**THE TITLE SHOULD BE CLEAR, EASY TO UNDERSTAND, CONNECTED TO ALL MANUSCRIPT SECTIONS, AND OF A MODERATE LENGTH**

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**Authors’ Contribution:** A: Study design, B: Data collection, C: Data analysis, D: Manuscript preparation, E: Discussion and conclusion

**ABSTRACT**

|  |
| --- |
| **Study aim(s):** based on the study’s problem, the author should clearly and precisely state the aim of the study. All details that cannot be explained in the title should be included in this paragraph. The study’s aim can be presented as one aim or as the main aim with sub-aims. **Methods:** briefly mention the study model, provide information about the sample size and its characteristics. Include instruments used in the experiment and the data analysis methodology. Summarize this information concisely to outline the study’s approach.**Results:** list basic results without any introduction. Clearly state the results of the data analysis reported in the findings section and highlight any significant findings.**Conclusion:** clearly provide the key results without repeating the study results. Draw conclusion(s) based on the study results and current literature. Extract conclusion(s) from the manuscript’s conclusion section.  |

**Keywords:** Determine 3 to 6 keywords that are not directly mentioned in the title. Consider that keywords should not form a sentence but rather consist of individual words or pattern expressions, each comprising more than one word without constituting a complete sentence.

**INTRODUCTION**

In the introduction, the author should provide brief, general information about the analyzed study topic. It should be concise, clear, and understandable to readers, while avoiding long sentences. Next, the author should critically discuss relevant literature. To convey the main information of the analyzed topic, it is advisable for the author to utilize a wide range of sources that can enhance the reader’s understanding. Redundant information should be avoided, along with any content unrelated to the research. The brief introduction should cover information about the subject, parameters, methodology, and current literature addressing the weaknesses of the topic. Explanations of the weaknesses of the literature regarding the conducted research may be a reason to make the publication. Additionally, the introduction should clarify the parameters used to gather information on the subject. Regarding to the study’s approach, it is essential to provide comprehensive information. Similarly, the author should briefly explain the methodologies used in the previous studies to yield results on the subject. Besides the explanation of the methodology, it is crucial to explain the used tools, apparatus, and technological programs. All of the above information should be based in the latest literature and reliable sources, such as Web of Science, Scopus, PubMed, Health Literature (CINAHL), EBSCO A-Z, Ex Libris, Focus On: Sports Science and Medicine, Physical Education Index ProQuest, Rehabilitation & Sports Medicine Source Science Citation Index Expanded, SPORT Discus, etc. The author should avoid the literature that is not published in the previous indexes, unpublished studies, non-official web pages, etc.

The author should clearly explain the problem addressed in the study. The problem of the study should offer readers answers to questions such as: What is the main idea of the study? What is the cause of the study? Is there a literature weakness on the subject? What is supposed to be solved by the study, which may also be regarded as its originality? What is the significance of the study? What valuable knowledge do we lose in case of not publishing the study? etc. Please note that the problem of the study should not be explained in a question-answer format. The paragraph explaining the study’s problem should just contain information that provides answers to the previous questions.

In the light of the previous information, the author should clearly explain the study’s objectives. This paragraph should contain an explanation of the subject, applied parameters/instruments, and the aim of the study. In case of more than one aim in the study, the author should explain the main aim and sub-aims of the study. Following the aim sentence or paragraph, the author may determine the expectations/hypotheses. The expectation determined by the author should be integrated into the aim paragraphs rather than presented as separate items.

**METHODS**

The materials and methods section should be concise yet comprehensive to allow other researchers to understand and use them independently. Typically, the method section consists of four sections: Study Design, Study Sample, Data Collection Tools, and Data Analysis. Additional subsections may be included if they can be justified.

***Research design***

In the study design, the author should explain the model and procedure of the experiment. The chosen study model must be precisely explained, illustrating how it was applied in the study. In case that the study involves both experimental and control group, the applied protocol for each group should be clearly outlined. Do not burden the reader with unnecessary details but give sufficient information, so the reader can follow the procedures undertaken in the study.

