DESCRIPTION

The Journal of Pediatric Health Care, the official journal of the National Association of Pediatric Nurse Practitioners, provides scholarly clinical information and research regarding primary, acute and specialty health care for children of newborn age through young adulthood within a family-centered context. The Journal disseminates multidisciplinary perspectives on evidence-based practice and emerging policy, advocacy and educational issues that are of importance to all healthcare professionals caring for children and their families. For information regarding the submission process, please visit: http://www.jpedhc.org/content/authorinfo.

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INTRODUCTION

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The *Journal of Pediatric Health Care* (JPHC) invites research studies, the analysis of new and innovative methodologies for pediatric research, quality improvement studies, and clinical articles concerning pediatric clinical practice, including case reports (e.g., primary, acute, specialty, home health, school health, including nurse practitioner managed school-based health center practices, and behavior and mental health), and pediatric/adolescent pharmacology and psychopharmacology. We also invite papers related to health care policy, role/professional issues, global health care, continuing education and educational innovations relevant to the pediatric nurse practicing in an advanced practice role. All Articles and Department features should be submitted via Editorial Manager at [https://www.editorialmanager.com/YMPH/default.aspx](https://www.editorialmanager.com/YMPH/default.aspx). All manuscripts are accepted for publication with the understanding that they are contributed solely to the *JPHC*. Per editorial discretion, submissions may be reviewed for plagiarism using iThenticate®.

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**Full-length Articles:** Research, Clinical, Quality Improvement. Areas of interest also include Behavioral and Mental Health Research Studies, Advanced Practice Pediatric Educational Research, and academic curriculum initiatives and innovations.

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**Definitions**
Sex generally refers to a set of biological attributes that are associated with physical and physiological features (e.g., chromosomal genotype, hormonal levels, internal and external anatomy). A binary sex categorization (male/female) is usually designated at birth ("sex assigned at birth"), most often based solely on the visible external anatomy of a newborn. Gender generally refers to socially constructed roles, behaviors, and identities of women, men and gender-diverse people that occur in a historical and cultural context and may vary across societies and over time. Gender influences how people view themselves and each other, how they behave and interact and how power is distributed in society. Sex
and gender are often incorrectly portrayed as binary (female/male or woman/man) and unchanging whereas these constructs actually exist along a spectrum and include additional sex categorizations and gender identities such as people who are intersex/have differences of sex development (DSD) or identify as non-binary. Moreover, the terms "sex" and "gender" can be ambiguous—thus it is important for authors to define the manner in which they are used. In addition to this definition guidance and the SAGER guidelines, the resources on this page offer further insight around sex and gender in research studies.

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The *JPHC* follows the ICMJE guidelines for definition of authorship: "Authorship credit should be based on 1) substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; 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" (retrieved from http://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html).

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All correspondence once the manuscript is submitted, including the Editor’s decision and request for revision, will be by e-mail.

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**Professional Issues.** This Department features articles about professional practice, role issues, and leadership topics of interest to pediatric advanced practice nurses. Submit queries to aklinetilford@gmail.com. The suggested word count is 2500 words.

**Research Methods.** This feature provides general research information to assist in the implementation, dissemination, and evaluation of research-based care by PNPs and usually addresses a research methodology issue. Send queries to the corresponding editor at rspratling@gsu.edu. The suggested word count is 2000 words.

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**Continuing education.** Manuscripts on non-pharmacologic clinical topics. This column is a CE offering (see CE instructions below). Queries for this Department can be sent to the associate editor at smartin@luriechildrens.org.

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2. List 3-5 objectives, using action verbs that require readers to demonstrate their understanding of the topic (e.g., Explain the pathophysiology of...Recommend an appropriate approach...Discuss important considerations...)

3. A researched, referenced manuscript of approximately 6000 words (including objectives, tables, and posttest questions/answers). The text must provide current, advanced, testable information on clinical or professional topics.

4. Ten multiple-choice questions with 4 responses each or true/false items with the correct answers indicated. (See "Tips for Writing Test Questions.") Multiple choice questions with the correct answer of "all of the above" are not acceptable.

5. A curriculum vitae for each author should be sent to lnelsen@napnap.org upon acceptance.

6. A faculty declaration form for NAPNAP must be completed by all authors. This form can be accessed at http://www.jpedhc.org. Completed forms should be returned to lnelsen@napnap.org.

**Tips for Writing Test Questions**

Questions should measure mastery of objectives and article content. Ideally, the majority of questions should be designed for the reader to apply knowledge learned from reading the article as opposed to simple recall of information.

1. Be sure the order of questions matches the sequence of information in the article. For example, question #1 should correspond to the information that appears in the article first.

2. After you have finished writing the test, be certain that the test includes questions that relate to each objective.

3. Make questions multiple choice or true/false with possible options labeled "a," "b," "c," "d" for multiple choice and "a" or "b" for true or false.

4. Be certain that the 3 incorrect options are not plausible.

5. Use the same terminology in the test as in the narrative. (For example, if the narrative refers only to "hypertension," use "hypertension," not "high blood pressure," in the test.)

6. Make sure the correct option is derived directly from the narrative and clearly defensible as the best answer.

7. Avoid using words in the correct option that are also found in the stem (the first part of the question). Doing so provides "clues" to the correct answer.

8. Make sure that the options are not mutually exclusive. For example, if option "a" reads, "Slows the heart rate," and option "b" reads, "Increases the heart rate," these 2 options are mutually exclusive. The test taker can be reasonably certain that "c" and "d" are extraneous, and that either "a" or "b" is the correct answer.

9. Be sure that 1 or more of the options are not included in another option. For example, if option "a" reads, "Affects the heart rate," and option "b" reads, "Slows the heart rate," option "b" is actually included in option "a." Thus, if "b" is a correct response, "a" is also.

10. Include an answer key. The editor reserves the right to edit questions submitted for purposes of clarity and accuracy. The editors acknowledge the challenge of constructing a posttest that is accurate and clear.
Continuing Education Approval Procedure

1. The number of contact hours is assigned by the Education department of NAPNAP.

2. One member of the CE Committee not associated with the JPHC, who matches the profile of the average JPHC reader, is asked to review the article. An average of the time it takes them to read the article and complete the posttest will determine the number of contact hour(s) assigned. One contact hour equals 60 minutes.

3. CE Articles are approved for 1 year. At the discretion of the Education department, the approval time may be shortened depending on the stability of the article content.

For more information regarding development of learning objectives and posttest questions, please contact Laura Nelsen at lnelsen@napnap.org.

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