

Guidelines for Writing Research Reports – Faculty of Sport and Health Sciences

Rachel Researcher

.... Master`s Thesis

Faculty of Sport and Health Sciences

University of Jyväskylä

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TIIVISTELMÄ

Tutkija, T. 2025. Seminaaritöiden muotoilu: liikuntatieteellisen tiedekunnan kirjoitusohjeet. Liikuntatieteellinen tiedekunta, Jyväskylän yliopisto, (opintosuunta) pro gradu -tutkielma, xx s., 3 liitettä.

Pro gradu -tutkielmissa tiivistelmän alkuun tulee tutkimuksen opastavat (bibliografiset) tiedot: kirjoittajan nimi, vuosiluku, työn nimi, tiedekunta, yliopisto ja sivumäärä (numeroitujen sivujen loppuun). Tiivistelmän loppuun merkitään aihetta kuvaavat keskeiset asiasanat (3–6 kpl). Asiasanojen valinnassa tulee mahdollisuuksien mukaan käyttää valmiita asiasanaluetteloita (esim. YSO - Yleinen suomalainen ontologia, englanniksi MeSH - Medical Subject Headings).

Tämä opas on tarkoitettu liikuntatieteellisessä tiedekunnassa kirjoitettavien opinnäyte- ja seminaaritöiden (mm. pro gradu -tutkielmien) muotoilun ohjeeksi. Vaikka opas on laadittu lähinnä opinnäyte- ja seminaaritöiden ulkoasun yhtenäistämiseksi, siihen on sisällytetty joitain keskeisimpiä tieteelliseen kirjoittamiseen liittyviä ohjeita (mm. lähdeviitteiden käyttö). Ohjeet perustuvat pääasiassa teokseen *Tutki ja kirjoita* (Hirsjärvi ym. 2010) ja APA-viittaustyyliin (<https://apastyle.apa.org/>).

Tiivistelmä sijoitetaan otsikkosivun jälkeen seuraavalle sivulle. Tiivistelmässä kerrotaan opinnäytetyön sisältö suppeassa muodossa. Teksti jaetaan korkeintaan neljään kappaleeseen, joiden sisällöt jäsennetään seuraavasti: Ensimmäisessä kappaleessa kuvataan seminaarityön tai tutkimuksen tarkoitus ja kohde sekä tilan niin salliessa aiheenvalinnan keskeinen perustelu. Toisessa kappaleessa esitellään tutkimuksen teoreettis-metodologinen viitekehys tieteenalalle tyypillisellä tavalla. Tässä kohtaa todetaan keskeiset käsitteet ja teoriat ja/tai esitellään seminaarityössä tai tutkimuksessa sovelletut menetelmät. Kolmanteen kappaleeseen kiteytetään seminaarityön tai tutkimuksen tärkeimmät tulokset ja johtopäätökset.

Tiivistelmän lauseiden tulee olla lyhyitä ja selkeitä. Tiivistelmän on mahdollista yhdelle sivulle. Riviväli on 1 ja fontti 12. Pro gradu -tutkielmiin kirjoitetaan aina sekä suomenkielinen että englanninkielinen tiivistelmä (myös englanninkielisiin pro gradu -tutkielmiin). Kandidaatintutkielmaan ei tarvita englanninkielistä tiivistelmää. Tiivistelmää ei tarvitse kirjoittaa seminaaritöihin.

Asiasanat: tieteellisyys, täsmällisyys, formaatti

Opinnäyte- ja seminaaritöiden kirjoitusohjeet on laatinut vuonna 2013 Jyväskylän yliopiston Liikuntatieteellisen tiedekunnan nimeämä työryhmä: Pipsa Nieminen, Anna-Liisa Ojala, Teemu Pullinen, Marjaana Häkkinen, Elina Sillanpää ja Katja Waller.

Uudistettu painos 21.9.2021, työryhmä: Teemu Pullinen, Mikko Simula, Mirva Rottensteiner, Heli Tyrväinen, Katja Waller ja Liikuntatieteellisen tiedekunnan opiskelijaedustajat.

ABSTRACT

Researcher, R. 2025. How to write a research report in the Faculty of Sport and Health Sciences, University of Jyväskylä, (field of study) Master's thesis, __pp., __appendices.

In a Master's thesis, the abstract should begin with the bibliographical information: the author's name, year, thesis title, faculty, university and number of pages (at the end of the numbered pages). The keywords (3–6) describing the main thesis topics should come at the end of the abstract. When selecting keywords, use model keyword lists wherever possible (e.g. MeSH - Medical Subject Headings).

The purpose of these guidelines is to help you with the layout of your text when you write your thesis and seminar reports (e.g. Master's thesis) at the Faculty of Sport and Health Sciences. Although they are mainly designed to standardise the layout of theses and seminar reports, the guidelines also contain some of the most important instructions for scientific writing (e.g. use of references) in general. These guidelines are mainly based on the book *Tutki ja kirjoita* (Hirsjärvi et al. 2010) and follow the APA citation style (<https://apastyle.apa.org/>).

The abstract should be on the page after the title page. It should briefly describe the content of the thesis. The text should be divided into no more than four paragraphs, the contents of which should be structured as follows: The first paragraph should describe the purpose and subject of the seminar report or study, and where space permits, the main reason for your choice of topic. The second section should present the theoretical-methodological framework of the study in a way that is typical of the discipline. This section should present your key concepts and theories and/or the methods that you used in your seminar or study work. The third paragraph should summarise the main results and conclusions of your seminar paper or study.

The abstract's sentences should be short and clear. The abstract must fit onto one page. Use single line spacing and a font size of 12. Master's theses should always contain both a Finnish and an English version of the abstract (also when the Master's thesis is written in English). A Bachelor's thesis does not need an English version of the abstract. A seminar report does not need an abstract.

Keywords: scientific rigour, accuracy, format

The guidelines for writing theses and seminar papers were drawn up in 2013 by a working group appointed by the Faculty of Sport and Health Sciences at the University of Jyväskylä: Pipsa Nieminen, Anna-Liisa Ojala, Teemu Pullinen, Marjaana Häkkinen, Elina Sillanpää and Katja Waller.

Revised edition 21 September 2021, working group: Teemu Pullinen, Mikko Simula, Mirva Rottensteiner, Heli Tyrväinen, Katja Waller and Student representatives from the Faculty of Sport and Health Sciences Last updated 9 September 2025 (Guidelines for the use of AI applications).

ABBREVIATIONS

ATP	adenosine triphosphate
BMI	body mass index
DOMS	delayed onset muscle soreness
DXA	dual-energy X-ray absorptiometry
LDL	low-density lipoprotein
WHO	World Health Organization
1-RM	one-repetition maximum....

If you repeatedly use many abbreviations in your writing, compile them on a separate page, in alphabetical order. Otherwise, you do not need an abbreviations page.

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TIIVISTELMÄ

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1 INTRODUCTION

The first main heading is always INTRODUCTION.

If you save the Rachel Researcher -docx file in dotm template format (in the templates folder) you will have the right template for your text. Whenever you start a new text, you can use the template you have created, and most of the settings will be automatically correct. However, please note that you will have to manually place blank lines between and after paragraphs, etc.

