

### MISSION STATEMENT

*The Biophysicist* aims to highlight and nurture biophysics education, its scholarship, and its development. The journal serves a worldwide, broad audience to make fundamental concepts and techniques in biophysics (and related disciplines), as well as evidence-based pedagogical practice, accessible to individuals at all levels: K-12 and public outreach; undergraduate, graduate, and postgraduate students/trainees; active researchers; and scholars of biophysics teaching and learning. This goal will be achieved by both academic articles and informal reports that reflect the interdisciplinary nature of biophysics education and the educational activities of teachers and students of biophysics in a variety of scientific fields.

### ARTICLE TYPES

#### RESEARCH ARTICLES – peer reviewed

These articles introduce biophysics students and teachers to a topic, approach or tool used in biophysics. The article must include a pedagogical introduction that discusses where in the biophysics curriculum and in which types of courses, the science presented can be used, as well as any “teaching tips” that may be relevant. Teaching lab modules are also welcomed as well as computer simulations related to the material and if detailed, can be included as supplementary information. If the authors have assessed the use of the material in courses, either via test questions, surveys or even interviews with individual students, such evidence and a discussion of its importance would be of great interest and could be included in the Discussion or even in a separate section on assessment, if more detail is presented.

#### Novel Learning and Teaching Approaches

These articles include new methods of teaching experimental and theoretical biophysics at the molecular, cellular, and systems levels. Articles and tutorials describing novel approaches to the teaching of specific subject matter, active learning methods, assessment techniques, or curricular design will provide insights into the intellectual infrastructure in the field. This helps ensure that biophysics-related biology, chemistry, engineering, or physics topics can be taught effectively. Scholarly articles on the intellectual history of biophysics or on the scientific impact of key biophysics papers are also welcomed, but they should include discussion of their use in teaching and learning biophysics. Novel research findings per se, should be submitted to research journals, such as *Biophysical Journal*.

#### Laboratory and Computational Teaching Tools

Articles that outline new research technologies, approaches, and internet-based resource collections, including in-vivo, chemical, physical, and computational studies, with an emphasis on assessments of student learning needs and/or the impact of such teaching tools on biophysics learning. These can include videos, computer simulations, programs, or interactive online resources.

## Research-based Studies of Student Learning

Studies of innovative problem-solving approaches, exploratory or "flipped" instruction, as well as curricular units that have been reformulated to improve their effectiveness in facilitating learning or addressing student misconceptions.

## Biophysics Learning Perspectives

Mini-reviews and tutorials that pedagogically survey a subfield of contemporary biophysics (e.g., single-molecule spectroscopy, mechanobiology, protein folding dynamics and structure, macromolecular interactions). The Perspectives will be geared towards the learning of fields by relative novices and must include discussion of their place in the biophysics curriculum, as well as guidance on how the article can be used in the classroom. Reviews aimed at researchers should be submitted to the appropriate research journals.

## Adapted Research Articles

APL (Adaptation of Primary Literature) allows beginners in a field to comprehend fundamental research papers of important impact using condensation, definition of terms, and inclusion of extended "boxes" depicting the chemical, biological, mathematical, experimental, or physical background needed to properly understand key concepts. The papers can be written by the original authors or by others (with appropriate permissions obtained for quoting text, figures etc.).

## BRIEF REPORTS – assessed by the Editorial Board

## Biophysics and Related Disciplines

Reports highlight newsworthy information on the role of biophysics in related areas (e.g., chemistry, physics, biology, engineering, technology, and health) with a focus on recent advances that impact biophysics summarized from the scientific literature of those fields. These should be written at the level of an upper-level undergraduate student in biophysics.

## Biophysics in Society

Reports of activities in the biophysics community in both academia and industry that focus on careers, graduate student mentoring, postdoc searches, and mentoring of faculty in teaching institutions. Accounts of activities aimed at outreach (K-12, general community), diversity and inclusion, and best educational practices.

## Student Forum

Contributions from students and postdoctoral trainees on issues important to them to provide their unique perspective on biophysics and the current state of scientific training. Examples include: lessons from TA experiences, suggestions for alternative approaches to the teaching of biophysics and related disciplines, suggestions for new mentoring and career development topics, scientific activities of BPS Student Chapters. These can range from a few paragraphs to half a journal page. More extensive treatments can be submitted as a Report (1–2 journal pages and assessed by an Editorial Board member) or, if appropriate, as a research-based manuscript that is a peer reviewed Article as defined above.

