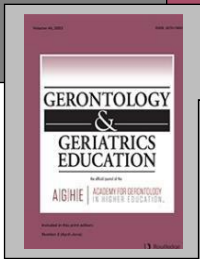


# GERONTOLOGY & GERIATRICS EDUCATION

Official journal of the  
Academy for Gerontology in Higher Education (AGHE)



- International, peer-reviewed journal publishing high-quality, original research and evidence-based pedagogical practice
- Focuses on research, curriculum development, program evaluation, classroom and practice innovation, and other topics with educational implications for gerontology and geriatrics



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## Instructions for Authors

Thank you for choosing to submit your paper to *Gerontology & Geriatrics Education*. Please review the following instructions to ensure that your manuscript matches the journal's scope, standards, and expectations.

### ALL submissions are expected to:

- Adhere to the highest ethical standards for research, practice, and publishing.
- Clearly indicate why the information presented is important/relevant to educational aspects of gerontology and/or geriatrics and how it advances the current body of pedagogical knowledge.
- Demonstrate scholarly rigor, including appropriate methods and theoretical grounding.
- Comply with standards for bias free, age inclusive, and person-first language, including avoiding the use of abbreviations (e.g., PwD) to describe individuals. Please review the following:
  - o Gerontological Society of America (GSA)'s [Reframing Aging Journal Manuscript Guidelines](#)
  - o APA 7th Edition [Style Guide for Bias Free Language](#)
  - o Positive Language [An Alzheimer's Society's Guide to Talking about Dementia](#)

Note: Submitted manuscripts are subject to an originality check via Crossref Similarity Check before being sent out for review. Please be sure proper recognition is given to all materials, including published conference abstracts, dissertations, theses and websites.

## Manuscript Formats

- **Brief reports:** No more than 2000 words including abstract, content, references, tables, figures and/or notes.
- **Full-length articles:** No more than 6000 words including abstract, content, references, tables, figures and/or notes.

## Manuscript Categories

*Gerontology & Geriatrics Education* publishes innovative research, pedagogical, and practice manuscripts focused on advancing educational practices related to aging and/or working with older adults. Manuscripts should address one of the following areas:

- **Practice and Pedagogy**
- **Research**
- **Structured Literature Reviews**

## PEDAGOGY AND PRACTICE

Introduces original, innovative, theoretically grounded educational ideas, approaches and content related to gerontology and geriatrics. May include unique, rigorously tested educational activities with significant potential for distinct contribution to the field. At minimum, should include:

- **Abstract** < 200 words
- **Introduction:** Describes how/why the practice concept is important; Educational gap(s) being addressed; Concept novelty; Overall goals for the manuscript.
- **Content:** Provides relevant review of the literature and theoretical grounding; Design and Methods as appropriate.
  - For activities, include educational environment, learning goals and objectives; relevant content, and clear replicable description (including any materials needed).
- **Evaluation & Assessment:** Reports how the concept, practice or activity has been assessed to date, as well as assessment considerations for future implementations.
- **Discussion & Conclusions:** Addresses practical applications; How /why the practice concept is novel and adds to current educational practices; Limitations; Recommendations, and Next steps
- **References**
- **Tables, figures** and/or other materials as appropriate

## RESEARCH

Describes purpose, scientific approach, outcomes, and educational implications of a pedagogically focused, gerontology-based study (e.g., quantitative, qualitative, mixed methods). At minimum, should include:

- **Abstract** < 200 words
- **Introduction:** Describes why the study is important; Educational gap(s) being addressed; Novelty of the research concept and findings; Relevant review of literature and theoretical grounding;
- **Design and Methods**
- **Findings**
- **Discussion & Conclusions:** Addresses practical applications; How /why the practice concept is novel and adds to current educational practices; Limitations; Recommendations, and Next steps
- **References**
- **Tables, figures and/or other materials** as appropriate

## LITERATURE REVIEWS

Synthesizes and advances current body of scholarly knowledge related to essential areas of gerontological education. Important: See the *Expected Components of Structured Literature Reviews* on the following pages for specific review types and requirements. At a minimum, should include:

- **Abstract** < 200 words
- **Introduction:** Provides brief background to substantiate review method and focus; Description of the issue/challenge or gap addressed in the review; Theoretical grounding (if applicable); Clearly defined research questions
- **Review Design and Methods:** Identifies inclusion/exclusion criteria and detailed search parameters (e.g., Sources searched; Keywords utilize; Dates of inclusion)
- **Findings**
- **Discussion & Conclusions:** Addresses research, practice, or policy implications; Limitations, Recommendations, and Next steps.
- **References**
- **Tables, figures, and/or other materials** as appropriate. Supplementary materials are encouraged for literature reviews (e.g., Review checklists/guides; Additional tables, figures, and visualizations)

## Expected Components of Structured Literature Reviews

(Adapted from Grant & Booth, 2009; Heyn, Meeks & Pruchno, 2019; Paré & Kitsiou, 2017)

Structured literature reviews synthesize and advance the current body of scholarly knowledge related to essential areas of gerontological. Regardless of type, submissions are required to clearly explicate the focus/scope of the review, along with inclusion and exclusion criteria, detailed search parameters (including sources searched, keywords utilized, and dates of inclusion), key findings, and implications for the field. For all types, authors are encouraged to include summary tables that succinctly capture study characteristics, main findings, and gaps.