The purpose of the Introduction is to present the subject of the text to the reader. In our faculty, we recommend that the introduction section of theses and seminar papers has three parts: 1) The reasons for choosing your subject (e.g., the importance of examining the subject in your own area of expertise); 2) An outline of the research and theoretical literature (i.e., framework) on which your analyses lean, and a general description of and the extent to which the subject has been previously studied in your own discipline; 3) Clarification of the purpose of the texts' theme/central thread/principle and analysis, which should link to the first two parts of the Introduction. Although a compact Introduction following this structure should consist of three paragraphs, the length of these parts can vary considerably. The assignment and context of the written work, such as the discipline, should guide you when you apply the above general guideline.

2 LAYOUT

The written language of theses and seminar reports should be good and follow scientific writing conventions. Always write an introductory text under the main heading to lead into the subsections – this helps the reader understand the structure and content of the text.

2.1 Fonts and margins

Use Times New Roman font, size 12. Line spacing should be 1.5 – use this throughout the paper, except in the abstract, but also in the table of contents and bibliography. The left margin should be 3 cm and the right 2 cm, giving a column width of 16 cm. The margins of the single column page must be aligned. Use hyphenation in the main text, but not in the bibliography. The top and bottom margins should both be 2.5 cm – this allows 32–34 lines of text to fit on the page. Wherever possible, write full pages, i.e., to the bottom margin. Do not leave a single line of text at the end or the beginning of the page, i.e. no orphan line.

Subsections (e.g. 2.1) should contain at least two paragraphs, separated by a blank line. Each paragraph should be more than one sentence long.

2.2 Headings and paragraph division

The purpose of a heading is to summarise the overall idea in the text underneath it. Start your headings from the left margin. Use hierarchical numbering for headings and ensure that the main section starts a new page. Always write main headings at the top of a new page, in capital letters and in bold. All subheadings should be lower case and in bold. You can use italics or bold to emphasise a point in the text. Leave two blank lines before subheadings. After main headings and subheadings, leave one blank line before starting the text. But remember that the heading must be on the same page as the text that belongs with it. Start paragraphs from the left margin and separate them from each other by a blank line.

Clearly presented, informative headings help the reader identify the main content and structure of the text. We recommend that your text only has two levels of headings: headings for the main

sections and headings for their subsections. Number these headings and include all numbered headings in the table of contents. Write the number in front of the main section heading. Number subsections as follows: 2.1, 2.2, 2.3. Do not place a full stop after the last number or after a single number (e.g. 1, 1.1, 1.2.1). Make sure you have at least two headings of the same level (e.g. 2.1 and 2.2). A section or subsection should not consist of only one paragraph. Use level 3 headings sparingly (e.g. 1.1.1, 1.1.2, 1.1.3).

Paragraph headings. Long sections can be made easier to read by adding paragraph headings to the text. Paragraph headings should be *italicised* and followed by a full stop. Continue with the text on the same line. Do not number italicised paragraph headings and do not include them in the table of contents.

2.3 Page arrangement and page numbering

Use the following order for text sections of theses and seminar reports and start each section on a new page.

Title page

Abstract

Contents

Text pages

Sources

Appendices

Pages should be numbered. The number of the first page of the Introduction should be 1 and placed at the centre of the bottom of the page. The bibliography pages should also be numbered, but not the appendix pages. You can use document pagination to ensure that the page numbers begin on the correct page.

2.4 Title page

The title page should contain the following information: the name of the thesis or seminar report, the name of the author, the name of the course or project (Exercise Physiology thesis, or seminar paper LTKY1015), the name of the university and the date (see cover page). Write the title of the thesis in bold, using font size 15, and make sure that it is 11 cm from the top of the paper; also make sure that the left margin is the same as that in the rest of the text. Write the author's name (begin with their first name) 2 cm below the title of the paper, (2 blank lines) using a font size of 12 and starting at the same point as the title of the paper.

Use the following guidelines to choose a title for your paper: The title should, where possible, contain a definition of the study's population and/or phenomenon of interest and a summary of the theoretical-methodological framework. It should also refer to the study's main findings. The title of your paper should therefore be as informative as possible, concise and easy to understand. If the title has two parts, the second part should expand on the main title of the paper, i.e., the first part. Write it on a separate line in bold and lower case, but capitalise the first letter of the first word. Separate the parts of a two-part abstract title with a colon.

2.5 Table of contents

A well-condensed, well-headed table of contents enables the reader to get an idea of the main contents and structure of the text at a glance. To give the reader a complete picture, make the table of contents as short as possible, or in other words, structure it as concisely as possible, and ensure that its headings are clear and informative.

Ensure that the line spacing and margins of the table of contents are the same as those in the rest of the text. Begin your main headings from the left margin, and ensure that the subheadings are in line with the first letter of the preceding (upper) heading. After the main text headings, write the headings SOURCES and APPENDICES in the table of contents, but do not number them like the other headings. In the table of contents, the SOURCES heading should have a page number, but the APPENDICES heading should not. Place the appendices' titles under the APPENDICES heading in the table of contents (or, if your paper has only one appendix, under the heading APPENDIX), starting from the left margin (Appendix 1: title). Appendices should not have a page number.

If you arrange the document's titles and text using Word's Style settings (as in this writing guide), you can easily create a table of contents using the 'Add Table of Contents' function. This makes it easy to update the table of contents if the headings or page numbers change while you edit your text.

2.6 Tables and figures

Tables and figures should be placed in the text so that the reader can easily find them by referring to the text (Figure 1, Figure 2, Table 1). Place them either on the same page or as soon as possible after their reference in the text.

The purpose of tables and figures is to summarise the key findings of the analyses that you discuss in the text. Anything that is not a table should be called a figure. The reader should be able to understand tables and figures without having to read the text at the same time, and to understand their content from their title. All tables and figures should be referred to in the text, and the whole reference should be in the lower case if it does not begin a sentence (e.g. figure 1, Table 1). The headings TABLE and FIGURE should be in capitals and the title text in lower case. Write the title of the table above the table and the title of a figure below the figure. Number tables and figures consecutively, each as its own series of numbers. Place tables and figures in the text in a way that they can be found easily from their reference in the text. Place them either on the same page or as soon as possible after the reference. Make sure that tables and figures fill the page: if the rest of the page is empty, the reader may mistakenly understand that the section has ended. Tables should be on one single page, if possible. Their line spacing can be either single or double, as required. If necessary, you can use a smaller font size than 12 in a table. Separate tables and figures from the rest of the text by a blank line.

If you use other people's figures or tables, either directly or in an adapted form, you must reference them in the title. Place the reference after the title in brackets and state whether the figure or table has been adapted. Write out all abbreviations in full in the captions below tables, and in the titles of figures. The caption often also indicates which statistical test results the table or figure presents.

