Theme 10: Introductions, Conclusions, Abstracts

Abstracts: Contents and Examples

# Task 1: True or False?

1. An abstract can be understood on its own, without reading the rest of the source. True / False
2. An abstract can be several paragraphs long. True / False
3. An abstract follows the chronology of the source. True / False
4. An abstract should include new information that is not included in the source. True / False
5. An abstract summarises the source. True / False
6. An abstract is only designed to be understood by specialists in that field. True / False
7. An abstract does not include references, graphs or tables. True / False
8. An author probably writes their abstract first. True / False

# Task 2: Match the words with the questions below.

**Summary of findings Implications/Contributions Purpose statement**

**Methodological approach Background Project rationale**

• What was the topic of the study?

• Why was the research conducted?

• What did the research investigate?

• How was the research carried out?

• What was discovered?

• What is the academic/public impact of the research?

# Task 3: Skim the abstracts below and choose the one which most closely resembles your own project.

Think about whether the study belongs to the following categories: primary, secondary, qualitative, quantitative, Science & Engineering, Business/Economics/Finance, Social Science, Arts & Humanities.

1. **Fisk, A. (2012). ‘To make, and make again’: Feminism, craft and spirituality.*Feminist Theology, 20*(2), 160-174. doi:10.1177/0966735011425302**

The spiritual significance of ‘craft’, particularly the everyday acts of making in the ‘feminine’ sphere, has been neglected in mainstream theology and romanticized in feminist discourse. Drawing on literature, feminist theory and personal experience, this article considers how traditionally female crafts, such as knitting and sewing, are a form of self-expression, and a ‘being at home in the world’ which is both spiritually and politically empowering.

1. **Bajoghli, H., Farnia, V., Joshaghani, N., Haghighi, M., Jahangard, L., Ahmadpanah, M., . . . Brand, S. (2017). "I love you forever (more or less)" - stability and change in adolescents' romantic love status and associations with mood states.*Revista Brasileira De Psiquiatria (Sao Paulo, Brazil : 1999), 39*(4), 323-329. doi:10.1590/1516-4446-2016-2126**

Objective: Experiencing romantic love is an important part of individual development. Here, we investigated stability and change in romantic love and psychological correlates, including mood states, anxiety, and sleep, among Iranian adolescents over a period of 8 months. Method: Two hundred and one adolescents who had taken part in a previous study were contacted; 157 responded. Participants completed a questionnaire covering sociodemographic data, current state of love, and mood, including symptoms of depression, anxiety (state and trait), and hypomania. They also completed a sleep and activity log. Results: Of 64 participants formerly in love, 45 were still in love; of 86 participants not in love at baseline, 69 were still not in love (overall stability, 76%); 17 had fallen in love recently while 19 were no longer in love. Significant and important changes in mood and anxiety were observed in that experiencing romantic love was associated with higher anxiety scores. Hypomania scores increased in those newly in love, and decreased in those in a longer-lasting romantic relationship. Sleep and sleep-related variables were not associated with romantic love status. Conclusion: These findings suggest that, among Iranian adolescents, the state of love is fairly stable, and that love status seems to be associated with specific states of mood and anxiety.

1. **Trotta, R. L. (2007). Quality of death: A dimensional analysis of palliative care in the nursing home.*Journal of Palliative Medicine, 10*(5), 1116-1127. doi:10.1089/jpm.2006.0263**

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.

# Schaafsma, D., Kok, G., Stoffelen, J. M. T., & Curfs, L. M. G. (2015). Identifying effective methods for teaching sex education to individuals with intellectual disabilities: A systematic review.*Journal of Sex Research: Annual Review of Sex Research Special Issue, 52*(4), 412-432. doi:10.1080/00224499.2014.919373

Sex education for individuals with intellectual disabilities is important. However, our knowledge about effective methods for teaching sex education to this population is limited. We report the results of a systematic review identifying methods for sex education programs aimed at individuals with intellectual disabilities. In all, 20 articles were included that met the criteria set in terms of topic—the effectiveness of sex education programs—and population of interest—individuals with intellectual disabilities. In these articles, methods for increasing knowledge and for improving skills and attitudes were reported. However, the studies revealed that generalization of skills to real-life situations was often not achieved. There are indications that the maintenance of knowledge and skills still needs extra attention. Moreover, detailed descriptions of the program materials, program goals, and methods used in the programs were often lacking in the reports. Although there is some evidence for methods that may improve knowledge, attitudes, and skills with regard to sex education aimed at individuals with intellectual disabilities, due to the lack of detailed descriptions provided it is unclear under which conditions these methods work. We therefore suggest that authors provide additional detail about methods in future publications or in online supplements.

1. **Wang, L., Lu, S., Liu, X., Niu, X., Wang, C., Ni, Y., . . . Fan, Y. (2013). Biomechanism of impact resistance in the woodpecker's head and its application.*Science China. Life Sciences, 56*(8), 715. doi:10.1007/s11427-013-4523-z**

The woodpecker does not suffer head/eye impact injuries while drumming on a tree trunk with high acceleration (more than 1000×g) and high frequency. The mechanism that protects the woodpecker’s head has aroused the interest of ornithologists, biologists and scientists in the areas of mechanical engineering, material science and electronics engineering. This article reviews the literature on the biomechanisms and materials responsible for protecting the woodpecker from head impact injury and their applications in engineering and human protection.

# Task 4: In your chosen abstract, identify the elements from Task 2. Could the abstract be improved?

# Task 5: Start planning your abstract.