[Original article]

Below is an example of a quasi-experimental study. It should follow the TREND Statement, available at <https://www.cdc.gov/trendstatement/>. The quasi-experimental study includes the following designs:

1. Non-equivalent control group pre-and post-test design: there are experimental and control groups. However, the participants are not allocated with randomization.
2. Non-equivalent control group pre-and post-test non-synchronized design: it is the same as the non-equivalent control group pre-and post-test design but the measurement time is different between the experimental and control groups.
3. Non-equivalent control group post-test only design: there is no pre-test and the participants are not allocated with randomization; data are collected after the intervention.
4. Single group pre-and post-test design: there is no control group; the pre-and post-test of a single group is executed after the intervention; the participants of the experimental group are not selected with randomization.
5. Time-series design: pre-and post-tests are done serially; randomized selection is not done; there is usually no control group.

**Title Write the title in lowercase characters except for the first word’s first character and any proper nouns, which should be capitalized. If the study involves human participants, include the country name in the title. The study design must be specified after a colon.**

**Abstract**

Background: The aim of the study should be precisely described. It is recommended to add the hypothesis and/or research questions.

Methods: The type of research design, study population, study period, measurement tools or instruments, and statistical analysis should be described. Additionally, information on how units were allocated should be provided, explicitly stating that the study does not involve randomization.

Results: The main results should be described.

Conclusions: The conclusion should be an answer to the purpose, hypothesis, or research questions.

Keywords: Cohort studies; Educational measurement; Program evaluation; Republic of Korea; Research design (It is mandatory to use **MeSH** terms through MeSH on Demand, available at: [https://www.nlm.nih.gov/mesh/MeSHonDemand.html](https://www.nlm.nih.gov/mesh/MeSHonDemand.html%29)). The use of other terms is negotiable with the editorial board.

**Background**

Background/rationale

Explain the scientific background and rationale for the investigation being reported: what is known, what is unknown and important to know; what is the specific topic addressed in the manuscript; and why addressing that particular topic is important

Objectives

Specific objectives, including any pre-specified hypotheses or research questions, should be described in one paragraph.

**Methods**

Ethics statement

Please write it on the Title Page instead of writing it here.

Study design:

The study design should be clearly described. Examples of quasi-experimental study designs include:

* Non-equivalent control group pre-and post-test design
* Non-equivalent control group pre-and post-test non-synchronized design
* Non-equivalent control group post-test only design
* Single group pre-and post-test design
* Time-series design

This should be described according to the Transparent Reporting of Evaluations with Nonrandomized Designs (TREND) statement, available at: <https://www.cdc.gov/trendstatement/>.

Setting

Describe the relevant setting, locations, and relevant dates, including periods of recruitment, exposure, follow-up, and data collection.

Participants

Give the eligibility criteria and the sources and methods of participant selection. The research subjects should also be precisely described (e.g., age, sex, region, school, country, date and duration of the intervention, occupation, etc.). The reason for the inclusion or selection of subjects should be explained. If a certain group is excluded, it should also be explained.

Interventions

Details of the interventions intended for each study condition and how and when they were actually administered, specifically including:

* Content: what was given?
* Delivery method: how was the content given?
* Unit of delivery: how were the subjects grouped during delivery?
* Deliverer: who delivered the intervention?
* Setting: where was the intervention delivered?
* Exposure quantity and duration: how many sessions or episodes or events were intended to be delivered? How long were they intended to last?
* Time span: how long was it intended to take to deliver the intervention to each unit?
* Activities to increase compliance or adherence (e.g., incentives)

Outcomes

Clearly define all outcome variables to be measured.

Data sources/ measurement

For each variable of interest, give the sources of data and details of the measurement methods. Questionnaires in non-English languages may also be published as a supplement. If a measurement tool was used, the validity and reliability of the tool should be presented. If a measurement tool developed by other researchers was used, provide a proper citation of the tool and provide permission only if the tool is not freely available to the public. This permission letter should be uploaded during the submission process.

Bias

Discuss the impact of potential biases and remedies put in place to address them.

Study size

Provide a theoretical and/or statistical justification for the sample size used in the study. Explain how an a priori sample size calculation or post hoc power analysis was performed. The a priori sample size calculation or post hoc power analysis should be based on the primary endpoint. Note that a power analysis based on the primary endpoint will not necessarily apply to any secondary measures.

Assignment Method

Unit of assignment (the unit being assigned to study condition, e.g., individual, group, community)

Method used to assign units to study conditions, including details of any restriction (e.g., blocking, stratification, minimization).

Inclusion of aspects employed to help minimize potential bias induced due to non-randomization (e.g., matching).

Blinding (masking)

Whether or not participants, those administering the interventions, and those assessing the outcomes were blinded to study condition assignment; if so, statement regarding how the blinding was accomplished and how it was assessed.

