


# "Abstract Writing for Publication: A Step-by-Step Workshop"

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and



<b>Content</b>	<b>Page</b>
1. Types of abstracts	3
2. Elements of abstracts	8
3. Structure and format of an abstract, including length, font, and style	9
4. Moves in abstracts	10
5. High-frequency words and collocations in abstracts	13
6. Common mistakes to avoid in abstract writing, such as overloading with technical jargon or using passive voice	14
7. Tips and tricks to translate Thai-English translation of abstract	15
8. Techniques for revising and editing abstracts to ensure they accurately reflect the contents of the paper	18

## 1. Types of abstracts

### What is an abstract?

An abstract is a brief summary of a research paper, article, or presentation. It includes information on the research question or problem, the methods used, the main results or findings, and the conclusions or implications of the research. An abstract usually has information about the research question or problem, the methods used, the main results or findings, and the conclusions or implications of the research.

The length of an abstract can vary depending on the conference's or journal's requirements, but generally, abstracts for research papers are around 150–250 words. Some journals or conferences may have a specific word count or character limit for abstracts, so it's important to check their guidelines before submitting an abstract.

In addition to the length, the content and structure of an abstract are also important. A good abstract should have a short introduction that gives background information on the research question or problem, a statement of the purpose or goals of the study, a summary of the methods used, the main results or findings, and a conclusion that emphasizes the importance and implications of the research. To get people interested in the research, the abstract should be short, clear, and interesting.

There are some differences in how abstracts are written and structured across different fields of study. Here are a few general differences:

- **Humanities:** In the humanities, abstracts often provide a brief summary of the argument or thesis of a paper or book, along with a description of the evidence or sources used to support the argument. The abstract may also include a brief discussion of the implications or significance of the argument.
- **Social Sciences:** In the social sciences, abstracts typically describe the research question, the methods used to answer the question, the main results or findings, and the implications of the research for theory or practice. Social science abstracts may also include information on the sample or population studied and any limitations or potential sources of bias.

- **Natural and Physical Sciences:** In the natural and physical sciences, abstracts often include a brief introduction to the research question or problem, a statement of the methods used to conduct the research, a summary of the main findings or results, and a discussion of the implications of the findings for theory or practice. Science abstracts may also include information on the sample or population studied, any controls or experimental design used, and any statistical analyses conducted.

Of course, these are just generalizations, and the specific content and structure of an abstract can vary depending on the field, the journal or conference, and the individual paper or presentation.

## A Sample: No. 1

Open Access

Conference Report

### Plant Translocation for Threatened Species Conservation †

by  Anurag Dhyani <sup>1,2,\*</sup>  and  Thomas Abeli <sup>3</sup> 

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† Presented at Training School Plant Translocation—Theory and Techniques, Roma, Italy, 24–26 March 2021.

*Proceedings* **2022**, *80*(1), 1; <https://doi.org/10.3390/proceedings2022080001>

Published: 7 February 2022

(This article belongs to the Proceedings of Stand Alone Papers 2022)

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Review Reports

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#### Abstract

A training school on Plant Translocation—Theory and Techniques was held on 24–26 March 2021 organized virtually at the Botanic Garden of Rome, Italy. The aim of the course was to train budding scientists in the field of threatened plant restoration and conservation. The course was attended by 77 participants, viz., postdoctoral fellows, faculty and scientists, from 28 countries.

**Keywords:** plant translocation; threatened; conservation

**Source:** <https://www.mdpi.com/2504-3900/80/1/1>

**A Sample: No.2****Systematic Review-Adverse Effects of Silver Diamine Fluoride**

**Nanda S<sup>1\*</sup>, Papathanasiou A<sup>1</sup>, Cardarelli J<sup>1</sup>, Gonzalez M<sup>2</sup>, Mesgarzadeh M<sup>1</sup> and Zandona AF<sup>1</sup>**

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**Research Article****Volume 7 Issue 4****Received Date:** November 08, 2022**Published Date:** November 25, 2022

DOI: 10.23880/oajds-16000352

**Abstract**

**Purpose:** To conduct a systematic review of the literature regarding the possible adverse systemic and oral effects of silver diamine fluoride (SDF) when used as a therapeutic agent for arresting caries in deciduous and permanent teeth in children and adolescents.

**Methods:** A digital search of the adverse effects of SDF was conducted on November 25, 2020 without date of publication restraints. The data was updated in February 2022 with no additional significant findings. The search was conducted using PubMed, Scopus, Cochrane Library via Wiley, EMBASE, LILACS, Biological Science Index, OpenGrey, Grey Literature Report, Dissertations and Theses, ClinicalTrials.gov, and International Clinical Trials Registry Platform.

**Results:** The initial digital and manual systematic literature search found a total of 493 articles; after the removal of duplicates and other publications, a total of 6 publications were included in this systematic review: 3 randomized controlled trials, 2 clinical trials, and 1 ex-vivo study. SDF application was accompanied by black staining of the tooth in all six studies. There were no reports that SDF caused serious systemic illness or oral injury based on this systematic review.

