What is the problem? [Introduction](http://abacus.bates.edu/%7Eganderso/biology/resources/writing/HTWsections.html#introduction)

 How did I solve the problem?  [Materials and Methods](http://abacus.bates.edu/%7Eganderso/biology/resources/writing/HTWsections.html#methods)

 What did I find out?  [Results](http://abacus.bates.edu/%7Eganderso/biology/resources/writing/HTWsections.html#results)

 What does it mean? [Discussion](http://abacus.bates.edu/%7Eganderso/biology/resources/writing/HTWsections.html#discussion)

**Ciência é feita em grupo**

**A publicação enriquece o conhecimento. Como?**

**Modificando e organizando ideias.**

**Dando base para outras ideias.**

**Possibilita recuperar ideia na ausência do criador**

**Manuscript – a mão e article é o publicado**

**Por que fazer resumo antes?**

**Com o objetivo de impedir que o autor comece escrever o que não sabe**

**Resumo – Abstract**

**Um argumento lógico é uma série de proposições (premissas) que se relacionam estrutural e formalmente com outra proposição (conclusão).pg 90 volpato.**

1. **Premissas 1:**

(**Contexto** ou justificativa do tem uma ou duas sentenças) **Importância/relevância/definições se necessário/gap/**: para dar ao leitor informações importantes para ele entender e fundamentar o objetivo do estudo. Why do we care about the problem? What practical, scientific, theoretical or artistic gap is your research filling? Se o problema não tem importância óbvia, então temos que motivar o leitor. Colocamos o problema antes da motivação apenas em casos onde a maioria dos leitores entendem a importância do problema e assim indicar qual parte do grande problema esta pesquisando. This section should include the importance of your work, the difficulty of the area, and the impact it might have if successful. The scientific method is a clear example of this; first state a problem or question and then try to determine the answer. A brief statement summarizing why the experiment was performed in the first place? What was the question trying to be answered?

1. **Conclusão 1:**

**Objetivo** (1 sentença)

3) Premissas 2: **Métodos/procedimentos e abordagem (como foi feito – 1 ou duas sentenças):** What did you actually do to get your results? (e.g. analyzed 3 novels, completed a series of 5 oil paintings, interviewed 17 students). It contains a brief outline of what was done, highlighting only crucial steps.Mínimo possível. Tipologia só se necessário. Prefira colocar estratégia lógica da pesquisa.

4) Presmissas 2: **Resultados essenciais (1 ou duas sentenças)/Achados/produto:** As a result of completing the above procedure, what did you learn/invent/create? Avoid vague, hand-waving results such as "very", "small", or "significant." If you must be vague, you are only given license to do so when you can talk about orders-of-magnitude improvement. Ranquear os seus resultados e colocar o mais importante apenas o primeiro ou os dois primeiros (nunca mais do que isto). In other words, what did all of your hard work and preparation tell you about the question you set out to answer.

5) Conclusao 2: **Conclusões (1 sentença informando a consequência mais importante do seu trabalho)/implicações (e Daí? "So what" refers to what the results mean in the long run.):** What are the larger implications of your findings, especially for the problem/gap identified in step 1? Are your results general, potentially generalizable, or specific to a particular case?

Exemplos parciais de conclusão:

* Our findings support the notion that....since.....
* Our findings introduce ...as a novel .....
* In conclusion..... is an independent factor....
* The possible link between ... and ... suggests ....
* This study demonstrates.....
* We have identified pleuritis as the major risk factor for pulmonary TB.
* In conclusion, child in utero exposure to chloroquine does not seem to induce hearing impairement.

Exemplo de conclusão com e DAI

* We have identified pleuritis as the major risk factor for pulmonary TB suggesting that previous pleural injury is a critical part of the complex interplay between altered immune system, socio-economic conditions and increased susceptibility to this mycobacterium infection.
* In conclusion, child in utero exposure to chloroquine does not seem to induce hearing impairment, reinforcing its safe use during pregnancy of lupus patients.
* Considering improvements on JSLE outcome, the increased frequency of high lipoprotein risk levels for CAD reinforces the need of prevention measures in order to minimize deleterious effects of this disturbance.

