



## Instructions for Authors

### GENERAL INFORMATION

*Academic Psychiatry*, the international journal of the American Association of Chairs of Departments of Psychiatry, American Association of Directors of Psychiatric Residency Training, Association for Academic Psychiatry, and Association of Directors of Medical Student Education in Psychiatry, features original, scholarly work focused on academic leadership and innovative education in psychiatry, behavioral sciences, and the health professions at large.

The journal's mission supports work that furthers knowledge and stimulates evidence-based advances in academic medicine in six key domains: 1) education, 2) leadership, 3) finance and administration, 4) career and professional development, 5) ethics and professionalism, and 6) health and well-being.

Authors submit their manuscripts online via Editorial Manager ([www.editorialmanager.com/acps](http://www.editorialmanager.com/acps)).

All submissions undergo review, and publication is not guaranteed. Accepted papers are published online ahead of print publication.

Contact Lhiric Agoyaoy ([Lhiric.Agoyaoy@springer.com](mailto:Lhiric.Agoyaoy@springer.com)) with questions about Editorial Manager accounts, manuscript submissions, and peer reviews.

Contact the Editors ([AcadPsych@gmail.com](mailto:AcadPsych@gmail.com)) with manuscript ideas or content questions.

The Springer Author Academy ([academy.springer.com](http://academy.springer.com)) is a resource for authors as they prepare their manuscript submissions.

*Academic Psychiatry* follows the Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly Work in Medical Journals of the International Committee of Medical Journal Editors (ICMJE), available at <http://www.icmje.org/journals-following-the-icmje-recommendations/>.

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Medical journal editors are accountable and responsible for what they publish and should:

Use rigorous evaluation and peer review in publishing scholarly work that has been ethically conducted, is methodologically sound and clearly and completely reported. Editors should correct or retract publications as needed to ensure the integrity of the scientific record and pursue any allegations of misconduct relating to the research, the reviewer, or editor until the matter is resolved.

Pursue lifelong learning and teaching, both formal and informal, and recognize the need to remedy knowledge deficits in themselves and their coeditors.

Establish and disseminate clear and transparent policies for editors, authors, and reviewers; identify potential conflicts of interest for editors and reviewers; and prevent conflicts of interest from affecting journal decision making. Editors should maintain respectful relationships with other individuals, maintain their integrity in all professional

relationships, and not misuse their positions for personal gain. Editors should preserve the reputation of their journals through their ethical behavior.

Ensure the journal is editorially independent from publishers, owners, corporations, industry, and other groups that could present potential conflicts of interest.

Publish the best journal they can through careful editing and attention to detail; evaluating journal procedures, reviewing journal manuscript and publication metrics, engaging in regular quality improvement, assessing journal and article impact, responding to author and reader feedback, ensuring the preservation of journal content, and maintaining author, reviewer, and editorial board relationships with experts in fields relevant to their journal.

Address medicine and health-related problems, concerns, and injustices that are relevant to the journal's readers; make the journal accessible to as many readers as possible; and seek representation of authors, reviewers, and editorial board members from low and middle income countries.

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## MANUSCRIPT SUBMISSION REQUIREMENTS

Submission of a manuscript implies that 1) the work described has not been published before; 2) the work is not under consideration for publication anywhere else; and 3) its publication has been approved by all coauthors, if any, as well as by the responsible authorities – tacitly or explicitly – at the institute where the work has been carried out. The publisher and journal sponsoring organizations will not be held legally responsible should there be any claims for compensation.

