ACADEMIC PSYCHIATRY
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 the 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: education, leadership, finance and administration, career and professional development, ethics and professionalism, and health and well-being.

Authors submit their manuscripts online via Editorial Manager (https://www.editorialmanager.com/acps/). Note: All submissions undergo review, and publication is not guaranteed. Accepted papers appear online ahead of print publication.

Contact Lhiric Agoyaoy (Lhiric.Agoyaoy@springer.com) with questions about Editorial Manager accounts and submissions.

Contact the journal editorial office (AcadPsych@gmail.com) with manuscript ideas and content questions.

MANUSCRIPT SUBMISSION REQUIREMENTS

1. **Author disclosures**: Author disclosure files are required at submission. These disclosures include acknowledgements, conflict of interest, and funding sources.
   1.1. **Acknowledgements**: Authors should acknowledge any contributors who provided data for the analysis or who provided assistance with proofreading or preparation of the manuscript.
   1.2. **Conflict of interest**: Authors must disclose any conflict of interest, including financial or personal relationships with individuals or entities that may influence their work. If there is nothing to disclose, authors must include an explicit statement to this effect at the end of the text, before the References section.
   1.3. **Cover letter**: The cover letter should describe the purpose of the work and summarize the improvements made if the submission is a revision.
   1.4. **Manuscript**: The required components for the manuscript are as follows: title page (including author contact information), abstract, keywords, and main body of the manuscript.
   1.5. **Funding source**: Authors must disclose any funding sources that supported research reported in the manuscript.
   1.6. **Optional files**: Authors may wish to include additional files to be published as supplementary online material, such as Figures, Tables.

2. **Ethical considerations**: Reports should briefly but explicitly describe in the methods section what ethical safeguards were in place in the study and whether the study received IRB approval or exemption.

MANUSCRIPT TYPES AND GUIDELINES

1. **Empirical Reports**: These papers are empirical reports of data derived from studies with human participants or from analyses of existing databases. Empirical reports follow the IMRAD format and include a structured abstract and one text box titled either “Implications for Educators” or “Implications for Academic Leaders,”
depending on the focus of the paper, that includes 3-5 concepts in “bullet point” formatted, complete sentences (rather than infinitive constructions, such as "To... ").

2. **In Depth Articles:** In-depth articles are overview pieces that bring together important information on a topic of general interest to our readers and align with the missions and scope of the journal. The abstract may be structured or unstructured, depending on the manuscript’s organization, which may not strictly adhere to the IMRAD format. In-depth articles include one text box titled either “Implications for Educators” or “Implications for Academic Leaders,” depending on the focus of the paper, that includes 3-5 concepts in “bullet point” formatted, complete sentences (rather than infinitive constructions, such as "To... ").

2.1. **Systematic Reviews:** Systematic 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, as opposed to simply reproducing the teaching materials. One exception could be the publication of a curricular outline for the teaching of 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 sent electronically 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.

2.2. **Commentaries:** Submissions for the commentary section should be 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.

3. **In Brief Reports:** In support of new academic research, this category 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. These reports include one text box titled either “Implications for Educators” or “Implications for Academic Leaders,” depending on the focus of the paper, that includes 3-5 concepts in “bullet point” formatted, complete sentences (rather than infinitive constructions, such as "To... ").

4. **Columns:** Columns appear throughout the issues of the volume year for the journal. The abstract may be structured or unstructured, depending on the manuscript’s organization, which may not strictly adhere to the IMRAD format. Columns may include a text box titled either “Implications for Educators” or “Implications for Academic Leaders,” depending on the focus of the paper, that includes 3-5 concepts in “bullet point” formatted, complete sentences (rather than infinitive constructions, such as "To... ").

4.1. **Media:** The media column 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. Queries about this column may be addressed to Deputy Editor Eugene Beresin (eberesin@partners.org) and/or Associate Editor Steven Schlozman (sschlozman@mgh.harvard.edu).

4.2. **“Down to Earth” Academic Skills:** The down-to-earth column offers authors an opportunity to provide practical, useful knowledge for our 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 usually do not follow the typical IMRAD format; rather, they clearly and comprehensively outline or highlight topics that are of particular salience to our readership.