**Keywords:** Silver Diamine Fluoride; Adverse Effects; Systematic Review

**Source:** <https://medwinpublishers.com/OAJDS/systematic-review-adverse-effects-of-silver-diamine-fluoride.pdf>

## A Sample: No.3

Original articles


# Back to the present: Assimilation of late 19th century performance features among currently active violinists

Eitan Ornoy  & Shai Cohen 

Pages 413-427 | Received 29 Oct 2020, Accepted 10 Jan 2022, Published online: 01 Feb 2022

 Download citation  <https://doi.org/10.1080/09298215.2022.2029496>

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## Abstract

Present-day inquiries into aspects of 19th century performance style mark the growing quest to revive practices of post-1800 music repertoire. This paper aims to trace whether there be found an impact of recordings made by 19th century violinists of coeval repertoire on current performers who've recorded the same works. Early, intermediate, and present-day recordings ( $N = 81$ ) of three late-romantic compositions were analyzed for the manner of execution of varied performance features. While similarities between early and current period players were traced to a certain extent, several early period distinctives are still rather absent from prevalent praxis. Results may shed light on performance style and interpretation of late C19 violin repertoire and on the influence of sonic documentation on 21st century players.

**Q KEYWORDS:** Violin recordings performance analysis historically informed performance (HIP) mainstream performance (MS)  
nineteenth century music performance

## Source:

Eitan Ornoy & Shai Cohen (2021) Back to the present: Assimilation of late 19th century performance features among currently active violinists, *Journal of New Music Research*, 50:5, 413-427, DOI: [10.1080/09298215.2022.2029496](https://doi.org/10.1080/09298215.2022.2029496)

Question 1: Is this well written and how many parts are there in this abstract?

Answer: this abstract appears to be well-written and conveys the purpose, methods, and findings of the research study it describes.

Answer: Purpose/ Aim, Methods, Findings, Significance of findings, No Implication

## A Sample: No.4

# Rural-Urban Healthcare Access Inequality Challenge: Transformative Roles of Information Technology

IN STOCK | SKU#: 46.4.05

## Publication History

**Received:** January 6, 2017

**Revised:** April 3, 2018; May 5, 2019; August 2, 2020; June 24, 2021; November 25, 2021

**Accepted:** December 20, 2021

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**Published in Issue:** Forthcoming

<https://doi.org/10.25300/MISQ/2022/14789>

## Abstract

Rural-urban healthcare access inequality refers to a disparity between rural and urban people with severe medical ailments in gaining access to the high-quality healthcare services they need. Although much hope has been pinned on the use of health information technology (HIT) to alleviate this critical and enduring societal challenge, the realized societal impact of HIT is unclear. Anchoring on both social transformation theory and affordance actualization theory, we conducted an in-depth qualitative study with two rounds of data collection in China. In addition to investigating how the societal challenge has triggered transformative HIT interventions, our analysis contributes to a theory on an HIT solution for the rural-urban healthcare access inequality challenge by establishing a link between HIT affordances and HIT interventions. This is done by examining how microlevel HIT effects escalate to macrolevel HIT effects through societal-level affordance actualization, which can affect this healthcare access inequality challenge. Along with providing policy implications on introducing HIT solutions to address intricate and complex societal challenges, this study extends existing theories by revealing the adaptation of the HIT intervention and differentiating the effects of collective and shared affordances.

**Source:** <https://misq.umn.edu/rural-urban-healthcare-access-inequality-challenge-transformative-roles-of-information-technology.html>

**Question 2:** Is this well written and how many parts are there in this abstract?

**Answer:** The abstract is well-structured and clearly presents the key elements of the research study.

**Answer:** This abstract contains several elements typically found in research abstracts, including the aim, methods, results, and implications of the study.

## 2. Elements of abstracts

There are several key elements that are typically included in an abstract, regardless of the field or discipline. The following are the common elements of an abstract:

1. **Background or introduction:** This section provides context for the research, highlighting the problem or question being addressed and why it is important.
2. **Objectives** or research questions: This section outlines the goals of the research, including the specific questions being addressed.
3. **Methods:** This section summarizes the methods used to conduct the research, including any experimental design, data collection and analysis, or theoretical frameworks used.
4. **Results or findings:** This section provides a summary of the main results or findings of the research.
5. **Conclusion or implications:** This section highlights the significance of the research and its implications for theory, practice, or future research.

In terms of characteristics that are accepted in a good abstract, here are some key points to keep in mind:

- **Clarity:** The abstract should be clear and concise, using plain language and avoiding jargon or technical terms that may be unfamiliar to readers.
- **Accuracy:** The abstract should accurately reflect the content of the research, including key findings and implications.
- **Focus:** The abstract should be focused on the main points and findings of the research, without going into unnecessary detail or tangents.
- **Structure:** The abstract should follow a clear and logical structure, with each section building on the previous one and leading to a clear conclusion.
- **Length:** The abstract should be concise and within the specified word limit, while still providing all necessary information.