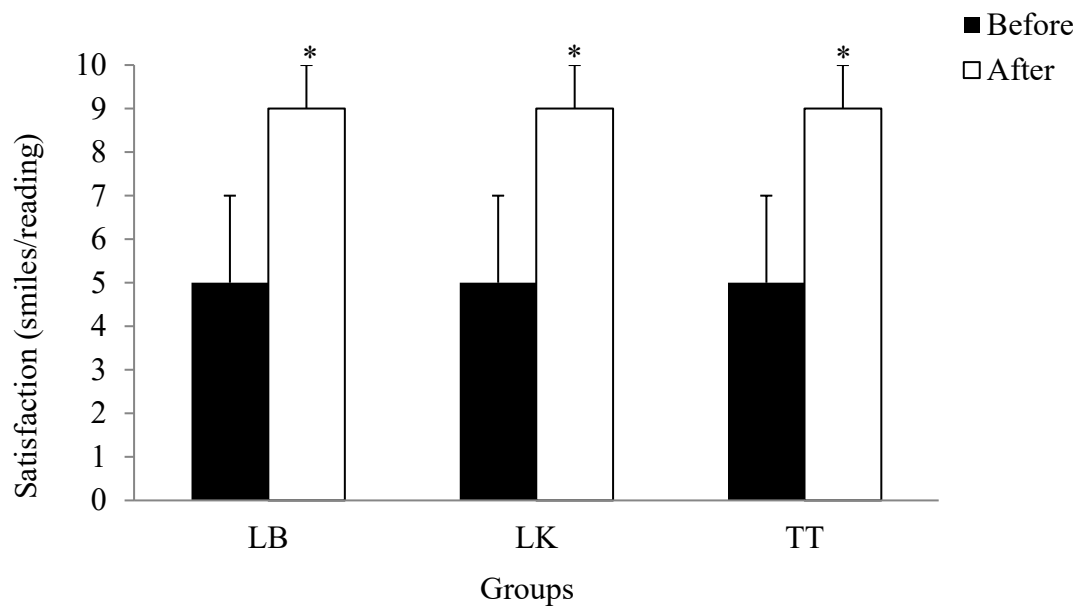


FIGURE 1. Satisfaction rating with the guidelines for writing theses and seminar reports, by discipline, before and after the update of the Rachel Researcher guidelines. LB, Biology of Physical Activity; LK, Sport Pedagogy and Social Sciences of Sport; TT, Health Sciences. The values are means and the scatter bars represent standard deviation. * $p < 0.05$ for statistically significant difference between measurement time points.

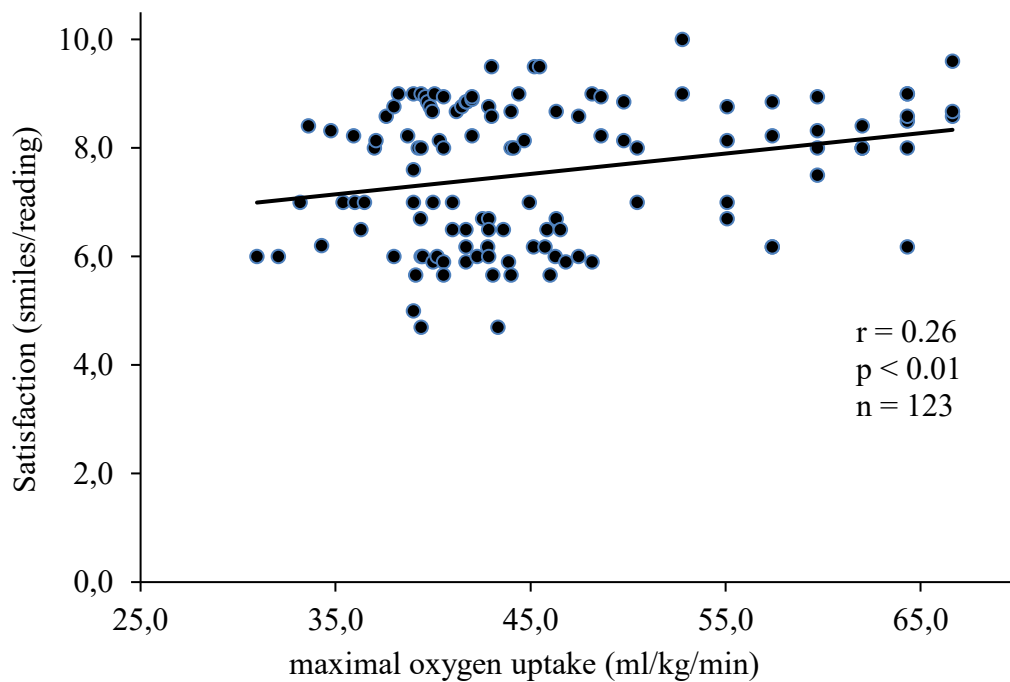


FIGURE 2. Correlation between maximal oxygen uptake and satisfaction rating with guidelines for writing theses and seminar reports.

Tables should be full-page in width and contain only horizontal lines. Thus, do not separate columns using vertical lines – use a blank space of the appropriate width instead. Horizontal lines of full-page width should be placed at the top and bottom of the table and at the bottom of the heading line. If the table has a ‘Total’ line, this should also be separated from the rest of the table’s content by a horizontal line of full-page width. Draw a line under column headings that explain two (or more) columns (Table 1).

TABLE 1: Physical activity among young (26–45 years) and older (46–65 years) workers.

Form of activity	26–45-v.		46–65-v.		p-value ^a
	n	%	n	%	
Walking	77	52.7	32	53.3	0.002
Swimming	28	19.2	10	16.7	0.024
Floorball	5	3.4	1	1.7	0.095
Fencing	2	1.4	2	3.3	0.876
Other ^b	34	23.3	15	25	0.110
Total	146	100	60	100	

^a Differences between age groups tested using the χ^2 - test, ^b Dance, gym training, parkour and riding.

2.7 Citing qualitative research data

When citing qualitative research data, it is essential that you take into account the research task, research ethics and data protection laws. These will determine the content of the reference – and most importantly, when to reference a data sample using the name or pseudonym of the informant or source. It is a good idea for novice researchers or students to agree on the content of the citation marker with their supervisor or teacher.

The rules for where to place full stops and citation markers when referencing data samples are the same as those that apply to other references (see In-text referencing guidelines). We recommended that you also follow the technical guidelines below when deciding where to place references. Exceptions to these guidelines may be justified in certain situations, for example, when the theoretical content of a single sentence in the data is ambiguous. In this case, it may be useful to distinguish this type of sentence from the rest of the text.

A one-sentence and/or short data excerpt should be italicised, placed within quotation marks and part of the body text. A data excerpt that is several sentences or several lines long (e.g. an extract from an interview or a blog post) should form a paragraph of its own, and be italicised and placed within quotation marks. Such a data excerpt paragraph should be indented so that it stands out clearly from the rest of the text. It should also be separated from the rest of the text by a single blank line and indented about two centimetres (2 cm) from the rest of the text.

Example of an interview data excerpt referring to the 26th interview of the study, in which the interviewee was a 16-year-old boy:

‘The goalkeeper of our second team was transferred from us to the B-juniors, because the A-juniors’ goalkeeper is injured and they always need a goalkeeper from the B-juniors to sit on their bench’. (I26, boy, 16)

Example of an excerpt from a newspaper article in the ‘Urheilu’ (Sports) magazine under study, published on 29 March 1990:

'I felt a similar feeling in my chest now as Eija Hyytiäinen skied her way to her first Finnish championship in the 30 km Iso-Syöte race – the gold medal is indeed Eija's first in the ten years she has been skiing at the national and sometimes international level'. (29.3.1990 Viikon mestarit: Eija on kultansa ansainnut) (29 March 1990 Champions of the week: Eija's worked hard for her gold)

2.8 Appendices

Appendices should come after the bibliography. Appendices can contain supplementary material that is referred to in the text but does not need to be in the text itself in order for the reader to understand it. Appendices often contain material related to data collection, such as questionnaires or research permits. Number such appendices sequentially and ensure that you have referred to each appendix in the text (Appendix1). Do not number appendix pages.

