

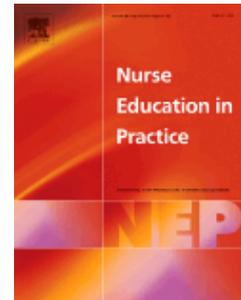


NURSE EDUCATION IN PRACTICE

AUTHOR INFORMATION PACK

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DESCRIPTION

Nurse Education in Practice enables lecturers and practitioners to both share and disseminate evidence that demonstrates the actual **practice** of **education** as it is experienced in the realities of their respective work environments, that is both in the University/faculty and clinical settings. It is supportive of new authors and is at the forefront in publishing individual and collaborative papers that demonstrate the link between education and practice.

Nursing is a discipline that is grounded in its practice origins - nurse educators utilise research-based evidence to promote good practice in education in all its fields. A strength of this journal is that it seeks to promote the development of a body of evidence to underpin the foundation of **nurse education practice**, as well as promoting and publishing education focused papers from other health care professions which have the same underpinning philosophy.

Case studies and innovative developments that demonstrate how nursing and health care educators teach and facilitate learning, together with reflection and action that seeks to transform their professional practice will be promoted.

The opportunity to stimulate debate is encouraged as is the promotion of evidence-based nursing education internationally.

New sections:

Clinical education

Papers which focus on nursing education in the clinical practice environment, from clinical staff involved in the education of student nurses in practice, as well as educators involved in the development of the workforce through post-qualifying education and training initiatives, are welcomed. It is essential that, as in other areas of nursing education, the evidence-base to education in the clinical environment is developed, where student nurses learn to become nurses; and professional caring practitioners develop and maintain their own knowledge and skills in order to transform the way they develop and deliver quality care to their patients and clients. One field that this is especially visible is known as Practice Development.

Midwifery Education

In keeping with the overall aims and scope of the journal *Nurse Education in Practice (NEP)*, the midwifery section focuses upon education at an international level. The editorial team wish to encourage submission of papers that relate to midwifery which demonstrate:

- Innovation and development of education;

- Creativity in teaching and learning strategies;
- Advancement of practice-based education;
- Collaborative education initiatives between women and midwives;
- Delivery of education within the maternity services.

Doctorate Studies Research

The journal receives a large number of articles from doctoral students worldwide. These are, at best, very innovative and demonstrate originality and new evidence underpinning education in nursing and midwifery. We also receive such papers from other health care professions. Some of these papers, focus on the actual overarching study/project itself, whilst some may focus on the actual findings and others on the literature reviews that underpin the research question and discussion of findings. We very rarely receive papers from PhD studies which describe the methodology of the study and the justification of the choice of methods used in pedagogical research because, to date, this has not been a focus of the journal.

We have decided to launch a new section - **Doctorate Studies Research** - which looks at all three of these areas specifically.

These papers will focus on (i) articles that present the whole research study, (ii) systematic or literature reviews which commensurate with the nature of the doctorate study; and (iii) critical reviews of the research design which describe, the chosen research design of doctoral studies, to include methodologies, methods, and data analyses used in pedagogical research.

We hope the section will also provide a more focused approach to highlighting doctorate studies in general.

The articles submitted to this section of the journal MUST only be from a doctorate study and will enable doctoral students, and those in the immediate postdoctoral stage of their study, to be able to justify choice of their methodology in particular, and must be underpinned by sound theoretical concepts for the use of their chosen methodology in that particular pedagogical research. Evidence must be provided in the submitted paper of the nature of the educational research that led to the choice of the methodology. Methodology papers submitted for clinical research will not be considered. By introducing this new section we hope to be able to begin to develop a body of evidence on the nature of methodologies being used in educational research.

Submit your paper online at <https://www.evise.com/profile/#/NEP/login>. Please refer to the journal author guidelines for the specific detail of the format of papers.

From 2016 all articles published in *Nurse Education in Practice* will be immediately assigned to an issue upon acceptance, without having to wait in press. This will mean immediate publication for all authors, upon completion of post-acceptance publishing processes.

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INTRODUCTION

The Editor of *Nurse Education in Practice*, Karen Holland, welcomes the submission of papers for publication. Submission to this journal proceeds totally online. Use the following guidelines to prepare your article via you will be guided stepwise through the creation and uploading of the various files. The system automatically converts source files to a single Adobe Acrobat PDF version of the article, which is used in the peer-review process. Please note that even though manuscript source files are converted to PDF at submission for the review process, these source files are needed for further processing after acceptance.

Types of Manuscripts

Original Research Papers should be up to 6,000 words including in-text references, abstract, keywords and the bibliographic reference.