### 3. Structure and format of an abstract, including length, font, and style

The structure and format of an abstract can vary depending on the journal or conference, but here are some general guidelines:

- **Length:** Abstracts are typically between 150 and 250 words, although the specific length may vary depending on the journal or conference requirements. Some may have a specific word count or character limit that must be followed.
- **Font and style:** The font size and style for an abstract should be the same as the main text of the paper, and the abstract should be written in the **same style as the paper**, including any citations or references.
- **Paragraphs:** An abstract should be organized into separate paragraphs that **cover each of the key elements** listed in my previous answer (background, objectives, methods, results, and conclusion).
- **Headings:** Some journals or conferences may require specific headings for each section of the abstract, such as "Introduction," "Methods," and "Results."
- **Use of abbreviations:** Abbreviations should be kept to a minimum in an abstract, and any abbreviations that are used should be defined the first time they are used.
- **Language and tone:** An abstract should be written in clear and concise language, using active voice where possible, and avoiding overly technical or jargon-filled language.

It's important to **check the specific requirements** for the journal or conference you are submitting to, as they may have their own guidelines for abstract formatting and structure.

#### 4. Moves in abstracts

The term "move" can be used to refer to the organization of different sections within an academic article, such as the introduction, literature review, methodology, results, and discussion sections. These sections are often considered "moves" because they serve a specific function in the overall argument or narrative of the article, and they typically follow a specific order or structure.

For example, the introduction section might include a statement of the research question or problem, a brief overview of the relevant literature, and a statement of the purpose and significance of the study. The literature review section might then provide a more detailed overview of the existing research on the topic, including key concepts, theories, and empirical findings. The methodology section would then describe the methods used to conduct the study, including the sample, measures, and procedures. The results section would present the findings of the study, while the discussion section would interpret the results and connect them to the broader literature and research question.

By breaking an academic article down into these different "moves," writers can create a clear and coherent structure that guides the reader through the argument and evidence step by step. This can make the article easier to follow and more persuasive overall.

There are some common words and expressions that are typically used to indicate different sections of research articles. Here are some examples:

1. **Introduction:** In the introduction section, you might use words and expressions such as "background," "context," "problem," "research question," "hypothesis," "aim," "objective," or "purpose" to introduce the research topic, explain its significance, and describe the main research question or hypothesis that will be addressed in the study.
2. **Literature review:** In the literature review section, you might use words and expressions such as "previous research," "prior studies," "relevant literature," "key concepts," "theoretical framework," or "research gap" to summarize and analyze the existing research on the topic, identify the key themes and concepts that have emerged, and highlight any gaps or areas where further research is needed.
3. **Methodology:** In the methodology section, you might use words and expressions such as "design," "sample," "participants," "measures," "procedures," "data analysis," or "ethical considerations" to describe the specific methods used to conduct the study, including the research design, sample selection, data collection procedures, and statistical analyses.
4. **Results:** In the results section, you might use words and expressions such as "findings," "data," "results," "tables," or "figures" to present the main results of the study in a clear and concise manner, using appropriate statistical or graphical displays to illustrate the key findings.
5. **Discussion:** In the discussion section, you might use words and expressions such as "interpretation," "implications," "limitations," "future research," or "conclusion" to analyze and

interpret the results of the study, discuss their implications for the broader literature and research question, identify any limitations or caveats, and suggest directions for future research.

Different fields of study may have different "moves" or strategies for structuring an abstract. Here are some general moves that are commonly used in abstracts in different fields:

#### Social Sciences:

1. Introduction or background: This section provides context for the research, highlighting the problem or question being addressed and why it is important.
2. Methods: This section summarizes the methods used to conduct the research, including any experimental design, data collection and analysis, or theoretical frameworks used.
3. Results or findings: This section provides a summary of the main results or findings of the research.
4. Conclusion or implications: This section highlights the significance of the research and its implications for theory, practice, or future research.

#### Humanities:

1. Introduction or thesis statement: This section introduces the main argument or thesis of the paper or book, and provides context for the research.
2. Evidence or sources: This section describes the evidence or sources used to support the argument, and may include a discussion of methodology or theoretical frameworks.
3. Analysis or interpretation: This section summarizes the main analysis or interpretation of the evidence or sources, and may include a discussion of the significance of the argument.
4. Conclusion or implications: This section highlights the significance of the research and its implications for the field or topic.

#### Sciences:

1. Background or introduction: This section provides context for the research, highlighting the problem or question being addressed and why it is important.
2. Methods: This section summarizes the methods used to conduct the research, including any experimental design, data collection, and analysis, or theoretical frameworks used.

3. Results or findings: This section provides a summary of the main results or findings of the research, including any statistical analyses or graphs.
4. Conclusion or implications: This section highlights the significance of the research and its implications for theory, practice, or future research.

It's important to note that these are general moves, and the specific content and structure of an abstract can vary depending on the field, the journal or conference, and the individual paper or presentation.

