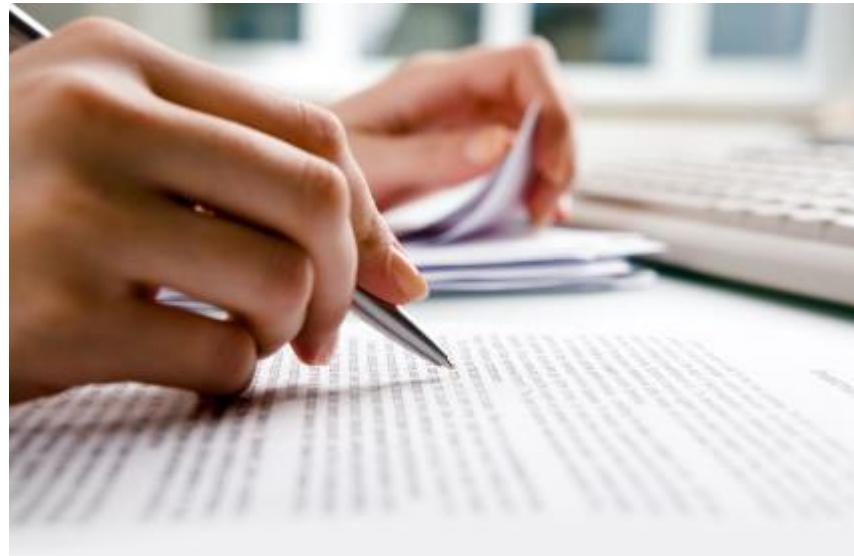


Research project completed – now write your paper

ESMO 2014 Conference Young Oncologist Forum, 29 September

Presenter: Kari Skinningsrud, Limwric as



http://info.quantigate.com/Portals/22135/images/I-Social%20Media-istockphotos-iStock_000010326584XSmall%20Regulatory%20Writer.jpg