3 REFERENCES AND BIBLIOGRAPHIES

This section explains how to present references in the text and how to compile a bibliography. Over time, different academic disciplines have developed different academic writing conventions, which affect the way in which references and bibliography are written. There are several guidelines on how to compile a bibliography and how to make references and where to place them in the text. Typically, different disciplines prefer different sets of guidelines, but ultimately, the guidelines are determined by the publication channel, such as the scientific journal or book publisher. The author of the text should read the guidelines set by the publication channel and apply them consistently throughout their text. The Faculty of Sport and Health Sciences follows the guidelines below.

You can use reference management software (for example, Zotero) for referencing and compiling a bibliography. However, always remember to check that the details match before submitting your thesis or seminar report for evaluation.

3.1 Use of references and referencing sources

To help develop their thinking and their subject, authors need information from critically selected sources, which they then explain and evaluate in relation to other available information. Using sources enables authors to express their knowledge of the subject through dialogue with other authors. By using carefully selected sources, authors seek confirmation or explanations for their own research findings and critically evaluate the claims of others. The diverse, critical use of sources is an essential part of scientific writing. It also reflects the author's experience and knowledge of the subject. Careful referencing enables the reader to check the information presented and find further information on the subject.

References indicate who first presented the concept in question. A text without references will be interpreted as the author's own thinking. *Plagiarism*, i.e. using someone else's ideas without acknowledging the source, can lead to a thesis or seminar report being rejected. It is also a criminal offence. Reusing your own text without proper citation is also plagiarism (i.e. *self-plagiarism*). The university has advanced electronic plagiarism detection software, which is used to evaluate seminar reports and theses. Before their final assessment, students must enter their work into the plagiarism detection system. You can find the instructions for this on the

university website (see <https://www.jyu.fi/fi/opiskelijalle/opintoja-ohjaavat-saadokset/vilppitapausten-kasittely>).

You can incorporate previous research findings and other literature into your own text using indirect or direct citations. The most common way to use reference literature is to refer to the source text in your own words. This is *indirect citation or paraphrasing*, in which you present the content of the original text in your own words, adapted and possibly restructured and/or condensed. You should provide a reference for indirect citations, as in the following example:

These guidelines for writing cannot provide detailed instructions for every situation, and you will have to look elsewhere for more information. Accurate use of references adds value to your study (Hirsjärvi et al. 2012, 360).

A *direct citation* is when you repeat the text of the original source word for word. Direct citations should only be used when it is not possible or appropriate to refer to the original information in your own words, or when presenting the reader with a passage from the source text in its original form is your explicit purpose. Keep direct citations as short as possible. A citation should be within quotation marks and followed by a reference and page number. Deleted words can be indicated by dots (...). If the citation is long, you can separate it from the main text by indenting it and using *italicized* font.

These guidelines for writing cannot provide detailed instructions for every situation, and you will have to look elsewhere for more information. ‘It should be remembered, however, that overall accuracy in reporting research also adds to the merits of the research’, Hirsjärvi et al. advise (2012, 360).

References can be either *subject- or author-centred*.

If using the subject-centred method, you should first present the subject to be referenced and then refer to the source in brackets.

Preventing bullying requires – – (Sallonen 2013).

In author-centred referencing, the researcher being referred to is the subject of the sentence.

According to Sallonen (2013), preventing school bullying requires – –

References and bibliographies are used to indicate the original source of the information you are presenting. The aim of referencing is to pinpoint the information as accurately as possible. The reference should contain the author's surname and year of publication, and in most cases also page numbers. When referencing, separate the page numbers from the year by a comma. References should always contain page numbers when the citation can be traced to a specific point in the source. It is not appropriate to indicate the page number when referencing entire works or studies. It is especially common practice in the natural sciences to reference a whole publication when the information in the citation cannot be traced to a specific page. If the source has no page numbers (as in some e-books), write the chapter in the textual reference (Meikäläinen 2021, Chapter 3).

3.1.1 Different in-text referencing styles

In your text, enclose the reference in brackets. The reference should contain the author(s)' surname(s), year of publication and numbers of the referenced pages, if the information contained in the reference can be found on a specific page or pages of the publication being referenced. Please note that when referencing an edited book, that is, an edited volume, the textual reference should include the name(s) of the author(s) of the referenced article/book, the year of publication and the numbers of the referenced pages, if the information contained in the reference can be found on a specific page(s) of the referenced article.

If the source text has a single author, the reference should include the surname, the year and, where appropriate, the numbers of the referenced pages.

(Pulkkinen 2008, 28)

According to Pulkkinen (2008, 28) – –

If there are two authors, use an ampersand (&) between their names within brackets, but in the text, use the word 'and'.

(Kautto & Mikkola 2009, 78)

Kautto and Mikkola (2009, 78) have studied - -

If there are more than two authors, write the surname of only the first author, and then the abbreviation 'et al.'.

(Nienstedt et al. 2004, 27–28)

(Brown et al. 2020)

Brown et al. (2020) have studied – –

When referencing a publication of which the author is unknown, use the name of the publishing community, or alternatively, the name of the work or part of the work (first few words or abbreviation) in the textual reference. You should also take into account the publisher's own reference guidelines (e.g. Current Care Guidelines).

(WHO 2014, 108–111)

(Faculty of Sport and Health Sciences Study Guide 2013)

(Act on the Promotion of Sports and Physical Activity 390/2015)

According to chapter 1, section 2 of the Act on the Promotion of Sports and Physical Activity 390/2015 – –

(Physical activity. Current care guidelines 2016)

(NCD Risk Factor Collaboration 2020)

When referencing an email, blog or social media source, in the textual reference write the surname or username and the date of publication or posting.

(Borg, P. (24 January 2021)

(MIELI Mental Health Finland 16 August 2021)

(Anonymous 25 August 2021)

If brackets contain several references, write them in alphabetical order. If you are referencing several publications by the same author within the same brackets, write them in chronological order, starting with the earliest. Separate references with a semicolon.

(Aalto et al. 2007; Heikkinen 1970, 145–146; Heikkinen 1981, 86–87; Smith & Jones 2010)

Works or articles by the same author published in the same year should be separated by placing a lower-case letter after the year of publication. The order is determined by the alphabetical order of the publications' titles.

(Sillanpää 1998a; 1998b)

In scientific texts, you should not reference the original source of a secondary source: you should always read the original source yourself and reference that. Sometimes, however, it is impossible to access the original source, in which case you will have to rely on clear referencing methods in your text. The reference should make it clear who has written the original idea and which source you are referring to.

(Mattinen 1991, as cited in Kempainen et al. 1992, 150)

In the previous example, the original source would be Mattinen 1991, but the author has not been able to access to this and has thus had to use 'as cited in Kempainen et al. 1992, 150'. In this case, only the work of Kempainen et al. should be included in the bibliography. However, the following way of referencing the original source is even clearer:

Kempainen et al. (1992, 150) have claimed, in reference to Mattinen (1991), that – –

In this way, the reader immediately knows that Kempainen et al. (1992, 150) is a secondary source and Mattinen is the original source, which the author has not read. Here again, only Kempainen et al. (1992) should be listed in the bibliography.