## 5. High-frequency words and collocations in abstracts

Here are some high-frequency words and collocations that are commonly used in abstracts:

1. **"Study"**: This word is often used to introduce the research question or topic, as in "This study investigates the relationship between X and Y."
2. **"Results"**: This word is used to describe the key findings of the study, as in "The results show that there is a significant positive correlation between X and Y."
3. **"Findings"**: This is another way to refer to the results of the study, and is often used in conjunction with specific statistical or qualitative data, as in "The findings indicate that there is a significant difference between Group A and Group B."
4. **"Conclusion"**: This word is often used to summarize the main implications of the study, as in "In conclusion, this study provides new insights into the relationship between X and Y, and highlights the need for further research in this area."
5. **"Significance"**: This word is used to describe the broader implications or importance of the study, as in "The findings of this study have significant implications for the field of X, and can inform future research and practice."
6. **"Methodology"**: This word is used to describe the specific methods used to conduct the study, as in "The methodology of this study involved a randomized controlled trial design, with a sample size of 100 participants."
7. **"Limitations"**: This word is used to describe any potential weaknesses or limitations of the study, as in "One of the limitations of this study was the relatively small sample size, which may have impacted the generalizability of the findings."
8. **"Implications"**: This word is used to describe the potential practical or theoretical implications of the study, as in "The implications of this study suggest that there may be a need for new interventions or policies to address the issue of X."
9. **"Data"**: This word is used to describe the specific quantitative or qualitative data collected in the study, as in "The data collected in this study consisted of survey responses, interview transcripts, and observational notes."
10. **"Analysis"**: This word is used to describe the specific statistical or qualitative analyses used to analyze the data, as in "The data were analyzed using multiple regression analysis, which allowed us to identify the key predictors of Y."

## 6. Common mistakes to avoid in abstract writing, such as overloading with technical jargon or using passive voice

Some common mistakes to avoid when writing an abstract:

1. **Overloading with technical jargon:** While it's important to use appropriate technical terminology when describing the research topic and methodology, it's also important to ensure that the abstract is accessible to a broad audience, including those who may not be familiar with the technical details of the field. Try to use plain language whenever possible, and avoid using technical jargon without explaining its meaning.
2. **Using passive voice:** Passive voice can make the abstract sound more formal and impersonal, but it can also make the writing more difficult to follow and less engaging. Try to use active voice whenever possible, as it can help to make the writing more direct and engaging.
3. **Including too much detail:** While it's important to provide a clear and concise summary of the research study, it's also important to avoid overwhelming the reader with too much detail. Focus on the main findings and conclusions, and try to present them in a clear and concise manner.
4. **Failing to provide context:** The abstract should provide a clear sense of the background and significance of the research topic, and should explain why the study is important and relevant to the field. Failing to provide this context can make it more difficult for the reader to understand the significance of the research.
5. **Being too vague:** While it's important to avoid including too much detail, it's also important to provide enough information to give the reader a clear sense of the research study. Avoid being too vague or general, and try to be as specific as possible when describing the research question, methodology, and findings.
6. **Failing to follow the journal guidelines:** Different journals may have different requirements or guidelines for abstracts, so it's important to make sure that you are following the guidelines of the specific journal you are submitting to. Make sure that you are using the appropriate formatting, word count, and style guidelines, and that you have included all the necessary information.

## 7. Tips and tricks to translate Thai-English translation of abstract

Understand the structure and purpose of an abstract: Before starting the translation process, it's important to have a clear understanding of the purpose and structure of an abstract. Abstracts are typically brief summaries of a research study, and are designed to provide a quick overview of the key findings and conclusions. Understanding this structure can help to guide your translation and ensure that you are accurately conveying the main points of the study.

1. **Use a good dictionary and online resources:** When translating from Thai to English, it's important to have access to a good English-Thai dictionary, as well as other online resources that can help with translation, such as Google Translate. However, it's important to use these resources with caution, as they can sometimes provide inaccurate translations.
2. **Pay attention to verb tense and sentence structure:** In English, the verb tense is used to indicate the time frame of the action being described, while in Thai, the verb tense is often indicated by the context. It's important to pay close attention to verb tense when translating and to ensure that the sentence structure is appropriate for the target language.
3. **Be aware of cultural differences:** When translating from Thai to English, it's important to be aware of cultural differences that may impact the meaning of certain words or phrases. For example, certain idiomatic expressions may not translate well into English and may need to be translated more literally.
4. **Proofread** and edit your translation: Once you have completed the initial translation, it's important to carefully proofread and edit your work to ensure that it is accurate and clear. Make sure that the translation is grammatically correct and that it accurately conveys the main points of the study. If possible, have a native English speaker review your work to provide feedback and suggestions for improvement.