A publication-planning-and-writing process

Points to consider within the sections of a paper

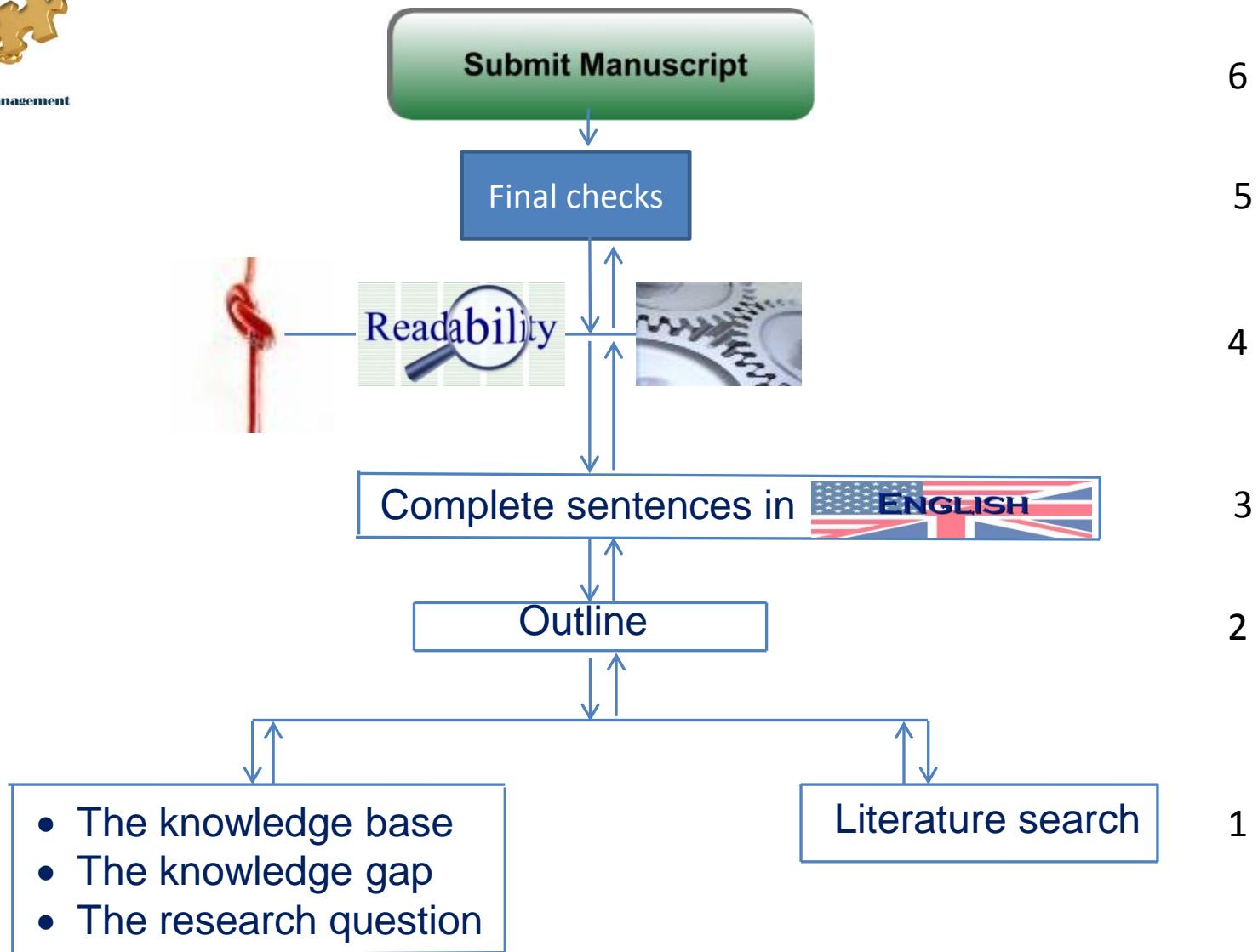


Writing Tips

Image:s <http://trainingrx.org/wp-content/uploads/2013/08/15minutesFinalLogo-01-618x661.jpg> <http://www.tipsforurlife.com/wp-content/uploads/2014/06/writing-tips.png>, <http://www.imesc.org.br/Imagens/agenda2.jpg>

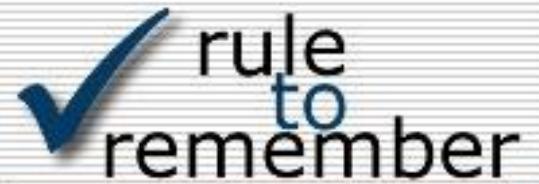


A goal-directed publication-planning-and-writing process

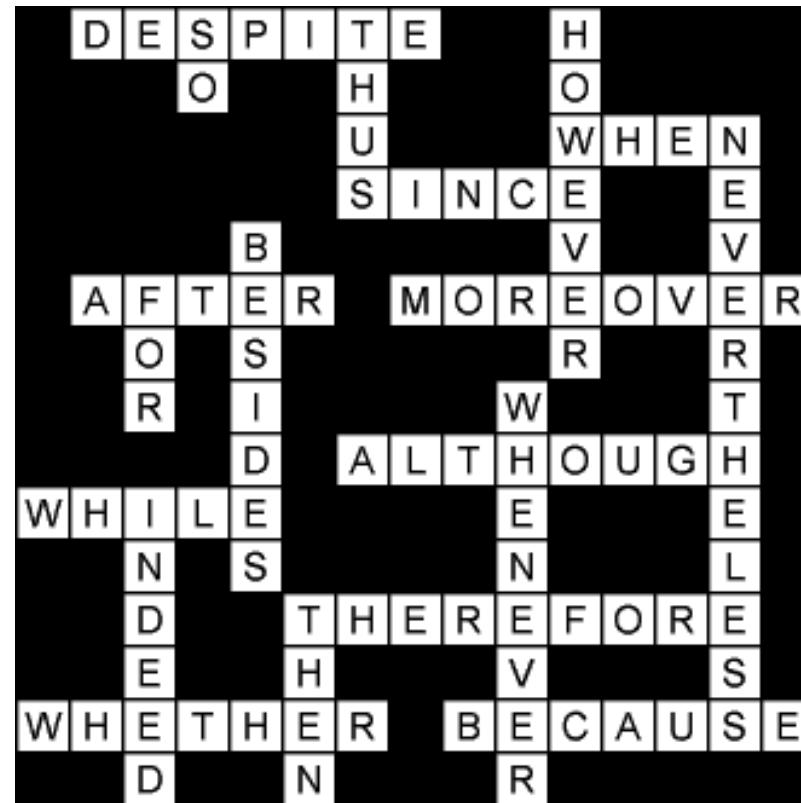


Introducing...

knowledge
gaps



Transitional
expressions help
achieve better
clarity, readability,
and structural
coherence of your
writing.



RESEARCH QUESTION

In ____P, is ____ I associated with a lower risk of ____O than ____C?

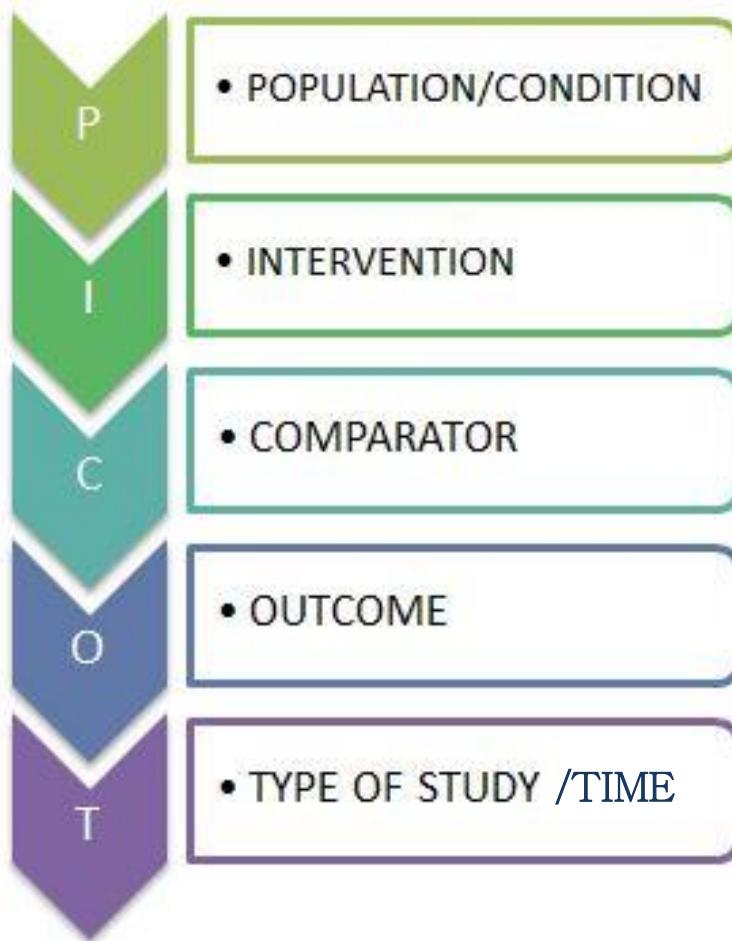
hypothesis

In ____P, ____ I is associated with a lower risk of ____O than ____C.