Referencing works without a year (s.a. = sine anno, no year):

Mäkinen (s.a.) has claimed that – –.

Electronic sources should be referenced in line with the principles set out above. The reader should only be able to tell that the source is electronic from the bibliography. Thus, a reference

in the text should never be followed by a hyperlink. If the e-book has no page numbers or if the location of the pages varies (ePub and HTML formats), replace the page number by the chapter number of the item you are referencing (e.g. Jaakkola 2010, Chapter 2).

3.1.2 Where to place references in a text

References should be placed in the text in such a way that their source is clear from the context. It is your responsibility as the author to ensure that the source of the information is clear to the reader. In scientific writing, it is essential that you compare information from different sources and form your own interpretations on the basis of these comparisons. Scientific texts reference a wide range of sources and the same paragraph can contain several different references. Precise references enable the reader to follow how your interpretations are based on your review of the source literature.

In the Faculty of Sport and Health Sciences, the guidelines for in-text referencing styles vary somewhat from discipline to discipline. The appendices to these guidelines provide programme-specific instructions on the placement of in-text references (Appendix 1: In-text referencing guidelines (Biology of Physical Activity), Appendix 2: In-text referencing guidelines (Health Sciences), Appendix 3: In-text referencing guidelines (Sport Pedagogy and Social Sciences of Sport)).

3.2 Bibliographies

The bibliography should only contain literature that you, the author, have referenced in your work. The bibliography should not contain publications that the author has not seen nor read with their own eyes (cf. original and secondary sources). The references in the text must correspond exactly to the bibliography. The bibliography must not contain any sources that are not referenced in the text, and vice versa. The sources used in the work should be listed alphabetically in the bibliography.

As there are many types of sources, it is impossible to give a fully comprehensive guide. For this reason, it is a good idea to learn the general guidelines on how to reference sources. A correct reference should answer the following questions:

- Who is the author of the source text?
- When was the source text published?
- What is the name of the source text?
- Who published the source? Where can the publication be found?

If the work has a single author, write the author's surname first, and separate it by a comma and a space from the first letter(s) of their first name. The first letter of the first name(s) should be followed by a full stop. Authors should be separated from each other by a comma, but the last two authors should be separated by '&' (and not the word *and*). If the publication has more than 20 authors, in the bibliography, list the first 19 and then put three dots (...) before the last author.

Electronic sources should be listed in the bibliography in the same way as other sources, but they are usually followed by the publication's format (e.g. e-book, blog, website), the date it was accessed (Accessed on 2 June 2021) and where the information was retrieved from (website, DOI, URL). Electronic sources should always contain as permanent an address as possible (e.g. DOI or URL). If an online PDF document has no permanent internet address (e.g. DOI, URL), write the PDF file link in the access information. If the link to a file or web page used as a source is longer than two lines, it is better to reference the website that contains the information (e.g. <https://stm.fi/sotepalvelut>). Do not put hyperlinks in the bibliography. The access date is the date on which you read the material. If the source is available in both print and online, you should reference the version you have used.

The following are illustrated guidelines for the most used types of sources. Source details should always be as accurate as possible.

3.2.1 Books (monographs)

In the case of books (monographs), the bibliography should contain, in addition to the author's name, the year of publication and the name of the book, the name of the translator (if

applicable), the edition (if not the first), the place of publication and the publisher. Be particularly careful not to confuse the publisher with the printer of the publication. Do not mention the publisher or place of printing in the reference.

Books (monographs) should be listed in the bibliography as follows:

Surname, E. E. (Year). Name of the book. Edition. Place of publication: Publisher.

Here are some examples of how to list books (monographs) in a bibliography. If the source is an e-book, the bibliography should always contain the type of publication (e-book) and the access information, if the book has a permanent internet address, for example: DOI, URL. It is not appropriate to write the URL if the reader cannot view the source (e.g. purchased library collections such as Ellibs Library). Always give the date you accessed the source, as some e-books may be updated.

Alasuutari, P. (2011). Qualitative study. 4th revised edition. Tampere: Vastapaino.

Bartholomew, L. K., Parcel, G. S., Kok, G., Gottlieb, N. H. & Fernandez, M. E. (2011). Planning health promotion programs: an intervention mapping approach. 3rd edition. San Francisco, CA: Jossey-Bass.

Bompa, T. & Carrera, M. (2015). Periodization training for sports. 3rd edition. E-book. Champaign, IL: Human Kinetics. Accessed 30 August 2021.

Jaakkola, T. (2010). Liikuntataitojen oppiminen ja taitoharjoittelu. E-book. Jyväskylä: PS-Kustannus. Accessed 30 August 2021.

Kauhanen, J., Korhonen, M., Erkkilä A., Myllykangas, M. & Pekkanen J. (2013). Kansanterveystiede 4. uudistettu painos. E-book. Helsinki: Sanoma Pro. Accessed 30 August 2021.

McArdle, W. D., Katch, F. I. & Katch, V. L. (2015). Exercise physiology: nutrition, energy, and human performance. 8th edition. Philadelphia, PA: Wolters Kluwer.

Nienstedt, W., Hänninen, O., Arstila, A. & Björkqvist, S. (2004). Ihmisen fysiologia ja anatomia. 15. uudistettu painos. Helsinki: WSOY.

3.2.2 Books (edited volumes)

When referencing an article in an edited volume, the bibliography should contain not only the article in question but also the editor and title of the whole book, the edition (if not the first), the place of publication and the publisher. The bibliography should always also include the page numbers of the referenced article.

Articles published in an edited volume should be listed in the bibliography according to the model below.

Surname, E. (Year). Article title. In E.-E. Surname (ed.) Name of the book. Edition.
Place of publication: publisher, article pages

The following are examples of how to list an article published in an edited volume in a bibliography.

Heikinaro-Johansson, P. & Hirvensalo, M. (2007). Johdatus liikuntadidaktiikkaan. In P. Heikinaro-Johansson & T. Huovinen (ed.) Näkökulmia liikuntapedagogiikkaan. 2. uudistettu painos. Helsinki: WSOY, 94–113.

Kraemer, W. J. & Ratamess, N. A. (2003). Endocrine responses and adaptations to strength and power training. In P. V. Komi (ed.) Strength and power in sport. 2nd edition. Osney Mead, Oxford, MA: Blackwell Science, 361–386.

Pulli, M. & Virravirta, M. (1990). Mäkihyppy. In A. Mero, T. Vuorimaa & K. Häkkinen (ed.) Lasten ja nuorten harjoittelu. Jyväskylä: Mero Oy, 232–240.

Rantanen, T. (2005). Sarkopenia. In I. Vuori, S. Taimela & U. M. Kujala (ed.) Liikuntalääketiede. 3. painos. Helsinki: Duodecim, 286–296.

Vallerand, R. J. (2001). A hierarchical model of intrinsic and extrinsic motivation in sport and exercise. In C. G. Roberts (ed.) Advances in motivation in sport and exercise. Champaign, IL: Human Kinetics, 263–319.

