



ANUPI TNPEE
Associazione Tecnico - Scientifica - ETS

 **AITNE**
ASSOCIAZIONE ITALIANA TNPEE

Metodologie e Tecniche per la stesura di un report scientifico nell'ambito dei professionisti della riabilitazione

Stefano Lasaponara, PhD.
Professore Associato PSIC-01/B



Ordine
dei tecnici sanitari di radiologia medica
e delle professioni sanitarie tecniche,
della riabilitazione e della prevenzione
Roma e Provincia



Programma della giornata

- **Aspetti che precedono la raccolta dati**
- **Aspetti legati alla realizzazione della ricerca**
- **Aspetti legati alla scrittura del report scientifico**
- **Discussione generale e writing/research tips**



Programma della giornata

- **Aspetti che precedono la raccolta dati**



- Pianificazione della ricerca con identificazione dei riferimenti bibliografici
- Definizione della metodologia e del protocollo sperimentale
- Reclutamento del campione sperimentale/gruppo di controllo

- **Aspetti legati alla realizzazione della ricerca**

- **Aspetti legati alla scrittura del report scientifico**

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- Accorgimenti metodologici
- Setting sperimentale
- Bias informativi
- Analisi dei dati

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Programma della giornata

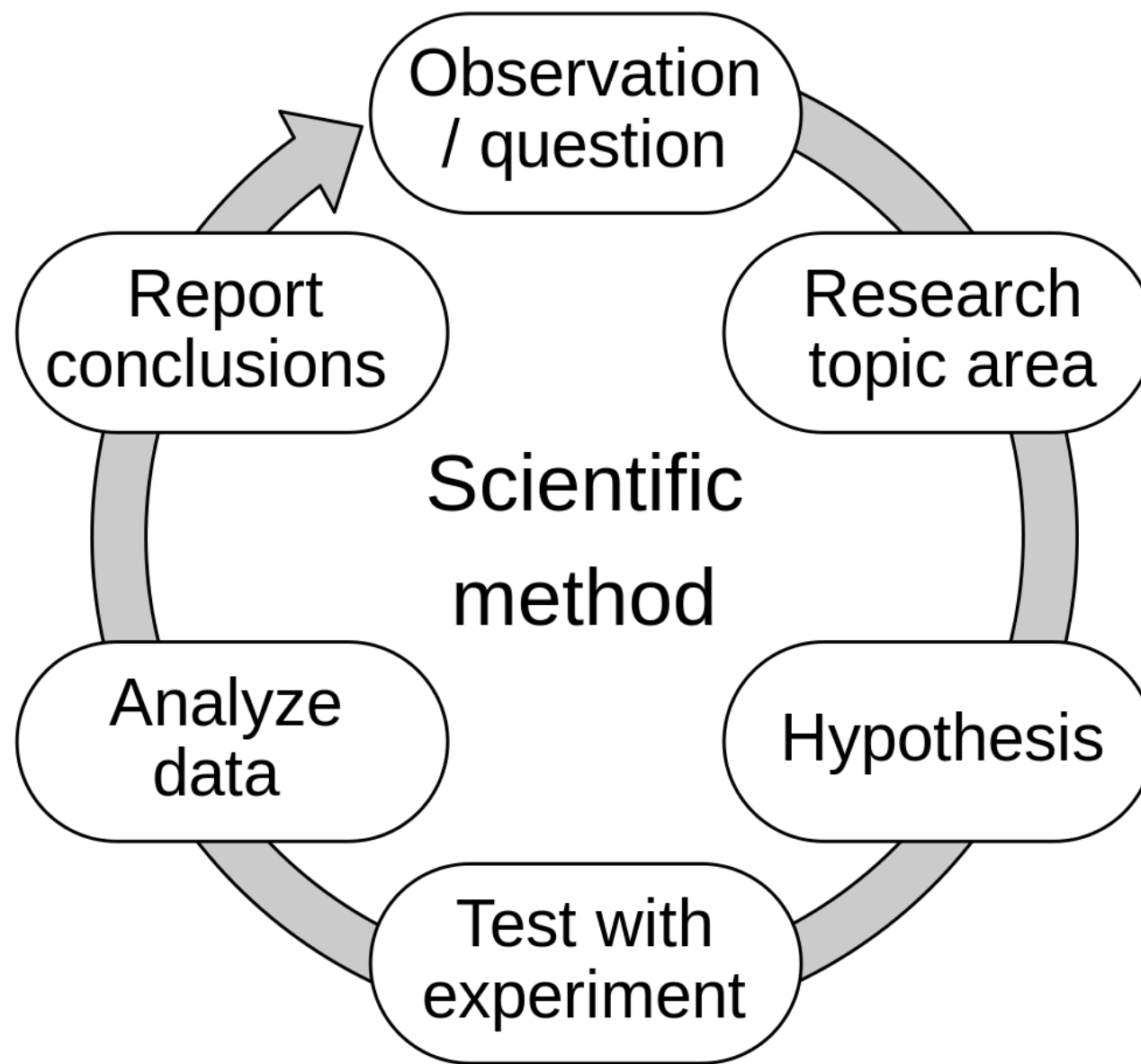
- Aspetti che precedono la raccolta dati
- Aspetti legati alla realizzazione della ricerca
- **Aspetti legati alla scrittura del report scientifico** 
- **Discussione generale e writing/research tips**

- processo editoriale con e senza peer-review
- tipologia di articolo: research article, review, systematic review, meta-analisi
- definizione e realizzazione delle principali sezioni di un report scientifico
 - Introduzione
 - Metodologia
 - Analisi statistiche
 - Risultati
 - Discussione e conclusioni
 - Bibliografia

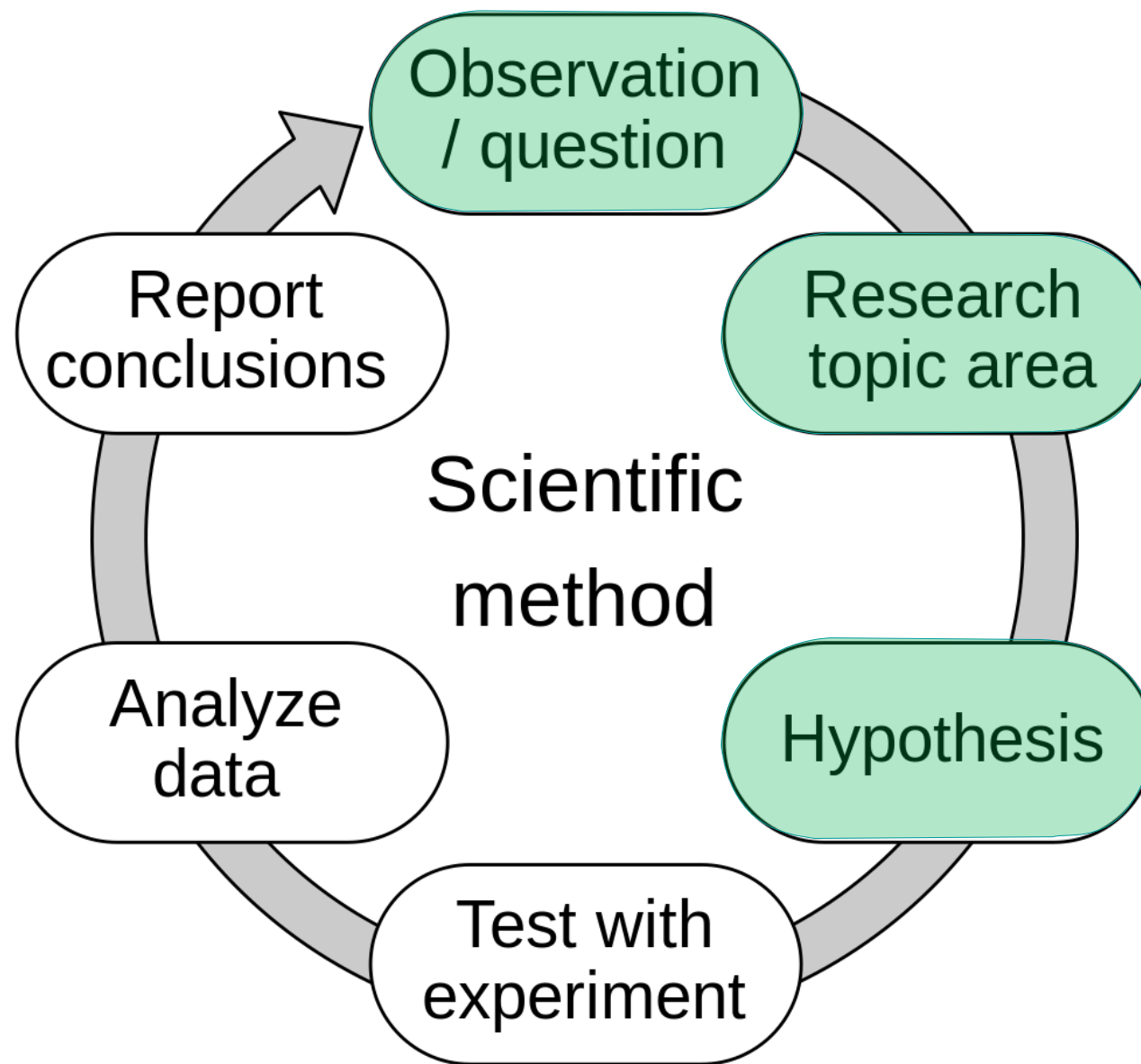
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- Aspetti legati alla scrittura del report scientifico
- **Discussione generale e writing/research tips**