GOAL

To determine whether ____ I is associated with a lower risk of ____O than ____C in ____P.

PICOT elements





Clinical research:

In postmenopausal women with hormone-receptor-positive early breast cancer (**Patients**)

is letrozole (**Intervention**) a more effective treatment for breast cancer – in terms of reduced mortality and morbidity (**Outcome**)

- than tamoxifen (**Comparator**)?

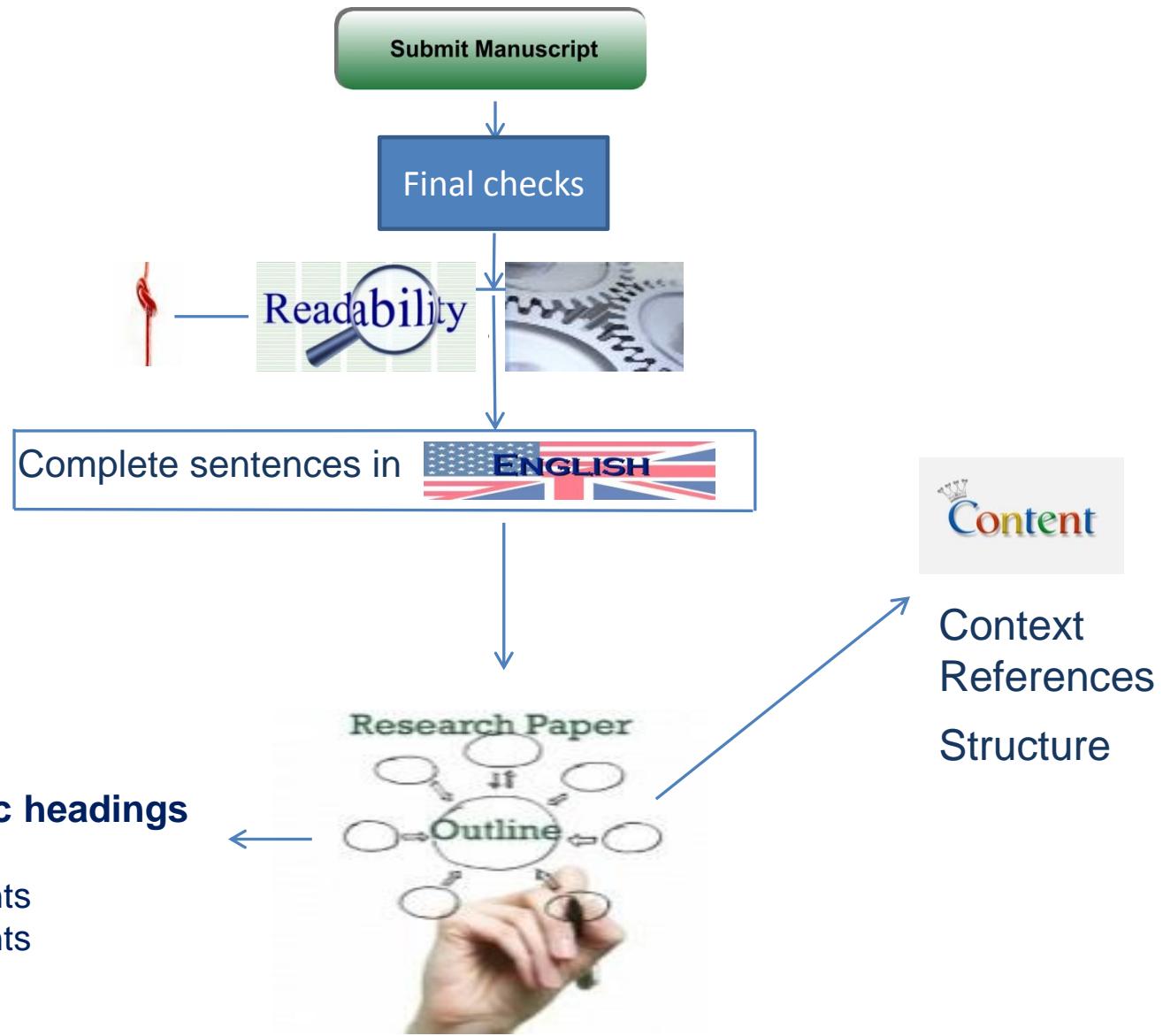


Observational study:

In ____P, is ____ I associated with a lower risk of ____O than ____C?

Qualitative study:

How do __P treated with __I perceive __O after __T?



