DESCRIPTION

The Journal of Nutrition Education and Behavior (JNEB), the official journal of the Society for Nutrition Education and Behavior, is a refereed, scientific periodical that serves as a global resource for all professionals with an interest in nutrition education; nutrition and physical activity behavior theories and intervention outcomes; complementary and alternative medicine related to nutrition behaviors; food environment; food, nutrition, and physical activity communication strategies including technology; nutrition-related economics; food safety education; and scholarship of learning related to these areas.

The purpose of JNEB is to document and disseminate original research and emerging issues and practices relevant to these areas worldwide. The Journal of Nutrition Education and Behavior welcomes evidence-based manuscripts that provide new insights and useful findings related to nutrition education research, practice and policy. The content areas of JNEB reflect the diverse interests in nutrition and physical activity related to public health, nutritional sciences, education, behavioral economics, family and consumer sciences, and eHealth, including the interests of community-based nutrition-practitioners. As the Society's official journal, JNEB also includes policy statements, issue perspectives, position papers, and member communications. Guidelines for Authors are available at www.jneb.org/content/authorinfo.

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INTRODUCTION

The *Journal of Nutrition Education and Behavior (JNEB)*, the official journal of the Society for Nutrition Education and Behavior, is a refereed, scientific periodical that serves as a global resource for all professionals with an interest in nutrition education; nutrition and physical activity behavior theories and intervention outcomes; complementary and alternative medicine related to nutrition behaviors; food environment; food, nutrition, and physical activity communication strategies including technology; nutrition-related economics; food safety education; and scholarship of learning related to these areas. The purpose of *JNEB* is to document and disseminate original research and emerging issues and practices relevant to these areas worldwide. The *Journal of Nutrition Education and Behavior* welcomes evidence-based manuscripts that provide new insights and useful findings related to nutrition education research, practice and policy. The content areas of *JNEB* reflect the diverse interests in nutrition and physical activity related to public health, nutritional sciences, education, behavioral economics, family and consumer sciences, and eHealth, including the interests of community-based nutrition practitioners. As the Society’s official journal, *JNEB* also includes policy statements, issue perspectives, position papers, and member communications.

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Page and word limits are noted below. Page and word limits exclude the abstract but include all other text, acknowledgments, tables, figures, and references. Manuscripts must not exceed word count limits or page limits.

- **Research Article**: 20 double-spaced pages (≤ 4,500 words)
- **Research Brief**: 14 double-spaced pages (≤ 3,000 words)
- **Research Methods**: 19 double-spaced pages (≤ 4,300 words)
- **Report**: 14 double-spaced pages (≤ 3,000 words)
- **Systematic Review**: 20 double-spaced pages (≤ 4,500 words)
- **Perspective**: 12 double-spaced pages (≤ 3,000 words)
- **GEMs**: 4 double-spaced pages (≤ 900 words)
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- **Discussion:** Provides an in-depth interpretation of results reported, compares and discusses results in relation to those from similar studies reported in the literature and in relation to theory, outlines limitations of the study, describes how study limitations influence interpretation of results, and offers alternative explanations for the findings. The Discussion section should not represent a summary of results.

- **Implications for Research and Practice:** Specifies how researchers and practitioners, and policy makers when appropriate, could apply results to future work.

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- **Discussion:** Limitations

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- **Results:** Summarizes primary results reported in the manuscript, including the number of participants, direction of change, and variance and level of statistical significance for each quantitative result, as well as confidence intervals or effect sizes wherever appropriate.
- **Conclusions and Implications:** Specifies study conclusions directly supported by results reported in the abstract and specifies implications for research and practice or policy making when appropriate.

*Research Briefs* include the same major sections as *Research Articles*. Use of second-level sections is allowed, but overuse is discouraged. Third-level sections are not permitted in *Research Briefs*.

