Discussion

- Often should begin with a brief summary of the main findings and their means…

- Should answer the question stated in the introduction

- Some other items commonly addressed:
  - Limitations of the study
  - Relationship to findings of other research
  - Other research needed

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Discussion (cont.)

- **Typically should move from specific to general**

(*opposite of the Introduction*)

How to write the Discussion

- *It is the hardest section to write.*

- *Its primary purpose is to show the relationships among observed facts.*

- *It should end with a short summary or conclusion regarding the significance of the work.*
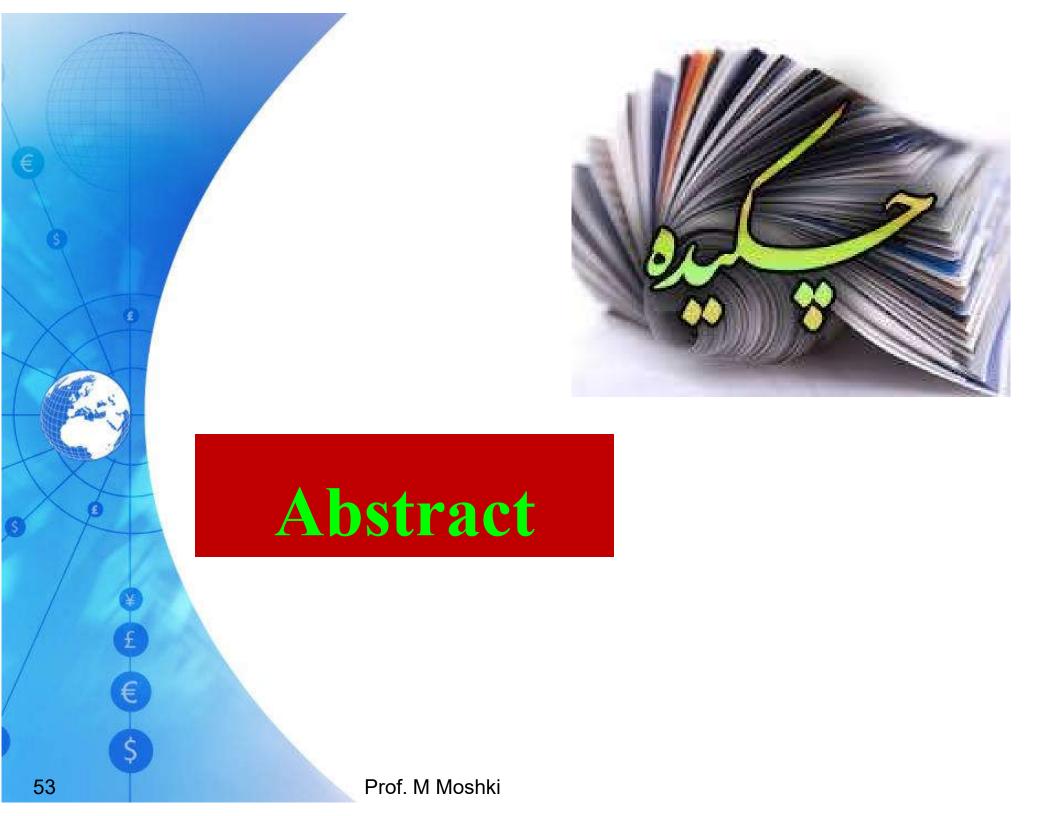
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Components of the Discussion

- Try to present the principles, relationships, and generalizations shown by the Results.

- Show how your results and interpretations agree or contrast with previously published work.

- Discuss the theoretical implications of your work, and any possible practical applications.

اجزای بحث

➤ مرور یافته اصلی تحقیق بدون ذکرعدد یا نتیجه آزمون آماری.

➤ خلاصه نتایج محققان دیگر که همسو با نتایج این تحقیق هستند.

➤ خلاصه نتایج محققان دیگر که مغایر نتایج این تحقیق هستند (استدلال محقق در مورد دلایل این مغایرتها).

➤ اهمیت یافته ها.

➤ محدودیت های تحقیق و اثر آنها بر نتایج تحقیق و تعمیم پذیری یافته ها.

➤ تایید یا رد فرضیه تحقیق یا پاسخ سوال تحقیق.

➤ نتیجه گیری نهایی.

➤ کاربرد های نتایج تحقیق.

➤ پیشنهادها برای تحقیقات بعدی با توجه به یافته ها.

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Abstract

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Abstract

- Summarizes the paper
- Widely read and therefore important
- Commonly organized in IMRAD format (may be or not structured abstract, with headings corresponding to the various sections)
- Normally should not include figures, tables, references
- It is easier to write the abstract after completion of the paper

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Peh W C G, Ng K H

Abstract and keywords

ABSTRACT

The abstract of a scientific paper represents a concise, accurate and factual mini-version of the paper contents. Abstract format may vary according to the individual journal. For original articles, a structured abstract usually consists of the following headings: aims (or objectives), materials and methods, results and conclusion. A few keywords that capture the main topics of the paper help indexing in the medical literature.

databases and records can also be summarised into abstracts. As abstracts are the only substantive portion of the article indexed in many electronic databases, authors need to be careful that abstracts accurately reflect the contents of the paper. Unfortunately, many abstracts disagree with the text of the article.[2] Authors need to ensure that all the information and conclusion contained in the abstract appears in the body of the manuscript.