Journal-specific headings

Subheadings

- Information points
- Information points

Example of an outline, background from an abstract in

The aromatase inhibitor letrozole is a more effective treatment for metastatic breast cancer and more effective in the neoadjuvant setting than tamoxifen.

We compared letrozole with tamoxifen as adjuvant treatment for hormone-receptor–positive early breast cancer in postmenopausal women.



The NEW ENGLAND
JOURNAL of MEDICINE

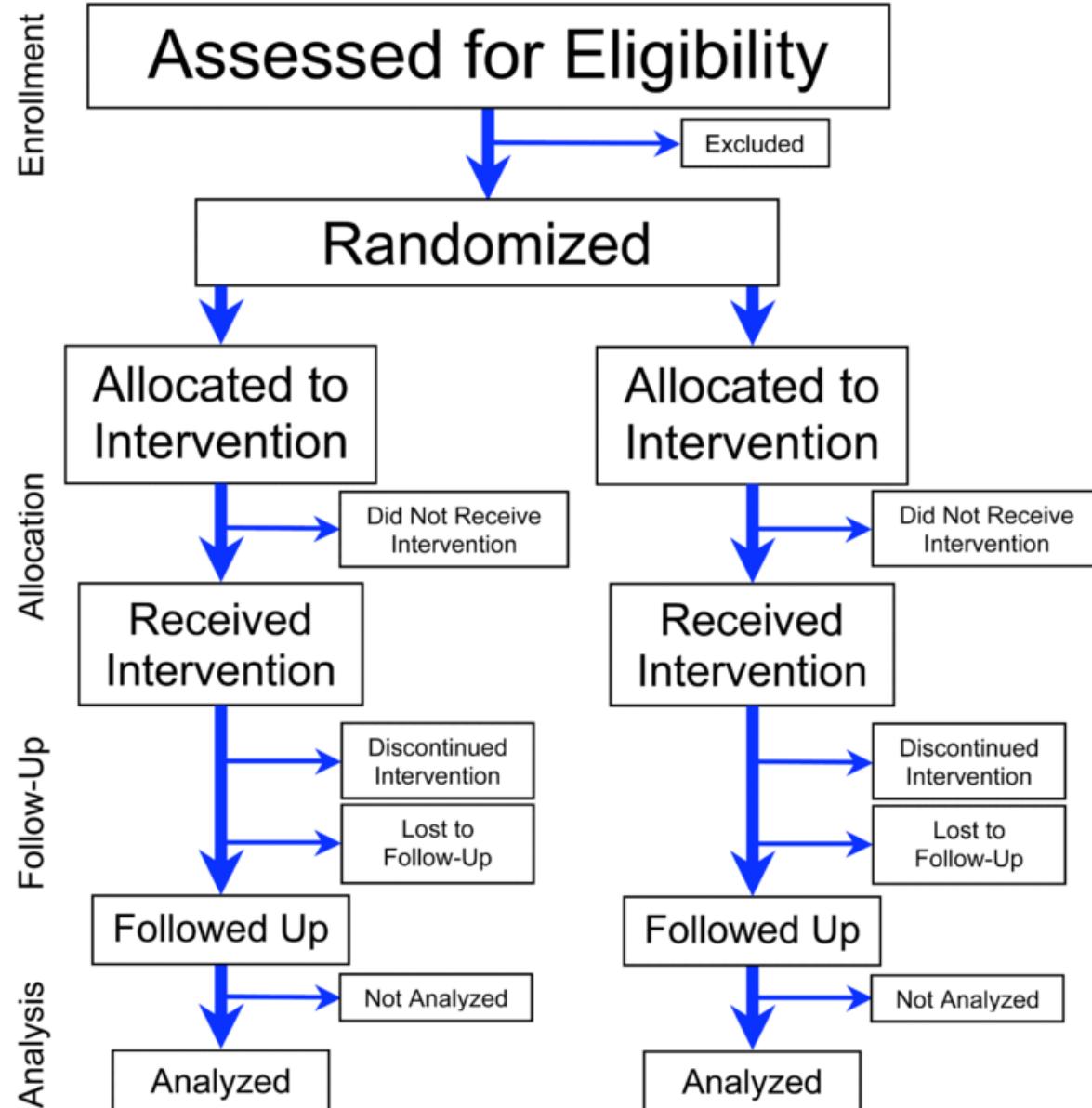
- L is more effective than T
 - for treating metastatic BC (1)
 - in the neoadjuvant setting (2)
- Comparison of L with T as adjuvant treatment for H-R-P early BC in PM ♀

Results – the key driver of a manuscript





Ethical?