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*Research Methods* are manuscripts that describe the objectives and methodologies for multi-year interventions whose aims are to change nutrition and/or physical activity behavior and/or related physiological outcomes, such as BMI or blood glucose. *Research Methods* are expected to have protocols that have already undergone review external to the author's institution (federal or national agencies) prior to funding. Although Results are not included in *Research Methods*, a Discussion should include a brief summary of potential limitations and expected benefits or outcomes. *Research Methods* are peer-reviewed by the Editors and a member of the Board of Editors for completeness, clarity, and contribution to the literature. *Research Methods* are assigned a digital object identifier (DOI).

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• **Setting**: Describes the study setting.
• **Participants**: States the number of participants or objects of observation by group and subgroup and describes how they will be selected.
• **Intervention(s)**: Describes the essential features of the intervention(s), including setting, methods, and duration.
• **Main Outcome Measure(s)**: Specifies dependent and independent variables and describes how each variable will be measured.
• **Analysis**: Summarizes how data will be analyzed quantitatively and/or qualitatively and specifies the level used to determine statistical significance of quantitative results.

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The future tense of verbs is used throughout *Research Methods*.

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• **Obesity in Rural Youth: Looking Beyond Nutrition and Physical Activity**. Reed et al. JNEB 2011;43:401-408. This *Report* presents emerging ideas concerning traditional and nontraditional factors contributing to childhood obesity in rural youth within an expanded Social Ecological Framework that the authors have developed.
• **Nutrition Program Quality Assurance through a Formalized Process of On-Site Program Review**. Paddock, Dollahite. JNEB 2012;44:183-188. This *Report* describes the development and lessons learned from implementing a nutrition program quality assurance process, which could be replicated with other state nutrition programs, and whose goal was to influence policies on programming to ensure excellence.

*Reports* have an unstructured abstract (100-word limit) written in paragraph form. The unstructured abstract should provide a brief overview of all key aspects of the manuscript. Topics covered in a conventional abstract depend on whether the manuscript describes a program and its evaluation, a new research method, or a review of literature or policy issues. All abstracts begin with a clearly defined purpose or objective and end with conclusions and implications for research, practice, and policy making.

*Reports* include the following major sections: Introduction, Discussion, and Implications for Research and Practice. They should not include sections for Methods or Results. Instead, they should employ alternately titled headings that distinguish them from *Research Articles* and *Research Briefs*. Examples include Description of the Intervention, Description of the Evaluation, and Lessons Learned. *Reports* that develop new concepts or review topics may include additional major sections as needed. Second-level sections are allowed, but overuse is discouraged. Third-level sections are not permitted in *Reports*. 
**Systematic Reviews**

Unsolicited **Systematic Reviews** are accepted for consideration for peer review, provided they represent a topic area of interest to *JNEB* readers and follow accepted methodology.

A **Systematic Review** attempts to identify, appraise, and synthesize all the empirical evidence that meets pre-specified eligibility criteria to answer a given research question. Researchers conducting systematic reviews use explicit methods aimed at minimizing bias in order to produce more reliable findings that can be used to inform decision making (Cochrane Collaboration).

Several guidelines are available for conducting systematic reviews, including those of the Institute of Medicine,1 Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA),2 Methodological Expectations of Cochrane Intervention Reviews (MECIR),3 Agency for Healthcare Research and Quality,4 and United States Department of Agriculture.5 The guideline that you choose to follow should be mentioned in the Methods section and referenced.

A **Systematic Review** should have a structured abstract as for *Research Articles* and contain the following sections in the abstract and main body of the paper:

- **Introduction:** Presents the topic and states why a systematic review is needed. The clearly stated objective should be linked to the research question and how the research questions were developed. This may include the PICO process (patient problem or population [P], intervention [I], comparison [C], and outcomes [O]) or another citable research question development process.
- **Methods:** Briefly describes the members of the research team, their areas of expertise (content, systematic review methods, meta-analysis), and their roles in the systematic review. If a research librarian or information specialist is part of the team, this should be noted. Detailed information should be provided on inclusion/exclusion criteria, search strategies, databases, and other search engines or manual methods for identifying articles, article quality evaluation schema (such as the Nutrition Evidence Library quality checklist6 or GRADE guidelines7), type of comparative analysis across articles, summary, and synthesis strategies. When appropriate, please describe who made these decisions, how they were made (consensus, majority, most senior research team member), and the rationale for the final decision. This section should also include a diagram that contains the number of all articles found by the initial search, how many were excluded, and why, in a manner similar to a Consort diagram.
- **Results:** Outlines results clearly and systematically, mentioning or highlighting—but not duplicating—information displayed in tables, and specifies the quality evaluation of articles selected and the synthesis or summary of outcomes. Carefully designed tables and figures are encouraged to showcase results.
- **Discussion:** Compares the results to any previous reviews on this topic. If other reviews are not available, the Discussion should compare key findings to those already reported in the literature. The Discussion should include any limitations of the systematic review, such as publication bias.
- **Implications for Research and Practice:** Concisely states how these findings or major conclusions could be applied to best practices, if they can, and what additional research would strengthen the conclusions or extend the results to larger audiences. Any policy implications should also be included in this section.

Note: Systematic reviews that conclude there is not enough quality research to draw any results are not generally accepted as **Systematic Reviews**. Occasionally these manuscripts may be rewritten as **Perspectives**.

References:


**Perspectives**

*Perspectives* are articles communicating opinions on current issues and controversies in the field. Opinions expressed in *Perspectives* are supported by references. Opposing perspectives are acknowledged. For controversial issues, the Editor-in-Chief may invite articles from others holding alternative opinions for simultaneous or sequential publication.

*Perspectives* have an unstructured abstract written in paragraph form of 100 words or less. The unstructured abstract provides a brief overview of all key aspects of the manuscript. Topics covered in a conventional abstract depend on whether the manuscript describes a program and its evaluation, a new research method, or a review of literature or policy issues. All abstracts begin with a clearly defined purpose or objective and end with conclusions and implications for research, practice, and policy making.

*Perspectives* include the following major sections: Introduction, Discussion, and Implications for Research and Practice. They should not include sections for Methods or Results. Instead, they should employ alternately titled headings that distinguish them from *Research Articles* and *Research Briefs*. Examples include those headings that would present the viewpoint, premise, or argument beyond an introduction—that is, these headings reflect the concept, program, model, or topic about which the authors have a perspective.

The manuscript reviewers are instructed to evaluate the breadth and depth that the authors address the topic, and the appropriateness of the Implications for Research and Practice section, as well as the preceding guidelines.

**GEMs**

*Great Educational Materials (GEMs)* are brief descriptions of innovative and useful approaches to nutrition education and behavior. Innovative approaches are novel, creative, and thoughtful, generally not having been published before. *GEMs* describe educational material, including brochures, curricula, videos, websites, apps, materials, or something tangible that teaches to change behavior. *GEMs* may also be an educational process (teaching style or venue). The material or process should be described in enough detail to be replicated, or available (links or sources to be included in NOTES).

A *GEM* describes settings, events, participant recruitment, or key players and behavior change theory. A *GEM* includes some evaluation and should describe the evaluation materials and process as well as outcomes. This evaluation must be more than liking the educational material or process. The evaluation should have a statistical significance but statistics may be less rigorous than for RA or RB.

Photographs or other visual materials may be included to enhance the description.

*GEMs* do not require abstracts. However, please provide 2 to 3 sentences summarizing the educational program or tool being evaluated and the results of the evaluation (50-word limit). This summary will be sent to reviewers and will not be part of the *GEM*s publication.

