



Guidelines for Authors

PAEA Networker

Mission

The **PAEA Networker** is an online publication for current and emerging PA education leaders, publishing information, insight, and analysis that they can use to improve PA education at both the national and local levels.

We aim to publish the best thinking on the important issues that confront PA education — issues like interprofessionalism, student recruitment, admissions, cultural competencies, leadership, faculty development, and clinical sites.

We're seeking thoughtful articles on these and other topics—articles that will spark conversations online and offline, written to be approachable and understandable by people who are not experts in the author's specialty.

Types of Articles

In particular, we're seeking 3 kinds of articles:

1. **"How To" articles** that walk our readers through doing something. For example, "how to remediate a student" or "how to organize your student admissions committee". These are practical articles that readers can use to take action.

Make sure to write these articles to be specific to PA education. A general article on how to write an exam would not be Networker material, but an article on how to create an Objective Structured Clinical Examination (OSCEs) would be a good fit. An article on "ten ways to help a problem student" is not appropriate, an article on "ten ways to help a student having trouble with taking histories" is.

Typically in the form of checklists with some limited narrative to set up the topic.

2. **"How It Works" articles** that explore how some system or process functions, making these things understandable. For example, "how PACKRAT™ exams are created," "how IRBs review research proposals" or "how Title VII funding is allocated." These are behind-the-scenes articles that explain how things work.

These articles aim to take complicated, technical subjects and make them accessible to a wider audience. Make sure that the subject you select is not too large to explain in a single article, and that the explanation can be understood by non-specialists. We're looking for clear explanations for intelligent people.

Written in a format not unlike a textbook, with examples, figures, charts, and any other supporting material needed to clarify the topic.

3. **“How To Think About” articles** that provide a unique perspective on an issue and examine it in depth. For example, “programs need to adopt a core set of prerequisites,” “more PA programs will lead to a better health care system,” or “the clinical doctorate is inevitable for PAs.” These are thoughtful opinion pieces, backed by careful reasoning and historical context.

These articles must have a narrative focus—a story with a beginning, middle, and end that guides the reader through the issue. Complex topics don't appear out of nowhere, and neither do solutions; both have a history. Tell the story of the issue, how readers should think about that history, and how you think PA education should change — or hold steady — in response. These are not short pieces; we're looking for 1,000 words and up.

Our purpose in publishing these articles is to provide a unique resource for PA education leaders, helping them do their work better by sharing the most promising practices emerging across the field.

Focused Issues

We try to publish articles with similar topical focus together in a single “issue.” Our draft editorial calendar is attached (and is subject to change). However, this editorial calendar is not binding, and we may publish pieces before or after the focused issue.

If you have an idea, but you're not sure if you can write an entire article around it, contact us. We can help you move your idea from initial thought to published article.

Bylines

We want the **Networker** to help build our member's professional identity online. Therefore, each contributed article we publish in the *Networker* will credit the author with their name, title, organization, email (if desired), photo, and a brief biographical statement.

	Issue Date	Submission Close	Focus On
Q1	3/23	2/23	Office Move & Networker Relaunch
	3/30	2/28	Clinical Sites
Q2	4/6	3/6	Public Health & Health Disparities
	4/13	3/13	Leadership
	4/20	3/20	Admissions
	4/27	3/27	Grantwriting
	5/4	4/4	Mental Health
	5/11	4/11	Research (first issue)
	5/18	4/18	Preceptors
	5/25	4/25	Veterans
	6/1	5/1	Students
	6/8	5/8	Interprofessional Education
	6/15	5/15	Partnerships
	6/22	5/22	
	6/29	5/29	
	Q3	7/6	6/6
7/13		6/13	
7/20		6/20	Accreditation
7/27		6/27	
8/3		7/3	
8/10		7/10	
8/17		7/17	Community Health Centers
8/24		7/24	
8/31		7/31	
9/7		8/7	
9/14		8/14	Advocacy
9/21		8/21	Program Growth
9/28		8/28	Diversity
Q4		10/5	9/5
	10/12	9/12	Health Education
	10/19	9/19	Research (second issue)
	10/26	9/26	
	11/2	10/2	Faculty Development
	11/9	10/9	Education Forum
	11/16	10/16	
	11/23	10/23	
	11/30	10/30	
	12/7	11/7	
12/14	11/14		
12/21	11/21		
12/28	11/28		