Patient Demography and Baseline Characteristics Were Similar Across

Variable	Treatment Groups				FSC250/ 50	
	Placebo n=572	SAL50 n=337	FP250 n=399	FP500 n=386	50 n=178	50 n=165
Age (yrs)	65	64	65	64	63	62
Gender (% male)	70%	61%	69%	64%	61%	62%
Race (% white)	94%	94%	93%	94%	96%	95%
Curr Smoker %	48%	49%	46%	47%	43%	46%
Pack years	63	63	61	60	60	62
Prev ICS	27%	25%	29%	28%	23%	28%
FEV ₁ % pred	42%	41%	41%	41%	41%	41%
BD resp. (% pts rev)	57%	53%	57%	55%	56%	53%
Emphysema %	75%	72%	73%	74%	71%	75%

COMMUNICATING KEY MESSAGES



Figure 3. Age-specific and age-adjusted awareness of high blood pressure among U.S. adults with high blood pressure: 1999–2000 through 2007–2008

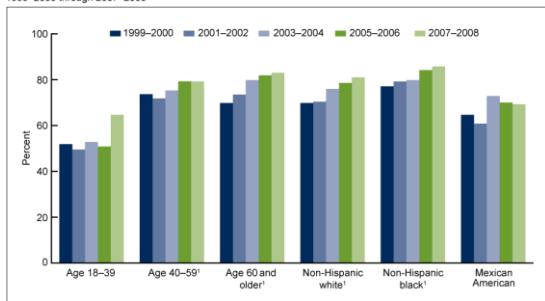


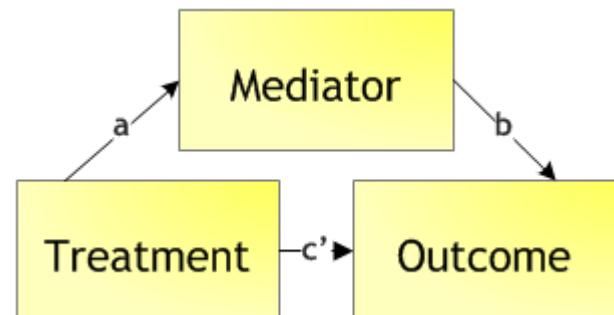
Table 1. Baseline characteristics of the study patients.

	TA Group (n = 47)	Non-TA Group (n = 15)	p-Value
Age (years)	65 ± 11	61 ± 11	0.36
Gender (male/female)	42/5	13/2	0.78
Body surface area (m ²)	1.69 ± 0.15	1.70 ± 0.23	0.97
History			
Hypertension	30 (63.8%)	10 (66.7%)	0.84
Diabetes	15 (31.9%)	3 (20.0%)	0.36
Dyslipidemia	27 (57.4%)	7 (46.7%)	0.47
Current smoking	24 (51.0%)	7 (46.7%)	0.77
Pre-infarction angina	15 (31.9%)	4 (26.7%)	0.70
Systolic blood pressure (mmHg)	128 ± 23	136 ± 19	0.15
Diastolic blood pressure (mmHg)	74 ± 15	78 ± 11	0.17
Heart rate (min ⁻¹)	72 ± 18	76 ± 14	0.28
Time from hospital entry to first balloon or aspiration (minutes)	105 ± 40	102 ± 22	0.80
Total ischemic time (minutes)	298 ± 243	353 ± 277	0.34
Peak CK (IU/L)	3671 ± 2525	4527 ± 3493	0.21
CK = creatine kinase.			

are of tubes and how do they control the size of a new blood vessel? How do branched tubular organs like and many glandular tissues grow? How do blood vessels (Risau and Flamme, 1995) is first assembled from scattered precursors? The most pervasive question is how does splitting and remodeling of vessels (Risau and Flamme, 1995) is first assembled from scattered precursors? The most pervasive question is how does splitting and remodeling of vessels (Risau and Flamme, 1995) is first assembled from scattered precursors? The most pervasive question is how does splitting and remodeling of vessels (Risau and Flamme, 1995) is first assembled from scattered precursors? The most pervasive question is how does splitting and remodeling of vessels (Risau and Flamme, 1995) is first assembled from scattered precursors?

Causality is argued at 3 increasing levels:

- 1) Association (results – description of how mathematical variables are related)
- 2) Necessity (discussion)
- 3) Sufficiency (discussion)





STATISTICAL ERRORS

*P*values, the ‘gold standard’ of statistical validity, are not as reliable as many scientists assume.

