the assessment and evaluation process should not be included. Likewise, if something is important enough to measure during the assessment and evaluation, it should be listed as an objective.

Activity description: the most important section – describe the “nuts and bolts” of your activity in as much detail as possible. Similar to the “Materials and Methods” section of a research article, a reader should be able to use this information to replicate your results.

Assessment: learners should be assessed to determine the extent to which they achieved each of the objectives. Describe how this was done, and the results. Do not interpret the results in this section.

Evaluation: the educational resource should be evaluated to determine the extent to which it allows achievement of each of the objectives. Describe the evaluation process, and the results. Do not interpret the results in this section.

Impact: what effect did the educational intervention have on the target audience? Why is this important, and under what circumstances might others want to implement the resource described? Discuss the significance of the assessment and evaluation results.

Required materials: what materials are needed to use this resource? Where are they available (commercially purchased, hosted on MedEdPortal, hosted on author's web server, etc.)?

References: list citations in standard format for the journal.

Maximum length (not including abstract, tables, or references): 2500 words