## Activity: Translation quality

### บทคัดย่อ(Abstract)

การวิจัยครั้งนี้เป็นการวิจัยกึ่งทดลอง(Quasi-Experimental Research)โดยมีวัตถุประสงค์เพื่อศึกษาถึงผล ก่อนและหลังการพัฒนาศักยภาพเครือข่ายอาสาสมัครสาธารณสุขประจำหมู่บ้าน(อสม.)ในการเยี่ยมบ้าน ประชากร ในการศึกษาเป็นอาสาสมัครสาธารณสุขประจำหมู่บ้าน ตำบลขวาว อำเภอสลภูมี จังหวัดร้อยเอ็ด จำนวน 125 คน โดยจัดอบรมให้ความรู้ในการเยี่ยมบ้าน และวัดความรู้ก่อนและหลังการจัดการอบรม โดยเก็บข้อมูลระหว่างวันที่ 16 พฤษภาคม 2555 ถึง 30 มิถุนายน 2555 ข้อมูลทั่วไป ความรู้ในการปฏิบัติตัว ใช้สถิติ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ส่วนการเปรียบเทียบความแตกต่างของความรู้ ทักษะการเยี่ยมบ้านก่อนและหลังการฝึก อบรมใช้สถิติ Paired t-test จากผลการวิจัย พบว่าความรู้และทักษะการปฏิบัติงานในการเยี่ยมบ้านของอสม. มีความรู้เพิ่มมากขึ้นหลัง จากได้รับการฝึกอบรมอย่างมีนัยสำคัญทางสถิติ ( $P < 0.001$ ) ดังนั้นหากจะให้เกิดประสิทธิภาพและประสิทธิผล สูงสุดในการเยี่ยมบ้านของ อสม. จึงควรเพิ่มหลักสูตรการให้ความรู้และทักษะการปฏิบัติงานในการเยี่ยมบ้านแก่ อสม. ก่อนที่จะให้ อสม. ออกปฏิบัติงานเยี่ยมบ้านจริง นอกจากนั้นควรพัฒนาศักยภาพของ อสม. ให้มีความรู้ด้าน โรคต่างๆ บุคลิกภาพ ความน่าเชื่อถืออย่างสม่ำเสมอ ตลอดจนมีการวางแผนล่วงหน้าก่อนลงเยี่ยมบ้าน มีขั้นตอนการปฏิบัติที่ชัดเจนก็จะช่วยให้การเยี่ยมบ้านมีคุณภาพที่ดียิ่งขึ้น

This quasi-experimental research aimed to study the potential of home visit program and training in village health volunteers in Khwao, Selaphum, Roi Et (N = 125). The pre-training data of home visit was collected from April 1 to 30, 2012. Observation and a questionnaire were used to collect the data. Then, a home visit program was provided with pretest – posttest evaluation on May 16, 2012. During the weekdays, five to seven village health volunteers participated in daily home visit with rotation training approach. Then, the post-training data was collected from May 18 to June 30, 2012. Frequency and percentage were used to analyze personal attributes of the population the same as the knowledge of home visit. Mean and standard deviation were used to analyze the practice. Paired t-test was used to compare pre-training and post-training knowledge the same as pre-training and post-training practice. The results indicated that, after providing the home visit program and training, the knowledge and practice of village health volunteers significantly improved at statistical level of 0.05. This study concluded that home visit program, a clear home visit guideline, the participation of village health volunteer, careful planning in advance, on-site monitoring and evaluating by health personnel, and monthly report should be provided in order to improve home visit network.

Source: <https://rb.gy/1xrayf>



การวิจัยครั้งนี้เป็นการวิจัยกึ่งทดลอง (Quasi-Experimental Research) โดยมีวัตถุประสงค์เพื่อศึกษาถึงผล ก่อนและหลังการพัฒนาศักยภาพเครือข่ายอาสาสมัครสาธารณสุขประจำหมู่บ้าน (อสม.) ในการเยี่ยมบ้าน ประชากร ในการศึกษาเป็นอาสาสมัครสาธารณสุขประจำหมู่บ้าน ตำบลลพบุรี อำเภอเสลภูมิ จังหวัดร้อยเอ็ด จำนวน 125 คน โดยจัดอบรมให้ความรู้ในการเยี่ยมบ้าน และวัดความรู้ก่อนและหลังการจัดการอบรม โดยเก็บข้อมูลระหว่างวันที่ 16 พฤษภาคม 2555 ถึง 30 มิถุนายน 2555 ข้อมูลทั่วไป ความรู้ในการปฏิบัติตัว เชื้อชาติ ความถี่ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน ส่วนการเปรียบเทียบความแตกต่างของความรู้ ทักษะการเยี่ยมบ้านก่อนและหลังการฝึก อบรม เชื้อชาติ Paired t-test จากผลการวิจัย พบว่าความรู้และทักษะการปฏิบัติงานในการเยี่ยมบ้านของอสม. มีความรู้เพิ่มมากขึ้นหลัง จากได้รับการฝึกอบรมอย่างมีนัยสำคัญทางสถิติ ( $P < 0.001$ ) ดังนั้นหากจะให้เกิดประสิทธิภาพและประสิทธิผล สูงสุดในการเยี่ยมบ้านของ อสม. จึงควรเพิ่มหลักสูตรการให้ความรู้และทักษะการปฏิบัติงานในการเยี่ยมบ้านแก่ อสม. ก่อนที่จะไป อสม. ออกปฏิบัติงานเยี่ยมบ้านจริง นอกจากนั้นควรพัฒนาศักยภาพของ อสม. ให้มีความรู้ด้าน โรคต่างๆ บุคลิกภาพ ความน่าเชื่อถืออย่างสม่ำเสมอ ตลอดจนมีการวางแผนล่วงหน้าก่อนลงเยี่ยมบ้าน มีขั้นตอน การปฏิบัติที่ชัดเจนก็จะช่วยให้การเยี่ยมบ้านมีคุณภาพที่ดียิ่งขึ้น