BY REGINA MUZZO

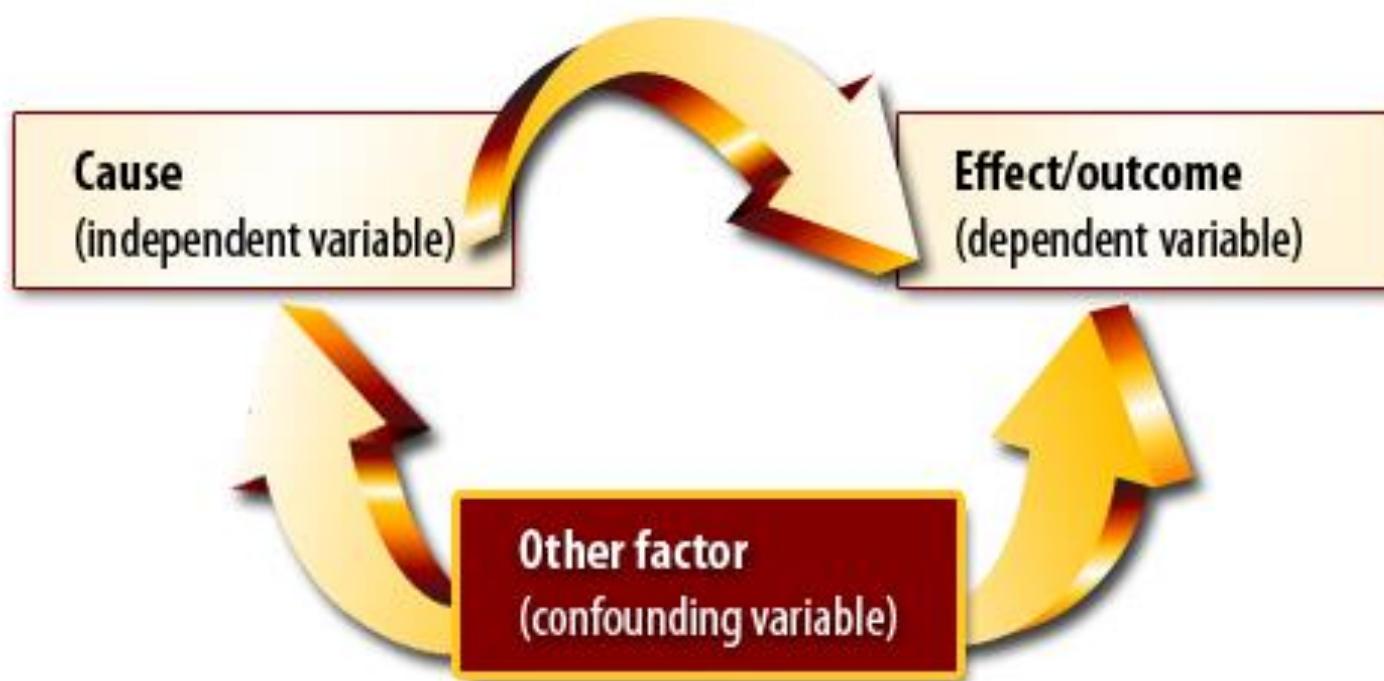
**“THE P VALUE WAS
NEVER MEANT TO BE
USED THE WAY IT'S
USED TODAY.”**



- P-values can only summarize the data assuming a specific null hypothesis. It cannot work backwards and make statements about the underlying reality.
- Avoid the trap of thinking about results as significant or not significant.
- Always report effect size and confidence intervals , they convey what a p-value does not: the magnitude and relative importance of an effect.

Image: <http://www.scientificamerican.com/sciam/cache/file/D09C97CC-A55D-4E77-9D4ABC5393B70280.jpg>