*GEMs* include an Introduction, which describes why the program or activity is worth reading about. The body or content of a *GEM* states the target audience and notes the adaptability of the program to different audiences. It also states the purpose/objective of the program/activity, describes how one would implement the program/activity, and explains how the program/activity has been evaluated and with what results. If applicable, it also describes plans for future refinement/use and the application or use of theory and/or models to program design and/or evaluation.
**GEMs** are required to have review by institutional review board (IRB) when data from humans is collected. If no IRB approval was necessary for this research, please add a statement explaining why. In this statement, include which institution reviewed the study and decided that it was exempt from IRB review (institution should be blinded for review). If it was not reviewed by your university or institution, please provide the documentation that pertains to this type of study, deeming it unnecessary to be reviewed. An example of this may be:

"Review by the institutional review board was not required for this study because human subjects were not involved, as per US Department of Health and Human Services guidelines ([http://www.hhs.gov/ohrp/policy/checklists/decisioncharts.html#c1](http://www.hhs.gov/ohrp/policy/checklists/decisioncharts.html#c1))."

Examples of best **GEMs** include:


**Letters to the Editor**

*Letters to the Editor* are timely and succinct expressions of responsible criticism or reaction to material published in recent issues. A *Letter to the Editor* may also call attention to topics of general interest to readers. Submission of a *Letter to the Editor* constitutes permission for *JNEB* to publish it with or without editing and abridgment. Authors of *Letters to the Editor* must acknowledge financial and other conflicts of interest within the letter. Authors of the articles referred to in *Letters to the Editor* will be given an opportunity to respond in a letter for simultaneous publication. *Letters to the Editor* are listed in the print issue’s table of contents and may also be shared in the e*Communicator*, the e-mail newsletter of the Society for Nutrition Education and Behavior.

**JNEB Style and Form**

*General style and form and writing style*  
*JNEB* adheres to the style recommendations outlined in the *American Medical Association Manual of Style*, 10th edition ([http://www.amamanualofstyle.com/](http://www.amamanualofstyle.com/)). Manuscripts should be written in good scientific English (American or British usage is accepted, but not a mixture of these). Authors who feel their manuscript may not conform to correct scientific English may wish to use the English Language Editing service available from Elsevier ([http://webshop.elsevier.com/languageediting/](http://webshop.elsevier.com/languageediting/)) or use another science editing service.

Please note the following additional style requirements and format manuscripts accordingly before submission:

- Abbreviations, acronyms, and initialisms should be spelled out on first use, with the shortened versions immediately following in parentheses. Example: Supplemental Nutrition Assistance Program (SNAP). Manuscripts should be limited to a total of five acronyms, abbreviations, and initialisms to limit reader confusion. Beyond this, all terms must be spelled out. A list of approved terms that may be used in their abbreviated forms on first use is available [here](#).
- Behavior theories or models mentioned frequently in a manuscript should be abbreviated whenever possible. Example: Social Cognitive Theory (SCT).
- "N" and "n" should be used as follows: "N" indicates a whole population or an epidemiological study; "n" indicates a sample or subpopulation.
- Sentences in unstructured abstracts or in the body of a manuscript may not begin with a numeral. Example: "Four hundred thirty-five parents were surveyed [...]” not "435 parents were surveyed [...]” Sentences in structured abstracts may begin with a numeral (as structured abstracts often contain sentence fragments).
- Decimals should be used only to 1 degree more than the unit of measurement. For whole numbers, decimals need to be rounded to tenths; if precision of measurement is in the tenths, you may use hundredths (eg, with weight measured to the tenth of a pound, means may be expressed as hundredths). Please be sure of your precision: while most software will express results greater than the precision, it is not appropriate to use these figures in tables (eg, 34.1 mg niacin).

The exception to this is percentages concerning people. For fewer than 100 people, please round to the nearest whole percentage, eg, 95% of participants (n = 80), rather than 95.3% of participants (n = 80).
The past tense of verbs is used to discuss methods and results, as well as existing literature, with the exception of Research Methods, where the future tense should be used. Present tense is only used to refer to general truths and to state conclusions. Active voice is preferred. Jargon and sexist language should be avoided. For preferred usage of terms related to race and ethnicity, see the American Medical Association Manual of Style, 10th edition.

