

Learning and Teaching Papers - A Practical Guide for Authors

Introduction

- Medicine and teaching are intrinsically linked.
- As clinicians we have a responsibility to teach and train the colleagues and students that we work with.
- Perhaps more importantly, we are required to educate the children, young people and families we encounter in our daily practice.
- In order to do this effectively we must recognise and embrace our role not only as clinicians but also as teachers and educators.
- The aim of Learning and Teaching papers is to introduce the reader to key topics in the field of paediatric medical education and to provide them with practical advice which they can use to enhance their own practice.
- We are also keen to consider papers related to educational initiatives in resource limited countries, patient educational initiatives and unique educational initiatives where small changes in practice have resulted in significant changes in outcomes. For example, working with parents of preterm infants to achieve NG feeding competencies leading to early discharge, improved patient flow through neonatal units and the resultant cost savings.
- Learning and Teaching papers should not be limited to educational initiatives and topics which impact only on clinicians. Rather, they may also include those which relate to the various members of the wider multi-disciplinary team within paediatrics including allied health professionals, medical students etc.

Style of paper

- Learning and Teaching papers should be brief, informative and offer practical advice to the reader.
- The papers should be based on sound educational theory but written in a manner which will be easily digested and of relevance to the general paediatrician who may, or may not, have formal training in medical education.
- The papers should generally provide a short summary or review of the current evidence around a particular topic relating to paediatric medical education.
- We welcome articles on all topics which fall under the umbrella of medical education.
- We recommend a maximum word count of 1200 words. This excludes references, boxes, tables and figures.
- Authors can include up to a maximum of 20 references (strictly enforced).
- The inclusion of at least two illustrations is encouraged. This may include boxes, tables or figures. These can significantly enhance the visual impact of the article and can be used to draw the readers' attention to key information. Up to four illustrations can be included.

- We strongly encourage the inclusion of an infographic clearly displaying the key learning points or take-home messages. Not only does this provide the reader with a clear summary of the key messages but it also provides a visually engaging image which can be used to promote the article online and on social media platforms.

Authors

- Papers can be written by authors of any level of experience.
- However, we strongly encourage the involvement of a senior clinician and/or an experienced author who can provide a useful insight into the writing process and also act as a guarantor for the paper.

Useful example

Mulholland M, McNaughten B, Bourke T. 'I'm a doctor, not a teacher': the roles and responsibilities of paediatricians in relation to education *Archives of Disease in Childhood - Education and Practice* 2022;**107**:223-226.

<http://dx.doi.org/10.1136/archdischild-2020-320266>

This paper is good because:

- It provides a succinct summary of an important topic.
- It adheres to the recommended article style.
- It provides the reader with practical tips.
- It includes an infographic which clearly outlines the 'Take-home messages'.

General Advice

- Standard authorship policies apply (<https://authors.bmj.com/policies/bmj-policy-on-authorship/>).
- Many authors find this advice helpful: <http://blogs.bmj.com/adc/category/practical-authorship/>
- Journal instructions regarding conflict of interest and other statements will apply, as will other instructions: <https://ep.bmj.com/pages/authors/>
- Your article will need to be submitted through the ScholarOne system.
- Please note that as a peer reviewed journal, your article will undergo peer review. This allows us to ensure we are publishing high quality work, and our peer reviewers almost invariably help to improve papers.

Got an idea for an article?

- At E&P we are keen to support novice writers.

- Prior to submission we encourage you to complete the [Author Proposal Form](#) and send forward this to the Learning and Teaching Associate Editor (see contact details below).
- The relevant Associate Editor can then provide feedback on whether the proposed article is something that the journal may be interested in pursuing. They can also provide some useful guidance to assist in shaping the article prior to submission and, if appropriate, issue a formal commission through the journal's online submission system.
- Once formally submitted your article will be sent for peer review.

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