Material and methods – the place to establish a study's internal validity

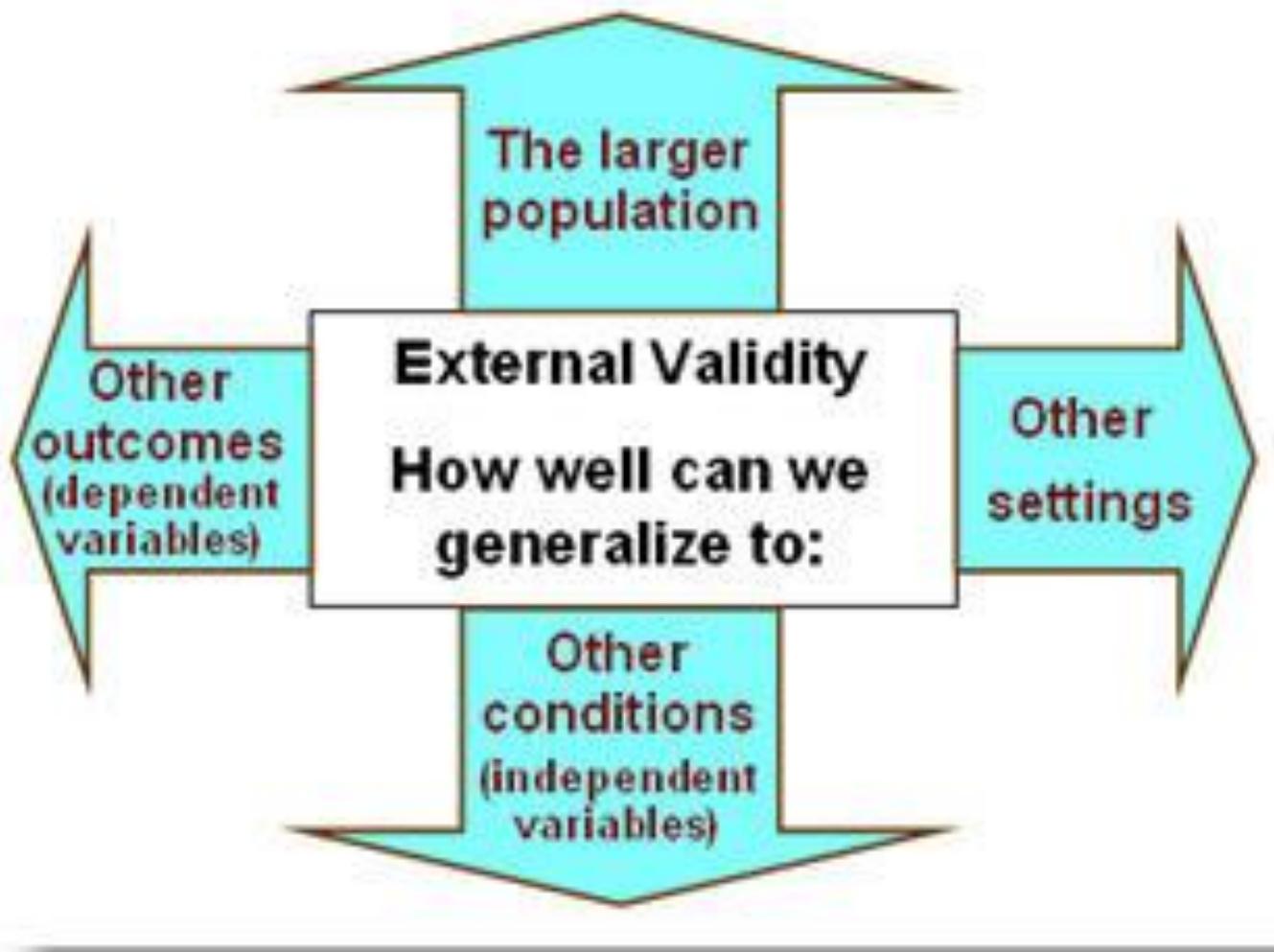




ICMJE guidance about the discussion

“Emphasize new and important aspects and conclusions in the context of the best available evidence.” www.icmje.org