## Book Reviews and Comments

Book reviews of textbooks or other educational publications. Research monographs per se, are

best reviewed in other publications.

Short notes on articles that have previously been published in *The Biophysicist*.

## POLICIES

**PRIOR PUBLICATION:** Manuscripts submitted to *The Biophysicist* must be original; except for the specific exception noted below, manuscripts and Supplemental Information that have already been published or are concurrently submitted elsewhere for publication are not acceptable for submission.

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## PREPARATION OF ARTICLES

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## ORDER OF MANUSCRIPT SECTIONS (FOR REFEREED ARTICLES)

1. Title Page: Include article title and author names. (For initial submissions: Please list author names with initials of given names followed by surnames; do not list

affiliations, addresses or email address.)

2. Abstract
3. Main Text:  
Introduction  
Scientific and Pedagogical Background  
Materials (for laboratory based articles, educational data investigated for pedagogically focused articles, not required for theoretical articles) and Methods  
Results  
Discussion [or Results and Discussion]  
Conclusion (If brief, can be placed at end of Discussion).  
It is preferable if figures or tables, along with their titles and captions, are embedded in the text as they are referenced in the manuscript when submitting for review.
4. Use of human subjects (if relevant): IRB approval as detailed above
5. Author Contributions
6. Acknowledgments
7. References (numbered)
8. Supplemental Information (movies, database files, etc. may be uploaded as separate files).

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**TITLE:** The title of each manuscript should identify the content of the article; clarity and conciseness are essential for indexing, abstracting, and retrieval. No more than 100 characters and spaces should be used. A condensed running title of no more than 40 characters (including spaces) must be provided on the title page.

**KEYWORDS:** Authors must choose at least one biophysical science keyword, at least one education keyword, and at least one audience keyword. Techniques keywords may be chosen as appropriate.

**ABSTRACTS:** Each manuscript must be accompanied by an informative abstract of no more than 300 words. Abstracts should describe the substance of the manuscript in language non-specialists can understand, and must make clear the biophysical and educational significance of the research. Reference citations are not allowed in the Abstract of a manuscript.

**FOOTNOTES:** The only footnotes should be on the title page (used within the author list to denote affiliations for resubmissions and final files) or in tables (defined within the table legend).

Author list footnotes should be numbered (1, 2, 3, etc.), and table footnotes should be lettered (a, b, c, etc.). Please do not use the range format to indicate multiple footnotes; instead, list each footnote individually (e.g., 1,2,3,4, not 1—4; and a,b,c,d, not a—d).

**ABBREVIATIONS:** Abbreviations should be defined in the text at first mention.

**MATERIALS AND METHODS:** Capitalize trade names and give manufacturers' full names and addresses (city and state).

**MATH AND EQUATIONS:** Equations are to be typewritten. Clearly indicate capital and lowercase letters. Label Greek and unusual symbols the first time they appear. Use fractional exponents instead of root signs. The solidus (/) for simple fractions will save vertical space. Equation numbers should be cited in the text without parentheses (e.g., Eq. 9, Eq. 10). Do not cite equations numerically only, but be sure to add the "Eq." Do not cite equations in the Abstract.

Math Type is the recommend program for mathematics using Word. Equation Editor (part of Word) is accepted, but requires a conversion which increases the possibility of error and adds to the production time.

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Membrane channels with large aqueous pores are traditionally regarded as "molecular sieves" that discriminate between different molecules based on their size (1,2). This simplified view, however, contradicts emerging experimental evidence that permeation through these structures involves intimate molecular interactions (3—5). Metabolite-specific channels exhibit affinity to their metabolites; permeating molecules do not just slip through the pore, but feel strong attraction to the pore-lining residues. The now classical example is bacterial porin LamB (6), where the existence of an extended binding zone for oligosaccharides is firmly established. More recent examples include ATP interactions with VDAC (3) and penicillin antibiotic interactions with the general bacterial porin OmpF (4,6—8).

**UNPUBLISHED DATA AND PERSONAL COMMUNICATION:** Citations such as "unpublished data" and "personal communication" should be included parenthetically in the text, with all authors' initials and last names, and must not appear in the reference section. For personal communications, include cited author's institutional affiliation and date of communication. Provide written permission to use the material cited when submitting the manuscript.