3.2.3 Scientific articles

In addition to the author, the year of publication and the title of the scientific article, the year, that is, the volume and journal number, should be indicated (the journal number should be put in brackets if mentioned), as well as the pages on which the article appears. Electronic journals should be referenced with a DOI (digital object identifier) wherever possible. When referencing

electronic articles, you do not need to put the date you accessed it, as with other electronic sources. List scientific articles in the bibliography according to the following model:

Surname, E. E., Surname, E. & Surname, E. E. (Year). Title. Publication name volume (journal number), page numbers. DOI

The following are examples of how to list scientific articles in a bibliography.

- Aarresola, O. & Konttinen, N. (2012). Vanhemmat moni-ilmeinen vaikuttaja kilpaurheilun sosiaalistumisessa. *Liikunta & Tiede (Exercise and Science)* 49 (6), 29–35.
- Bangsbo, J., Blackwell, J., Boraxbekk, C. J., Caserotti, P., Dela, F., Evans, A. B., Jespersen, A. P., Gliemann, L., Kramer, A. F., Lundbye-Jensen, J., Mortensen, E. L., Lassen, A. J., Gow, A. J., Harridge, S. D. R., Hellsten, Y., Kjaer, M., Kujala, U. M., Rhodes, R. E., Pike, E. C. J. ... Viña, J. Copenhagen Consensus statement 2019: physical activity and ageing. (2019). *British Journal of Sports Medicine* 53(14):856–858. doi: 10.1136/bjsports-2018-100451.
- Colberg, S. R., Sigal R. J., Yardley, J. E., Riddell, M. C., Dunstan, D. W., Dempsey, P. C., Horton, E. S., Castorino, K. & Tate, D. F. (2016). Physical Activity/Exercise and Diabetes: A Position Statement of the American Diabetes Association. *Diabetes Care* 39 (11): 2065–2079. doi:10.2337/dc16-1728.
- Helgerud, J., Høydal, K., Wang, E., Karlsen, T., Berg, P., Bjerkaas, M., Simonsen, T., Helgesen, C., Hjorth, N., Bach, R. & Hoff, J. (2007). Aerobic high-intensity intervals improve VO_{2max} more than moderate training. *Medicine & Science in Sports & Exercise* 39, 665–671. doi:10.1249/mss.0b013e3180304570.
- Hollembeak, J. & Amorose, A. (2005). Perceived coaching behaviors and college athletes' intrinsic motivation: A test of self-determination theory. *Journal of Applied Sport Psychology* 17 (1), 20–36. doi:10.1080/10413200590907540.
- NCD Risk Factor Collaboration (NCD-RisC). (2020). Height and body-mass index trajectories of school-aged children and adolescents from 1985 to 2019 in 200 countries and territories: a pooled analysis of 2181 population-based studies with 65 million participants. *Lancet* 396 (10261), 1511–1524. doi:10.1016/S0140-6736(20)31859-6.
- Suzuki, T., Shimada, H., Makizako, H., Doi, T., Yoshida, D., Ito, K., Shimokata, H., Washimi, Y., Endo, H. & Kato, T. (2013). A randomized controlled trial of multicomponent

exercise in older adults with mild cognitive impairment. PLoS ONE 8 (4): e61483. doi:10.1371/journal.pone.0061483.

Task Force. (1996). Heart rate variability: Standards of measurement, physiological interpretation and clinical use. Task Force of the European Society of Cardiology and the North American Society of Pacing and Electrophysiology. *Circulation* 93 (5), 1043–1065.

Waller, K., Kaprio, J., Lehtovirta, M., Silventoinen, K., Koskenvuo, M. & Kujala, U. M. (2010). Leisure-time physical activity and type 2 diabetes during a 28 year follow-up in twins. *Diabetologia* 53 (12), 2531–2537. doi:10.1007/s00125-010-1875-9.

3.2.4 Abstracts

List abstracts in the bibliography as follows:

Surname, E. E., Surname, E. & Surname, E. E. (Year). Title. Type of publication. Title of publication. Place of publication, page numbers.

Here are some examples of how to list an abstract in a bibliography.

Lyytinen, T., Liikavainio, T., Bragge, T., Hakkarainen, M., Karjalainen, P. & Arokoski, J. (2007). Postural control in men with knee osteoarthritis. Abstract book. 12th Annual Congress of the European College of Sport Science. Jyväskylä, 298.

Sillanpää, E., Häkkinen, K. & Häkkinen, A. (2010). Combined strength and endurance training improves health-related quality of life in healthy older adults. Abstract book. ACSM 57th Annual Meeting. Baltimore, MD, 42 (5) suppl. 36.

3.2.5 Doctoral dissertations and other serial publications

Doctoral dissertations are usually published in faculty or university publication series. Doctoral dissertations and serial publications of different research institutions or other bodies that regularly publish scientific papers should be listed in the bibliography according to the following model:

Surname, E. E. (Year). Title of serial publication. Publisher. Series and number. Type of publication (if applicable).

The following are examples of how to list doctoral theses and serial publications in a bibliography.

- Iso-Markku, P. (2019). Relationships between physical activity, dementia mortality, and cognition in Finnish twins. University of Helsinki, Faculty of Medicine, Public health Doctoral Program in Population Health. Doctoral Dissertation Accessed 6 September 2021. <http://urn.fi/URN:ISBN:978-951-51-5503-0>.
- Kalaja, S. (2012). Fundamental movement skills, physical activity, and motivation towards Finnish school physical education: A fundamental movement skills intervention. University of Jyväskylä. Studies in Sport, Physical Education and Health 183. Doctoral Dissertation Accessed 13 January 2018. <http://urn.fi/URN:ISBN:978-951-39-4817-7>.
- Nummela, A., Keränen, T., Tummavuori, M., Soanjärvi, M., Mikkelsen, L., Kähäri, P., Ekblom, T., Linja, T., Väisänen, K., Haverinen, M., Vääntinen, K., Salonen, M., Ojanen, T. & Russo, E. (2007). Kolmen eri kestävyyslajin urheilijoiden kestävyys suorituskyky ja sen kehittyminen. Finnish Institute of High Performance Sport (KIHU) KIHU publication series 10.
- Sakari, R. (2013). Mobility and its decline in old age: determinants and associated factors. University of Jyväskylä. Studies in Sport, Physical Education and Health 190. Doctoral Dissertation Accessed 13 January 2018. <http://urn.fi/URN:ISBN:978-951-39-4817-7>.

3.2.6 Master's theses

Here are some examples of how to list Master's theses in a bibliography.

- Hintsala, A. (2012). Fyysisen aktiivisuuden ja unen yhteys ikääntyneillä henkilöillä. University of Jyväskylä Department of Health Sciences. Master's thesis. Accessed 29 April 2013. <http://urn.fi/URN:NBN:fi:jyu-201207102046>.