1. **Cover Letter.** The cover letter should describe the purpose of the work and its fit with the journal's mission and briefly summarize the improvements made if the submission is a revision.
2. **Title Page.** The title page includes several components and is not viewable by Reviewers, in accordance with the journal's double-blind review process (see template at end of section).
  - 2.1. **Title.** The title of the article should be succinct and specific to the content. It should appear in title case (not uppercase or sentence case).
  - 2.2. **Authorship.** *Academic Psychiatry* follows the International Committee of Medical Journal Editors' Recommendations for the Conduct, Reporting, Editing and Publication of Scholarly Work in Medical Journals ([www.icmje.org/](http://www.icmje.org/)). Authors may wish to review literature on the assignment of authors, such as the 2009 *Academic Psychiatry* publication by Tsao and Roberts, "Authorship in Scholarly Manuscripts: Practical Considerations for Resident and Early Career Physicians" (<https://rdcu.be/3wa6>).
  - 2.3. **Names of all authors.** First and last names should be specified in the order of the authors' participation in the writing, with middle names or initials included according to author preferences. The journal does not publish degrees following author names. Authors are responsible to ensure that their names are spelled correctly and their affiliations are accurate in the submission; the journal is not responsible for errors submitted by the authors. Upon submission of manuscripts in Editorial Manager, coauthors receive a link via email to verify that they are indeed a coauthor and that they have substantially

contributed to the article. Author names are followed by superscript numbers that correspond to the author affiliations, as described in 2.5.

- 2.4. **Authorship changes.** If authorship changes are made after the initial manuscript submission, the authors must complete a change of authorship request form. Incomplete forms will be rejected. We will consider the information you have provided to decide whether to approve the proposed change in authorship. We may choose to contact your institution for more information or undertake a further investigation, if appropriate, before making a final decision. Please note that we cannot investigate or mediate any authorship disputes. If you are unable to obtain agreement from all authors (including those authors whom you wish to be removed), you must refer the matter to your institution(s) for investigation. Please inform us if you need to do this. If you are not able to return a fully completed form within 14 days of the date that it was sent to the author requesting the change, we may have to reject your manuscript. We cannot publish manuscripts where authorship has not been agreed by all authors (including those who have been removed).
- 2.5. **One primary affiliation per author.** Affiliations published in the journal are identified by superscript numbers after author names; authors from the same institution share the same superscript number and the matching affiliation. Affiliations do not extend to the department level at an institution. Specify the city, state, and country of the affiliation. See previous publications in the journal for examples.
- 2.6. **Email address of the corresponding author.** The journal publishes one email address for the corresponding author of the article. No other contact information should be present on the title page.
- 2.7. **Acknowledgments.** Authors should obtain permission from all individuals named in an acknowledgment, because readers may infer their endorsement of data and conclusions. It is important that acknowledgments are included only in the title page because if they are present in the manuscript file, they may unblind the paper and impede the review process.
- 2.8. **Adherence with ethical standards.**
  - 2.8.1. Research studies and other manuscripts involving human participants should briefly but explicitly describe what ethical safeguards were in place (e.g., informed consent process) and institutional review board (IRB) or ethics committee approval or exemption.
  - 2.8.2. Although a paper may appear to meet criteria for exemption, the designation as "exempt" is not in the hands of the investigator/educator but formally determined by the local IRB or ethics committee chair, if necessary in retrospect.
  - 2.8.3. Include IRB documentation as an attachment in the submission using the file category "For Human Subject Research: Ethical (IRB) Approval or Exemption Form"; this documentation is viewable only by the editorial staff and not by the Reviewers. Do not upload this documentation using the file category "Supplementary material" because that material is viewable by Reviewers and would unblind the paper and thus impede the review process.
  - 2.8.4. Authors must complete their work in compliance with confidentiality standards (e.g., Health Insurance Portability and Accountability Act), and manuscripts should not contain Protected Health Information.
  - 2.8.5. In keeping with the journal's double-blind review process the manuscript file must not specify the name of the IRB or ethics committee; this information will be added to the manuscript text later.