**SUPPORTING REFERENCES:** All unique supporting references must be included at the end of the main text reference list. Please see Supplemental Information Instructions for more information.

**ADDING AND DELETING REFERENCES:** If references are added in the proof stage, they and their corresponding citations must be inserted per their proper numerical order and the rest of the citations/references renumbered accordingly. References deleted in the proof stage will read, for example, "3. Reference deleted in proof." Their corresponding numbers will remain in the text.

**REFERENCE FORMATS:** For the reference list, follow the style of the examples listed here, noting that each reference is numbered according to the number in which it appears in the text.

## Journal articles

For references to journal articles, include all authors' names (invert only the first author's last name and initials; do not use "et al."), year, complete article titles, volume number, journal name, and inclusive page numbers. Abbreviate the names of journals as in the Serial Sources for the Biosis Data Base; spell out the names of unlisted journals.

See the examples below:

1. Cole, K. S., and J. W. Moore. 1960. Potassium ion current in the squid giant axon: Dynamic characteristics. *Biophys. J.* 1:1-14.
2. Loboda, A., and C. M. Armstrong, 2001. Resolving the gating charge movement associated with late transitions in K channel activation. *Biophys. J.* 81:905-916.
3. Reference deleted in proof.
4. Johnston I. G., B. C. Rickett, and N. S. Jones. 2014. Explicit tracking of uncertainty increases the power of quantitative rule-of-thumb reasoning in cell biology. *Biophys. J.* 107:2612-2617.
5. Alvarez-González, B., R. Melli, E. Bastounis, R. A. Firtel, J. C., Lasheras, J. C. del Alamo. 2015. Three-dimensional balance of cortical tension and axial contractility enables fast amoeboid migration. *Biophys. J.* In press.

## Preprints

Kappen, B. , and V. Gome. 2009. Optimal control as a graphical model interface problem, arXiv, arXiv:0901.0633v2, <http://arxiv.org/abs/0901.0633v2> (preprint posted March 10, 2009).

Zhang, D. , and M. Glotzer. 2014. Efficient site-specific editing of the *C. elegans* genome. bioRxiv, doi: 10.1101/007344 (preprint posted April 17, 2014).

## Reports

Dancy, M. H., M.T. Hora, J. J. Ferrare, E. Iverson, L. R. Lattuca, and J. Turns. Describing & Measuring Undergraduate STEM Teaching Practices. 2013. American Association for the Advancement of Science, Washington, DC. <https://live-ccliconference.pantheonsite.io/wp-content/uploads/2013/11/MeasuringSTEM-Teaching-Practices.pdf> (accessed 5-15-19).

## Information in public repositories

Manuscripts that refer to information in a public database (such as structures in the RCSB Data Bank) must cite the publication, if available, in which the original information was reported as well as the database serial number.

## Abstracts

Hohendanner, F., F. Heinzel, L. Blatter. 2016. Dyssynchronous CA Removal in Atrial Cardiac Myocytes. 2016 Biophysical Society Meeting Abstracts. *Biophys. J.* 110(3), Suppl 1, Abstract 515-Pos.

## Complete books

Nelson, P. 2015. *Physical Models of Living Systems*. W.H. Freeman and Company, New York.  
Phillips, R. , J. Kondev, and J. Theriot. 2009. *Physical Biology of the Cell*. Garland Science, New York.

## Articles in books

Seddon, J. M., and R. H. Templer. 1995. Polymorphism of lipid-water systems. In *Handbook of Biological*

Physics, vol

1. *Structure and Dynamics of Membranes, From Cells to Vesicles*. R. Lipowsky and E. Sackmann, editors. Elsevier/North Holland, Amsterdam, pp. 97-160.

## Commercial software

All commercial software and products should provide the name and location of the manufacturer. MATLAB (The MathWorks, Natick, MA).

## Websites

Web references should be treated no differently than other references, and should appear as shown below. Biophysical Society. 2010. 08 July 2010. <http://www.biophysics.org>.

## Tables

All tables should be double-spaced and carry a title. Do not use vertical rules. Tables must be in black and white.

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Please see Guide to Art Preparation.

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