This quasi-experimental research aimed to study the potential of home visit program and training in village health volunteers in Khwao, Selaphum, and Roi Et (N = 125). The pre-training data of home visits was collected from April 1 to 30, 2012. Observation and a questionnaire were used to collect the data. Then, a home visit program was provided with a pretest–posttest evaluation on May 16, 2012. During the weekdays, five to seven village health volunteers participated in daily home visits with a rotation training approach. Then, the post-training data was collected from May 18 to June 30, 2012. Frequency and percentage were used to analyze personal attributes of the population the same as the knowledge of home visit. Mean and standard deviation were used to analyze the practice. Paired t-test was used to compare pre-training and post-training knowledge the same as pre-training and post-training practice. The results indicated that, after providing the home visit program and training, the knowledge and practice of village health volunteers significantly improved at a statistical level of 0.05. This study concluded that a home visit program, a clear home visit guideline, the participation of village health volunteers, careful planning in advance, on-site monitoring and evaluating by health personnel, and a monthly report should be provided in order to improve the home visit network.

## 8. Techniques for revising and editing abstracts to ensure they accurately reflect the contents of the paper

Keywords must be consistent.

### Systematic Review-Adverse Effects of Silver Diamine Fluoride

Nanda S<sup>1\*</sup>, Papathanasiou A<sup>1</sup>, Cardarelli J<sup>1</sup>, Gonzalez M<sup>2</sup>, Mesgarzadeh M<sup>1</sup> and Zandona AF<sup>1</sup>

<sup>1</sup>Tufts University School of Dental Medicine, USA

<sup>2</sup>Private Practice, USA

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Research Article

Volume 7 Issue 4

Received Date: November 08, 2022

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DOI: 10.23880/oajds-16000352

#### Abstract

**Purpose:** To conduct a systematic review of the literature regarding the possible adverse systemic and oral effects of silver diamine fluoride (SDF) when used as a therapeutic agent for arresting caries in deciduous and permanent teeth in children and adolescents.

**Methods:** A digital search of the adverse effects of SDF was conducted on November 25, 2020 without date of publication restraints. The data was updated in February 2022 with no additional significant findings. The search was conducted using PubMed, Scopus, Cochrane Library via Wiley, EMBASE, LILACS, Biological Science Index, OpenGrey, Grey Literature Report, Dissertations and Theses, ClinicalTrials.gov, and International Clinical Trials Registry Platform.

**Results:** The initial digital and manual systematic literature search found a total of 493 articles; after the removal of duplicates and other publications, a total of 6 publications were included in this systematic review: 3 randomized controlled trials, 2 clinical trials, and 1 ex-vivo study. SDF application was accompanied by black staining of the tooth in all six studies. There were no reports that SDF caused serious systemic illness or oral injury based on this systematic review.

**Keywords:** Silver Diamine Fluoride; Adverse Effects; Systematic Review

### Systematic Review-Adverse Effects of Silver Diamine Fluoride

#### Abstract

**Purpose:** To conduct a systematic review of the literature regarding the possible adverse systemic and oral effects of silver diamine fluoride (SDF) when used as a therapeutic agent for arresting caries in deciduous and permanent teeth in children and adolescents.

## Introduction

**Silver Diamine fluoride** (SDF) has been used as a therapeutic agent for arresting caries in deciduous and permanent teeth since the 1970's [4]. This product was developed in the late 1960s, when ammonia was added to silver nitrate to make it stable for use as an antibacterial agent to prevent and treat dental caries [5]. The U.S. Food and Drug Administration (FDA) approved the use of SDF

**Silver diamine fluoride** (SDF) at a concentration of 38% (44,800 ppm fluoride) is the highest concentration among fluoride agents used in dental practice and the only concentration available in the US [10,11]. Due to the high concentrations of fluoride and silver, adverse effects of SDF are of concern regarding its use in young children. It has been thought that silver ions have low cell toxicity, but the oxidation of ionized silver into metallic silver has been the most obvious adverse effect of SDF, causing the black staining effect on carious tissue and limiting its use in aesthetically demanding patients [5,12,13]. A range of SDF products exist on the market and some products include a second step application that can reduce staining caused by SDF alone to varying degrees, while others have an aqueous based solution to create a more neutral pH [14].

## Follow the guidelines of journals

### Submission Updates Beginning January 1, 2022

The *MISQ* will be requiring some new items from paper submissions. They are outlined below:

- **APA Style:** Beginning with papers published in the June 2022 issue, *MISQ* will be utilizing **APA 7th edition** for all future papers. All papers will need to be formatted to APA by that time. The biggest impact this will have is on the references style.
- **Research Transparency Statement:** All new submissions must be accompanied by a commitment by the author(s) in the paper's cover letter to make transparency materials available in the round after receiving a minor revision decision. For revisions submitted after January 1, 2022, where the original version was submitted to *MIS Quarterly* before January 1, 2022, authors can volunteer to make transparency materials available, but they are not required to do so. For more information regarding this initiative, please visit [the June 2021 Editor's Comments](#).