**OUTRAS INFORMAÇÕES**

* "keywords" – Quer ser visto? Quer ser avaliado por quem?
* Think of a half-dozen search phrases and keywords that people looking for your work might use. Be sure that those exact phrases appear in your abstract, so that they will turn up at the top of a search result listing.
* Any major restrictions or limitations on the results should be stated, if only by using "weasel-words" such as "might", "could", "may", and "seem".
* **Evitar "will be discussed"**

**Questions an Abstract needs to Answers**

1. Why did you do this study or project?
2. What did you do, and how?
3. What did you find?
4. What do your findings mean?
5. If the paper is about a new method or apparatus the last two questions might be changed to
   1. What are the advantages (of the method or apparatus)?
   2. How well does it work?

**Don’ts**

* Do not commence with "this paper…”, "this report…" or similar. It is better to write about the research than about the paper.
* Do not explain the sections or parts of the paper.
* Avoid sentences that end in "…is described", "…is reported", "…is analyzed" or similar.
* Do not begin sentences with "it is suggested that…” "it is believed that…", "it is felt that…"or similar. In every case, the four words can be omitted without damaging the essential message.
* Do not repeat or rephrase the title.
* Do not refer in the abstract to information that is not in the document.
* If possible, avoid trade names, acronyms, abbreviations, or symbols. You would need to explain them, and that takes too much room.

**Voice**

Scientists have grappled for years over the appropriate way to talk about discoveries: should it be

"We measured ion concentration in the blood"

Or

"Ion concentration in the blood was measured"?

Modern scientific style prefers the active voice. Abstracts are often an exception, but only if the passive voice reduces the total number of letters and words.

**Resumo 1**

**Survey of Asthma Control in Primary Care Practices**

*By Kathleen C Ellis, PhD, ARNP, AE-C****;*** *and B. Gwen Carlton, MS, FNP, AE-C*

**Introduction**: Epidemiologic data show that poorly controlled asthma is a serious public health problem. The degree of implementation of the NAEPP Guidelines in primary care practice remains to be defined. The objective of this survey was to determine if introduction of an assessment tool into primary care practices along with a specially designed program to implement the Guidelines would improve diagnosis and therapy.

**Methods**: The Asthma Care Network (ACN), a program designed to assist healthcare providers in the assessment and management of their patients with asthma, employs a team of specially trained Respiratory Care Associates (RCAs), 100 RNs and RTs, who visit primary care offices to inform staff about various components of the NAEPP Guidelines and assist in their implementation. .A total of 4901 primary care providers in 2876 sites were recruited as part of the ACN program. Data from more than 60,000 patient visits were collected and analyzed between March 2002 and January 2004. The program assessment tool surveyed asthma control and medication prescribing patterns. Outcome measures included degree of symptom control, limitation of activity, sleep disruption, use of rescue medication and utilization of urgent care services. These data were collected on an Office Visit Assessment Form (OVA) completed by both patient and physician. The RCAs provided information, education, device training in the use of inhalers and spacers, and a CE course for the staff discussing pathophysiology, assessment and management of asthma.

R**esults: A** total of 60,248 OVA forms were completed. Among all patient including adults (older than 18 years of age) and children (<4-17 years of age), 74% (range 69% to 81%) reported symptoms consistent with lack of asthma control. Approximately 70% of the survey group had more than 2 markers of uncontrolled asthma. As a result of this assessment, controller medication use increased by over 30%, 52% of which was an ICS- containing medication.

**Conclusion:** The information provided to the primary care health care providers resulted in a considerable increase in prescription of controller therapy, and in particular, increased use of ICS controller medication consistent with NAEPP guidelines.