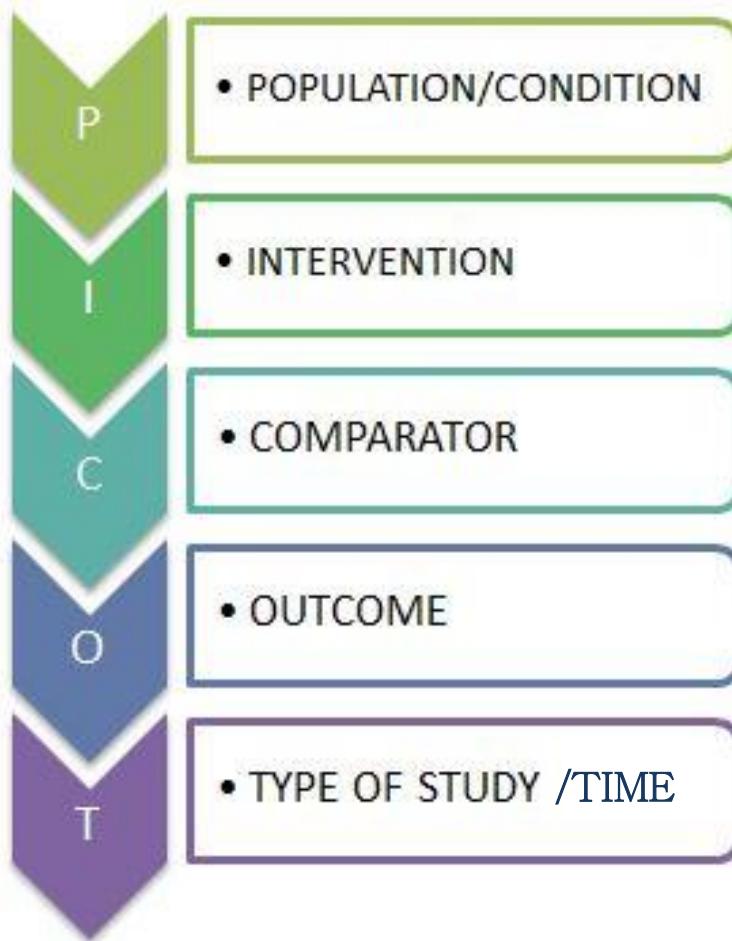


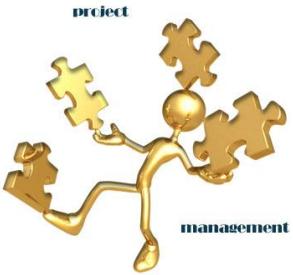
INTRODUCTION

Check if the knowledge gap has narrowed

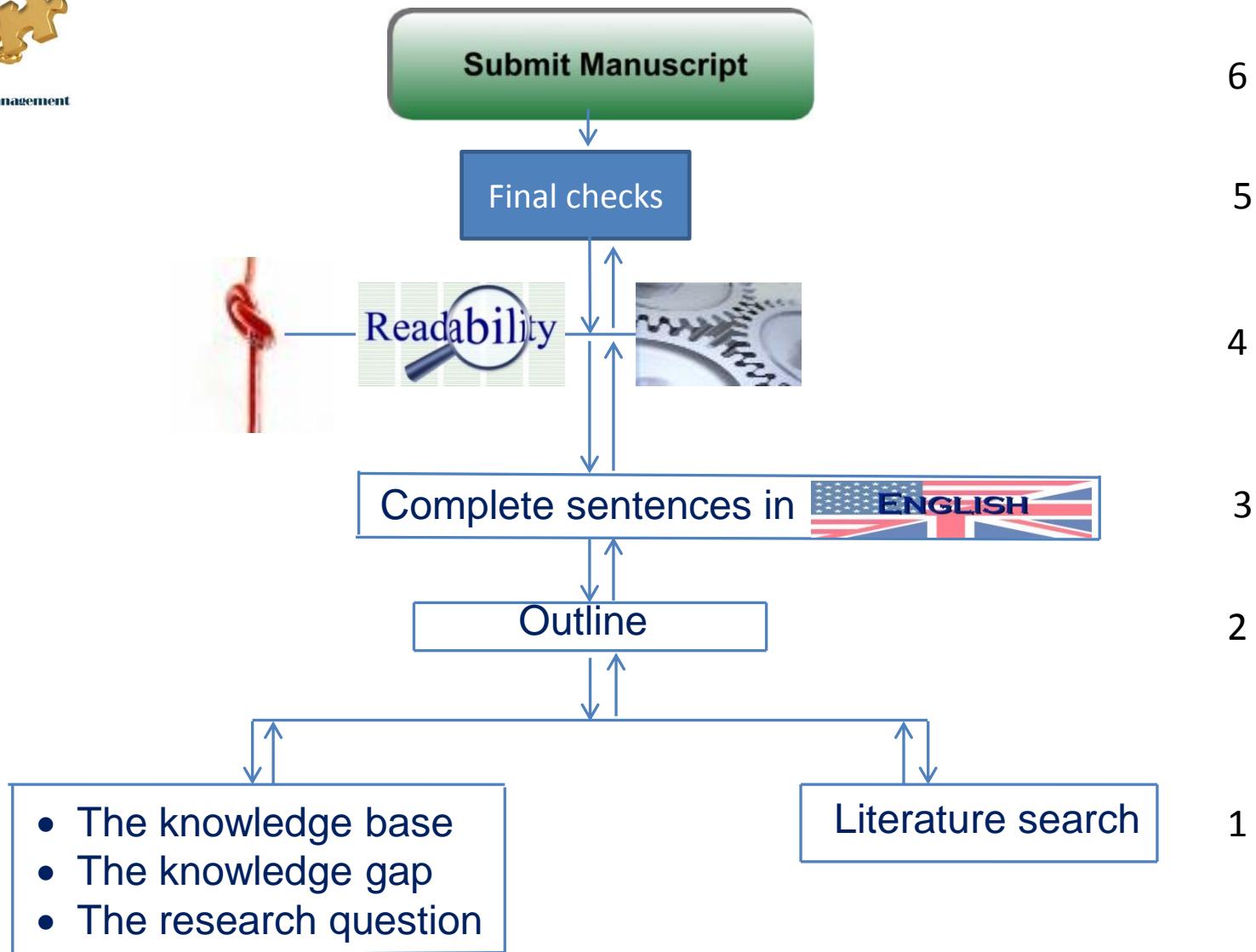
and the context changed while you did the practical work

PICOT elements





A goal-directed publication-planning-and-writing process

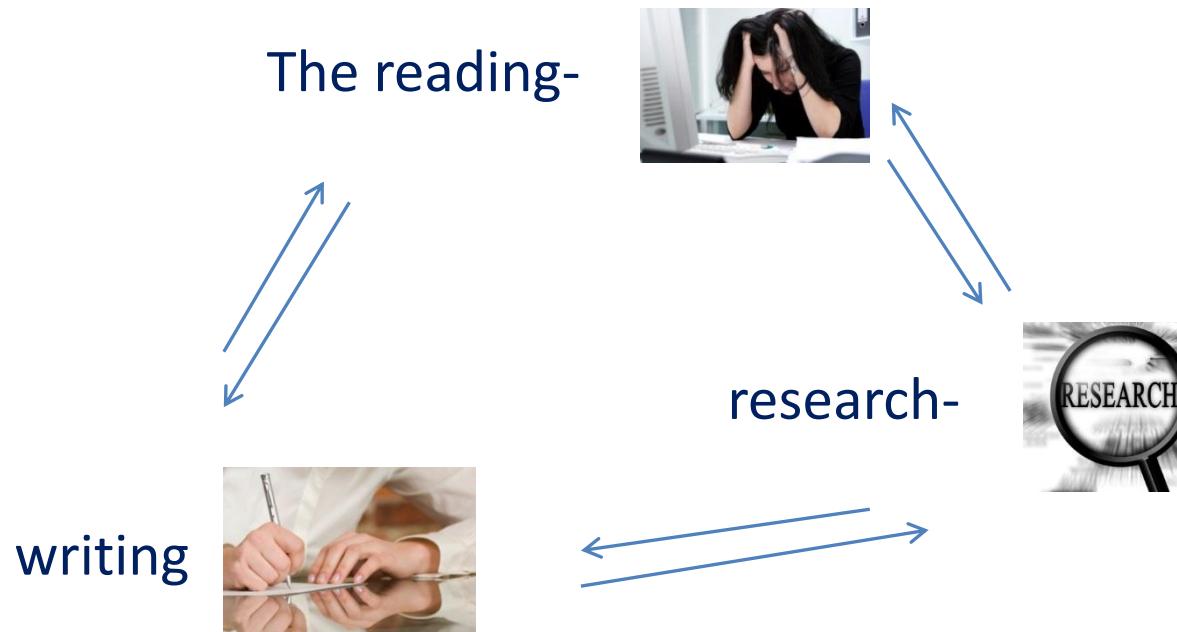


Research Paper



Content
Context
References
Structure

The reading-research-writing continuum



תודה
Dankie Gracias
Спасибо شکرًا
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Dékojame
Ďakujeme Vielen Dank Paldies
Kiitos Täname teid 谢谢
Thank You Tak
感謝您 Obrigado Teşekkür Ederiz
Σας Ευχαριστούμ 감사합니다
Bedankt Děkujeme vám
ありがとうございます
Tack