4.3. **Literary Resources:** These thoughtful, usually invited, pieces review recently published works relevant to the mission of Academic Psychiatry, providing a constructive overview of the book’s objective, content,
intended audience, scope, clarity of material and writing, and potential use to our readers. Reviews of
distantly published books that have not been reviewed before may be considered if attention to the
work would be appreciated by our readers and if aligned with the missions and scope of the journal.
Note: Occasionally we may consider a book review directly from our readership; please contact the
editorial office to check whether a topic is of interest and fits our mission. Queries about this column
may be addressed to Deputy Editor Richard Balon (rbalon@wayne.edu).

4.4. Educational Resources: Manuscripts in the educational resource column fall under the six themes of
learning, learning assessment, teaching/mentoring, curriculum design, educational leadership/faculty
development, and educational research. Articles encourage interdisciplinary sharing, for example,
bringing more literature and authors from education, psychology, and business into academic psychiatry.
Articles focus on topics with an associated evidence base (or emerging evidence base). The series allows
for mixed research methods (quantitative and qualitative). Articles should add features to assist
application of the information to academic settings, including, but not limited to, annotation of key
references (e.g., top five), providing a short recommended reading list for novice educators, addition of a
text box outlining practical tips/example or a case report/study. Queries about this column may be
addressed to Deputy Editor Alan Louie (louiemd@stanford.edu).

4.5. Educational Case Reports: The educational case report column includes papers that 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 editorial process will take into account 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. Features

5.1. Missions: The Missions feature highlights articles about the journal’s five-fold mission. The five missions
encompass (1) Academic Leadership and Administration; (2) Innovative Education; (3) Academic
Professional Development; (4) Professionalism and Ethics; and (5) Health and Well-Being, across
psychiatry, behavioral sciences, and the health professions at large. These papers are encouraged to be
evidence-based, educational, creative, innovative, or exploratory. The abstract may be structured or
unstructured, depending on the manuscript’s organization, which may not strictly adhere to the IMRAD
format. Submissions may include one text box titled either “Implications for Educators” or “Implications
for Academic Leaders,” depending on the focus of the paper, that includes 3-5 concepts in “bullet point”
formatted, complete sentences (rather than infinitive constructions, such as "To..." ).

5.2. Letters to the Editor: Submissions to the editor should be responses to specific articles published in the
journal or thought pieces that raise an issue to which the editor and/or editorial board may respond.
Queries about letters may be addressed to Associate Editor Michelle Goldsmith
(michelle.goldsmith@stanford.edu).

5.3. Poetry and Other Creative Works: The journal encourages creative works of self-expression by trainees,
clinicians, educators, researchers, administrators, or retirees.

5.4. Perspectives: The journal welcomes expressions from a particular point of view in academic psychiatry.
Trainees, teachers, and leaders in the health professions are encouraged to submit “Perspectives.”
Submissions may include one text box titled either “Implications for Educators” or “Implications for
Academic Leaders,” depending on the focus of the paper, that includes 3-5 concepts in “bullet point”
formatted, complete sentences (rather than infinitive constructions, such as "To..." ).

6. Special Elements

6.1. Position Statements/Task Force Reports: The journal will consider comprehensive descriptions of
policies and recommendations from key organizations in academic psychiatry.
6.2. **Annotated Bibliographies**: Annotated bibliographies present a summary of resources compiled on a topic specific to the scope and mission of *Academic Psychiatry*. Annotated bibliographies should support our 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. The abstract may be structured or unstructured, depending on the manuscript’s organization, which may not strictly adhere to the IMRAD format. Submissions include one text box titled either “Implications for Educators” or “Implications for Academic Leaders,” depending on the focus of the paper, that includes 3-5 concepts in “bullet point” formatted, complete sentences (rather than infinitive constructions, such as “To...”).

6.3. **Black and White Art**: Original art pieces may be considered if they pertain to and advance our journal’s mission. Art pieces must be black and white only and should be submitted via email (and NOT via Editorial Manager) to the editorial office at AcadPsych@gmail.com. All artwork submissions are subject to the Editor-in-Chief’s approval to appear in the Journal.

6.4. **Other**: Other kinds of articles will be considered if they pertain to and advance the journal’s mission. Authors are encouraged to contact the Editor-in-Chief (acadpsych@gmail.com) before manuscript submission.

<table>
<thead>
<tr>
<th>Manuscript Type</th>
<th>Manuscript Word Length</th>
<th>Abstract Word Length</th>
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</table>
**MANUSCRIPT SUBMISSION**

Submission of a manuscript implies that the work described has not been published before; that it is not under consideration for publication anywhere else; that its publication has been approved by all co-authors, if any, as well as by the responsible authorities − tacitly or explicitly − at the institute where the work has been carried out. The publisher will not be held legally responsible should there be any claims for compensation.