Additionally, authors will need to complete a transparency commitment and upload the completed document as part of their submission. A template is [here](#) for authors to download. Authors will need to upload this document during Step 2: Upload Files > add this file as "Miscellaneous."

- **Cover Letter Sample:** *MISQ*'s sample cover letter has been updated to reflect these new initiatives. You can visit Instructions for Authors > [Sample Cover Letter](#) for more details.

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# Abstract and Keywords Guide

**ABSTRACT:** The abstract needs to provide a brief but comprehensive summary of the contents of your paper. It provides an overview of the paper and helps readers decide whether to read the full text. **Limit your abstract to 250 words.**<sup>1</sup>

## Abstract Content

The abstract addresses the following (usually 1–2 sentences per topic):

- key aspects of the literature review
- problem under investigation or research question(s)
- clearly stated hypothesis or hypotheses
- methods used (including brief descriptions of the study design, sample, and sample size)
- study results
- implications (i.e., why this study is important, applications of the results or findings)

## Abstract Format

- recommended fonts: 11-point Calibri, 11-point Arial, 10-point Lucida Sans Unicode, 12-point Times New Roman, 11-point Georgia, or 10-point Computer Modern<sup>2</sup>
- 1-in. margins on all sides
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- section label: **“Abstract”**
  - centered and in **bold**
  - written on the first line of the page
- text:
  - one line below the section label
  - not indented and written as a single paragraph
  - double-spaced

<sup>1</sup> Unless requested otherwise; consult your instructor for appropriate formatting guidelines. In academic journals, abstracts typically are limited to no more than 250 words. However, some instructors or journals have different abstract length and formatting requirements.

<sup>2</sup> Other fonts are also acceptable so long as they are legible and widely available.

**KEYWORDS:** Keywords need to be descriptive and capture the most important aspects of your paper. They are used for indexing in databases and as search terms for readers. **Include three to five words, phrases, or acronyms as keywords.**

## Keywords Content

Keywords address essential paper elements, such as the following:


- research topic
- population
- method
- application of results or findings

## Keywords Format

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- text:
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The APA manual recommends the use of the author-date citation structure for in-text citation references. This structure requires that any in-text citation (i.e., within the body of the text) be accompanied by a corresponding reference list entry. In the in-text citation provide the surname of the author but do not include suffixes such as "Jr."

As Ahmed (2016) mentions...

(Ahmed, 2016)

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**Table 1****Title**

Stub Heading	Column Spanner		Column Spanner	
	Column Heading	Column Heading	Column Heading	Column Heading
	Table Spanner			
Row 1	123	234 <sup>a</sup>	456	789
Row 2	123	987	543	876
	Table Spanner			
Row 3	432	567	543	908
Row 4	256	849	407*	385

*Note.* This is a general note, referring to information about the entire table. Notes should be double spaced.

<sup>a</sup>Specific notes appear in a new paragraph; further specific notes follow in the same paragraph.

\*A probability note appears in a new paragraph.

A generic example of a table with multiple notes formatted in APA 7 style.



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Tables should only include borders and lines that are needed for clarity (i.e., between elements of a decked head, above column spanners, separating total rows, etc.). Do not use vertical borders, and do not use borders around each cell. Spacing and strict alignment is typically enough to clarify relationships between elements.

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**Table 3**

*Sample Table Showing Decked Heads and P Value Note*

Variable	Visual		Infrared		F	η
	M	SD	M	SD		
Row 1	3.6	.49	9.2	1.02	69.9***	.12
Row 2	2.4	.67	10.1	.08	42.7***	.23
Row 3	1.2	.78	3.6	.46	53.9***	.34
Row 4	0.8	.93	4.7	.71	21.1***	.45

\*\*\*p < .01.

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Rural-urban healthcare access inequality refers to a disparity between rural and urban people with severe medical ailments in gaining access to the high-quality healthcare services they need. Although much hope has been pinned on the use of health information technology (HIT) to alleviate this critical and enduring societal challenge, the realized societal impact of HIT is unclear.

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C2

## CEFR Level: CEF Level C2

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### Suggested vocabulary:

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inequality  
disparity  
severe  
ailments  
high-quality  
pinned  
enduring

number of words: 186

average sentence length: 27

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word complexity: 3063

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อาสาสมัครสาธารณสุข (n) Village Health Volunteer

ประจำหมู่บ้าน (อสม.)



🔍 "village health volunteer อสม"



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### [Value Chain ต้นน้ำ กลางน้ำ ปลายน้ำ](#)

8 ก.ย. 2560 — Smart VHV (Village Health Volunteer) อสม. ๘.๐. > พัฒ นา อสม. ทัวประเทศ ใหม่  
ทักษะในการใช้เทคโนโลยีดิจิทัลและสามารถถ่ายทอด Digital Health ...  
62 หน้า

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Village Health Volunteer อสม. public officialเจ้าหน้าที่ฝ่ายปกครอง another relationshipอื่นๆ. Refused to answerปฏิเสธที่จะตอบ. This field is required.