Unit of Analysis

Description of the smallest unit that is being analyzed to assess intervention effects (e.g., individual, group, or community). If the unit of analysis differs from the unit of assignment, the analytical method used to account for this (e.g., adjusting the standard error estimates by the design effect or using multilevel analysis)

Statistical methods

The statistical methods should be described in sufficient detail to allow the reviewers and any other reader to replicate the analysis. If reviewers want to analyze the data to confirm the results, the raw data will be requested by the editorial office. The computer program used should be specified, including the company and version. The city and the country of the company are included in parentheses. It is encouraged to provide statistical results that reflect the measurement error or uncertainty, such as confidence intervals, in addition to the P-value.

**Results**

Participants

A flow diagram is recommended. Give the demographic characteristics of the study participants.

Main results

The main results should be described logically according to the methods. Briefly describe the core results when data are provided in tables or figures. In the results, audio or video files are also welcomed. Extra supplementary material can be added. The table(s) and figure(s) should serve the purpose of presenting the results succinctly and efficiently. The content of the tables should not be duplicated in the figures.

**Discussion**

Key results

Start with the main objectives of the study. Briefly summarize the main findings.

Interpretation

Give a cautious overall interpretation of results considering objectives, limitations, a multiplicity of analyses, results from similar studies, and other relevant evidence. Do not present findings that were not described in the results section.

Comparison with previous studies

Please do not repeatedly present the results of previous relevant studies; instead, concisely state any points of discordance or concordance.

Limitations

Discuss the limitations of the study, taking into account sources of potential bias or imprecision. Discuss both the direction and magnitude of any potential bias.

Generalizability

Discuss the generalizability (external validity) of the study results. Consider the extent to which the results can be beneficial to other health educators around the world.

**Conclusions**

Deduce the conclusion from the results, avoiding statements not described in the methods or results. If there were research hypotheses or questions in the introduction section, they should be answered.

**References**

Number references in the order they appear in the text.

In text and tables, identify references with superscript arabic numerals (for example, ….. the leading cause of death in Korea.1,2 ).

Cite published articles, website materials, or monographs. But the citation of grey materials (mass media, abstract, personal communication, thesis, etc) is not allowed.

List all authors up to 6; if more than 6, list the first 6 followed by "et al."

Abbreviate names of journals according to the journals list in PubMed.

The issue numbers should be written after the volume labels.

KAMJE member journals are recommended for references.

1. Park MS, Chung SY, Chang Y, Kim K. Physical activity and physical fitness as predictors of all-cause mortality in Korean workers. Ann Occup Environ Med2009;24(1):13-9.
2. Dodson MV, Hausman GJ, Guan L, [Du M](http://www.ncbi.nlm.nih.gov/pubmed/?term=Du%20M%5BAuthor%5D&cauthor=true&cauthor_uid=20827399), [Rasmussen TP](http://www.ncbi.nlm.nih.gov/pubmed/?term=Rasmussen%20TP%5BAuthor%5D&cauthor=true&cauthor_uid=20827399), [Poulos SP](http://www.ncbi.nlm.nih.gov/pubmed/?term=Poulos%20SP%5BAuthor%5D&cauthor=true&cauthor_uid=20827399), et al. Skeletal muscle stem cells from animals I. Basic cell biology.Int J Biol Sci2010;6(5):465-74.
3. Hong GD, Kim C, Park J. *JKMS Reference Style: A Guide for Authors*. 5th ed. Seoul, Korea: Daehakro Press; 2017.

4. Floch MH. Probiotics, probiotics and dietary fiber. In: Buchman A, editor. *Clinical Nutrition: a Guide for Gastroenterologists*. Thorofare, NJ: SLAK Incorporated; 2005, 18-24.

5. WHO statistical information system. <http://www.who.int/whosis/en/menu.cfm>. Updated 2015. Accessed April 15, 2017.

**Legends for figures**

Prepare figure legends on a separate page.

The legends should contain a precise description so that the figure can be understood by readers without reading the main text.

Make each Figure a separate file.

Figure captions must be in a short and informative phrase.

Make whole caption and subcaptions or explanations for multiple figures in one Fig. number.

Mark A, B, C in order on the left higher corner of each figure in case of multiple figures. If the image in the left higher portion should not be masked by the mark, the location of the mark could be changed.

For submission of drawings, photos, graphs, or combined figures, PPT and PDF formats are acceptable. For graphs, the x-axis and y-axis should be drawn with adequate lines.

*Example.*

**Fig. 1.** Association of xxx to yyy. (**A**) Transcriptional activity of zzz in some luciferase reporter in HEK293 cells. (**B**) The interaction between endogenous aaa and bbb.

**Supplementary materials**

(Please upload supplementary files to the submission system. Each supplementary file must be cited within the main text and have a descriptive title.)

**Example:**
Supplement 1. STROBE checklist for observational studies.

Supplement 2. Audio recording of the abstract (It will be requested before final PDF production).

**If no supplementary material is available, write**: None

**Table**

Prepare tables at the end of the text.

Make each Table on a separate page

The Table title should contain a precise description so that readers can understand the table content without reading the main text.

Make the Table title on the left top of each Table and short.

Mark footnotes as superscripted lower-case letters in order: a, b, c, d, ……

Do not use vertical lines.

The P-value should be written as a capital letter using a Roman character.