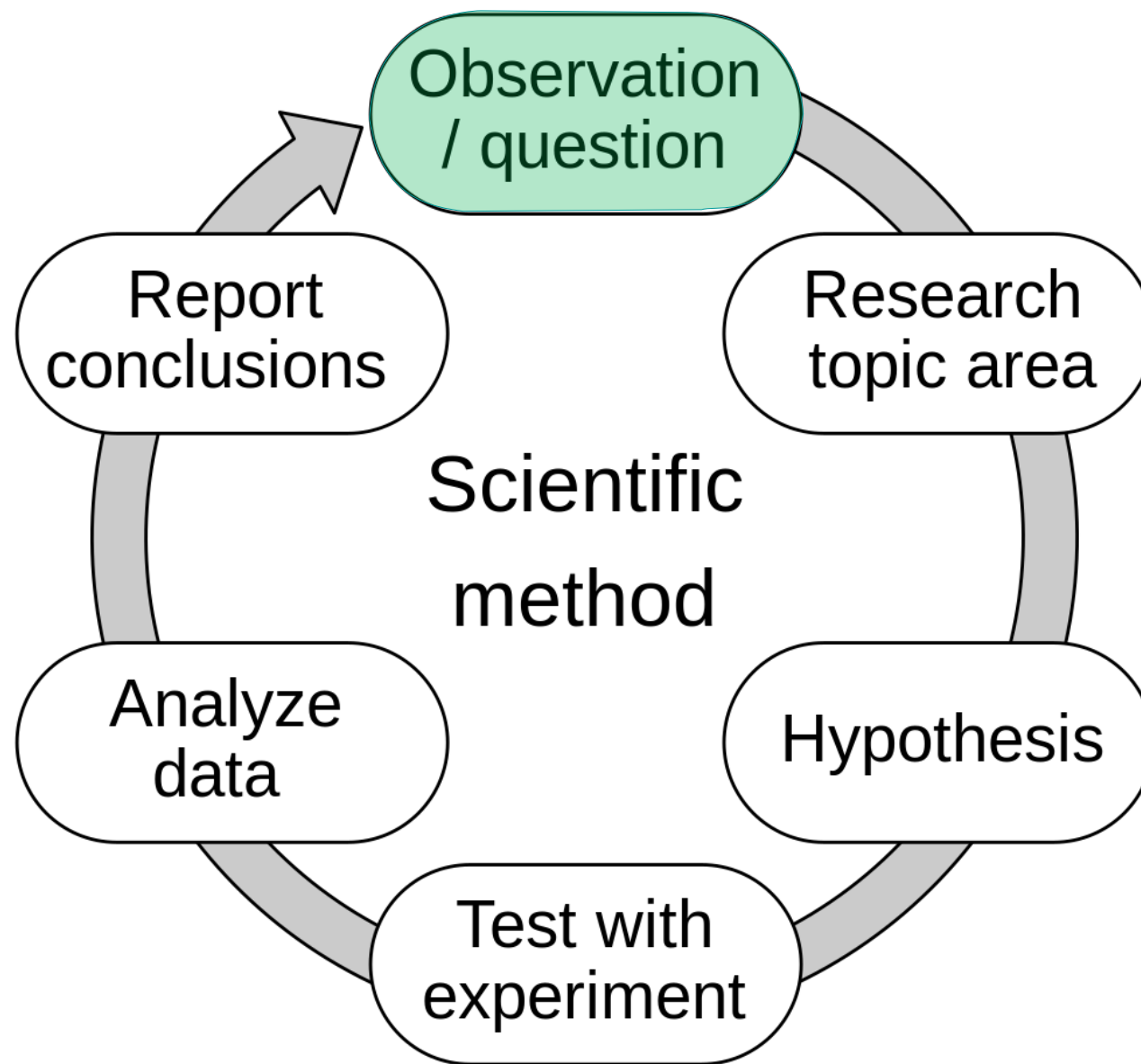




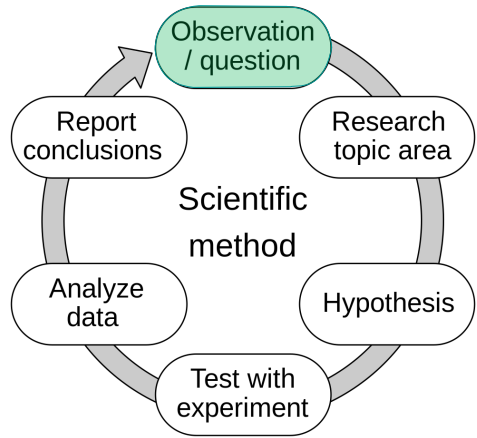
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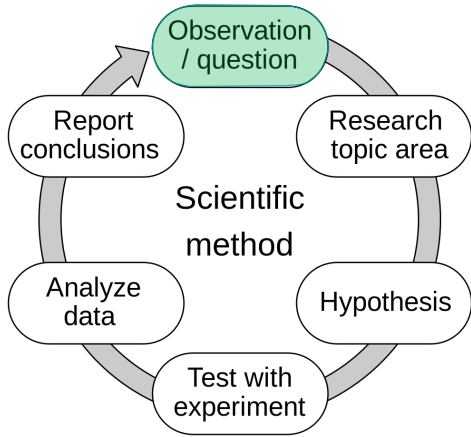
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Aspetti che precedono la raccolta dati



Aspetti che precedono la raccolta dati

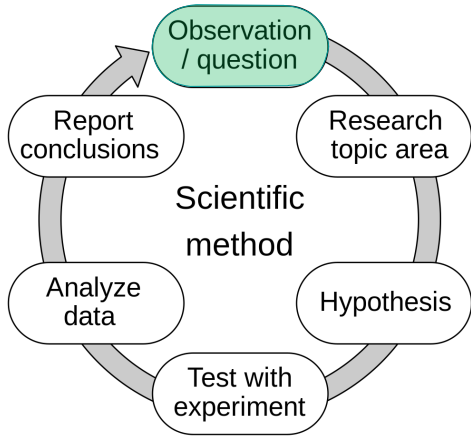


Journal of Neuropsychology (2021), 15, 215–234
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Action representation deficits in adolescents with developmental dyslexia

While reading disability constitutes the main diagnostic criterion of DD, children also present a variety of impairments in phonological (i.e., representation, storage and/or retrieval of speech sounds), sensory (i.e., visual, auditory, tactile), and motor domains (i.e., eye movements, articulation, motor control, motor learning; Ramus, [2004](#)). Furthermore, DD is frequently comorbid with dysorthographia, dyscalculia, language disorders, dysgraphia, developmental coordination disorder (DCD), or attention deficit with or without hyperactivity disorder (ADHD or AD; Jover *et al.*, [2013](#); Peterson & Pennington, [2015](#)). Thereby, DD has been characterized as a specific phonological deficit associated with an optional sensorimotor syndrome (Ramus, [2004](#)). However, the nature (i.e., the underlying mechanisms) and the specificity (i.e., the link with reading disability) of the observed sensorimotor impairments remain under debate. Yet, better understand sensorimotor impairments in DD is critical in order to set up precocious and targeted programs of rehabilitation.