Resumo 2

**Quality of Death:  A Dimensional Analysis of Palliative Care in the Nursing Home**  
Palliative care in nursing homes is increasingly discussed, investigated, and implemented, yet the term lacks conceptual clarity and definition. Furthermore, the components, process, and outcomes of palliative care as it is delivered in the nursing home have not been clearly articulated. This paper provides a dimensional analysis of palliative care in the nursing home to elucidate the concept, and its context and consequences, as portrayed through available literature.  As a method, dimensional analysis is rooted in symbolic interaction and grounded theory. As such, it provides a useful tool with which to analyze existing literature on palliative care in the nursing home. In this dimensional analysis, communication is the dominant perspective of palliative care in the nursing home. This analysis demonstrates that the consequences of palliative care in the nursing home are personhood and identity, and quality of death rather than quality of life. These consequences suggest that the focus of palliative care should be on the nursing home resident and the dying experience, rather than quality of life and issues around living that exclude the dying experience and do not acknowledge the personhood and identity of the resident. These elements represent a shift in focus away from one that does not include death, toward the dying experience, and that such a change in focus is necessary to achieve palliative care in the nursing home. Finally, the analysis elucidates potential outcome measures for the study of palliative care in nursing homes and outlines possibilities for further research.

**Resumo 3**

**An Ethnographic Approach to Understanding Supervision of NACs**  
Elena O. Siegel Ph(c), MN, University of Washington School of Nursing, Heather M Young PhD, GNP, Grace Phelps Distinguished Professor and Director of the John A. Hartford Center for Geriatric Nursing, OHSU School of Nursing, and Pamela H. Mitchell PhD, RN, Elizabeth S. Soule Professor and Associate Dean for Research, University of Washington School of Nursing

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**Background:** Nursing assistants certified (NACs) provide the majority of direct care in nursing homes. Nurses are responsible for supervising NACs, however limited evidence raises question regarding the adequacy of role preparedness and role enactment. The purpose of this study was to explore the nurse’s supervisory role within the context of organizational culture, structures, and systems. **Methods:** An ethnographic approach included 31 semi-structured interviews, 170 hours observation, and document review at three nursing homes in the Pacific Northwest. **Results:** A Concept Model of prevailing themes was developed using Glaser and Strauss’ constant comparative method for analyzing qualitative data. The nurse’s supervisory role occurs within a context of the nurse-NAC dyad and the dyad’s interactions with organizational-level systems and expectations for resident and staff outcomes. Conclusions: Major themes for discussion include: (1) nurses making sense of the supervisory role, (2) supportive resources and systems, and (3) professional role development.

**Exemplo Duplo**

**Sample 1**: This experiment will determine what will make enzymes effective and what will make them [ineffective](http://writing2.richmond.edu/training/project/biology/abslit.html#ineffective). We tested different samples of enzymes in a spectrophotometer and recorded their absorption [rates](http://writing2.richmond.edu/training/project/biology/abslit.html#rates). Six samples were placed in the spectrophotometer but two contained no enzyme; these acted as blanks for the other samples. The four remaining samples contained Catecholase ranging from 0.5 ml to 1.75 m. The second half of the experiment contained four test tubes with a constant amount of Catecholase, but the pH levels ranged from four to [eight](http://writing2.richmond.edu/training/project/biology/abslit.html#eight). It was found that if the enzyme was present in large amounts, then the absorption rate was high, and if the pH level ranged from 6 to eight then the absorption rate was [high](http://writing2.richmond.edu/training/project/biology/abslit.html#high). Therefore it can be said that enzymes work well in neutral pH levels and in large [amounts](http://writing2.richmond.edu/training/project/biology/abslit.html#amounts).

**Sample 2**: This experiment was performed to determine the factors that positively influence enzyme reaction rates in cellular activities since some enzymes seem to be more effective than [others](http://writing2.richmond.edu/training/project/biology/abslit.html#others). Catecholase enzyme activity was measured through its absorption rate in a spectrophotometer, using light with a wavelength of [540 nm](http://writing2.richmond.edu/training/project/biology/abslit.html#540nm). We compared the absorbance rates in samples with varying enzyme concentrations and a constant pH of 7, and with samples with constant enzyme concentration and varying pH [levels](http://writing2.richmond.edu/training/project/biology/abslit.html#levels). The samples with the highest enzyme concentration had the greatest absorption rate of 95 percent compared to the sample with the lowest concentration and an absorption rate of 24 [percent](http://writing2.richmond.edu/training/project/biology/abslit.html#summary). This suggests that a higher concentration of enzymes leads to a greater product production [rate](http://writing2.richmond.edu/training/project/biology/abslit.html#summary). The samples with a pH between six and eight had the greatest absorption rate of 70 percent compared to an absorption rate of 15 percent with a pH of 4; this suggests that Catecholase is most effective in a neutral pH ranging from six to [eight](http://writing2.richmond.edu/training/project/biology/abslit.html#summary).

