[Title page]

Research article

Title should be written in small characters except the first word’s first character

Yera Hur1, A Ra Cho2, Sun Huh3\*

1Department of Medical Education, Konyang University College of Medicine, Daejeon, Korea;

2Department of Medical Education, College of Medicine, The Catholic University of Korea, Seoul, Korea;

3Department of Parasitology and Institute of Medical Education, College of Medicine, Hallym University, Chuncheon, Korea

\* Corresponding author: Sun Huh

Department of Parasitology and Institute of Medical Education, College of Medicine, Hallym University, Chuncheon 24252, Korea

Tel: +82.33.248.9999

FAX:+82.33.241.1672

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Word count of abstract: 250 (maximum)

Word count of main text: 2,500 (maximum)

Number of references: 15 (maximum)

Number of tables and figures: 10 (maximum)

(Recommended word counts, number of references, tables, and figures for manuscript submitted to Journal of Educational Evaluation for Health Professions according to publication type is presented in Table 1. For extra number of word count, references, or tables and figure, it should be negotiated with the editorial board.

**Abstract**

Purpose: Aim of the study should be precisely described. Hypothesis is recommended to be added.

Methods: Type of research design, subjects, study period, tools, statistic analysis should be described.

Results: Main results should be described.

Conclusion: Conclusion should be an answer to purpose or hypothesis.

Keywords: Cohort studies; Korea, Physical therapists; Program evaluation; Research design

(It is recommended to use **MeSH** terms through MeSH on Demand available from: <https://www.nlm.nih.gov/mesh/MeSHonDemand.html)>)

**Introduction**

It provides a research background, and specific purpose or objectives. Hypothesis tested can be stated. The references should be exactly pertinent one with a least number. Introduction section should be described in one or two paragraphs.

**Methods**

Ethical statement: If it is an article on human subjects or human-originated materials, there should be an informed consent and Institutional Review Board approval number after receiving consent from the subjects. If there is no IRB Number, it should be discussed with the editor during the review process.

Study design: Study design such as descriptive analysis, randomized controlled study, cohort study, or meta analysis should be described.

Materials and/or Subjects: The materials used in the research should be clearly indicated for the further follow-up researches. Any materials purchased should disclose the source of the maker. Research subjects also should be precisely described such as age, sex, region, schools, country, date of intervention period, or job etc. The reason of inclusion or selection of subjects should be explained. If there is exclusion of certain group, it should be also explained. Questionnaires in non-English languages also may be published in appendix.

Technical Information: In describing analytic methods, reporting guideline should be referred to better understanding of the content. If methods are already well-known one, cite method with reference and mention only the modification. If method is something new, describe it more precisely. Complicated statistical methods can be placed in appendix. Method section driven from previous articles is allowed. Research period should be verified.  
Statistics: It should be described very meticulously. If reviewers want to analyze the data to confirm the results, the raw data may be provided to editorial office. Computer program used should be verified with company and version. Statistical results are encouraged to provide the measurement error or uncertainty such as confidence intervals besides of P-value.

**Results**

It should be described logically according to the methods. Tables and figures are recommended to present the results more rapidly and easily. Content of the tables should not be duplicated in figures. Briefly describe the core results related to the conclusion in the text when data are provided in tables or in figures. In the results, audio or video files are also welcomed. Extra supplementary results can be placed in appendix.

**Discussion**

It is important to deduce the conclusion from the results avoiding statements not described in methods or results. At the first part of discussion, briefly summarize the main findings, then explore possible explanations for these findings, compare, and contrast the results with other relevant studies. Please do not mention repeatedly the results of previous relevant studies, but mention any difference or concordance. Emphasize the core findings and the conclusions derived from them in the best available evidence. At the last part of discussion, describe the limitation of study, future research plan, and conclusion. If there was a research hypothesis in introduction section, it should be answered. It is meaningful to mention what is the usefulness of the content in educational evaluation to promote the medical health education.

**ORCID**

Yera Hur: <http://orcid.org/0000-0002-0142-3078>

A Ra Cho: <http://orcid.org/0000-0003-0458-5256>

Sun Huh: <http://orcid.org/0000-0002-8559-8640>

**Authors’ contributions**

Conceptualization: SH.

Data curation: YH.

Formal analysis: ARC.

Funding acquisition: SH.

Methodology: SH ARC.

Project administration: ARC.

Visualization: YH.

Writing – original draft: ARC.

Writing – review & editing: SH YH ARC.

**Conflict of interest**

No potential conflict of interest relevant to this article was reported.

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(There should be a written permission from them. **Please upload file submission system**.)

**Supplementary materials**

Supplement 1. Data files are available from: Open data repository address. (**Please upload raw data to submission system**. After final decision of acceptance, they would be supplied to Harvard Dataverse available from https://dataverse.harvard.edu/).

Supplement 2. Audio recording of the abstract.

**References**

[Journal]

1. Mathysen DG, Ringens PJ, Midena E, Klett A, Sunaric-Mégevand G, Martinez-Costa R, Curtin D, Tassignon MJ, Aclimandos W, Creuzot-Garcher C, Grupcheva C. Procedural aspects of the organization of the comprehensive European Board of Ophthalmology Diploma examination. J Educ Eval Health Prof 2016;13:27. <https://doi.org/10.3352/jeehp.2016.13.27>

2. Hur Y, Cho AR, Kim S. Measuring medical students’ empathy using direct verbal expressions. Korean J Med Educ 2016;28:305-313. <https://doi.org/10.3946/kjme.2016.35>

[Books]  
· Entire book

3. Michaelsen LK, Parmelee DX, McMahon KK, Levine RE. Team-based learning for health professions education: a guide to using small groups for improving learning. Sterling (VA): Stylus Publishing LLC.; 2008. 256 p.

· Book chapter

4. Levine RE. Peer evaluation in team-based learning. In: Michaelsen LK, Parmelee DX, McMahon KK, Levine RE, editors. Team-based learning for health professions education: a guide to using small groups for improving learning. Sterling (VA): Stylus Publishing LLC.; 2008. p.103-116.

[Internet web sites]

5. National Health Licensing Examination Board. Clinical skill test [Internet]. Seoul (KR): National Health Licensing Examination Board; 2012 [cited 2016 Jan 10]. Available from: http://www.kuksiwon.or.kr/EngHome/context.aspx?page=sub\_3\_1.

**Appendix**

If any materials are not enough to be included in the main text such as questionnaires, they can be listed in Appendix.

(If there are any supplementary materials to help the understanding of readers or too great amount data to be included in the main text, it may be placed as supplementary data or appendix)

**Legends for figures**