Aspetti che precedono la raccolta dati



Journal of Child Neurology
Volume 34, Issue 11, October 2019, Pages 679-686
© The Author(s) 2019, Article Reuse Guidelines
<https://doi.org/10.1177/0883073819852237>



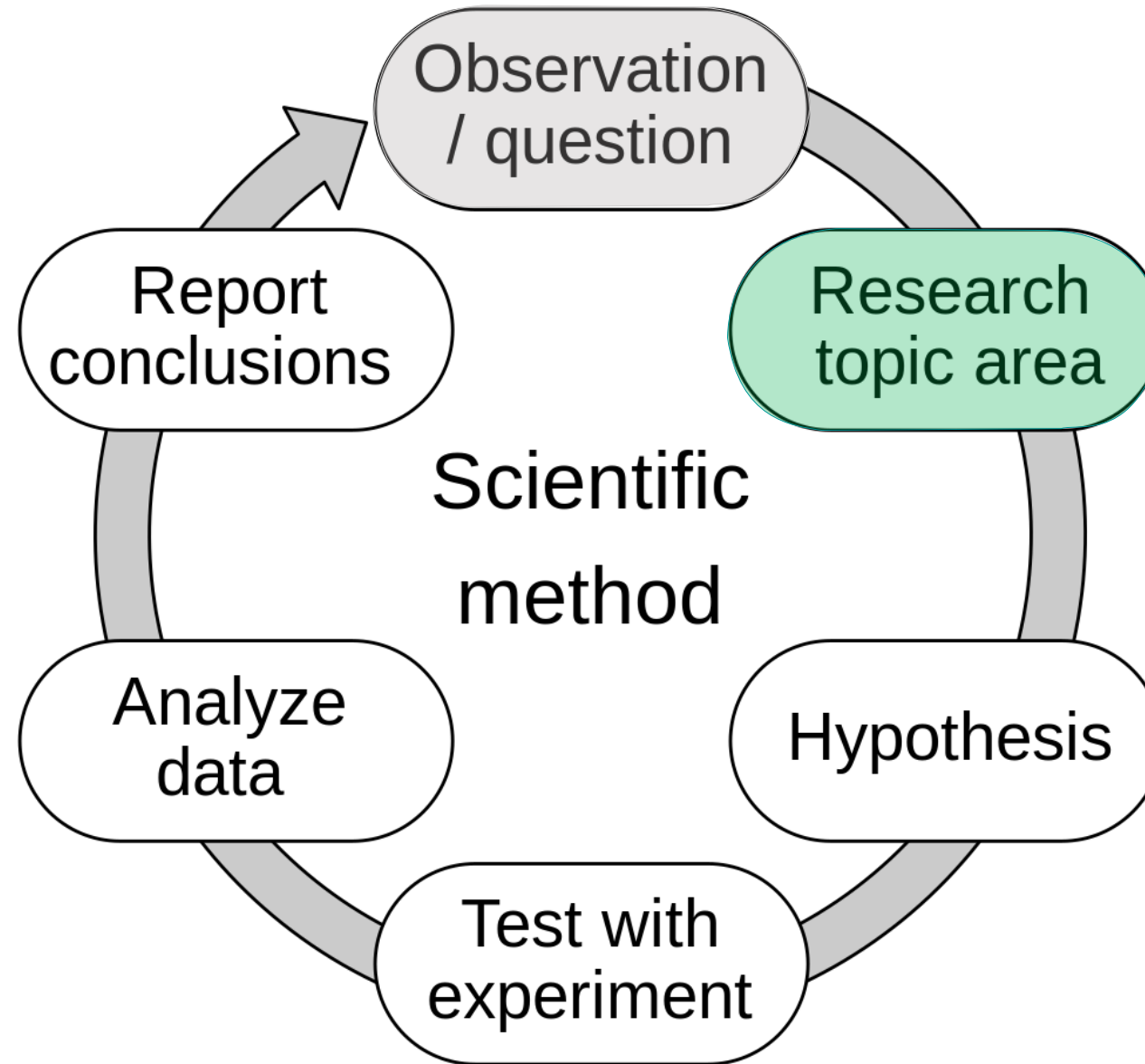
Original Article

Neurodevelopmental Treatment (Bobath) for Children With Cerebral Palsy: A Systematic Review

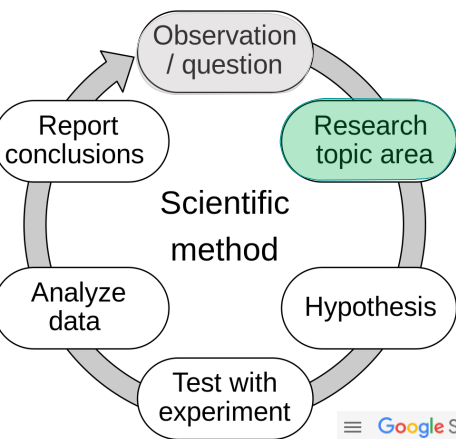
Despite being one of the oldest and most frequently used interventions to treat children with cerebral palsy,¹² there is no evidence that neurodevelopmental treatment promotes functional improvement of children with cerebral palsy.¹³

Previous reviews of interventions for children with cerebral palsy have either focused on specific types of motor disorders¹⁴ or present methodologic concerns (inclusion of non randomized studies and lack of critical assessment for primary studies).¹⁵⁻¹⁷ To our knowledge, this systematic review is the first to identify, critically appraise, and synthesize the best, currently available evidence on the effectiveness of neurodevelopmental treatment for treating children with cerebral palsy.

Aspetti che precedono la raccolta dati



Aspetti che precedono la raccolta dati



Google Scholar

Search bar with a magnifying glass icon.

Qualsiasi lingua ☐ Pagine in Italiano

Google Scholar

psychomotor treatment

Circa 302.000 risultati (0,08 sec)

In qualsiasi momento

Dal 2023

Dal 2022

Dal 2019

Intervallo specifico...

Ordina per pertinenza

Ordina per data

Qualsiasi lingua

Pagine in Italiano

Qualsiasi tipo

Articoli scientifici

☐ Includi brevetti

☒ Includi citazioni

☒ Crea avviso

[HTML] Psychomotor retardation in depression: biological underpinnings, measurement, and treatment

[JS Buyukdura](#), [SM McClintock](#), [PE Croarkin](#) - Progress in Neuro ... 2011 - Elsevier

... depressed patients with **psychomotor** retardation may respond ... considered for **treatment** of patients with **psychomotor** retardation ... and **treatment** implications of **psychomotor** retardation ...

☆ Salva Cita Citato da 364 Articoli correlati Tutte e 17 le versioni Web of Science: 212

The surgical treatment of psychomotor epilepsy

[P Bailey](#), [FA Gibbs](#) - Journal of the American Medical Association, 1951 - jamanetwork.com

... Such attacks have been referred to as **psychomotor** seizures. They are by no means a rare ... a **psychomotor** type of seizure clinically. It has been concluded that **psychomotor** epilepsy is ...

☆ Salva Cita Citato da 368 Articoli correlati Tutte e 5 le versioni Web of Science: 215

Treatment with iron increases weight gain and psychomotor development.

[MA Aukett](#), [YA Parks](#), [PH Scott](#) ... - Archives of disease in ... 1986 - adc.bmj.com

... Intramuscular **treatment** with iron may work, 10 but the suitability ... Also as they all used short term **treatment** (seven to 15 days) ... of **psychomotor** development of giving oral **treatment** with iron ...

☆ Salva Cita Citato da 492 Articoli correlati Tutte e 9 le versioni Web of Science: 253

Survival and psychomotor development with early betaine treatment in patients with severe methylenetetrahydrofolate reductase deficiency

[EF Diekman](#), [TJ De Koning](#), [NM Verhoeven-Duif](#) ... - JAMA ... 2014 - jamanetwork.com

... In this study, we evaluated the effects of betaine **treatment** on survival and **psychomotor** development in patients with severe MTHFR deficiency by performing a meta-analysis of case ...

☆ Salva Cita Citato da 66 Articoli correlati Tutte e 11 le versioni Web of Science: 46

Ricerche correlate

psychomotor treatment **preschool cognitive affective** psychomotor treatment

surgical treatment of psychomotor epilepsy

physical activity treatment psychomotor **speed**

treatment with **hydroxychloroquine** psychomotor **agitation**

chronic 59 tetrahydrocannabinol treatment psychomotor **effects**

psychomotor **development** treatment with **iron**

psychomotor **development** betaine treatment



PubMed

psychomotor treatment

Advanced Create alert Create RSS User Guide

Save Email Send to Sort by: Best match Display options

MY NCBI FILTERS

RESULTS BY YEAR

TEXT AVAILABILITY

☐ Abstract

☐ Free full text

☐ Full text

ARTICLE ATTRIBUTE

☐ Associated data

ARTICLE TYPE

☐ Books and Documents

☐ Clinical Trial

☐ Meta-Analysis

☐ Randomized Controlled Trial

☐ Review

30,885 results

Showing results for *psychomotor treatment*

Your search for *psychomotor tretment* retrieved no results

☐ **Benefits of music therapy on behaviour disorders in subjects diagnosed with dementia: a systematic review.**

1

Cite [Gómez-Romero M, Jiménez-Palomares M, Rodríguez-Mansilla J, Flores-Nieto A, Garrido-Ardila EM, González López-Arza MV.](#)

Share [Neurologia. 2017 May;32\(4\):253-263. doi: 10.1016/j.nrl.2014.11.001. Epub 2014 Dec 29. PMID: 25553932 Free article. Review. English, Spanish.](#)

INTRODUCTION: Dementia is characterised by cognitive deterioration and the manifestation of psychological and behavioural symptoms, especially changes in perception, thought content, mood, and conduct. In addition to drug **therapy**, non-pharmacological **treatments** are ...