- 2.8.6. Authors are encouraged to review the Recommendations for the Conduct, Reporting, Editing, and Publication of Scholarly Work in Medical Journals of the International Committee of Medical Journal Editors (<http://www.icmje.org/journals-following-the-icmje-recommendations/>) and Springer's Ethics Policies ([www.springer.com/medicine/psychiatry/journal/40596](http://www.springer.com/medicine/psychiatry/journal/40596)).
- 2.9. **Disclosure.** Academic Psychiatry follows the Recommendations for the Conduct, Reporting, Editing and Publication of Scholarly Work in Medical Journals from the International Committee of Medical Journal Editors and Springer's Ethics Policies.
- 2.9.1. Authors must disclose any competing role or interest, including financial or personal relationships with individuals or entities, that may influence their work.
- 2.9.2. If there is nothing to disclose, authors must include an explicit statement to this effect, such as in the following example from a multi-authored work: "On behalf of all authors, the corresponding author states that there is no conflict of interest" or, for a single-authored work, "The author states that there is no conflict of interest."
- 2.9.3. In keeping with the journal's double-blind review process, the Disclosure statement should be placed on the title page as shown on the template on the following page, rather than within the manuscript file, which should not contain any identifying information.
- 2.9.4. Each author must complete the official ICMJE Conflict of Interest (COI) form. Click on [http://www.icmje.org/coi\\_disclosure.pdf](http://www.icmje.org/coi_disclosure.pdf) to download a PDF of the form. The corresponding author is responsible for collecting and uploading the forms from all coauthors.
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- 2.9.5. Each author must complete the form even if no conflict of interest exists.
- 2.9.6. All details in the ICMJE COI forms must correspond with the Disclosure statement included in the title page of the manuscript.
- 2.10. **Funding source.** Authors must disclose any funding sources that supported research reported in the manuscript. Do not mention a grant awarded to a named person within the manuscript file in keeping with the journal's double-blind review process. (This information can be added to the manuscript later.)

**Figure. Title Page Template.** Follow the model on the next page in preparing the manuscript title page. The number of authors and affiliations will vary, as will the presence of any acknowledgments, ethical considerations, and funding sources. Author names should be specified (full first and last names) in the order of the authors' participation in the writing, with middle names or initials included according to author preferences. The journal does not publish academic or professional degrees following author names. Review previous journal publications for examples of how author names and affiliations are presented. Authors are responsible to ensure that their names are spelled correctly and their affiliations are accurate in the submission; the journal is not responsible for errors submitted by the authors.

Manuscript Title

Author One<sup>1</sup> – Author Two<sup>2</sup> – Author Three<sup>1</sup> – Author Four<sup>2</sup>

<sup>1</sup>Affiliation One (i.e., Institution Name, City, State, Country)

<sup>2</sup>Affiliation Two (i.e., Institution Name, City, State, Country)

Corresponding Author Name

Corresponding Author Email Address

Acknowledgments

Compliance with Ethical Standards

Ethical Considerations (e.g., IRB information, consent process, if applicable)

Disclosure

Funding Sources

### 3. Manuscript.

- 3.1. **Spelling.** The journal publishes in US English.
- 3.2. **Title.** The manuscript file must begin with the title of the paper.
- 3.3. **Article Type.** Review the guidelines for the manuscript type and adhere to the requirements regarding whether or not an abstract or keywords are to be included in the manuscript file, whether headings in the text are to be structured or descriptive, and the recommended length and components. Failure to follow the guidelines may impede the review process.
- 3.4. **Headings.** Attend to the article type descriptions to determine whether headings in the text are to be structured as Methods, Results, and Discussion or descriptive. The journal does not begin articles with headings (such as Introduction) and does not include separate headings for limitations and conclusions.
- 3.5. **Blinding.** Manuscripts must be anonymized in keeping with the journal's double-blind peer review process. Besides the obvious need to remove names and affiliations under the title within the manuscript file, note the following other places that might identify the authors:
  - 3.5.1. Name your files with care and ensure document properties are also anonymized in the metadata of any of the files submitted (e.g., remove tracked changes that specify the author).
  - 3.5.2. Avoid using department letterhead for any manuscript documents other than the cover letter. Reviewers can see the Author's Response to Reviewers' Comments – do not place those comments on department letterhead or sign them with author names.
  - 3.5.3. Place information regarding funding sources on the title page. Do not mention a grant awarded to a named person within the manuscript file. (This information can be added to the manuscript later.)
  - 3.5.4. Do not include Acknowledgments in the body of the paper but only on the title page.
  - 3.5.5. In text, replace any information that would identify the author(s) by substituting words such as [name deleted to maintain the integrity of the review process] or