**Statistical Methods**
For general statistical guidelines, please read Guidelines for Statistical Methods for JNEB.

When reporting P, values less than .001 should be reported as such: P < .001. Actual values for P should be expressed to 2 digits for P ≤ .01, whether or not P is significant. If P is < .01, there should be 3 significant figures reported (eg, P = .008). Use P values rather than alpha values.

**Quantitative and Qualitative Research**
Authors have access to reviewer guidelines for both quantitative and qualitative research.

**Key words**
All structured and unstructured abstracts are accompanied by a list of 3 to 5 key words for indexing. Key words are selected from the listing of Medical Subject Headings (MeSH) outlined by MEDLINE (http://www.nlm.nih.gov/mesh/MBrowser.html) that are used for indexing in PubMed. To maximize the likelihood that your paper will be identified appropriately by other researchers, educators, and administrators, it is important to choose MeSH key words whenever possible. Choosing non-MeSH terms will make it more difficult for your article to be appropriately cited.

**Tables**
For submission, each table should be saved and uploaded as a separate file. Number tables consecutively in accordance with their appearance in the text. If there is only one table, then no number is assigned (eg, “Table”). Format tables as follows:

**Title:** Provide a table number and a descriptive title. Words in the title are capitalized. The title should describe the type of data included and give the sample size (n) unless it varies by measure/variable (in which case, n should be included within the table content).

Example of unacceptable table title: "Descriptive Demographics"
Example of acceptable table title: "Anthropometric and Socioeconomic Data for Adults Enrolled in Healthy Eating Programs (n = 40)"

**Content:** Not all data included in tables needs to be reported within the text of the manuscript. The most important results should be included in the narrative (text), but repeating results that will not be discussed further is discouraged. Bullets should not be used within a table. For qualitative tables, indentation of text may also be used within a section.

**Footnotes:** The order of items within the footnote is as follows: abbreviations, then statistical significance, then statistical test used. Any abbreviation used in the table should be spelled out in the footnote. If not included in the table content, statistical significance should be identified with an asterisk (eg, *P < .05; P < .01; P < .001; or *Significance based on 95% CI). Statistical test used (eg, chi-square, logistic regression) and statistical adjustments made to models should also be identified. The table title, data/content, and footnotes should be complete enough to understand without referring to related text.

**Statistics:** Report means and standard deviations if the data have a normal distribution; report the interquartile range (IQR) and the median if the data are not normally distributed. Standard error of the mean (SEM) should only be used if multiple samples are gathered (eg, groups of schools). Confidence intervals (CIs) should be included if relative risk or odds ratios are given in the table. The statistical significance (P) may be included as the number (eg, P < .05) or indicated by an asterisk and footnote (see Footnotes section, above). Superscripted lowercase letters may be used if differences among several groups are to be shown. Differences between 2 or more groups should include a column for P or an asterisk to indicate significance, where appropriate. Refer to the “General style and form and writing style” section above for guidance on the number of decimals places or significant digits to show in tables.

**Figures and artwork**
For submission, each figure should be saved and uploaded as a separate file. Number figures consecutively in accordance with their appearance in the text. If there is only one figure, then no number is assigned (eg, “Figure”). Format figures as follows:
Caption: Figure captions should be presented at the end of the manuscript just after the references (captions should not be attached to the figures themselves). Captions constitute a distinct section of the manuscript and should start on a new page. Ensure that each illustration has a caption. A caption should consist of a brief title and a description of the illustration. Figure captions should be written in sentence format.

Example of unacceptable caption: “Body Mass Index (BMI) versus calories.”
Example of acceptable caption: “Body Mass Index (BMI) versus calories consumed after 3-month intervention with 10- to 12-year-olds.”

Figure captions should also explain any abbreviations or statistical tests (eg, chi-square, logistic regression). Keep text in figures to a minimum; instead, use figure captions to explain all symbols and abbreviations used.

Content: Lettering and data symbols must be clear and consistent on each figure. Use uniform lettering and size your original artwork consistently. Only use the following fonts in illustrations: Arial, Courier, Helvetica, Times New Roman, and Symbol. Titles, explanations, and definitions of abbreviations must be noted in the legends, not on the figures themselves.