☐ **Motor recovery after stroke: a systematic review.**

2

Cite [Langhorne P, Coupar F, Pollock A.](#)

Share [Lancet Neurol. 2009 Aug;8\(8\):741-54. doi: 10.1016/S1474-4422\(09\)70150-4. PMID: 19608100 Review.](#)

Improvements in recovery of arm function were seen for constraint-induced movement **therapy**, electromyographic biofeedback, mental practice with motor imagery, and robotics. ...Although the existing evidence is limited by poor trial designs, some **treatments** do show p ...

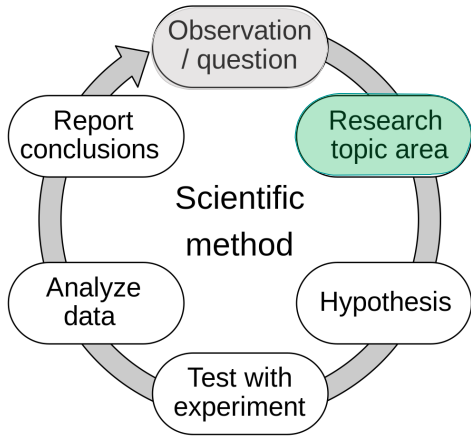
☐ **Muscle strength and muscle training after stroke.**

3

Cite [Bohannon RW.](#)

Share [J Rehabil Med. 2007 Jan;39\(1\):14-20. doi: 10.2340/16501977-0018. PMID: 17225032 Free article. Review.](#)

Aspetti che precedono la raccolta dati



Comprensione del Linguaggio di Ricerca: Utilizza termini chiave specifici per la tua ricerca. Pensa a sinonimi o alternative per espandere la ricerca.

Utilizzo di Parentesi: Le parentesi vengono utilizzate per raggruppare concetti correlati. Esempio: (cancro AND (trattamento OR terapia)) ricerca articoli che parlano di trattamenti o terapie per il cancro.

Uso delle Virgolette: Le virgolette vengono utilizzate per cercare frasi esatte. Esempio: "diabete di tipo 2" troverà articoli che contengono esattamente questa frase.

Operatori Booleani:

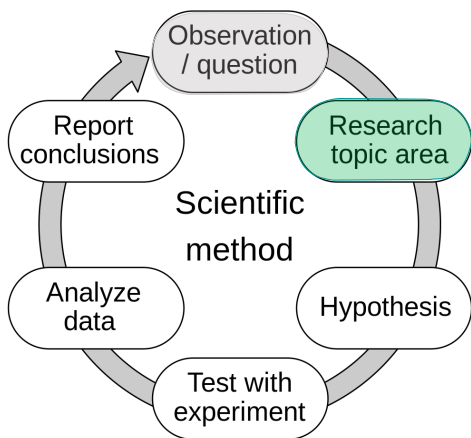
AND: Utilizzato per cercare articoli che contengono entrambe le parole chiave.

OR: Utilizzato per cercare articoli che contengono almeno una delle parole chiave.

NOT: Esclude una parola chiave dalla ricerca.

Wildcard e Trunking: Utilizza l'asterisco (*) per rappresentare zero o più caratteri alla fine di una parola. Esempio: genomic* troverà "genomico", "genomica", ecc.

Aspetti che precedono la raccolta dati



Filtri di Ricerca Avanzati: Utilizza i filtri di ricerca avanzati sulla barra laterale per raffinare i risultati.

Salvataggio delle Ricerche e degli Alert: Puoi salvare le tue ricerche e creare avvisi per ricevere notifiche sulle nuove pubblicazioni correlate.

Utilizzo di MeSH Terms: Considera l'utilizzo dei MeSH terms (Medical Subject Headings) per trovare risultati più accurati. I MeSH terms, sono un sistema di indicizzazione controllato utilizzato da PubMed e altri database biomedici per organizzare e categorizzare i concetti all'interno degli articoli scientifici.

Review > Am Fam Physician. 2020 Feb 15;101(4):213-220.

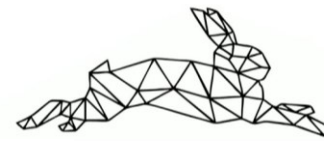
Cerebral Palsy: An Overview

Kirsten Vitrikas¹, Heather Dalton¹, Dakota Breish²

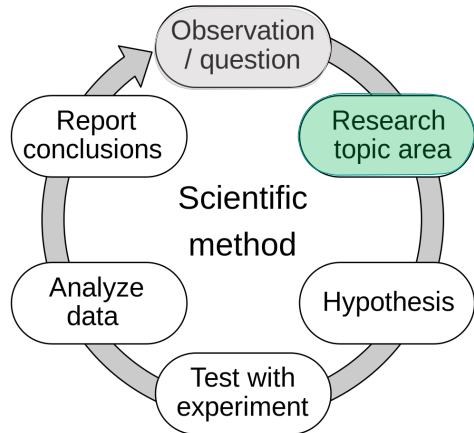
MeSH terms

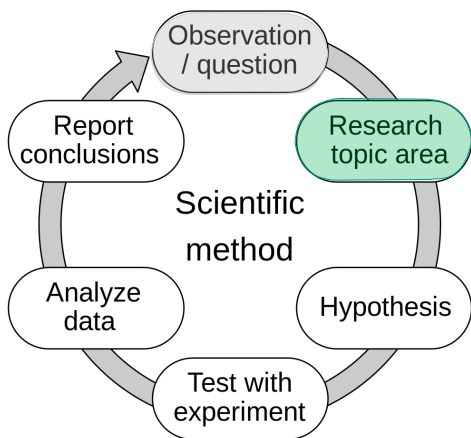
- > Cerebral Palsy* / diagnosis
- > Cerebral Palsy* / etiology
- > Cerebral Palsy* / physiopathology
- > Cerebral Palsy* / therapy
- > Combined Modality Therapy
- > Humans

