# Types of Manuscripts

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| Reviews                       | • Comprehensive, well-referenced descriptive papers  
• Teaching or research topics directly related to entry-level and graduate or postgraduate education and training or skill development  
• History of pharmacy education  
• Should not exceed 25 double-spaced pages for all components.                                                                                                                                                                                                                                                                                                                                                                                 | Research Articles             | • Describe experimental or observational investigations that used formal methods for data collection and reporting of results of studies directly related to pharmacy education.  
• **Does not include** investigations of instructional methods or approaches.  
• Should not exceed 25 double-spaced pages for all components.                                                                                                                                                                                                                                                                                                                                 |
| Instructional Design & Assessment | • Novel methods for professional and graduate student instruction (lectures; laboratories; practice experiences; or courses), or informational manuscripts on programmatic and curriculum development.  
• Should not exceed 25 double-spaced pages for components.  
• Should conform to the IDEAS format as described in an updated article by Poirier et al. (http://www.ajpe.org/view.asp?art=aj73035&pdf=yes)                                                                                                                                                                                                                                                                                               | Teacher’s Topics              | • Invited manuscripts from those names Teachers of the Year at AACP member institutions.  
• Follow the IDEAS format.  
• Should not exceed 25 double-spaced pages for all components.                                                                                                                                                                                                                                                                                                                                 |
| Innovations in Teaching       | • Innovations in Teaching are invited manuscripts from recipients of the AACP Innovations in Teaching Award.  
• Should not exceed 25 double-spaced pages for all components.                                                                                                                                                                                                                                                                                                                                                                                                                               | Letters for the Editor       | • Letters to the Editor serve as a forum for the expression of ideas or commenting on matters of interest.  
• Avenue for critiquing or expanding on the information presented in a previously published manuscript.  
• Authors are required to identify themselves.  
• Editor reserves the right to reject; shorten; excerpt; or edit letters for publication.                                                                                                                                                                                                                                                                                                                                            |
| Book and Software Reviews     | • Book and Software Reviews are brief documents that provide the reader with a clear understanding of the content in a book or software program.  
• Also includes the product structure, scope, and limitations.  
• Should state the value or utility of the product for instruction, research, or other academic activities.                                                                                                                                                                                                                                                                                                                                                      |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## IDEAS Format

- Review thoroughly prior to writing your manuscript.
# IDEAS Manuscript Structure:

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| **Introduction**         | • Brief overview of the manuscript  
• Statement explaining the need to address a perceived curricular deficit or other reasons for the design of the innovation  
• Provide important background information and relevant literature from pharmacy, medicine, and other health professions, as well as literature from the field of education.  
• Specific curricular goals or hypotheses to be evaluated or tested should be stated.  
• Instructional component's context within the entire curriculum should be addressed. |
| **Design**               | • Detailed description of and rationale for the methods used to design and evaluate the curricular innovation/instructional component.  
• Explain how the curricular goals or stated hypothesis were achieved.  
• Methods should be stated clearly and be of sufficient rigor to qualify as the “scholarship of teaching.”  
• Enough detail should be provided in this section so that the interested reader could reproduce the instructional design and evaluation.  
• The following points should be addressed in this section: 1) expected outcomes and learning objectives, 2) educational environment, 3) pedagogy/andragogy, content, and 4) assessment/evaluation methods. |
| **Evaluation & Assessment** | • Two major goals:  
  o Evaluation of the teaching strategy or curricular innovation, including perspectives of the faculty member(s) involved or other stakeholders involved;  
  o Determination of the performance of the learner (e.g., gained knowledge and skills).  
*Hence, this section has*  
• Two major components:  
  o Curriculum evaluation  
  o Learner evaluation. In order to meet the 2 main goals of this section,  
• Authors must generate and analyze outcomes data that directly link to the “expected outcomes” described in the manuscript’s design section.  
• Both quantitative and qualitative data and collection methods may be used to measure expected learning outcomes.  
• Types of data and collection methods selected must be appropriate to measure the stated objectives.  
• Review Table 3. Types, Strengths, and Limitations of Assessment Data |
| **Discussion**           | • Authors reflect on and critically evaluate the key findings.  
• Restating the hypothesis focuses the reader on the purpose of the curricular design/innovation.  
• Used to convince the reader that it is valuable and that sufficient information is provided to develop and implement the described program at another institution.  
• Moreover the authors should highlight the relevance of the curricular design or innovation, the process of development and implementation, feedback from students or learners, an assessment and evaluation of student performance, and discussions of whether the desired outcomes were achieved. |
| **Summary**              | • Major goals of the instructional design or the original hypothesis should be restated.  
• Main findings in relation to the stated goals and/or hypothesis should be summarized. |