A detailed guide on electronic artwork is available at http://www.elsevier.com/artworkinstructions. If figures do not meet these guidelines and do not appear to be clearly reproducible, they will be returned to authors with a request for new figures at any stage of publication.

Consort diagrams should be used to explain recruitment/enrollment/retention of subjects for any intervention (see Williams-Piehota et al, JNEB 41(6), 2009). Other appropriate figures include maps (see Stone, JNEB 43(4S2), 2011), scatter grams for continuous data, bar graphs for categorical data (eg, body mass index by gender), and diagrams for spatial and conceptual relationships, such as the Social Ecological Model.

For GEMs, it is preferred that authors use 1 to 2 figures that enhance the GEM description (photos should meet this requirement and not simply show authors or participants). Figures must also be referred to within the text. For recognizable photo(s), you must have release form(s) from the subject(s).

In order to maintain a clear separation between the author and any other agency, the editors require that all figures, tables, and photographs be submitted directly by the contributing author and no other source.

Data references
This journal encourages you to cite underlying or relevant datasets in your manuscript by citing them in your text and including a data reference in your Reference List. Data references should include the following elements: author name(s), dataset title, data repository, version (where available), year, and global persistent identifier. Add [dataset] immediately before the reference so we can properly identify it as a data reference. The [dataset] identifier will not appear in your published article.

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Most Elsevier journals have their reference template available in many of the most popular reference management software products. These include all products that support Citation Style Language styles, such as Mendeley and Zotero, as well as EndNote. Using the word processor plug-ins from these products, authors only need to select the appropriate journal template when preparing their article, after which citations and bibliographies will be automatically formatted in the journal's style. If no template is yet available for this journal, please follow the format of the sample references and citations as shown in this Guide.

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References
Each new reference introduced in the text is numbered sequentially. The reference number appears superscripted immediately following related text. The reference list is double-spaced and numbered to correspond with citations in text. Reference style follows the system described in the American
Medical Association Manual of Style, 10th edition, except that issue numbers are not included in journal references. MEDLINE abbreviations are used for periodical titles. If a standard abbreviation is not available on MEDLINE, cite the full title. Examples of different reference types follow:

**Journal Article**

**Book**

**Book Chapter**

**Dataset**

Government documents are referenced no matter how well-known they may be to readers (eg, Dietary Guidelines for Americans). To cite a government document, provide the following information in this order and format: Name(s) of author(s) if specified in the document, Title of document, Place of publication: name of the issuing bureau, agency, or department; date of publication. Publication number (if any) and series number (if any).

Published, peer-reviewed sources are always preferred, but Internet (web) resources may be used, especially in cases in which government documents are more readily available online than in print. All web links and URLs, including links to the authors' own websites, should be given a reference number and included in the reference list rather than within the text of the manuscript. To cite an online source, provide the following information in this order and format: Name of author/agency. Title of document. URL. Accessed month and date, year.

**Web site**

If the URL links to a PDF owned by the author(s), the PDF may be submitted as supplementary material (see the "Supplementary Data" section, below).

Unpublished material and personal communications are cited in text only with the source and date indicated in parentheses immediately following related material. Examples: (J. A. Doe, unpublished data, 2007); (J. A. Doe, oral communication, 2007).

Software used for data analysis should be cited in text only. Citations should include the software's name and developer, the developer's location, and the year the version used was released. Example: (SPSS version 15.0, SPSS Inc., Chicago, IL, 2007) or SurveyMonkey Pro (SurveyMonkey.com, LLC, Palo Alto, CA).

Likewise, equipment used in data collection should be cited in text only. Citations should include the equipment's model name and developer, the developer's location, and the year the model used was released. Example: stadiometer (SECA model 222, SECA Corp., Hamburg, Germany, 2008).