Authors should submit their manuscripts online via Editorial Manager. Electronic submission substantially reduces the editorial processing and reviewing times and shortens overall publication times. Please follow the hyperlink “Submit Online” on the right toolbar or go directly to the Editorial Manager site at [https://www.editorialmanager.com/acps/](https://www.editorialmanager.com/acps/) and upload all of your manuscript files following the instructions given on the screen. All source files you upload in the online submission system will be automatically compiled into a single PDF file to be approved by you at the end of the submission process. While the compiled PDF will be used for peer-review purposes, your uploaded source files will be transferred to the publisher for publication upon acceptance.

If you have already registered an account on Editorial Manager, please use your existing username and password and log in as “Author” to submit or track a manuscript (please do not register again as you will then be unable to track your manuscript). If you are a new author, please click the “Register” button and enter the requested information. Upon successful registration you will be sent an e-mail with instructions to verify your registration. If you are unable to submit your manuscript via Editorial Manager, please contact the editorial office:

Mr. Lhiric Agoyaoy  
Springer, Journals Editorial Office (JEO)  
JEO Assistant  
tel (outside the US): 001-630-468-7784 | 001-630-468-7786  
tel (within the US): (630)-468-7784 | (630)-468-7786  
Lhiric.Agoyaoy@springer.com

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COMPLIANCE WITH ETHICAL REQUIREMENTS. Academic Psychiatry requests that all authors comply to Springer’s ethical policies. We ask that all authors include statements in their manuscripts declaring whether there are any conflict of interest with their article. For more detailed information regarding ethical requirements, please go to the following websites:

Conflict of Interest: [http://www.springer.com/authors?SGWID=0-111-6-791531-0](http://www.springer.com/authors?SGWID=0-111-6-791531-0)
Statement of Informed Consent: [http://www.springer.com/authors?SGWID=0-111-6-608209-0](http://www.springer.com/authors?SGWID=0-111-6-608209-0)
Statement of Human and Animal Rights: [http://www.springer.com/authors?SGWID=0-111-6-608309-0](http://www.springer.com/authors?SGWID=0-111-6-608309-0)

MANUSCRIPT PREPARATION AND ORGANIZATION

DOUBLE-BLIND PEER REVIEW. Academic Psychiatry follows a double-blinded review process. Submitting authors are therefore requested to submit and upload the following files separately:

1. A blinded manuscript without any author names and affiliations in the text or on the title page. Self-identifying citations and references in the manuscript text should be avoided.
2. A separate title page, containing the title, all author names, affiliations, and the contact information of the corresponding author. Any acknowledgements, disclosures, or funding information should also be included on this page.

Manuscripts should be organized and follow the sequence as indicated below:

TITLE PAGE. The title page included in the blinded manuscript should only include the full manuscript title.

ABSTRACT (if applicable). Please provide a structured abstract in the active voice and third person according to the word length listed above in “Types of Manuscripts” and divided into the following sections:

- Objective (the primary purpose of the article)
- 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)

KEYWORDS. Please select 2 keywords that can be used for indexing purposes:

- Academic Careers
- Accreditation
- Administration
- Boards: ABPN
- Boards: ECFMG
- Boards: USMLE
- C/L Psychiatry
- Career Development
- Careers in Psychiatry
- Child Psychiatry
- CME
- Curriculum Development
- Economics
- Emotional Problems/Support
- Evaluation
- Faculty Development
- Funding of Education
- Groups Residents
- Informatics
- Interdisciplinary Training
- International
- International Medical Graduates
- Licensure
- Media (TV films)
- Medical Students: Attitudes Values
- Medical Students: Behavioral
- Medical Students: Career Choice
- Medical Students: Clerkship
- Medical Students: Dean’s Letter
- Medical Students: Electives
- Medical Students: Emotional Problems
- Medical Students: Evaluation
- Medical Students: Interview Skills
- Medical Students: Psychotherapy
- Medical Students: Research Training
- Medical Students: Socialization
- Medical Students: Summer Fellowships
- Medical Students: Support
- Medical Students: Women Minorities
- Medical Students: Career Choice
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- Medical Students: Research Training
- Medical Students: Socialization
- Medical Students: Summer Fellowships
- Medical Students: Support
- Medical Students: Women Minorities
- Night Call
- Primary Care: Family Practice
- Primary Care: Internal Medicine
- Primary Care: Pediatrics
- Psychoanalysis
- Psychological Tests
- Residents: AIDS
- Residents: Ambulatory C/L
- Residents: Child & Adolescent
- Moonlighting
- Neurology Training
- Night Call
- Primary Care: Family Practice
- Primary Care: Internal Medicine
- Primary Care: Pediatrics
- Psychoanalysis
- Psychological Tests
- Residents: AIDS
- Residents: Ambulatory C/L
- Residents: Child & Adolescent
| Residents: Community Psychiatry | Residents: Impaired Resident | residents: Rotations |
| Residents: Consultation Psychiatry | residents: Inpatients | residents: Sexuality/Sexual |
| Residents: Cross-Cultural Psychiatry | residents: Interviewing | residents: Orientation |
| Residents: Emergency Psychiatry | residents: Literary Approaches | residents: Substance Abuse |
| Residents: Emotional Problems of Trainees | residents: Neurosciences | residents: Supervision |
| residents: Ethics | residents: PG-1 Internship | residents: Nonpsychiatric |
| residents: Evaluation | residents: Professional Care | subspecialty: Addiction Psychiatry |
| residents: Family systems | development | subspecialty: Child & Adolescent Psychiatry |
| residents: Forensic Psychiatry | residents: Psychopathology | subspecialty: Forensic Psychiatry |
| residents: Gender Issues | residents: Psychopharmacology | subspecialty: Geriatric Psychiatry |
| residents: General | residents: Psychotherapy | suicide |
| residents: Geropsychiatry | residents: Recruitment | teaching by psychiatric residents |
| residents: Group Therapy | residents: Research Training | teaching methods |
| | | workforce |

TEXT. Manuscripts should be submitted in Microsoft Word.
- Use a normal, plain font (e.g., 10-point Times New Roman) for text
- Use italics for emphasis
- 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)

HEADINGS. Please use no more than three levels of displayed headings. In original articles include as main headings Introduction, Methods, Results, Discussion (within the discussion, discuss any limitations and conclusions).

ABBREVIATIONS. Abbreviations should be defined at first mention and used consistently thereafter.

FOOTNOTES. Footnotes can be used to give additional information, which may include the citation of a reference included in the reference list. They should not consist solely of a reference citation, and they should never include the bibliographic details of a reference. They should also not contain any figures or tables. Footnotes to the text are numbered consecutively; those to tables should be indicated by superscript lower-case letters (or asterisks for significance values and other statistical data). Footnotes to the title or the authors of the article are not given reference symbols. Always use footnotes instead of endnotes.

REFERENCES. Reference citations in the text should be identified by numbers in square brackets within the end-of-sentence punctuation and not superscript. 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].

The list of references should only include works that are cited in the text and that have been published or accepted for publication. Personal communications and unpublished works should only be mentioned in the text. Do not use footnotes or endnotes as a substitute for a reference list. The entries in the list should be numbered consecutively.

- Journal article sample:

- Article by DOI sample:
• **Book sample:**
• **Book chapter sample:**
• **Online document sample:**

Always use the standard abbreviation of a journal’s name according to the ISSN List of Title Word Abbreviations, see [http://www.issn.org/2-222661-LTWA-online.php](http://www.issn.org/2-222661-LTWA-online.php).

**TABLES**
- All tables are to be numbered using Arabic numerals
- Tables should always be cited in text in consecutive numerical order.
- For each table, please supply a title and a caption explaining the components of the table.
- Identify any previously published material by giving the original source in the form of a reference at the end of the table caption.
- Footnotes to tables should be indicated by superscript lower-case letters (or asterisks for significance values and other statistical data) and included beneath the table body.

**ARTWORK**

**Electronic Figure Submission**
- Supply all figures electronically
- Indicate what graphics program was used to create the artwork
- For vector graphics, the preferred format is EPS; for halftones, please use TIFF format. MS Office files are also acceptable.
- Vector graphics containing fonts must have the fonts embedded in the files
- Save and name your figure files with “Fig” and the figure number (e.g., Fig1.eps)

**Line Art**
- Definition: Black and white graphic with no shading
- Do not use faint lines and/or lettering and check that all lines and lettering within the figures are legible at final size
- All lines should be at least 0.1 mm (0.3 pt) wide
- Scanned line drawings and line drawings in bitmap format should have a minimum resolution of 1200 dpi

**Halftone Art**
- Definition: Photographs, drawing, or paintings with fine shading, etc.
- If any magnification is used in the photographs, indicate this by using scale bars within the figures themselves.
- Halftones should have a minimum resolution of 300 dpi.