- Namaganda, S. K. (2012). Association between mid-life physical activity and hypertension in older women: a 25 year follow-up. University of Jyväskylä. Department of Health Sciences. Master's thesis
- Salminen, K. (2010). Liikuntakasvatuksen tavoitteiden tärkeys suomalaisten ja ruotsalaisten liikunnanopettajaopiskelijoiden arvioimana. University of Jyväskylä. Faculty of Sport and Health Sciences. Master's thesis. Accessed 4 April 2013. <http://urn.fi/URN:NBN:fi:jyu-2011040410587>.
- Turunen, H. (2007). Jalkapallovammat: retrospektiivinen 12 kuukauden seurantatutkimus Veikkausliigan ja naisten SM-sarjan pelaajille. University of Jyväskylä. Department of Health Sciences. Master's thesis. Accessed 18 June 2014. <http://urn.fi/URN:NBN:fi:jyu-2007249>.

3.2.7 Publications and reports of government agencies

- Recommendation on physical activity for children and adolescents aged 7 –to 17 years (2021). Ministry of Education and Culture's publication series 2021:19. Accessed 31 August 2021. <http://urn.fi/URN:ISBN:978-952-263-853-3>.
- Plan for mental health and substance abuse work: Proposals for development of mental health and substance abuse work 2015 (2012). Publications of the Ministry of Social Affairs and Health. Accessed 29 April 2013. <http://urn.fi/URN:NBN:fi-fe201504224732>.
- National Core Curriculum for Basic Education 2014 (2014). Finnish National Agency for Education. Määräykset ja ohjeet 2014:96. Accessed 30 August 2021 https://www.oph.fi/sites/default/files/documents/perusopetuksen_opetusuunnitelman_perusteet_2014.pdf.
- Terveys 2015 -kansanterveysohjelman väliarviointi (2012). Ministry of Social Affairs and Health's reports and memorandums 2012:4. Accessed 29 April 2013. <http://urn.fi/URN:ISBN:978-952-00-3207-4>.
- Varhaiskasvatus vuoteen 2020 (2008). Varhaiskasvatuksen neuvottelukunnan loppuraportti. Sosiaali- ja terveysministeriön selvityksiä 2007:72. Accessed 15 October 2015. <https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/72906/Selv200772.pdf>.

3.2.8 Acts and decrees

Act on the Promotion of Sports and Physical Activity 390/2015 (2015). Accessed 23 June 2021. <https://www.finlex.fi/fi/laki/alkup/2015/20150390>.

Government Decree on maternity and child health clinic services, school and student health services and preventive oral health services for children and youth 338/2011 (2011). Accessed 23 June 2021. <https://www.finlex.fi/fi/laki/alkup/2015/20150390>.

3.2.9 Other sources

Physical activity. Current Care Guidelines 2016. (2016). Working group appointed by the Finnish Medical Society Duodecim and the Finnish Cardiac Society Helsinki: Finnish Medical Society Duodecim. Accessed 15 June 2020. www.kaypahoito.fi.

World Health Organization. (2020). Physical activity. Website. Accessed August 27, 2021. <https://www.who.int/news-room/fact-sheets/detail/physical-activity>.

Municipality of Laukaa (2012). Sosiaali- ja terveystalouden pöytäkirja 12 December 2012. Municipality of Laukaa archive. Accessed 29 April 2013. <http://laukaa02.hosting.documenta.fi/kokous/2012184.HTM>.

Pullinen, T. & Hulmi, J. (15 October 2013). Pitkäkestoinen kestävyysharjoitus: sykevälivaihtelu, taloudellisuus ja epoc. Teaching handout. Exercise Physiology II (LBIP006) lectures. University of Jyväskylä. Department of Biology of Physical Activity.

Ahtiainen, J. (11 July 2007). Effects of strength, endurance and concurrent strength and endurance training on androgen receptor mRNA and protein expression in elderly men. Presentation. 12th Annual Congress of the European College of Sport Science.

Simula, M. (13.6.2021). Email interview of Mikko Simula, Senior Lecturer. Faculty of Sport and Health Sciences, University of Jyväskylä.

Vasankari, T. (22 February 2018). Liikkumattomuuden riskit ja kustannukset. The UKK Institute for Health Promotion Research YouTube video-sharing platform Video. Accessed August 27, 2021. https://www.youtube.com/watch?v=5VLBUuG_X0.

Saukkola, A. & Puoliväli, J. (5 February 2020). Body peace. Duodecim doctor podcast Podcast. Accessed August 27, 2021. <https://play.acast.com/s/laakaripodi/4.kehorauhaa>.

MIELI mental health Finland (@mielenterveys). (16 August 2021). Twitter microblogging service. Tweet. Accessed 27 August 2021. <https://twitter.com/mielenterveys/status/1427269004935188488>.

Borg, P. (24 January 2021). Stressimittarit testissä. Pöperöproffa blog post. Blog. Accessed 27 August 2021. <https://patrikborg.blogspot.com/2021/01/stressimittarit-testissa.html>.

Anonymous. (25 August 2021). Liian pienistä kaloreista ja ravintoarvoista vain haittaa. Suomi-24 discussion forum. Post. Accessed August 31, 2021. <https://keskustelu.suomi24.fi/t/17090644/very-small-food-and-nutritional-values-are-not-harmful>.

Helsingin Sanomat. (7 September 2021) Lapsi tarvitsee kasvurauhan. Editorial, A4.

The bibliography model that begins on page 24 contains different types of sources.

3.2.10 Guidance on the use of artificial intelligence applications

The use of artificial intelligence (AI) for writing theses is generally permitted at the University of Jyväskylä.

'In principle, the use of AI applications to support learning is permitted. You can use AI applications to generate new ideas or basic texts, or for drafting, structuring ideas, understanding concepts, as a tool for retrieving information, for creating an overall picture or for helping with editing language and text. AI can provide raw material and base material that can feed your creativity and help you generate new thoughts and ideas, but these you will have to work further on yourself'.

If you have used generative AI applications, please provide the following information:

1. Which application you have used.
2. In which part of your thesis, how and for what purpose you have used the application.

In writing this information, you are also taking responsibility for ensuring that the use of AI applications has not compromised the originality, accuracy, reliability, transparency or ethics of your thesis.

In theses of the Faculty of Sport and Health Sciences, the use of AI must be reported at the end of the Discussion section before the bibliography. Write the text describing your use of AI under the subheading '*Use of AI in this work*'.

If you have not used generative AI applications, please write: '*I have not used generative AI applications in the writing of my thesis*'.

More detailed instructions on how the use of AI is permitted for writing a seminar paper and thesis:

<https://www.jyu.fi/fi/opiskelijalle/kandi-ja-maisteriopiskelijan-ohjeet/akateemiset-opiskelutaidot/tekoaly-kirjoitusprosessin-tukena>