For non-English references, the original language is left in the reference and the English translation is after it in brackets. If the original language cannot be included (eg, because it is in a symbol-based language), the reference should use the English translation and then state the reference's original language in brackets after the English translation. Example: [in Japanese]. Authors are responsible for the accuracy of references. References should be up to date (with the exception of older, seminal sources) and readily available to readers. Avoid secondary sources.
The Digital Object Identifier (DOI) may be used to cite and link to electronic documents. The DOI consists of a unique alpha-numeric character string that is assigned to a document by the publisher upon the initial electronic publication. The assigned DOI never changes. Therefore, it is an ideal medium for citing a document, particularly "articles in press" because they have not yet received their full bibliographic information. A correctly formatted DOI takes the form http://dx.doi.org/10.1016/j.jneb.2013.01.025, where the prefix "10.1016/" identifies the publisher (in this case, the Society for Nutrition Education and Behavior) and the suffix "j.jneb.2013.01.025" is the unique article identifier. The prefix is preceded by http://dx.doi.org to make the complete DOI into a permanent URL to locate the document online. When you use a DOI to create links to documents on the web, the DOI is guaranteed to never change.

Relevant JNEB references should be included in citations. Search http://www.jneb.org for specific topics.

Footnotes
Footnotes are not permitted except in tables. In tables, footnotes are superscripted; lowercase letters (or other common designators) are used to indicate significant differences within rows (see the "Tables" section, above).

Video and audio files
JNEB accepts video and animation sequences to support and enhance your research. Authors who have video or animation files as part of their manuscript are encouraged to include links to these files within the body of their article. All submitted files should be properly labeled so that they directly relate to the video file’s content. Please provide files in one of our recommended file formats, with a maximum file size of 150 MB. Video and animation files will be published online in the electronic version of your article (eg, on ScienceDirect). Please provide a “still” image (any frame) from your video to use instead of the standard video icon, which will personalize the link to your video data. For detailed instructions, please visit our video instruction page at http://www.elsevier.com/artworkinstructions. Note: Because video and animation cannot be embedded in the print version of your article, please provide text for both the electronic and print versions for the portions of the manuscript that refer to the video content.

The journal also allows authors to create an AudioSlides presentation with their published article. AudioSlides are brief, webinar-style presentations that are shown next to the online article on ScienceDirect. This gives authors the opportunity to summarize their research in their own words and to help readers understand what the paper is about. More information and examples are available at http://www.elsevier.com/audioslides. Authors of this journal will automatically receive an invitation e-mail to create an AudioSlides presentation after acceptance of their paper.

Ancillary and supplementary data
Data collection instruments such as tests, surveys, interview scripts, and observation forms used in the study may be included with submissions along with overlapping or related manuscripts in review, in press, or published. Including these materials with the original submission will expedite review of the manuscript. Reviewers will have access to data collection materials (ie, ancillary materials) but not to related or overlapping manuscripts included in the submission. It should be noted that ancillary materials are for the review process only; they will not be published.

JNEB accepts electronic supplementary material to support and enhance your scientific research. Supplementary files offer the author additional possibilities to publish tests, surveys, or interview scripts, as well as supporting applications, movies, animation sequences, high-resolution images, background datasets, sound clips, and more. Supplementary files supplied will be published online alongside the electronic version of your article online, including ScienceDirect (http://www.sciencedirect.com). To ensure that your submitted material is directly usable, please prepare supplementary data in one of our recommended file formats. Supplemental materials will not be copyedited, but published as the authors submitted them. Authors should submit the material in electronic format together with the article and supply a concise and descriptive caption for each file. It should be noted that this material will be reviewed and published online, but it will not be copyedited or typeset. Therefore, authors must provide a reference to the supplementary material within the manuscript text. For more detailed instructions, please visit our artwork instruction pages at http://www.elsevier.com/artworkinstructions.
Practice Points
Practice Points present the practical implications of the research reported in the article—the "take home" message—that readers can put to use in their own practice. Examples include:

- Increasing physical activity may contribute to cancer survivors' feelings of control over health and ability to cope with stress (Maley et al, JNEB 2013)
- Avoid “you should” and “you need to” in messages for teens (Hingle et al, JNEB 2013)

Authors may submit up to 3 Practice Points for consideration, of no more than 140 characters each. Within the manuscript, the Practice Point is identified by enlarged text. During submission, the Practice Points should be in a separate file labeled Practice Points. Please include the character count of each Practice Point on the submitted file, as well as the location where each Practice Point should be placed within the manuscript text. Practice Points are not required as part of the submission and may or may not be published.