- replacing institutional or city or IRB names with X or using word processing software redaction tools, which blacken out identifying information.
- 3.5.6. Do not add any running headers or footers that would identify authors.
  - 3.5.7. Refer to your own references in the third person. For example, "Doe and Smith [1] demonstrated" not "We have previously demonstrated [1]."
  - 3.5.8. Make sure figures do not contain any identifiers related to the authors or affiliations.
  - 3.5.9. When you submit the final version of the manuscript upon acceptance for publication, you will need to unblind the paper by putting back any references to yourself and the institution, specifying a grant awarded to a named person, or making a disclosure for a certain author.
4. **Author's response to reviewers' comments.** For revised manuscripts, authors must include a blinded, detailed, point-by-point response to the previous decision letter. It is not sufficient to state only that changes were made in response to the previous review. Revisions submitted without a detailed response to the review will not be reviewed but returned to authors for completion. Reviewers see all the text that appears in the Response to Reviewers box in the Editorial Manager system and the Author's Response to Reviewers' Comments – this text must be blinded to not include author names and to not be placed on department letterhead. Failure to follow the guidelines may impede the review process.
  5. **Optional files.**
    - 5.1. **Tables and figures.** Authors may wish to upload tables and figures separately in Editorial Manager rather than include them on separate pages after the References at the end of their manuscript file. It is important that the authors do not duplicate this material by both including it in the manuscript file and uploading it separately. See the detailed formatting information for tables and figures that appear later in these instructions.
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  6. **Permissions.** Authors wishing to include figures, tables, or text passages that have already been published elsewhere are required to obtain permission from the copyright owner(s) for both the print and online format and to include evidence that such permission has been granted when submitting their papers. Any material received without such evidence will be assumed to originate from the authors. Authors should specify page numbers from the references for quoted material.

## MANUSCRIPT TYPES AND GUIDELINES

Use the following descriptions and examples of previous publications in the journal to plan manuscript submissions. Manuscript type is evaluated as part of the review process. The journal editor makes the final determination of manuscript type ahead of publication.

**Table. Academic Psychiatry Manuscript Types and Parameters<sup>a</sup>**

| Manuscript Type   | Words       | Abstract <sup>b</sup> | Headings <sup>c</sup> | Keywords <sup>d</sup> | Max#<br>Figure/Table | Max#<br>References |
|---|-------------|-----------------------|-----------------------|-----------------------|----------------------|--------------------|
| <b>Empirical Report</b>                                       | 2,500-5,000 | Yes                   | Structured            | Yes                   | 5                    | 40                 |
| <b>In Brief Report</b>  | 1,250-2,250 | Yes                   | Structured            | Yes                   | 2                    | 20                 |
| <b>In Depth Article:<br/>Systematic and<br/>Other Reviews</b> | 2,500-5,000 | Yes                   | Structured            | Yes                   | 5                    | 60                 |
| <b>In Depth Article:<br/>Annotated<br/>Bibliography</b>       | 2,500-5,000 | Yes                   | Structured            | Yes                   | 1                    | 100                |
| <b>In Depth Article:<br/>Commentary</b>                       | 1,750-3,000 | No                    | Descriptive           | No                    | 2                    | 30                 |
| <b>Column:<br/>Media</b>                                      | 1,750-2,500 | No                    | Descriptive           | No                    | 2                    | 25                 |
| <b>Column:<br/>“Down to Earth”<br/>Academic Skills</b>        | 1,750-2,500 | No                    | Descriptive           | No                    | 2                    | 25                 |
| <b>Column:<br/>Literary Resources</b>                         | 750-1,750   | No                    | None                  | No                    | 0                    | 5                  |
| <b>Column: Missions</b>                                       | 1,750-2,500 | No                    | Descriptive           | No                    | 2                    | 25                 |
| <b>Column:<br/>Technology<br/>Innovation</b>                  | 1,750-2,500 | No                    | Descriptive           | No                    | 2                    | 25                 |
| <b>Feature: Perspective</b>                                   | 1,250-2,250 | No                    | Descriptive           | No                    | 1                    | 15                 |
| <b>Feature:<br/>Educational<br/>Case Report</b>               | 1,250-2,250 | No                    | Descriptive           | No                    | 2                    | 20                 |
| <b>Feature: Position<br/>Statement</b>                        | 1,250-2,250 | No                    | Descriptive           | No                    | 2                    | 15                 |
| <b>Feature: Task Force<br/>Report</b>                         | 1,250-2,250 | No                    | Descriptive           | No                    | 2                    | 15                 |
| <b>Feature:<br/>Letter to the Editor</b>                      | 500-1000    | No                    | None                  | No                    | 0                    | 5                  |
| <b>Feature:<br/>Poetry and Other<br/>Creative Work</b>        | Variable    | No                    | None                  | No                    | 0                    | 0                  |

<sup>a</sup>The journal may be flexible for these parameters and will evaluate length and type of manuscript during the review.