Review Type	Description	Search	Appraisal	Synthesis	Analysis	PRISMA
<b>Narrative Review</b>	Typically considered a conventional review of the literature, narrative reviews summarize or synthesize a particular topic but do not seek to generalize or provide cumulative knowledge from what is reviewed.	May or may not include comprehensive searching. Authors usually select studies that fit with their own perspective.	May or may not include quality assessment	Typically narrative	May be thematic, chronological, conceptual, etc.	Not required
<b>Descriptive or Mapping Review</b>	Descriptive reviews provide a preliminary assessment of potential size and scope of literature; findings are typically used to commission subsequent reviews or primary research by identifying gaps. Mapping reviews additionally focus on the range, nature, and evolution of a topic. For these reviews, researchers often present only studies that are representative of research in a particular area and/or timeframe.	May or may not include comprehensive searching as determined by time/scope constraints. Aims to identify representative number of studies.	No formal quality assessment	May be graphical and tabular	Quantitative or qualitative using descriptive statistics and content analysis. Analysis should characterize literature by study design or other key features.	Required
<b>Rapid Review</b>	Rapid reviews utilize simplified systematic review methods to synthesize knowledge of a practice or policy issues in a short period of time.	Completeness of search determined by time constraints.	Time-limited formal quality assessment	Typically narrative and tabular	Quantities of literature and overall quality or direction of effect of literature	Required
<b>Scoping Review</b>	Scoping reviews are considered to be a preliminary assessment of the size and scope of literature. These reviews address an exploratory research question by systematically searching, selecting, and synthesizing evidence. Scoping reviews should be unbiased and comprehensive.	Comprehensive search using an iterative process to identify all relevant literature suitable for answering the research question regardless of study design. Uses explicit inclusion and exclusion criteria.	Quality assessment recommended but not required	Typically tabular with some narrative commentary	Characterizes quantity and quality of literature using key features	Required

Review Type	Description	Search	Appraisal	Synthesis	Analysis	PRISMA
<b>Umbrella or Overview Review</b>	These reviews compile evidence from multiple systematic reviews/meta-analyses into one review. While similar to systematic reviews, umbrella or overview reviews do not include primary studies. These reviews focus on broad conditions or problems for which there are competing interventions.	Comprehensive search to identify all available systematic reviews (published and unpublished) within resource limits that are eligible for inclusion. No search for primary studies. Uses a priori inclusion and exclusion criteria.	Requires assessment of both methodological quality and quality of evidence in included reviews. Both assessments require use of validated instruments.	Graphical and tabular with narrative commentary	What is known; recommendations for practice. What remains unknown; recommendations for future research.	Required
<b>Systematic Review</b>	Systematic reviews aggregate, appraise, and synthesize all empirical evidence that meet a set of previously defined eligibility criteria in order to answer a clearly formulated, narrow research question. These reviews adhere to rigorous methodological guidelines in order to reduce bias in findings and conclusions.	Exhaustive, comprehensive search of multiple sources and databases using highly sensitive and structured strategies to identify available studies (published and unpublished) within resource limits that are eligible for inclusion. Uses a priori inclusion and exclusion criteria.	Requires assessment of both risk of bias and quality of evidence by outcome of interest using validated instruments.	Typically narrative with tabular presentation of data	What is known; recommendations for practice. What remains unknown; uncertainty around findings, recommendations for future research	Required
<b>Qualitative Systematic Review or Qualitative Evidence Synthesis</b>	These reviews are an extension of the systematic review, with explicit focus on qualitative data and synthesis. Qualitative systematic reviews identify "themes" or "constructs" that lie in or across individual qualitative studies.	Similar to search requirements for systematic review, with explicit focus on qualitative studies. However, may employ purposive sampling.	Quality assessment recommended but not required	Qualitative, narrative synthesis	Thematic analysis, may include conceptual models	Required
<b>Meta-Analysis</b>	A type of systematic review, meta-analyses statistically combine the results of quantitative studies to provide more precise, reliable estimates of effects than those derived from individual studies alone.	Similar to search requirements for systematic review, with explicit focus on quantitative studies.	Quality assessment is required and may determine inclusion/exclusion and/or sensitivity analyses	Graphical and tabular with narrative commentary	Numerical analysis of measures of effect	Required

Grant, M. J., & Booth, A. (2009). A typology of reviews: An analysis of 14 review types and associated methodologies. *Health information & Libraries Journal*, 26(2), 91-108.

Heyn, P. C., Meeks, S., & Pruchno, R. (2019). Methodological guidance for a quality review article. *The Gerontologist*, 59(2), 197-201.

Paré, G., & Kitsiou, S. (2017). Methods for literature reviews. In *Handbook of eHealth Evaluation: An Evidence-based Approach [Internet]*. University of Victoria.