**Explanations of the Example Links**

**Ineffective**: This sentence is in the present tense and needs to be switched to the past tense. In addition to tense problems, the sentence does not tell the reader much about what is meant by the term effective. What exactly is an effective enzyme? The author needs to be specific and try to avoid generic terms such as effective. Also, the author never states why the experiment is being conducted. Why is enzyme effectiveness so important? What makes it important enough to be studied? ([return to Sample 1](http://writing2.richmond.edu/training/project/biology/abslit.html#sample1))

**Rates**: This sentence is addressing what was done, yet it barely conveys any information. The author states that different samples of enzymes were tested, but mentions nothing about the contents of the samples. Was the same enzyme used in every sample? What was in each sample, and what varied in each sample? Also, what does absorption have to do with enzyme activity? This correlation needs to be explained to the reader. One last detail that should be included is the wavelength of light that was used in the spectrophotometer. Did it remain constant or was it a variable as well? ([return to Sample 1](http://writing2.richmond.edu/training/project/biology/abslit.html#sample1))

**Eight**: This is too long and detailed to be in an abstract; it sounds as though it was pulled from the methods and materials section of the paper. The amounts of enzyme do not need to be stated, nor do the pH levels. The number of samples tested do not need to be included either; it is just extraneous information that is not crucial to understanding the experiment as a whole. The information contained in this sentence can be pulled out and rearranged to say that some samples had a constant pH and varying enzyme concentrations and other samples had constant enzyme concentrations and varying pH levels. With the controls and the variables stated you can move on to your results. ([return to Sample 1](http://writing2.richmond.edu/training/project/biology/abslit.html#sample1))

**High**: This is just too general, although it conveys the right information. When stating results it is okay to use actual numbers. Instead of saying that the absorption rate was high, specify how high in comparison to samples with low absorption rates. ([return to Sample 1](http://writing2.richmond.edu/training/project/biology/abslit.html#sample1))

**Amounts**: An experiment is never final, nor is it ever positive. Always avoid saying that the results you obtained are correct or definite. Instead just say that the data supported or did not support your hypothesis. ([return to Sample 1](http://writing2.richmond.edu/training/project/biology/abslit.html#sample1))

**Others**: This sentence is clear and concise, telling the reader why the experiment was carried out. It postulates the question of why some enzymes are more effective than others and it explains that the experiment was set up to determine what causes these differences. ([return to Sample 2](http://writing2.richmond.edu/training/project/biology/abslit.html#sample2))

**540 nm**: This sentence introduces the specific enzyme being studied and how it was studied. The light wavelength used in the spectrophotometer was also specified telling the reader that wavelength was not one of the variables manipulated in the experiment. ([return to Sample 2](http://writing2.richmond.edu/training/project/biology/abslit.html#sample2))

**Levels**: It is okay to use personal pronouns in the abstract and this sentence uses "we" effectively. It also defines what was done without going into great detail. The controls and the variables are stated clearly and succinctly so the reader knows what factors are being tested to determine enzyme productivity. ([return to Sample 2](http://writing2.richmond.edu/training/project/biology/abslit.html#sample2))

**Clear summary**: These two sentences combine the results with the conclusion. This helps to make the conclusions drawn from the results very clear to the reader. The author also stated concrete numbers in the results so the reader is aware of just how much the absorption rates changed in each sample. ([return to Sample 2](http://writing2.richmond.edu/training/project/biology/abslit.html#sample2))