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### [ReSult From Households Surveys in the Klong Mae Kha ...](#)

4 ส.ค. 2557 — □Committee of community or village □ Village Health Volunteer (อสม.) □Civil Defense. Volunteer (อพปร.).  
106 หน้า

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### [Appendix D](#)

Village Health Volunteer (อสม. Ao-So-Mo). The Village Health Volunteer scheme was initiated decades ago by the Ministry of Public Health to strengthen the ...  
167 หน้า

### Agricultural Damage by 2011 Flood in Wang Man

Villgae	Farmland(rai)				Livestock(head)						Fishery(rai)			
	Rice	Field Crop	Others	Total	Cow	Buff	Pig	Chicken	Others	Total	Fish	Swrimp	Others	Total
1	15	-	-	15	-	-	-	-	-	-	-	-	-	-
2	-	-	-	0	-	-	-	-	-	-	-	-	-	-
3	269	21	5	295	-	-	-	-	-	-	-	-	-	-
4	81	6	-	87	-	-	-	-	-	-	-	-	-	-
5	-	-	-	0	-	-	-	-	-	-	-	-	-	-
6	-	25	-	25	-	-	-	-	-	-	-	-	-	-
7	-	-	-	0	-	-	-	-	-	-	-	-	-	-
8	121	-	-	121	-	-	-	-	-	-	-	-	-	-
Total	486	52	5	543	-	-	-	-	-	-	-	-	-	-

People in T. Wang Man responded to the flood by moving their assets and animals to higher places, securing drinking water with the initiative of Tambon Administrative Organization (TAO), securing food and vaccine for the livestock, providing medical care services by [village health volunteers](#), and other activities.

Source: [https://openjicareport.jica.go.jp/pdf/12128906\\_05.pdf](https://openjicareport.jica.go.jp/pdf/12128906_05.pdf)

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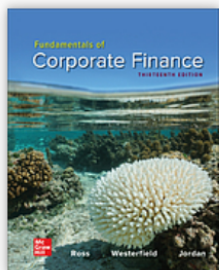
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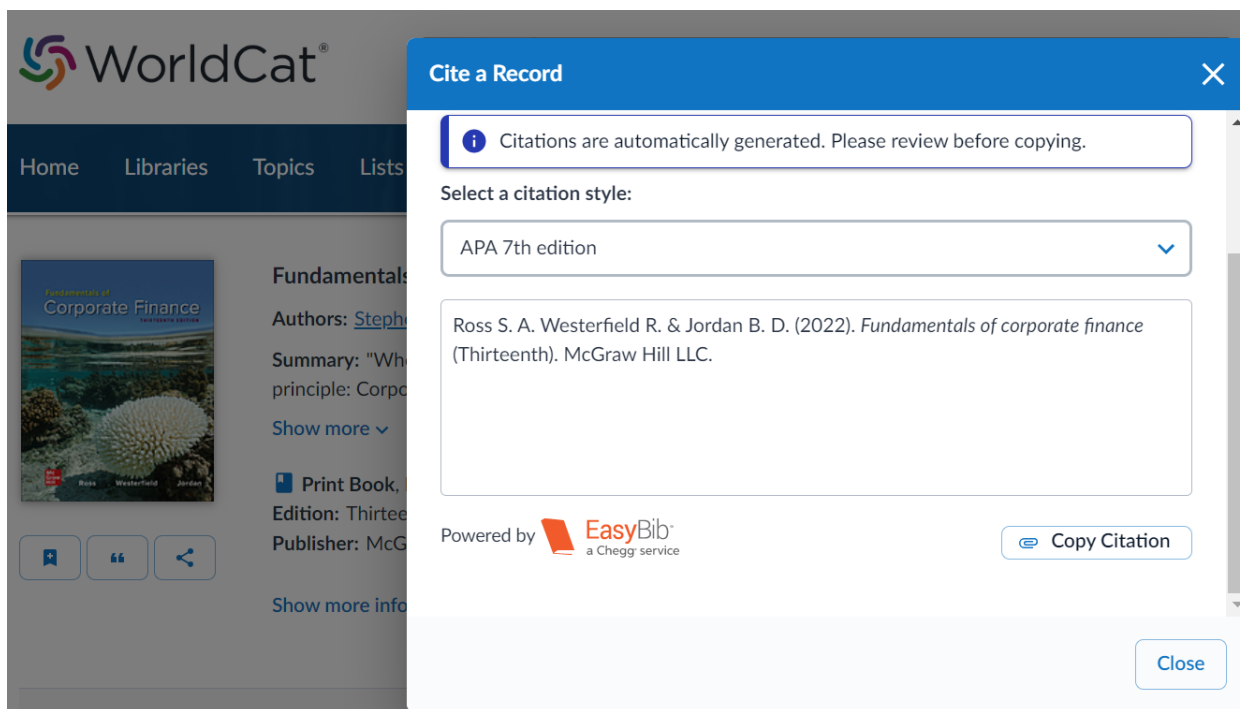
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