<sup>b</sup>Abstracts have 250 words max with the structured headings Objective, Methods, Results, Conclusions.

<sup>c</sup>Structured text headings are Methods, Results, and Discussion. Descriptive headings identify major sections of the text and are not structured as Methods, Results, and Discussion. The journal does not use a heading at the beginning (e.g., Introduction) or separate headings for limitations and conclusions at the end of manuscripts.

<sup>d</sup>Three to five descriptive keywords are published with the paper to aid indexing services such as MEDLINE.

1. **Empirical Reports.** Empirical reports of data derive from studies with human participants or analyses of existing databases. Reviewers may find it helpful if surveys are uploaded as supplemental files with the manuscript for their viewing, but in general, such materials should not be embedded in the article itself due to space limitations. The article may indicate how readers may obtain a copy of the survey from the authors.



2. **In Brief Reports.** In support of new academic research, this manuscript type is intended for small-scale projects or research that is in early stages of development, such as a preliminary study using a simple research design or small sample size with limited pilot data and initial findings that indicate need for further investigation. Reviewers may find it helpful if surveys are uploaded as supplemental files with the manuscript for their viewing, but in general, such materials should not be embedded in the article itself due to space limitations. The article may indicate how readers may obtain a copy of the survey from the authors.
3. **In Depth Articles.** In depth articles are overview pieces that bring together important information on a topic of general interest to the journal's readers and align with the missions and scope of the journal.
  - 3.1. **Systematic and Other Reviews.** Systematic and other reviews could include, for example, reviews of teaching materials on a particular topic, such as evaluation forms, curricular outcomes or websites; methods and outcomes for teaching on a particular topic; or methods of application of a particular clinical skill. Articles should describe the analysis or application of teaching materials, rather than simply reproducing teaching materials. One exception could be publication of a curricular outline for teaching a particular psychiatric or health profession subspecialty when it is innovative or produced by a national organization officially representing that subspecialty. Reviewers find it helpful if teaching materials are uploaded as supplemental files with the manuscript for their viewing, but in general, teaching materials should not be embedded in the article itself due to space limitations. The article may indicate how the reader may obtain a copy of the teaching materials from the authors.
  - 3.2. **Annotated Bibliographies.** Annotated bibliographies present a summary of resources compiled on a topic specific to the scope and mission of the journal and support readers in their academic development, teaching efforts, or development of leadership skills, for example, supporting material for designing a course on ethics for child and adolescent psychiatry fellows, programs on leadership in the health sciences, or promotion of well-being among clinicians. The annotations should provide the reader with a summary and an evaluation of the source. Each concise annotation should capture the source's central idea and the content that can be found. See Jibson et al. "Medical Education Teaching Resources" (<http://rdcu.be/rTRK>) as an example.
  - 3.3. **Commentaries.** Commentaries are tightly reasoned thought pieces that address an important issue in psychiatric education, professional development, academic psychiatry, academic medicine, and education in the health professions more broadly.
4. **Columns.** Columns are regularly scheduled components of the journal that appear throughout the issues of the volume year. Authors are encouraged to consult previously published columns in considering their manuscript submissions for the various categories and to contact the journal editorial office with their ideas in advance of submission.
  - 4.1. **Media.** The Media Column, edited by Dr. Eugene Beresin, includes original papers regarding the relationship between media and psychiatry and, more generally, the health professions at large. Papers focus on media in psychiatric education, the impact of media on mental health and illness, how mental illness and psychiatry are portrayed in media, and how media may be used for public education, among other topics. These papers are encouraged to be evidence-based, educational, creative, innovative, or exploratory. See Beresin, "From Video Column to Media Column: A New Name and a New Direction" (<https://rdcu.be/3wgj>) for more information.