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- Aarresola, O. & Konttinen, N. (2012). Vanhemmat moni-ilmeinen vaikuttaja kilpaurheiluun sosiaalistumisessa. *Liikunta & Tiede* 49 (6), 29–35.
- Bangsbo, J., Blackwell, J., Boraxbekk, C. J., Caserotti, P., Dela, F., Evans, A. B., Jespersen, A. P., Gliemann, L., Kramer, A. F., Lundbye-Jensen, J., Mortensen, E. L., Lassen, A. J., Gow, A. J., Harridge, S. D. R., Hellsten, Y., Kjaer, M., Kujala, U. M., Rhodes, R. E., Pike, E. C. J. ... Viña, J. Copenhagen Consensus statement 2019: physical activity and ageing. (2019). *British Journal of Sports Medicine* 53 (14), 856–858. doi: 10.1136/bjsports-2018-100451.
- Colberg, S. R., Sigal R. J., Yardley, J. E., Riddell, M. C., Dunstan, D. W., Dempsey, P. C., Horton, E. S., Castorino, K. & Tate, D. F. (2016). Physical Activity/Exercise and Diabetes: A Position Statement of the American Diabetes Association. *Diabetes Care* 39 (11), 2065–2079. doi:10.2337/dc16-1728.
- Heikinaro-Johansson, P. & Hirvensalo, M. (2007). Johdatus liikuntadidaktiikkaan. Teoksessa P. Heikinaro-Johansson & T. Huovinen (toim.) *Näkökulmia liikuntapedagogiikkaan*. 2. uudistettu painos. Helsinki: WSOY, 94–113.
- Iso-Markku, P. (2019). Relationships between physical activity, dementia mortality, and cognition in Finnish twins. University of Helsinki, Faculty of Medicine, Public health Doctoral Program in Population Health. Väitöskirja. Viitattu 6.9.2021. <http://urn.fi/URN:ISBN:978-951-51-5503-0>.
- Jaakkola, T. (2010). Liikuntataitojen oppiminen ja taitoharjoittelu. E-kirja. Jyväskylä: PS-Kustannus. Viitattu 15.6.2017.
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- Laukaan kunta. (2012). Sosiaali- ja terveystalokunnan pöytäkirja 12.12.2012. Laukaan kunnan arkisto. Viitattu 29.4.2013. <http://laukaa02.hosting.documenta.fi/kokous/2012184.HTM>.
- Mangine, G. T., Hoffman, J. R., Gonzalez, A. M., Townsend, J. R., Wells, A. J., Jajtner, A. R., Beyer, K. S., Boone, C.H, Wang, R., Miramonti, A. A., Lamonica, M. B., Fukuda, D. H., Witta E. L., Ratamess, N. A. & Stout, J. R. (2017). Exercise-induced hormone

- elevations are related to muscle growth. *Journal of Strength & Conditioning Research* 31 (1), 45–53. doi:10.1519/JSC.0000000000001491.
- Namaganda, S. K. (2012). Association between mid-life physical activity and hypertension in older women: a 25 year follow-up. University of Jyväskylä. Department of Health Sciences. Pro gradu -tutkielma.
- Perusopetuksen opetussuunnitelman perusteet 2014. (2014). Opetushallitus. Määräykset ja ohjeet 2014:96. Viitattu 30.8.2021. https://www.oph.fi/sites/default/files/documents/perusopetuksen_opetussuunnitelman_perusteet_2014.pdf.
- Rantanen, T. (2005). Sarkopenia. Teoksessa I. Vuori, S. Taimela & U. M. Kujala (toim.) *Liikuntalääketiede*. 3. painos. Helsinki: Duodecim, 286–296.
- Sakari, R. (2013). Mobility and its decline in old age: determinants and associated factors. University of Jyväskylä. *Studies in Sport, Physical Education and Health* 190. Väitöskirja. Viitattu 20.4.2017. <http://urn.fi/URN:ISBN:978-951-39-5063-7>.
- Task Force. (1996). Heart rate variability: Standards of measurement, physiological interpretation and clinical use. Task Force of the European Society of Cardiology and the North American Society of Pacing and Electrophysiology. *Circulation* 93 (5), 1043–1065.
- Vallerand, R. J. (2001). A hierarchical model of intrinsic and extrinsic motivation in sport and exercise. Teoksessa G. C. Roberts (toim.) *Advances in motivation in sport and exercise*. Champaign, IL: Human Kinetics, 263–319.
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APPENDIX 1. In-text referencing guidelines (Biology of Physical Activity)

When referring to a single preceding sentence, write a) the reference or b) the references in brackets at the end of the sentence, followed by a full stop. For example:

a) Increased plasma testosterone concentration induced by acute resistance exercise has been positively associated with muscle growth (Mangine et al. 2017).

b) On the other hand, it has also been shown that muscle growth can occur as a result of resistance training without a significant increase in hormone concentrations (e.g. testosterone, growth hormone, IGF-1, cortisol) during exercise loads (West et al. 2009; West et al. 2010).

If several points of view are presented in the same sentence, list the reference immediately after the point being referred to. For example:

One study has previously found a positive correlation between a greater acute testosterone response after the training period compared to the response magnitude at the beginning of the training period with training-induced muscle growth (Ahtiainen et al. 2003), but a few other studies have found no associations between acute testosterone response and muscle growth ($r = 0.06 - 0.14$; $p > 0.05$) (McCall et al. 1999; West et al. 2012).

If a reference refers to several preceding sentences, it should be placed after the full stop of the last sentence. For example:

Acute hormone response, particularly testosterone response, has been closely linked to muscle growth during an eight-week strength training cycle. About 73% of the variation in muscle growth could be explained by baseline muscle size and acute hormone responses (testosterone, cortisol, growth hormone, insulin and IGF-1). However, testosterone was by far the most important of the hormonal factors in explaining muscle growth, as without it only 42% of the variation in muscle growth could be explained. (Mangine et al. 2017) *The text continues from here --- - -*

APPENDIX 2. In-text referencing guidelines (Health Sciences).

In the Health Sciences, the reference should always be within the sentence. Never place a text reference after the full stop at the end of a sentence. If writing more than one sentence from the same source is justified, the text should be written in an introductory manner, as in the examples below. Text references may be placed immediately after the point being referred to when several points of view are presented in the same sentence.

The links between physical activity and cognition, i.e. memory and information processing capacity, and between physical activity and dementia have been widely studied. In many previous longitudinal studies, physical activity has been associated with both improved cognition (Chang et al. 2020, Elwood et al. 2013, Singh-Manoux et al. 2005, Virta et al. 2013) and reduced incidence of memory disorders (Andel et al. 2008, Gelber et al. 2012, Rovio et al. 2005). However, previous longitudinal studies have generally failed to account for the influence of genetic factors. In Iso-Marku's (2019) PhD study, based on a Finnish twin cohort study, more than 20 000 twins were followed for 29 years and 353 of them died of memory disorders. The study found that long-term, brisk physical activity in middle age was associated with both reduced memory disorder mortality (standardised hazard ratio 0.60, confidence interval [LV] at 95% significance level 0.39–0.93) and improved cognition more than two decades later (standardised regression coefficient 0.91, 95% LV 0.47–1.35). No dose-response relationship was found between the amount of physical activity and cognition or memory mortality.

APPENDIX 3. In-text referencing guidelines (Sport Pedagogy and Social Sciences of Sport).

Referencing a single sentence: The reference(s) should be enclosed in brackets at the end of the sentence, before the full stop. For example:

As far as winter sports were concerned, women had been competing in the World Championships in downhill, slalom and alpine combined since 1931 (Keskitalo & Siitonen 1977, 65).

Referencing multiple sentences: The information to be included in the reference should be written as above but placed after the full stop of the last sentence belonging to the reference. For example:

An important factor in the growing interest in skiing was “factory skiing” activity which attracted masses of factory workers in the early decades of the 20th century. Some skiing competitions for workers organised by businesses and agencies had already taken place in the 19th century. However, it was not until the 1920s that proper company leagues began in many factory towns. (Heikkinen 1981, 58, 63; Laine 1992c, 193)