Aspetti che precedono la raccolta dati



<https://www.researchrabbit.ai/>



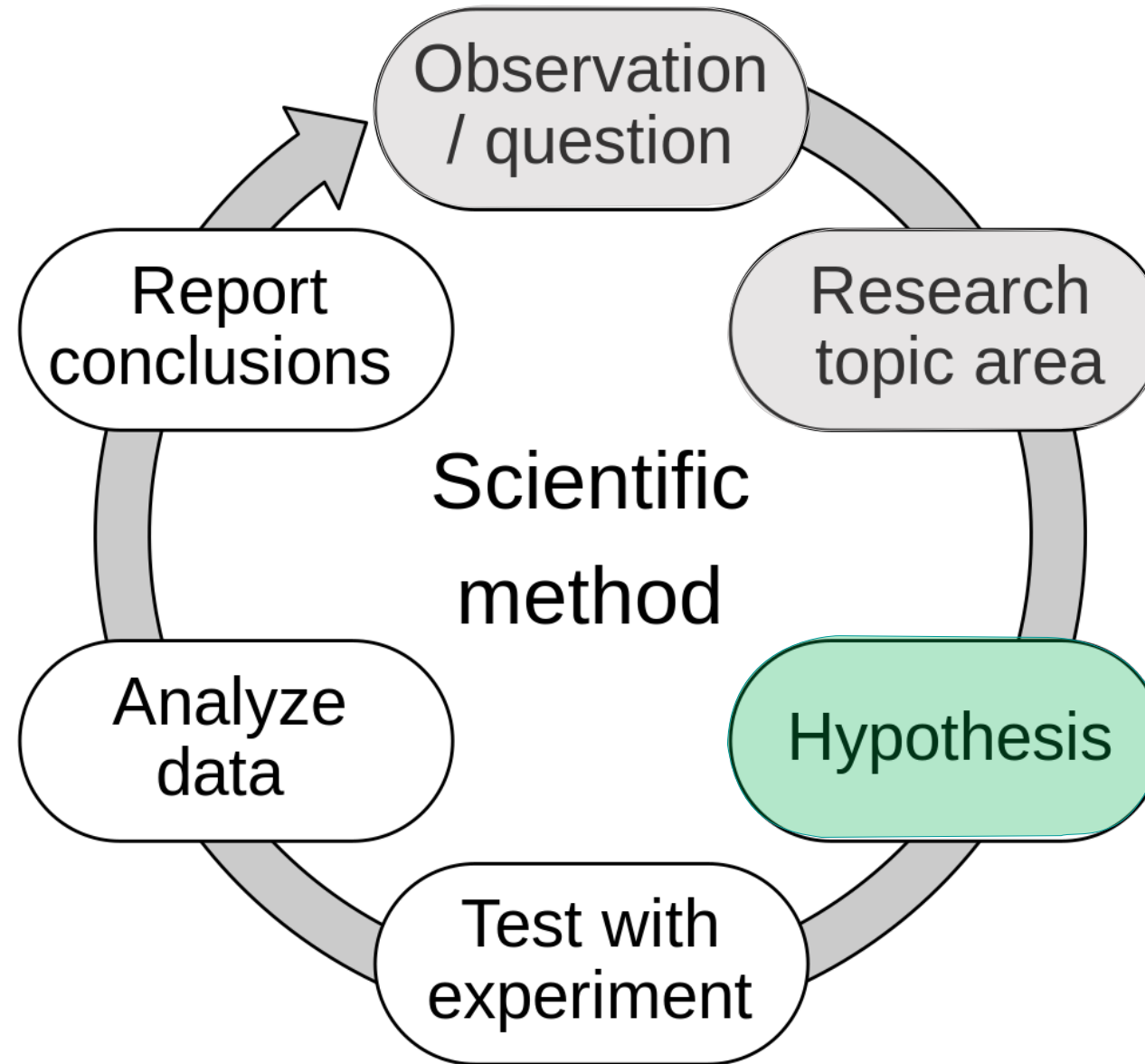


Action representation deficits in adolescents with developmental dyslexia

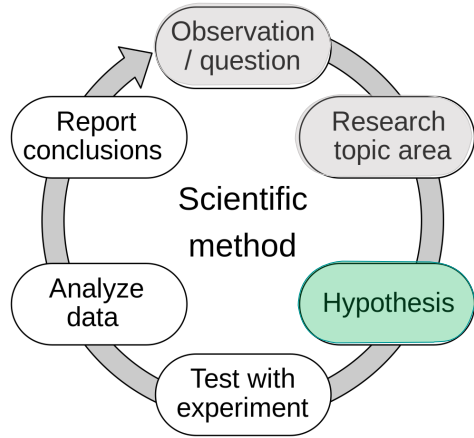
Given the plurality of symptoms observed in DD children, several theoretical approaches have been proposed in order to explain the causal mechanisms of reading disability. The most commonly accepted approach proposes that a phonological deficit is directly responsible for the reading disability (Liberman, 1973; Snowling, 2001). Learning to read using an alphabetic system requires learning the correspondence between the letters and speech sounds. Therefore, a phonological deficit affects the foundation of learning to read (Ramus *et al.*, 2003). This deficit is classically observed in phonological awareness, verbal short-term memory, and rapid naming tasks (Denckla & Rudel, 1976; Liberman, 1973; Shankweiler, Liberman, Mark, Fowler, & Fischer, 1979). At the neural level, it is suggested that it arises from a congenital dysfunction within the left hemisphere, based on genetic pre-disposition (e.g., Giraud & Ramus, 2013). According to this approach, the sensorimotor symptoms do not have a significant causal role in the aetiology of the reading disability (e.g., Snowling, 2000).

An alternative approach suggests that sensorimotor symptoms could have a causal role by considering the phonological deficit as part of a sensorimotor syndrome (Stein, 2001). Within this alternative approach, an automatization deficit hypothesis has been proposed to explain the co-occurrence of reading and sensorimotor symptoms in DD, their causal relationships, and the comorbidity between DD and other developmental disorders (Nicolson & Fawcett, 1990, 2007; Nicolson, Fawcett, & Dean, 2001). According to this hypothesis, DD children have difficulties in automatizing cognitive and/or motor learning due to mild dysfunction of the cerebellum (Nicolson *et al.*, 2001). Supporting this idea, DD children have been shown to have cerebellar functional and constitutional abnormalities, and show impairments in a range of 'cerebellar' tasks (see e.g., Stoodley & Stein, 2013 for a review).

Aspetti che precedono la raccolta dati



Aspetti che precedono la raccolta dati



the british
psychological society
promoting excellence in psychology

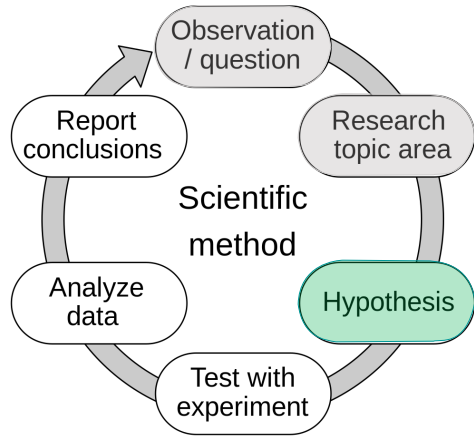
Journal of Neuropsychology (2021), 15, 215–234
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Action representation deficits in adolescents with developmental dyslexia

Given this literature state, we hypothesized that the sensorimotor control automatization deficit observed in DD could arise from mental action representation deficit.



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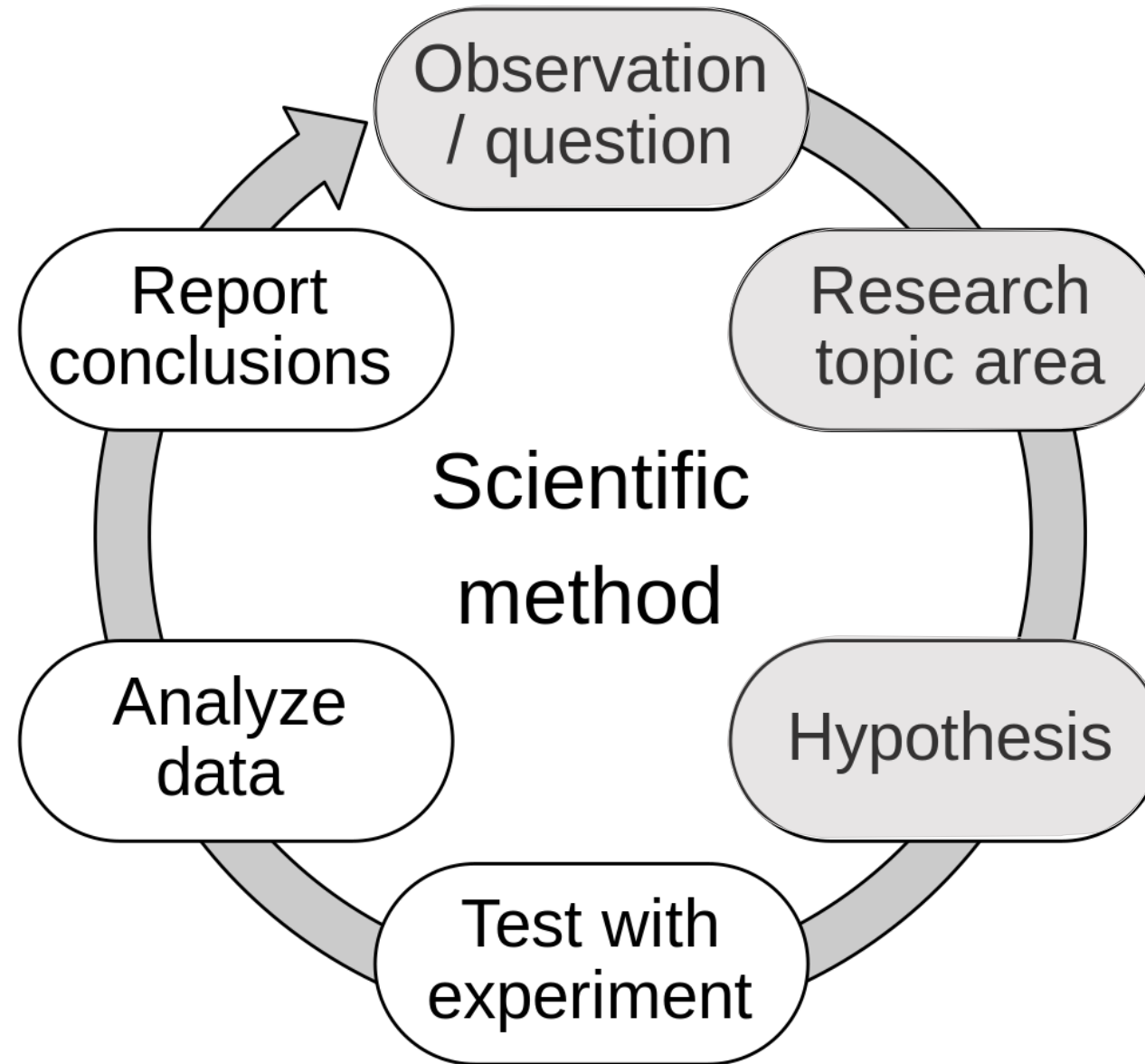