***Study sample***

In the study sample, the author should provide details on the number of participants, including their gender, age, and information such as training level, sports branch, and factors that may affect the study results. It should be stated that participants willingly volunteered for the study. Additionally, mention that all participants were informed and prepared about the experiment, and have signed an informative form. The author should clearly describe the selection process for observational or experimental subjects, including variables such as age, gender, inclusion/exclusion criteria, (with clearly defined circumstances for study rejection), randomization, and masking (blinding) methods. Clarify that the study adhered to the Helsinki Declaration (<https://www.wma.net/policies-post/wma-declaration-of-helsinki-ethical-principles-for-medical-research-involving-human-subjects/>). Specify that the study was approved by the ethics committee and include the reference number of the ethics approval letter.

***Data collection tools***

To gather the data, the author should explain all instruments and the protocol. The test should have a name, a definition, the task of measurement, the applying protocol, the tools or apparatus of the test, information on reliability, validity (if exists), and the source. The definition of the test should be brief yet sufficient to explain the test to readers. It should outline what the test measures. The applying protocol should be explained in a manner that allows other researchers to reproduce it. If the test is a technological tool-based, the source of the producer should be given. Additionally, the author may provide a source for the test developers, the source ensuring reliability and validity of the test (if distinct from the test developer), and previous users of the test. The author should be willing to escape from using test protocols lacking information on reliability and validity.

When training protocol is applied in the study, it should be explained as an independent section, given in the sub-title under the methodology part, positioned below the data collection tools. About the training protocol, precise details such as volume, frequency, intensity, time, and type should be given exactly as applied in the field. The data collection tools for the survey, questionnaire, observation, interview, and document analysis should be clearly stated in a holistic and systematic structure. Additionally, the tools used in the training should be determined. In case that the study includes a survey or a different instrument, the author should provide an explanation of the training protocol.

***Data analysis***

The programs used in data analysis should be explained, and the source of the program should be provided. The applied analyses and the reasons for their applications should be specified. In the case of analyses given by a certain program, the latest steps should be explained, and brief information about how that analysis works should be provided. The data analysis steps should be explained in a manner that allows other researchers to replicate them.

**FINDINGS**

**Table 1. The table title should be clear and represent the content of the table.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Ability | Variables | Bridge score | X̄ ±SD | F | P | Tukey |
| Active flexibility | TBF | 1 (poor)1 | 4.4±9.1 | 1.62 | .296 | - |
| 2 (satisfactory)2 | 9.0±1.4 |
| 3 (good)3 | 13.1±3.6 |
| 4 (excellent)4 | 15.5±6.2 |
| Mobility | B° | 1 (poor)1 | 97.3±13.6 | 7.09 | .012\* | 1<42<4 |
| 2 (satisfactory)2 | 87.5±10.5 |
| 3 (good)3 | 71.0±11.2 |
| 4 (excellent)4 | 55.5±.7 |
| Force | LTF\_60s | 1 (poor)1 | 25.6±18.1 | .589 | .637 | - |
| 2 (satisfactory)2 | 31.0±18.7 |
| 3 (good)3 | 24.2±20.3 |
| 4 (excellent)4 | 44.0±4.2 |

*p: sig. (p< 0.05\*), X̄: Average, SD: Standard deviation, Tukey: differences between four groups, F: Determines differences of the variance between the means of two populations significantly different, -: no value*

*TBF: Trunk Bent Forward (cm), B°: Bridge (°), LTF\_60s: Lift Trunk Forward in 60 secs (reps/time)*

The author should explain all abbreviations, units, and symbols used in the table, following the example in Table 1. The table should not be confusing; it should be self-explanatory, providing readers with understandable information. The comments on the table should be concise but enough to explain the presented results. They should be modifiable, avoiding formats such as photos or any other way that may not be possibly updated. The spacing can be single or double-spaced, it should be adjusted based on the table type.

**Table 2. Table numbering should be done automatically**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| N | FBS° | LRF° | % | r | p |
| Variables | X̄±SD | Variables | X̄±SD |
| 15 | LLA\_FBS° | 146.7±12.11 | LL\_RF° | 99.5±9.97 | 101.4 | 99.4 | -.176 | .548 |
| RLA\_FBS° | 153.3±12.38 | RL\_RF° | 99.4±9.97 | 97.5 | -.657 | .011\* |

*N: sample, X̄: Average, SD: Standard deviation, %: differences between variables, r: correlation coefficient, p: sig. (p< 0.05\*), FBS°: Forward-Backward Split degree, LLA\_FBS°: Left Leg Ahead Forward-Backward Split Degree, RLA\_FBS°: Right Leg Ahead Forward Backward Split Degree, LRF°: Leg Raise Forward, LL\_RF°: Left Leg Raise Forward Degree, RL\_RF°: Right Leg Raise Forward Degree, X̄±SD: mean and std. Deviation, %: Percentage of functional FBS° in the LRF°*

The numbering of tables should be generated automatically using “Insert caption”, as demonstrated in the two previous tables. Ensure that table sizes are not overly large, and all tables should be as wide as the margins of the text in the manuscript. The number of tables in the manuscript is not exactly defined, but it is advisable to keep it under 6 to maintain appropriateness. You can choose to add more than 6 tables, if justified.