The format and length required for abstracts differ from journal to journal. Authors should aim to prepare their abstracts in the format specified by the journal they have chosen. Abstracts may be unstructured or structured, depending on the journal style. In general, unstructured abstracts are used for certain types of articles, e.g. case

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Abstract

Background: Pediculosis is a common parasitic infestation in students worldwide, including Iran. This condition is more prevalent in populous and deprived communities with poor personal hygiene. This study sought to assess the efficacy of peer education for adopting preventive behaviors against pediculosis in female elementary school students based on the Health Belief Model (HBM).

Methods: A total of 179 female fifth grade students were selected using multistage random sampling and were randomly allocated to control and intervention groups. A standard questionnaire was designed and administered to collect baseline information. An educational intervention was then designed based on the conducted needs assessment. The educational program consisted of three sessions, held by peers for the intervention group. The questionnaire was re-administered one month after the intervention. Independent and paired t-test, Pearson's correlation coefficient, and regression analysis were applied as appropriate.

Results: The two groups had no significant differences in the scores of knowledge, HBM constructs, or behavior before the intervention. After the intervention, however, the mean scores of all parameters significantly improved in the intervention group.

Conclusion: Peer education based on HBM is an effective strategy to promote preventive behaviors against pediculosis in among fifth grade female elementary school students in Iran.

Keyword: Head lice, Behavior, Prevention, Student, Girl

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Abstract

Menopause represents a critical period in a middle-aged woman's life. It causes physiological problems such as hot flashes, night sweats and anxiety and affects the women's attitude towards their self-efficacy and self-acceptance. This study aimed to design and assess the effectiveness of a group-based educational program on the self-efficacy and self-acceptance of menopause women using the PRECEDE–PROCEED model in Iran. This randomized controlled trial study was conducted on 80 menopause women in the age range of 47-55 years residing in the north east of Iran, who were selected according to the inclusion criteria and were divided into two groups of test (n=40) and control (n=40). Data were collected using the predisposing, reinforcing and enabling factors as well as self-efficacy and self-acceptance questionnaires. Educational intervention in the test group was carried out in four sessions of face-to-face instruction for 120 minutes. The data were collected before and after the intervention in the two groups. The mean age of women was 51.62 ± 4.26 years. In the test group, the mean scores of predisposing ($P<0.001$), reinforcing ($P=0.013$) and enabling ($P<0.001$) factors were significantly different before and after the intervention compared to the control group. The difference in self-efficacy ($P<0.001$) and self-acceptance ($P<0.001$) of the two groups was significant as well. The results showed that designing and implementation of a group-based educational program according to the PRECEDE–PROCEED model can significantly enhance the knowledge and performance of the test group with regard to self-efficacy and self-acceptance.

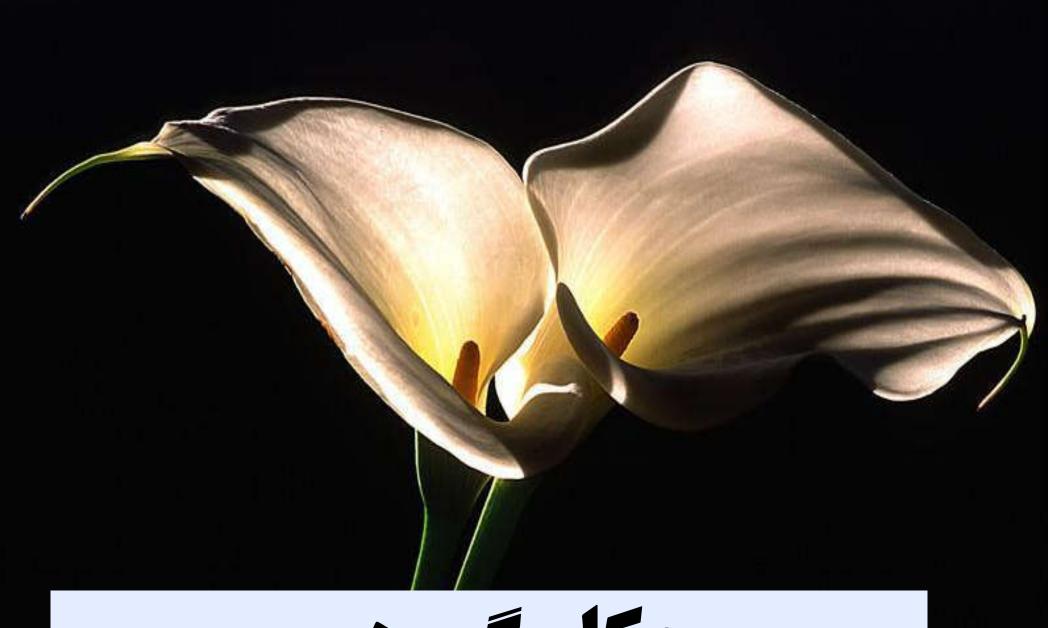*Keywords:* Group-based educational, Self-efficacy, Self-acceptance, Menopause

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Keywords

- Based on the focus of the study
- Captures main topics of the article
- 3 to 5 words
- Terms from Medical Subject Headings (MeSH terms) list in Index Medicus are used

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کار گروهی.