

Pedagogy in Health Promotion: The Scholarship of Teaching and Learning
FREQUENTLY ASKED QUESTIONS (FAQS) FOR AUTHORS
April 6, 2022

In addition to this document, be sure to read the author guidelines:
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Click any of the FAQ links below to jump to their answers:

- [What is the purpose of *Pedagogy in Health Promotion* and on what topics do you publish?](#)
- [Who is the audience for *Pedagogy in Health Promotion*?](#)
- [What's the difference among the SOPHE journals?](#)
- [What types of papers does *Pedagogy in Health Promotion* publish and what are their typical lengths?](#)
- [What advice can you give for developing a high-quality manuscript?](#)
- [What does not get published in *Pedagogy in Health Promotion*?](#)
- [Are there exemplar papers that I can access?](#)
- [What, if any, are the costs to publish in *Pedagogy in Health Promotion*?](#)
- [I'm new to scholarly writing. What resources will help me write a manuscript that will be accepted?](#)
- [I'm a student. Can I publish in *Pedagogy in Health Promotion*?](#)
- [What do reviewers look for in manuscripts? What criteria are used to review manuscripts?](#)
- [What additional advice do you have for each type of submission?](#)
- [Who should review my work prior to submission?](#)
- [What is required for authorship?](#)
- [I do not live in the United States. Can I still publish in *Pedagogy in Health Promotion*?](#)
- [I am not a native English speaker. What suggestions do you have for strengthening my writing?](#)
- [Where can I find information about formatting my manuscript and other guidelines?](#)
- [How do I submit a manuscript? \(ScholarOne\)](#)
- [What percent of manuscripts are accepted for publication?](#)
- [How long does the review process take?](#)
- [I've received a revise and resubmit request. What's my next step?](#)
- [If my manuscript is rejected, can I resubmit?](#)
- [If my manuscript is published, will it be "open access"?](#)
- [If my manuscript is published, how can I share it with others?](#)
- [Can I suggest reviewers for my manuscript?](#)
- [How can I become a peer reviewer for *Pedagogy in Health Promotion*?](#)
- [What is *Pedagogy in Health Promotion*'s publication schedule?](#)

Determining Whether *Pedagogy in Health Promotion* is the Right Fit

- **What is the purpose of *Pedagogy in Health Promotion* and on what topics do you publish?**

Published quarterly and peer-reviewed, *Pedagogy in Health Promotion* advances pedagogy through contributions in areas such as curriculum and course/program design, assessment, and administration relevant to teaching and learning. The journal welcomes works addressing the art and science of teaching and learning, and how it contributes to the formation and ongoing development of the health promotion professional working in any site and with a range of populations.

Specific examples of pedagogical areas addressed by the journal include:

- Application of pedagogical theory
- Innovation and evaluation in: curriculum, teaching practices, educational technologies, experiential learning, student-centered approaches to teaching, and community engagement in pedagogy
- Methods for evaluating pedagogical techniques or educational programs
- Promotion of diversity, equity, and inclusion in curricula and education programs
- Current issues in the administration of health promotion and public health education programs

Additionally, manuscripts are categorized around the following six (6) major content areas.

You will be asked to specify the applicable content areas during your submission.

- Instruction (the art and science of teaching and learning)
- Curriculum
- Assessment (e.g., evaluation of course curricula or programs)
- Experiential Learning (internship, field placement, service learning, etc.)
- Leadership & Administration (in education)
- Scholarship of Teaching and Learning (SoTL)

- **Who is the audience for *Pedagogy in Health Promotion*?**

The content of the journal is especially relevant to the academic community in health promotion and public health and instructors or trainers who provide continuing professional education, in the broad arena of health promotion and disease prevention.