In case you have to add a photo to the study (regardless of the manuscript section), ensure that the photo is either your own or that you have obtained permission from the author of the photo. The photo should be positioned on the left side of the text. Based on the page’s suitability, it can be placed either at the top or the bottom of the text. To be easily understandable, all rules of the tables are valid for the photos. Consider that photographs should not be used merely for decorative purposes. They should be relevant to the discussion or other sections.

Photograph 1. The photograph name and number should be placed below the image

The same rules apply to the numbering of tables, photographs, and figures, all of which should be numbered using the ‘Insert caption’.

Figure 1. The figures name and number should be placed below the photograph

Same to the table numbering and photographs, figures should be numbered using an ‘Insert caption’. They should maintain their distinct numbering sequence independent of photographs, charts, or other subjects used in the manuscript. To unsure clarity, all rules determined for tables are applicable to figures. All abbreviations, symbols, horizontal and vertical axis, titles, etc., should be thoroughly explained and easy to be understood for the readers.

**DISCUSSION**

Should encompass the interpretation of study findings, with the results considered within the context of results from other studies reported in the literature. Avoid repetitive detailing of data or other material from the Background or Results section. Discussion should present the implications of the findings and their limitations, including insights for future research. The discussion should confront the results of other investigations, especially those referenced in the text. The author should provide an original perspective on the results from the existing literature, rather than presenting the study findings and literature related to the field without any comment. The discussion section should include all study findings, current literature review, and explanations that support the results, whether they are negative or positive. It should mention all factors that may potentially affect the conducted results. In this way, it will provide information about the approach to similar studies in the future. Follow a logical sequence consistent with the preceding section in the discussion. Do not give information or a source that is not directly relevant to the findings. When citing other author's work, include only the necessary information and results from that paper. Avoid including redundant information that may not be beneficial to the study findings. Ensure that literature adheres to the format specified by the journal. You can refer to the introduction section for guidance on using appropriate indexes in the literature as a source.

**CONCLUSION**

The conclusion should be concise, avoiding excessive length, and it should include statements for the study’s aims. This section should be linked with the study’s goals, and state new hypotheses. Unqualified statements and conclusions not completely supported by the obtained data should be avoided. Do not reference the literature except for a specific situation in this section. Summarize the discussion briefly and give recommendations when applicable. Based on the experience and conclusions of this study, state the types of studies that may be beneficial for the future.

**CONFLICT OF INTERESTS**

No potential conflict of interest was reported by the authors.

**ACKNOWLEDGEMENTS**

List and describe the role of all contributors who do not meet the criteria for authorship, such as technical assistants, writing assistants, or data collectors who provided only general support. Financial and other material support can be disclosed and acknowledged.

I extend my heartfelt gratitude to my professor and mentor, ~~title name surname~~, for the invaluable guidance and unwavering support provided throughout the process of crafting this paper.

**REFERENCES**

**Citing in the Text (Vancouver Style):**

In Vancouver Style, a number is assigned to each reference as it is used. Even if the author is named in the text, a number must still be used. The original reference number is used for subsequent citations. The initial reference cited in text will be numbered [1] followed by [2] for the second reference, and so on. If reference number [1] is cited again later in the text, it will be referred to using the same number [1].