- 4.2. **“Down to Earth” Academic Skills.** In the down-to-earth column, authors provide practical, useful knowledge for readers who are approaching the many tasks related to psychiatric education and research, or more generally, academic behavioral health or the health professions. These pieces are meant to be user friendly. As such, they often provide tips, use tables and figures, and summarize processes in a step-by-step fashion. They clearly and comprehensively outline or highlight topics that are of particular salience to the journal’s readership. See Edenharder, “Practical Knowledge for Academic Psychiatrists” (<https://rdcu.be/3wf2>) for more information.
- 4.3. **Literary Resources.** The Literary Resource Column, edited by Dr. Richard Balon, includes reviews (often invited) of recently published works relevant to the mission of *Academic Psychiatry*, providing a constructive overview of the objective, content, intended audience, scope, clarity of material and writing, and potential use to readers. Distantly published works that have not been reviewed before may be considered if attention to the work would be appreciated by readers and if aligned with the mission and scope of the journal. Book reviews require a title separate from the title of the work under review. A subtitle of the review includes the title of the work, names of the authors/editors, name of the publisher, year of publication, ISBN, page count, price, and format (e.g., paperback or hardcover).
- 4.4. **Missions.** Articles in the Missions Column, edited by Dr. Laura Roberts, are often invited and may be creative, innovative, or exploratory and pertain generally to leadership, administration, education, professional development, ethics, and health and well-being across psychiatry, behavioral sciences, and the health professions at large.
- 4.5. **Technology Innovation.** In the Technology Innovation column, edited by Dr. Donald Hilty, authors reflect on technology’s role in training related to engaging learners; facilitating skills, attitudes, and knowledge; aiding supervision; and enhancing clinical learning. Manuscripts encompass the application of technology to all levels of psychiatric education (including medical students, residents, faculty, community practitioners, and leaders) and foster interprofessional collaboration related to education. The column specifically involves direct utility and translation of technology into daily practice, whether focused on educational, clinical, or quality improvement work. The articles in this column are intended to be practical, offer sound options, and use technology to facilitate the educational mission. They may analyze when and how to use technology to build, expand, or reorganize psychiatric education to existing or new settings, to leverage resources, and to overcome obstacles. A tire-to-the-pavement approach adds something via technology but keeps the objectives, goals, and evaluation of the educational initiative. The column balances innovation with sustainability and generalizability. See Hilty, “Technology in Psychiatric Education: The Technology Innovation Column” (<https://rdcu.be/3weu>) for more information.
5. **Features.** Features do not appear in the journal with a fixed schedule, in comparison with columns, but they are published as they are received depending on the volume and issue schedules and in accordance with the mission and scope of the journal and successful completion of the review process.
- 5.1. **Perspectives.** The journal welcomes expressions from a particular, personal point of view in academic psychiatry from trainees, teachers, and leaders in the health professions in keeping with the journal’s mission and scope.
- 5.2. **Educational Case Reports.** Educational case reports are practical in nature and might analyze, whether descriptively or ethnographically, how a particular teaching practice was applied in a specific setting. Examples of topics include the unexpected and subtle

discoveries made during the development of an innovative teaching method, repetitive attempts to reform a curriculum, or the launching of a new course. The review process will consider that case reports in education tend to be naturalistic and relatively lacking in empirical data and that they are valuable as qualitative and descriptive pieces. Such articles might serve as precursors to more robust empirical studies.