- **What's the difference among the SOPHE journals?**

Pedagogy in Health Promotion is one of three peer-reviewed journals published by the Society for Public Health Education (SOPHE). *Health Education & Behavior* is SOPHE's research-based journal, and *Health Promotion Practice* is SOPHE's practice-based journal. *Pedagogy in Health Promotion* is the only devoted exclusively to the pedagogy of public health education and health promotion.

- **What types of papers does *Pedagogy in Health Promotion* publish and what are their typical lengths?**

Pedagogy in Health Promotion publishes four types of papers:

- **Original Research:** Qualitative and quantitative research, systematic and scoping reviews – up to 5,000 words and no more than 35 references.
- **Descriptive Best Practices:** Detailed examination of educational practices – up to 3,000 words and no more than 25 references.
- **Perspectives on Pedagogy:** Thoughtful commentaries, questions, and provocative ideas related to pedagogy – up to 1,750 words and no more than 20 references.
- **Editorials:** Essays and observations from editorial board members and invited scholars about contemporary issues in pedagogy – 750 to 1,200 words and no more than 20 references.

For additional information on manuscript types, please see *Guidelines for Prospective Authors*: <https://journals.sagepub.com/author-instructions/PHP>

- **What advice can you give for developing a high-quality manuscript?**

Pedagogy in Health Promotion publishes papers that reflect the principles, science, and practice of the Scholarship of Teaching and Learning (SoTL). The following editorials provide insights into pedagogy and the Scholarship of Teaching and Learning (SoTL):

- Henderson, H.L. & Sendall, M.C. (2021). Positioning the scholarship of teaching and learning firmly in the center of health promotion pedagogy. *Pedagogy in Health Promotion*. <https://doi.org/10.1177/23733799211061281>
- Merzel, C.R. (2022). *Pedagogy in Health Promotion*: Our focus is the scholarship of teaching and learning. *Pedagogy in Health Promotion*. <https://doi.org/10.1177/23733799211070207>

- **What does not get published in *Pedagogy in Health Promotion*?**

Pedagogy in Health Promotion does not accept the following types of submissions:

- Case reports of teaching experiences
- Studies of health promotion interventions in educational settings, i.e., the focus of the work must be pedagogy
- Personal opinion pieces

- **Are there exemplar papers that I can access?**

See examples cited in the Henderson & Sendall and Merzel editorials listed in previous FAQ.

- **What, if any, are the costs to publish in *Pedagogy in Health Promotion*?**

Pedagogy in Health Promotion is currently a subscription-based journal, which allows authors to submit and publish with no fee. Please see below for questions regarding open access options and those associated fees.

Preparing and Submitting My Manuscript

- **I'm new to scholarly writing. What resources will help me write a manuscript that will be accepted?** (Also see student question below)

The following resources are recommended to enhance scholarly writing for submission to *Pedagogy in Health Promotion*. These include useful observations on the peer-review process.

- *The Power of Words* (2020) and *The Power of Words 2.0* (2021) – which describe the commitment to language that reflects the respect, collaboration, inclusiveness, and essential hopefulness of the art and science of our field.
 - Roe, K. M., & Mata, H. J. (2019). The power of words. *Health Promotion Practice*, 20(2), 153-156. <https://doi.org/10.1177/1524839919827900>
 - Mata, H. J., & Roe, K. M. (2021). The Power of Words 2.0. *Health Promotion Practice*, 22(3), 293-294. <https://doi.org/10.1177/15248399211001068>
- *The Gift of Peer Review: A Note to My Younger Self* – a reflection about the peer-review process that is useful for writers new to journal publications.
 - Roe, K. M. (2021). The Gift of Peer Review: A Note to My Younger Self. *Health Promotion Practice*, 22(2), 149–151. <https://doi.org/10.1177/1524839920987848>

- **I’m a student. Can I publish in *Pedagogy in Health Promotion*?**

Pedagogy in Health Promotion welcomes submissions from students. Scholarly writing is often a new type of writing for students, and we therefore encourage you to seek input from your advisor(s) and others who are experienced with this type of writing. Below are some additional recommendations:

- Adhere to APA guidelines for your manuscript (for the narrative, references, and figures or tables). Using a reference management program can be helpful.
- Avoid including the work of others without properly citing it. Be familiar enough with the work you’re citing to state it in your own words unless you are quoting the work of others directly.
- In addition to advisor(s)/mentor(s), make use of the writing resources you have available to you at your institution. The Elements of Style book is also a useful resource to strengthen writing. Strunk Jr, W., & White, E. B. (2007). *The Elements of Style Illustrated*. Penguin.
- Note: If your manuscript is not accepted by *Pedagogy in Health Promotion*, this doesn’t necessarily mean it is a bad idea or that it is poorly written. It may just be the wrong fit for the journal’s purpose. You are encouraged to identify a more suitable outlet for your manuscript, incorporate constructive feedback, and be persistent.

- **What do reviewers look for in manuscripts? What criteria are used to review manuscripts?**

All manuscripts are assessed based on the following criteria:

- Relevance and contribution to the field of pedagogy in health promotion and public health
- Timeliness of information
- Organization of content
- Clarity of presentation
- Thoroughness in addressing the topic
- Readability and interest
- Appropriate references
- APA citation and reference style

Original Research manuscripts are also rated on the following criteria:

- Significance of the problem statement/rationale
- Methodology and methods
- Findings
- Discussion
- Conclusions
- Implications for the field of pedagogy in health promotion/public health

In addition, reviewers expect manuscripts that use clear, concise and inclusive language, are written in a single voice, and have been carefully proofread by all authors.

- **What additional advice do you have for each type of submission?**

Original Research submissions will include:

- Qualitative and/or quantitative studies; systematic and scoping reviews
- Rigorous design, methods, and analysis
- Detailed description of curriculum/pedagogical techniques employed
- Strong relevance to the field

Descriptive Best Practices submissions will include:

- Detailed examination of educational practices
- Rationale based on theory and/or evidence
- Detailed description of the curriculum/technique
- Assessment of the best practice
- Strong relevance to the field

Perspectives on Pedagogy submissions will include:

- A timely commentary related to pedagogy
- Grounding in theory, evidence-based literature
- A meaningful contribution to the scholarly discourse

Regardless of manuscript type, successful submissions will include the following:

- Demonstrated firm grounding in theoretical and/or empirical literature on pedagogy
- Detailed description of the curriculum and/or pedagogical techniques employed
- Discussion of the relevance of the work to the field of teaching & learning in health promotion & public health

- **Who should review my work prior to submission?**

Do not be afraid to share your work with others prior to submission. Critiques by others will only strengthen your work. Consider asking mentors and/or colleagues who are familiar with scholarly writing to provide you with feedback.

- **What is required for authorship?**

Pedagogy in Health Promotion does not currently have authorship criteria and therefore the determination of authorship is left up to the individual(s) submitting a manuscript. Often

authorship is determined by a substantive contribution to the manuscript which may include conceptualization of manuscript and/or study, data analysis, writing of manuscript, or heavy editing of the manuscript. It is expected that all authors have proofread the manuscript prior to submission. Providing feedback on a colleague's manuscript, is often not considered a substantive contribution and does not result in authorship.

- **I do not live in the United States. Can I still publish in *Pedagogy in Health Promotion*?**

Pedagogy in Health Promotion welcomes submissions from all countries and global regions. We are strongly committed to inclusiveness, and actively seek manuscripts by authors from diverse backgrounds and identities. We recognize the importance of including a diversity of perspectives, including global experience and innovative theories and paradigms for health promotion pedagogy. The following paper provides insights into writing about pedagogy for an international audience:

- Bowles D. C. (2019). Cross-cultural scholarship of Pedagogy in Health Promotion. *Pedagogy in Health Promotion* 5(3):171-173.
<https://journals.sagepub.com/doi/full/10.1177/2373379919861419>

- **I am not a native English speaker. What suggestions do you have for strengthening my writing?**

Pedagogy in Health Promotion only accepts manuscripts in English. We understand the challenge authors may have when English is not their first language. We highly recommend these authors use a professional translation and editing service; or seek input from colleagues whose first language is English.