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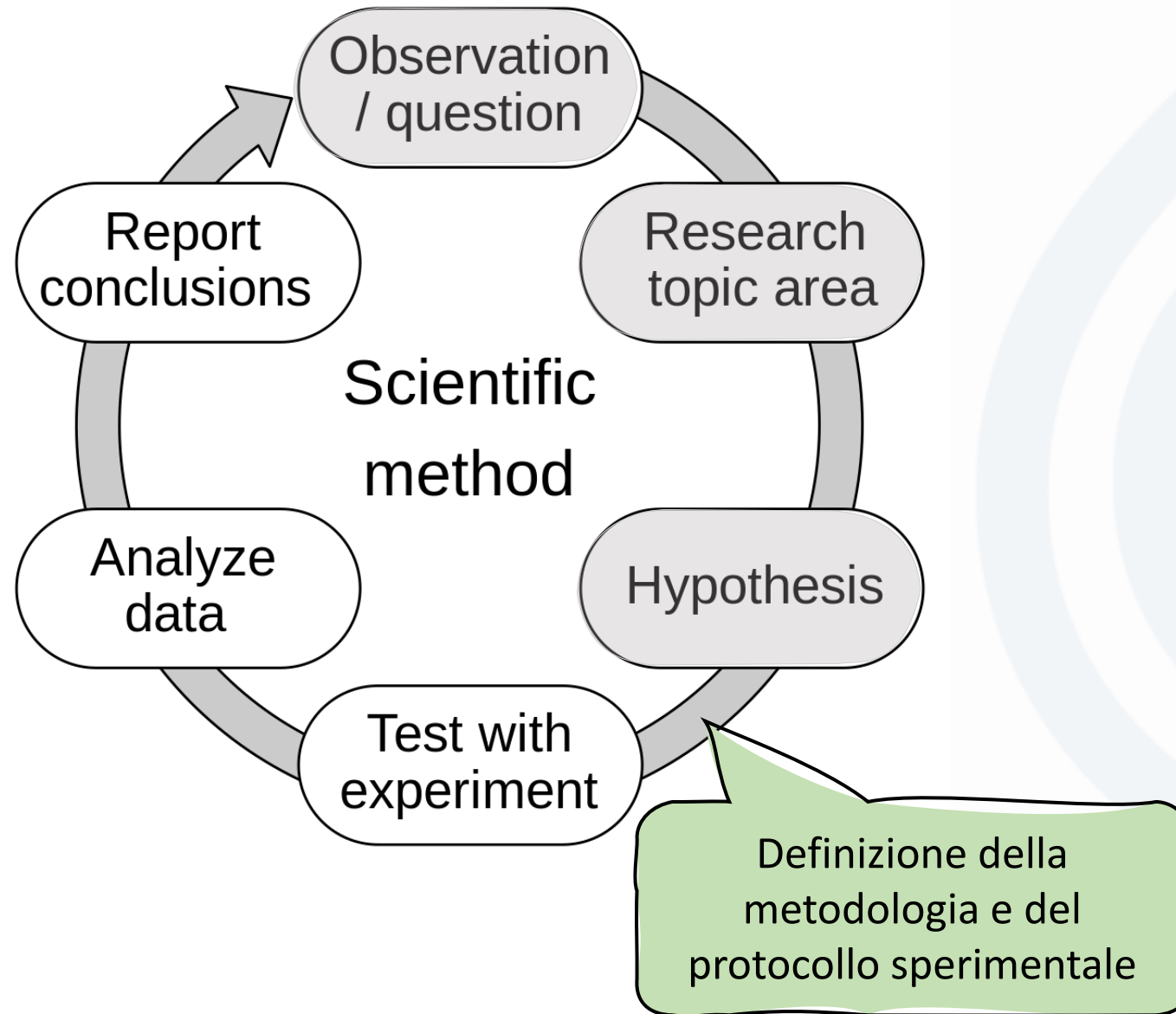
Action representation deficits in adolescents with developmental dyslexia

Given this literature state, we hypothesized that the sensorimotor control automatization deficit observed in DD could arise from mental action representation deficit. To test this, we used the 'motor imagery' paradigm, which involves individuals mentally performing movements, without actual execution