- 5.3. **Position Statements.** In preparing position statements for submission, authors must consider whether the content is a workgroup statement versus a position statement of the parent organization. If it is a workgroup statement, every person on the workgroup must sign it. If it is a position statement, the executive council of the organization should approve it before it is submitted to the journal. If it is a commentary generated by opinion leaders of the organizations, it should be an opinion leader statement with the authors being exactly those individuals who contributed to the document and also approved it.
- 5.4. **Task Force Reports.** The journal will consider analyses of key issues and related descriptions of policies and recommendations from key organizations in academic psychiatry.
- 5.5. **Letters to the Editor.** Letters to the editor may be responses to articles published in the journal or thought pieces that raise an issue to which the editor and/or editorial board may respond or a description of a small intervention or course that occurred at a single site. Letters begin explicitly with the words "To the Editor:" and do not contain headings within the narrative. A figure or table may be considered in rare circumstances. Letters in response to articles published in the journal should be titled "Comment on" followed by the title of the article that prompted the letter. The authors of the original article may be invited to respond to the letter commenting on their work.
- 5.6. **Poetry and Other Creative Works.** The journal encourages creative works of self-expression by trainees, clinicians, educators, researchers, administrators, or retirees that relate to the mission and scope of the journal. Authors are advised to include an Artist's Statement giving the context of the work. Authors are encouraged to consult previously published creative work in considering their submissions.
6. **Special Elements.** Special elements do not fit the usual submission procedures of regular journal manuscript types but have special directions, as follows.
  - 6.1. **Black and White Art.** Original art pieces may be considered for printing in the front matter of the journal if they pertain to and advance the journal's mission. Images must be black and white only and should be submitted via email to the editorial office. All artwork submissions undergo review. Appearance in the journal is not guaranteed.
  - 6.2. **Other.** Other kinds of articles may be considered if they pertain to and advance the journal's mission. Authors must contact the editorial office before submitting pieces that do not align with the manuscript types described in these guidelines.
  - 6.3. **Special Article.** Articles under this category are specifically invited for special collections resulting from calls for papers on certain topics by guest editors. Please consult the journal website for information regarding any active collections in progress or contact the editorial office.

## MANUSCRIPT SUBMISSION

**DOUBLE-BLIND PEER REVIEW.** *Academic Psychiatry* follows a double-blinded review process. Submitting authors must ensure their manuscript file, tables, figures, and supplementary material do not include identifying information. See the previous section on Blinding for more information.

**ORCID.** ORCID is a digital identifier that distinguishes the author from other researchers and links the author and the author's professional activities to ensure that the author's work is recognized. Visit [orcid.org/register](http://orcid.org/register) to obtain an ORCID. Editorial Manager will ask authors to input their ORCID during the manuscript submission process and the ORCID will be included in published articles.

**TEXT.** Manuscripts should be submitted in Microsoft Word.

- Use a normal, plain font (e.g., 10-point Times New Roman) for text.
- Avoid starting sentences with Arabic numerals; spell out numbers at the beginning of sentences (e.g., not "100 residents responded" but "One hundred residents...").
- Use italics for emphasis (not underlining or boldface).
- Use the automatic page numbering function to number the pages.
- Do not use field functions.
- Use tab stops or other commands for indents, not the space bar.
- Use the table function, not spreadsheets, to make tables.
- Save your file in .docx format (Word 2007 or higher) or .doc format (older Word versions).
- Ensure that no tracked changes appear in the manuscript file.

**ABSTRACT.** The abstract, if appropriate to the manuscript type, has a maximum of 250 words and is written in the 3<sup>rd</sup> person (e.g., avoid using "we") with an active voice (e.g., "The authors examined data" rather than "Data were examined"). It is structured with subheadings as follows:

- Objective: the primary purpose of the article, framed as a complete sentence and not as a "To..." phrase.
- Methods: subjects, design, setting, interventions if any, measurements, data analysis; for review articles: data sources, study selection, data extraction.
- Results: key findings.
- Conclusions: potential implications, future directions.

**HEADINGS.** Use no more than three levels of displayed headings. The article types "Empirical Report," "In Brief Report," and "In Depth Article: Systematic and Other Reviews" require the main headings Methods, Results, Discussion (the journal does not use a separate Limitations heading within the Discussion). Other manuscript types may include descriptive headings in the text as applicable to the content, and the "In Depth Article: Annotated Bibliography" headings consist of the names of the works in the bibliography. The journal does not use the heading Introduction (or any other heading) at the beginning of the manuscript or the heading Conclusion at the end of the paper; authors may wish to begin the first sentence of the last paragraph of their text with the words "In conclusion" or "In summary," if appropriate.

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Some examples:

- Negotiation research spans many disciplines [3].
- This result was later contradicted by Becker and Seligman [5].
- This effect has been widely studied [1-3, 7].

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