- **Where can I find information about formatting my manuscript and other guidelines?**

Please review the guidelines here: <https://journals.sagepub.com/author-instructions/PHP>

- **How do I submit a manuscript? (ScholarOne)**

Manuscripts are submitted through the ScholarOne portal. The first step is to create an account at <https://mc.manuscriptcentral.com/pihp> or log into your existing account. For additional information about the submission process, please see *Guidelines for Prospective Authors*: <https://journals.sagepub.com/author-instructions/PHP>

Next Steps After Submission

- **What percent of manuscripts are accepted for publication?**

The acceptance rate fluctuates throughout the year, but it is generally around 40%. Most manuscripts require at least one revision so do not be surprised when asked to make major or minor revisions.

- **How long does the review process take?**

The average time to first decision is approximately 30 days. If your manuscript is sent to peer review, expect the decision to take about 6-12 weeks. Peer review is a very human process, so there are often delays, but we work with the authors and reviewers to provide the best feedback we can. When submitting a manuscript, there may be multiple reviews

and revisions of your manuscript, and you should allow 4-6 months for the entire process including publication.

- **I've received a revise and resubmit request. What's my next step?**
Please work with your author team to address all reviewer comments. Note that you do not have to necessarily change your manuscript based on each comment, but you do have to respond to each comment. If you have questions or concerns, please reach out to the Editor in Chief. You will have 30 days to submit a revision. If you need a short extension, please contact Jeanine Robitaille: jrobitaille@sophe.org
- **If my manuscript is rejected, can I resubmit?**
No. The editorial decision is final. However, there is a transfer desk service that can help you find another journal to which you might submit.
- **If my manuscript is published, will it be "open access"?**
Pedagogy in Health Promotion is currently a subscription-based journal, which allows authors to submit and publish with no fee. If you would like to make your paper openly available, there are options through our publishers at SAGE. This option does involve a fee. For all of the details, please visit: <https://us.sagepub.com/en-us/nam/open-access-publishing-options-0>
- **If my manuscript is published, how can I share it with others?**
When sharing your paper with others, it is best practice, and in the best interest of the authors, to share a link to the paper and not share a PDF version. This way, the publishers can track views and downloads of both the abstract and paper. When sharing a PDF, the paper impact can be lost. Authors are also encouraged to share information about their papers over social media.

Additional Information about Pedagogy in Health Promotion

- **Can I suggest reviewers for my manuscript?**
Publishers' standards are moving away from recommended reviewers for specific manuscripts because there has been misuse of this feature by some author teams.
- **How can I become a peer reviewer for *Pedagogy in Health Promotion*?**
Individuals who want to be considered as a peer reviewer for *Pedagogy in Health Promotion*, and meet the following criteria, may send a cover letter and CV to the Editor in Chief. Your cover letter should outline your specific areas of expertise, peer reviewing experience, and your interest in health promotion and public health pedagogy. If you are accepted, you will be asked to complete a profile account in our ScholarOne manuscript review system.

Minimum criteria for peer reviewers:

- Demonstrate a strong interest the scholarship of teaching and learning
- Ability to meet deadlines to ensure authors receive a timely response

- Experience or willingness to learn, peer reviewing in the field
- At a minimum, hold a master's degree or equivalent experience, in a relevant field
- **What is *Pedagogy in Health Promotion's* publication schedule?**
Pedagogy in Health Promotion publishes four issues each year in March, June, September, and December, but all content is published Online first. The average time from final submission to online publication is 35 days. Once an paper is published online, it is fully discoverable and citable.

For additional questions, contact the Editorial Manager: Jeanine Robitaille,
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