RESEARCH DATA
This journal encourages and enables you to share data that supports your research publication where appropriate, and enables you to interlink the data with your published articles. Research data refers to the results of observations or experimentation that validate research findings. To facilitate reproducibility and data reuse, this journal also encourages you to share your software, code, models, algorithms, protocols, methods and other useful materials related to the project.

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There are different ways to link your datasets to your article. When available, you can directly link your dataset to your article by providing the relevant information in the submission system. For more information, visit the database linking page.

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Submission, Peer-Review, and Publication Process

Submission checklist

Submission to this journal proceeds online at http://ees.elsevier.com/jneb, and you will be guided stepwise through the creation and uploading of your files. The system automatically converts source files to a single PDF file of the article, which is used in the peer-review process. Please note that even though manuscript source files are converted to PDF files at submission for the peer-review process, these source files are needed for further processing after acceptance, and PDF files cannot be uploaded. All correspondence, including notification of the Editor's decision and requests for revision, takes place by e-mail, removing the need for a paper trail.

If companion manuscripts are submitted for consideration for publication in the same issue, authors may request in their cover letter that the companion manuscripts be linked for the review process. This means that the same reviewers will be asked to review each submission, but decisions will be made independently.

JNEB uses a double-blind review system. Therefore, authors should blind all authors’ names and corresponding institutions from the manuscript, including references to their institutions' Institutional Review Boards, if applicable. If an author’s name appears within a reference, all authors’ names should be blinded from that reference (all other information within the reference should remain as is). Authors may blind additional areas, such as program titles or cities/countries of reference, but are not required to do so. JNEB recommends blinding by omission, using "x" or "blinded" rather than a black highlight over words. JNEB accepts most word processing formats, although Microsoft Word is preferred. Always keep a backup copy of the electronic file for reference and safety. Save your files using the default extension of the program used.

Information to help prepare the Blinded Manuscript: Besides the obvious need to remove names and affiliations under the title within the manuscript, there are other steps that need to be taken to ensure the manuscript is correctly prepared for double-blind peer review. To assist with this process the key items that need to be observed are as follows:

- Use the third person to refer to work the authors have previously undertaken, e.g., replace any phrases like "as we have shown before" with "has been shown before [reference numeral]". Mentions of these naturally referenced papers do not need to be blinded. Do not eliminate essential self-references or other references but limit self-references only to papers that are relevant for those reviewing the submitted paper. Do not use the phrase "additional details on methods can be found". Your paper should contain all the necessary methodological components so that it can "stand alone". If the authors feel this is not possible due to page and word constraints, authors should include [Additional details on methods can be found in ancillary materials as blinded PDF]. This blinded PDF should not be the publication the authors would like to refer to, but a non-published description of the methods. If the manuscript is accepted, the appropriate reference can be inserted. If the authors would like to save that reference space, [Additional details on methods can be found in ancillary materials as blinded PDF currently and to be reference (numeral) upon publication]. For blinding in the reference list: '[Anonymous 2007] Details omitted for double-blind reviewing.' For in-text citations such as "has been shown before[reference numeral]", mentions of these naturally referenced papers do not need to be blinded.

- Before submitting, please ensure that one author has been designated the corresponding author (include his or her e-mail address, full postal address, and phone and fax numbers). Additionally, check that all necessary files have been uploaded and that they contain key words, figure captions, and tables. Ensure that references are formatted correctly for JNEB and that permission has been obtained for use of copyrighted material from other sources (print or online).

Items (and the preferred order of files) when submitting a manuscript for review include:
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