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**Reference section**

**Chapter or Article in Edited Book**
Meltzer PS, Kallioniemi A, Trent JM. Chromosome alterations in human solid tumors. In: Vogelstein B, Kinzler KW, editors. *The genetic basis of human cancer*. New York: McGraw-Hill; 2002. p. 93-113.
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Ford-Martin P. Cognitive-behavioral therapy. In: Thackery E, Harris M, editors. *Gale encyclopedia of mental disorders*. Vol. 1. Detroit (MI): Gale; 2003.p. 226-228.
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Hoppert M. *Microscopic techniques in biotechnology*. Weinheim: Wiley-VCH; 2003.
**Book: Two or More Authors**
Gilstrap LC, Cunningham FG, Van Dorsten JP, editors. *Operative obstetrics*. 2nd ed. New York: McGraw-Hill; 2002.
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*Australia. Commonwealth Department of Veterans' Affairs and Defense*. Australian Gulf War veterans' health study 2003. Canberra: Commonwealth of Australia; 2003.
**Book: Government Agency as Author**
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**Book: No Author**
The Oxford concise medical dictionary. 6th ed. Oxford: Oxford University Press; 2003. p. 26.
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Harnden P, Joffe JK, Jones WG, editors. Germ cell tumors V: *Proceedings of the 5th Germ Cell Tumour Conference; 2001 Sep 13-15;* Leeds, UK. New York: Springer; 2002.
**E-book**
van Belle G, Fisher LD, Heagerty PJ, Lumley TS. Biostatistics: a methodology for the health sciences [e-book]. 2nd ed. Somerset (NJ*): Wiley InterScience*; 2003 [cited 2005 Jun 30]. Available from: Wiley InterScience electronic collection.
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Jones NA, Gagnon CM. The neurophysiology of empathy. In: Farrow TFD, Woodruff PWR, editors. *Empathy in mental illness*.Cambridge (UK): Cambridge University Press; 2007 [cited 2010 Aug 10]: 217-38. Available from: Ebook Library.
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Australian Insitute of Health and Welfare. *Chronic diseases and associated risk factors*[document on the Internet]. Canberra: The Institute; 2004 [updated 2005 June 23; cited 2005 Jun 30]. Available from: http://www.aihw.gov.au/cdarf/index.cfm.
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Australia. Department of Health and Aged Care. *National youth suicide prevention strategy* [document on the Internet]. Canberra: The Department; 2000 [cited 2005 Jul 1]. Available from: http://www.health.gov.au/hsdd/mentalhe/sp/nysps/about.htm.
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Lavelle P. Mental state of the nation*. Health matters* [document on the Internet]. ABC online; 2005 May 19 [cited 2005 Jul 1]. Available from: http://abc.net.au/health/features/mentalstate/.
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Kolokoltsev MM, Iermakov SS, Jagiello M. Physical condition of female students with different level of body mass deficiency. *Physical education of students,* 2018; 22(2): 63-69. doi:10.15561/20755279.2018.0202
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Gillespie NC, Lewis RJ, Pearn JH, Bourke ATC, Holmes MJ, Bourke JB, et al. Ciguatera in Australia: occurrence, clinical features, pathophysiology, and management. *Med J Aust.* 1986; 145:584-590.
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2. Berisha M. *Ekzaminim biomekanik i përfshirjes së fleksibilitetit aktiv në lëvizjet gjimnastike artistike që kërkojnë lëvizshmëri. Journal of Sport Science.* Prishtine; 2022. (In Albanian)

**Reference (Citing Translated Sources in Vancouver Style):**
1. Olszowski A. Bezpieczeństwo na zajęciach ruchowych [Safety during sport classes]. In: A. Maszczak A, editor. *Metodyka Wychowania Fizycznego*[The Methodology of Physical Education]. Warszawa: AWF Press; 1992. p. 161-173. (In Polish).
2. Piaget J. *La psychologie de l’enfant* [The psychology of the child]. Paris, France: Presses Universitaires de France; 1966. (In French)
3. Janzen G, Hawlik M. *Orientierung im Raum: Befunde zu Entscheidungspunkten* [Orientation in space: Findings about decision points]. Zeitschrift für Psychologie, 2005; 213(4): 179–186. doi:10.1026/0044-3409.213.4.179 (In German)

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If some or all of your equations are simple (i.e., on a single baseline), use normal text and fonts: E(t) • r = D+[exp(-it)] + D-[exp(it)] (1) Embed complex equations using standard plugins such as Mathtype or the Word Equation Editor:

 (1)
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Authors are required to include information on their responsibilities in the manuscript, outlining the contribution of each author. Authorship should be attributed to those who have made substantial contributions to the conception, acquisition, analysis, or interpretation of data, drafted or revised the work, approved the final manuscript, and express a willingness to take responsibility ([ICMJE criteria](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3142758/), link:

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