Review Articles may be extended up to 7,000 words including in-text references, abstract, keywords and the bibliographic reference list. Authors should include a full word count, with their article submissions.

Issues for Debate: *Authors should select article type "Discussion" in the online submission system when submitting an Issue for Debate.*

The Editor welcomes papers which will stimulate debate and have a direct impact on nursing and midwifery education and scholarship. Issues for Debate papers should not exceed 2,500 words, including in-text references, abstract, keywords and the bibliographic reference list.

Midwifery Education papers: Original research, reviews and Issues for Debate articles that pertain specifically to midwifery education are all welcomed by the Editorial team. The usual guidelines for article length and format (as outlined in these Guide for Authors) should be followed. At point of submission, authors will be requested to select 'Midwifery Education' if their paper is to be considered for this section.

Clinical Education: Original research, reviews and Issues for Debate articles which focus on nursing education in the clinical practice environment are welcomed. The usual guidelines for article length and format (as outlined in these Guide for Authors) should be followed. At point of submission, authors will be requested to select 'Clinical Education' if their paper is to be considered for this section.

Doctorate Studies Research

The new **Doctorate Studies Research** section provides authors with the opportunity to publish details of the chosen research design of their doctoral studies. At point of submission, authors will be requested to select 'Doctorate Studies' if their paper is to be considered for this section.

New section - Development and Innovation

Many education organisations worldwide that are involved in the education of nurses and midwives undertake innovative developments and their evaluation that do not necessarily conform to the requirements of a major piece of research. These studies, often with a change in education outcome, are particularly important if related to curriculum in either the practice or university setting. The curriculum (as identified here) is considered as being the total learning experience that encompasses faculty, students, place and context, including most importantly any outcome or impact on student learning. This could also involve service users, including children and young people, mothers and older persons, both as subjects or collaborative participants where the impact of an education evaluation could enhance their experience of health and social care.

This new journal section is being implemented because of ongoing evaluation of article submission types and those which do not necessarily fit in with a traditional model of a research paper but are a very valuable resource in terms of new knowledge and practice. We are particularly keen to see articles that report the implementation, evaluation and impact of an educational development, especially in relation to professional practice. All articles must be evidence-based and rigorous in the presentation of the work submitted. Some will also need to demonstrate their specific Ethical Committee approval as appropriate and **all** studies will require the inclusion of information of how participant involvement was ethically managed.

Word count: 4500 in total.
including in-text references, abstract, keywords and the bibliographic references.

Papers are welcomed in three different article types:

(i) **Articles that present the whole research study** - includin

It is expected that Supervisors of the doctoral study will be named in the Acknowledgements section of submitted articles, if not already a co-author on the paper. Acknowledgments should be noted on the Title Page for **original** submissions to enable blinded review. Should revisions be requested post-review, any revised manuscripts will require Acknowledgments to be moved to the manuscript file.

Guest Editorials: The Editor encourages Guest Editorials to be submitted on a variety of current issues impacting and influencing nursing and healthcare education. Guest Editorials can have a national or international focus. Editorials should not exceed 1,500 words. Authors should select article type "Editorial" in the online submission system when submitting a Guest Editorial.

Please check your text carefully before you submit it, both for correct content and typographic errors. It is not possible to change the content of accepted papers during production. Do not use 'he', 'his' etc where the sex of the person is unknown; say 'the nurse' etc. Avoid inelegant alternatives such as 'he/she'. Nurses should not be automatically designated as 'she', and doctors as 'he'.

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Other/multiple and parallel publications

The journal seeks to publish original papers that make a substantial and/or novel contribution to nursing and midwifery education scholarship. All aspects of a study should be published within a single paper and the journal's generous word limits should allow for this. However we recognize that this is not always possible. In order to aid editorial decisions about distinctiveness and to avoid inadvertent duplication please make the editorial office aware of all previous, current and under review publications from the same study and/or provide copies of the papers.

All published and in press accounts of the study from which data in this paper has been obtained must be referred to in the paper and the relationship between this and other publications from the same study must be made clear. It is not sufficient to simply cite a prior publication - the text must state that results are from the same study.

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Contributors and Acknowledgements

All authors should have made substantial contributions to all of the following: (1) the conception and design of the study, or 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 submitted. In the covering letter to the editorial office, we ask you make a true statement that all authors meet the criteria for authorship, have approved the final article and that all those entitled to authorship are listed as authors.

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Highlights are mandatory for this journal. They consist of a short collection of bullet points that convey the core findings of the article and should be submitted after the abstract, but before the main text in manuscript file. Highlights should include 3 to 5 bullet points (maximum 85 characters, including

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