**Combination Art**
- Definition: a combination of halftone and line art (e.g., halftones containing line drawing, extensive lettering, color diagrams, etc.).
- Combination artwork should have a minimum resolution of 600 dpi.

**Color Art**
• Color art is free of charge for online publication.
• If black and white will be shown in the print version, make sure that the main information will still be visible. Many colors are not distinguishable from one another when converted to black and white. A simple way to check this is to make a xerographic copy to see if the necessary distinctions between the different colors are still apparent.
• If the figures will be printed in black and white, do not refer to color in the captions.
• Color artwork should be submitted as RGP (8 bits per channel).

**Figure Lettering**
• To add lettering, it is best to use Helvetica or Arial (san serif fonts).
• Keep lettering consistently sized throughout your final-sized artwork, usually about 2-3mm (8-12 pt).
• Variance of type size within an illustration should be minimal, e.g., do not use 8-pt type on an axis and 20-pt type for the axis label.
• Avoid effects such as shading, outline letters, etc.
• Do not include titles or captions into your illustrations.

**Figure Numbering**
• All figures are to be numbered using Arabic numerals
• Figure parts should be denoted by lowercase letters (a, b, c, etc.)
• Figures should always be cited in text in consecutive numerical order
• If an appendix appears in your manuscript and it contains one or more figures, continue the consecutive numbering of the main text. Do not number the appendix figures, “A1, A2, A3, etc.” Figures in online appendices (Electronic Supplementary Material) should, however, be numbered separately.

**Figure Captions**
• Each figure should have a concise caption describing accurately what the figure depicts. Include the captions in the text file of the manuscript, not in the figure file.
• Figure captions begin with the term Fig. in bold type, followed by the figure number, also in bold type.
• No punctuation is to be included after the number, nor is any punctuation to be placed at the end of the caption.
• Identify all elements found in the figure in the figure caption; and use boxes, circles, etc., as coordinate points in graphs.
• Identify previously published material by giving the original source in the form of a reference citation at the end of the figure caption

**Figure Placement and Size**
• When preparing your figures, size figures to fit in the column width.
• For most journals the figures should be 39 mm, 84 mm, 129 mm, or 174 mm wide and not higher than 234 mm.

**Accessibility:** In order to give people of all abilities and disabilities access to the content of your figures, please make sure of the following:
• All figures have descriptive captions (blind users could then use a text-to-speech software or a text-to-Braille hardware)
• Patterns are used instead or in addition to colors for conveying information (color-blind users would then be able to distinguish the visual elements)
• All figure lettering has a contrast ratio of at least 4.5:1

**ELECTRONIC SUPPLEMENTARY MATERIAL.** Electronic supplementary material will be published in the online version only. It may consist of:
• Information that cannot be printed: animations, video clips, sound recordings
• Information that is more convenient in electronic form: sequences, spectral data, etc.
• Large original data, e.g. additional tables, illustrations, etc.

Submission
• Supply all supplementary material in standard file formats.
• Please include in each file the following information: article title, journal name, author names, and affiliation and e-mail address of the corresponding author.
• To accommodate user downloads, please keep in mind that larger-sized files may require very long download times and that some users may experience other problems during downloading.

Audio, Video, and Animations
• Always use MPEG-1 (.mpg) format.

Text and Presentations
• Submit your material in PDF format; .doc or .ppt files are not suitable for long-term viability.
• A collection of figures may also be combined in a PDF file.

Spreadsheets
• Spreadsheets should be converted to PDF if no interaction with the data is intended.
• If the readers should be encouraged to make their own calculations, spreadsheets should be submitted as .xls files (MS Excel).

Specialized Formats
• Specialized formats such as .pdb (chemical), .wrl (VRML), .nb (Mathematica notebook), and .tex can also be supplied.

Collecting Multiple Files
• It is possible to collect multiple files in a .zip or .gz file.

Numbering
• If supplying any supplementary material, the text must make specific mention of the material as a citation, similar to that of figures and tables.
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