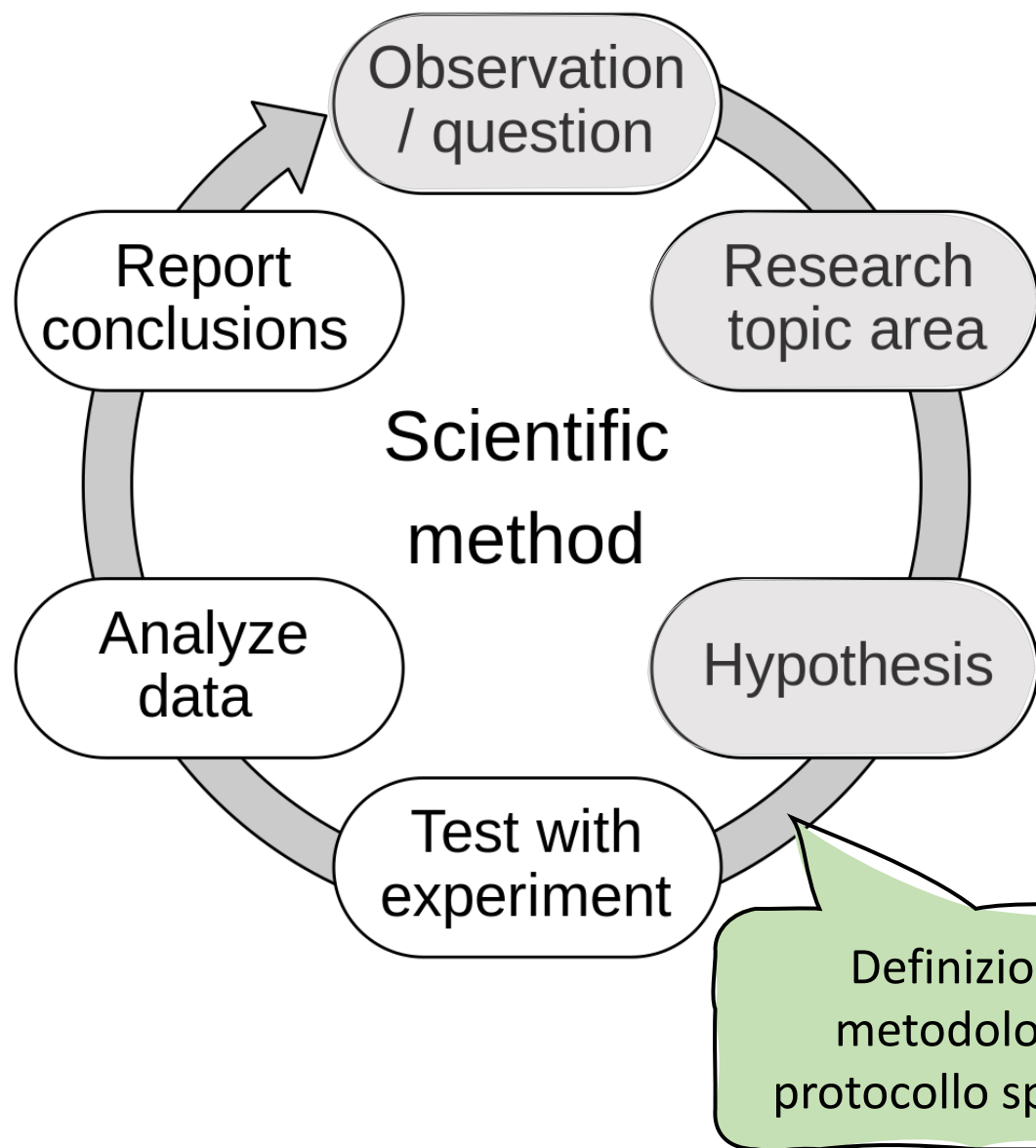
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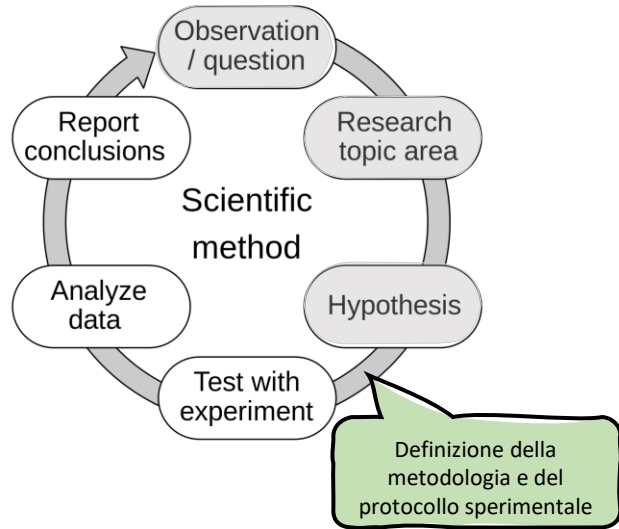
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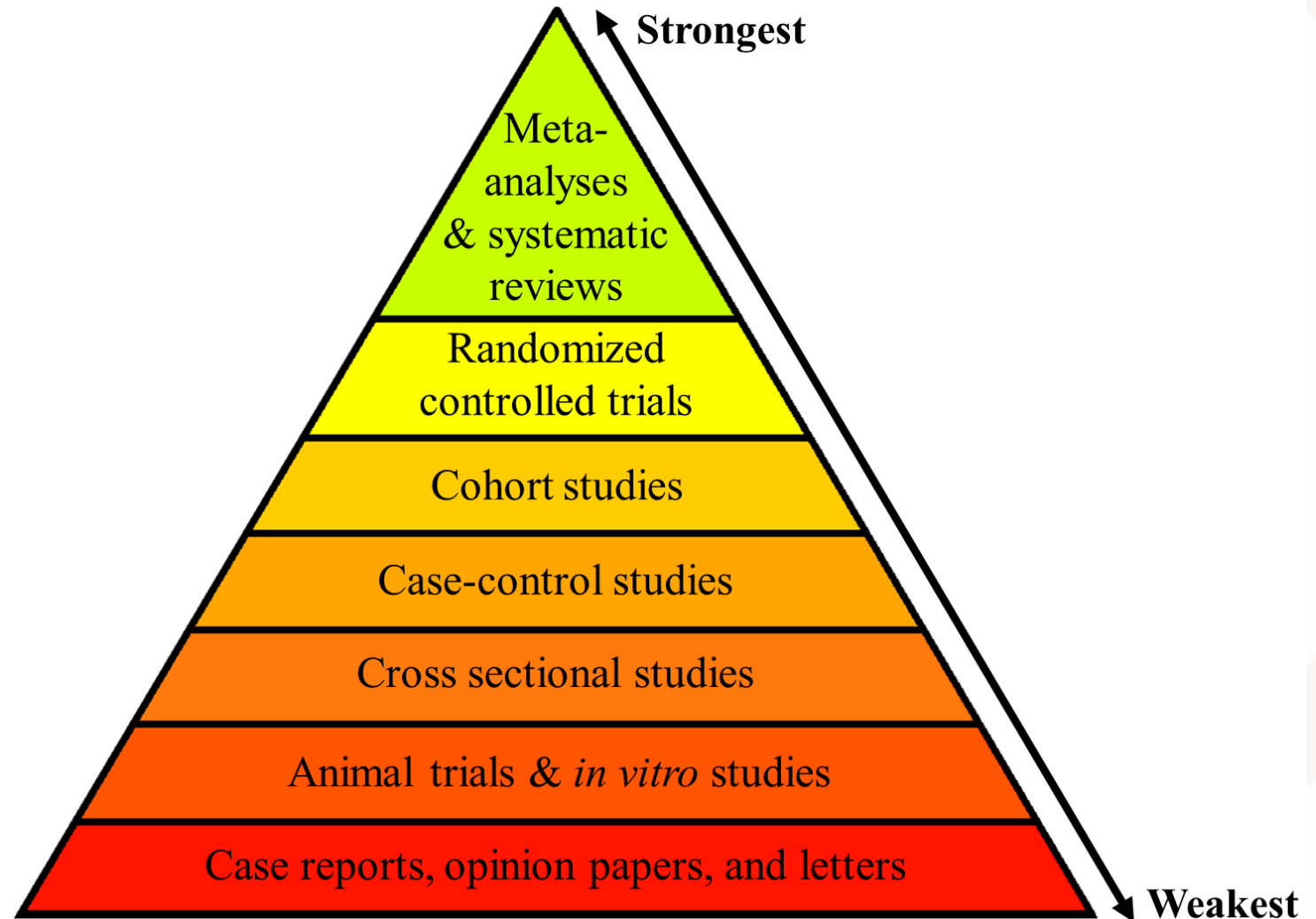
Definizione delle metodologie di reclutamento del campione sperimentale/gruppo di controllo



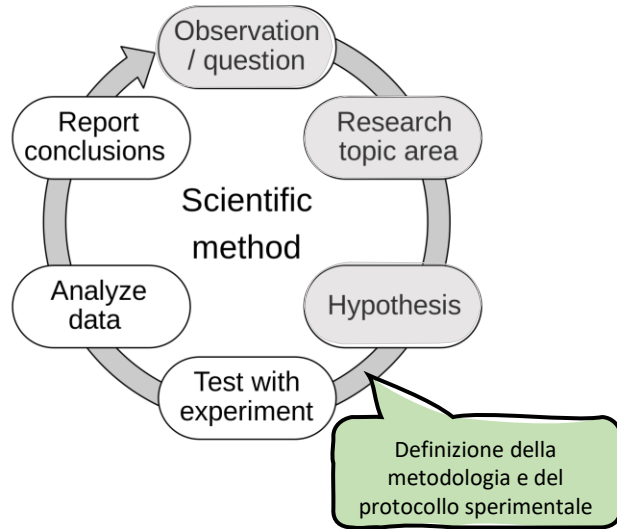
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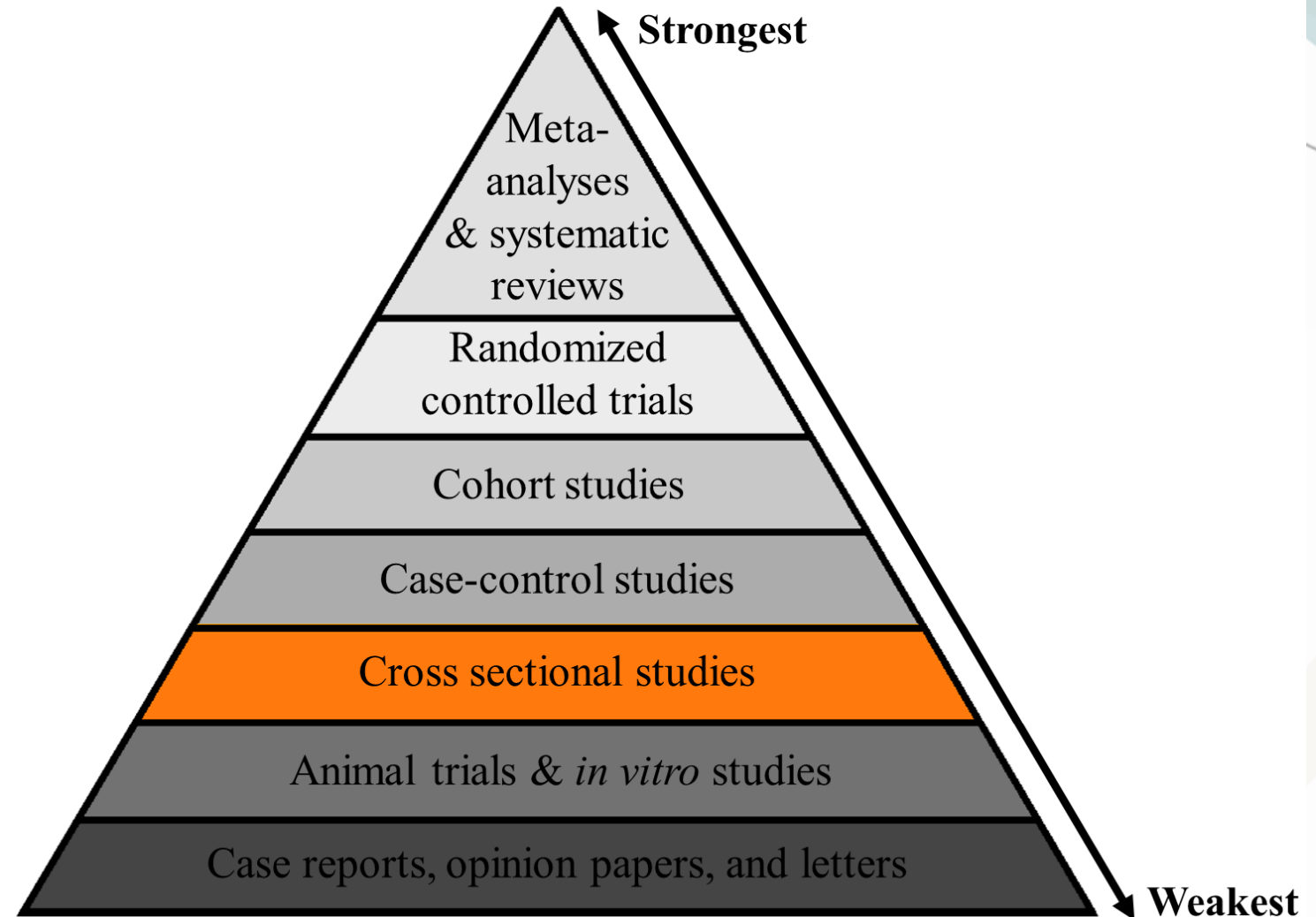
Hierarchy of Scientific Evidence



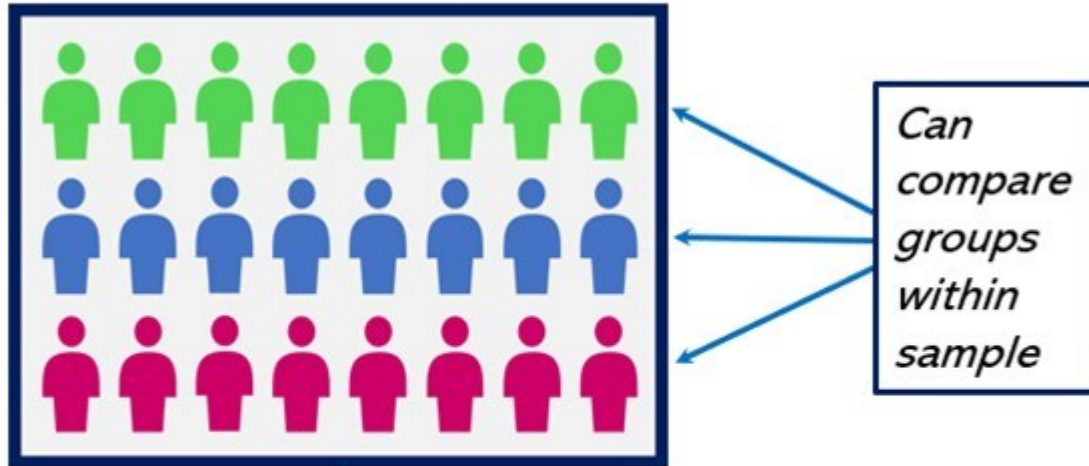
Aspetti che precedono la raccolta dati



Hierarchy of Scientific Evidence



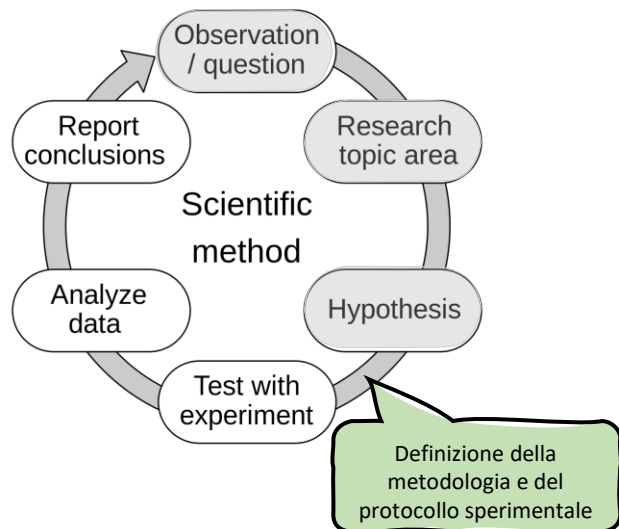
Cross-Sectional Study



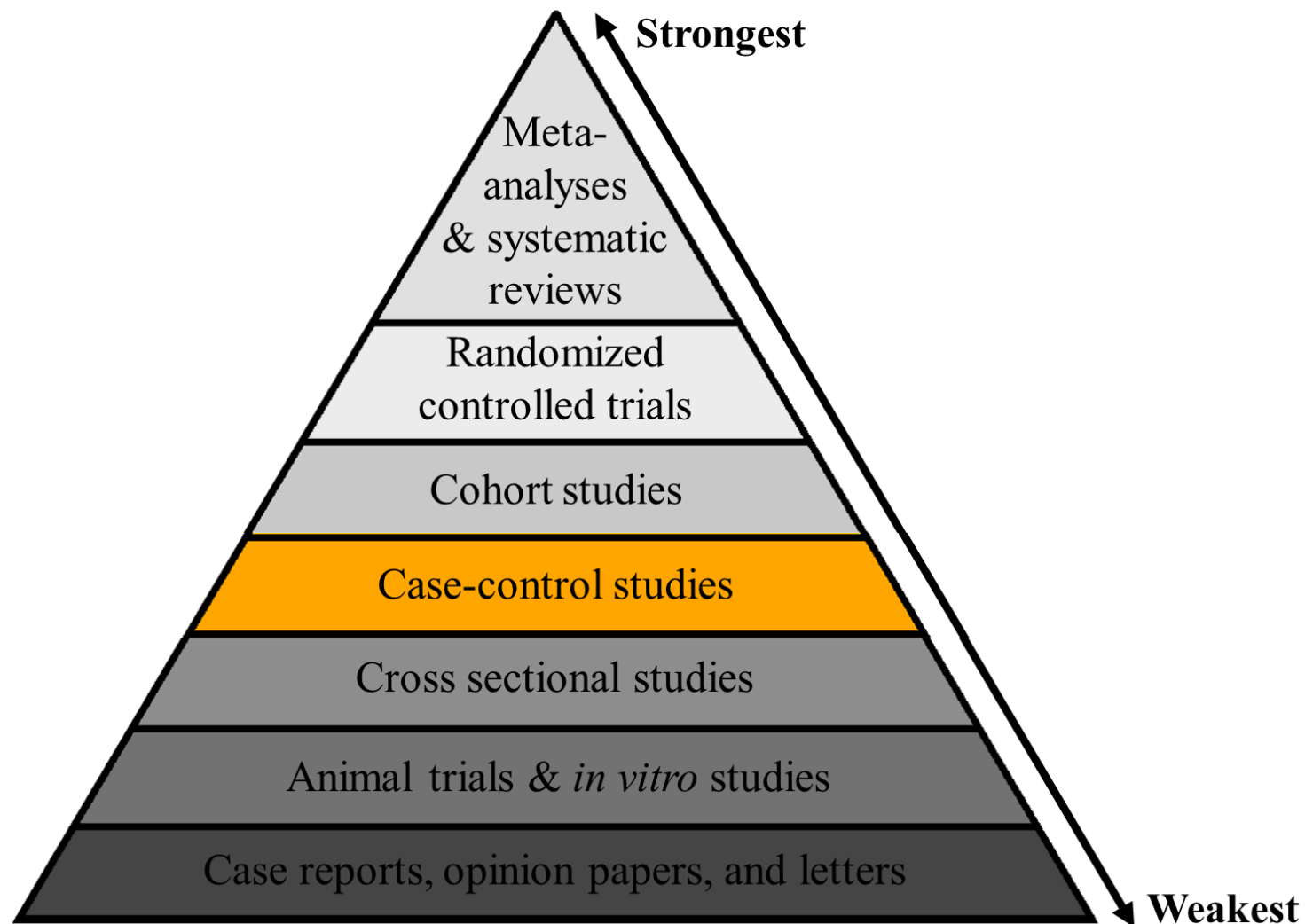
Data collected at one point
in time on one sample



Aspetti che precedono la raccolta dati

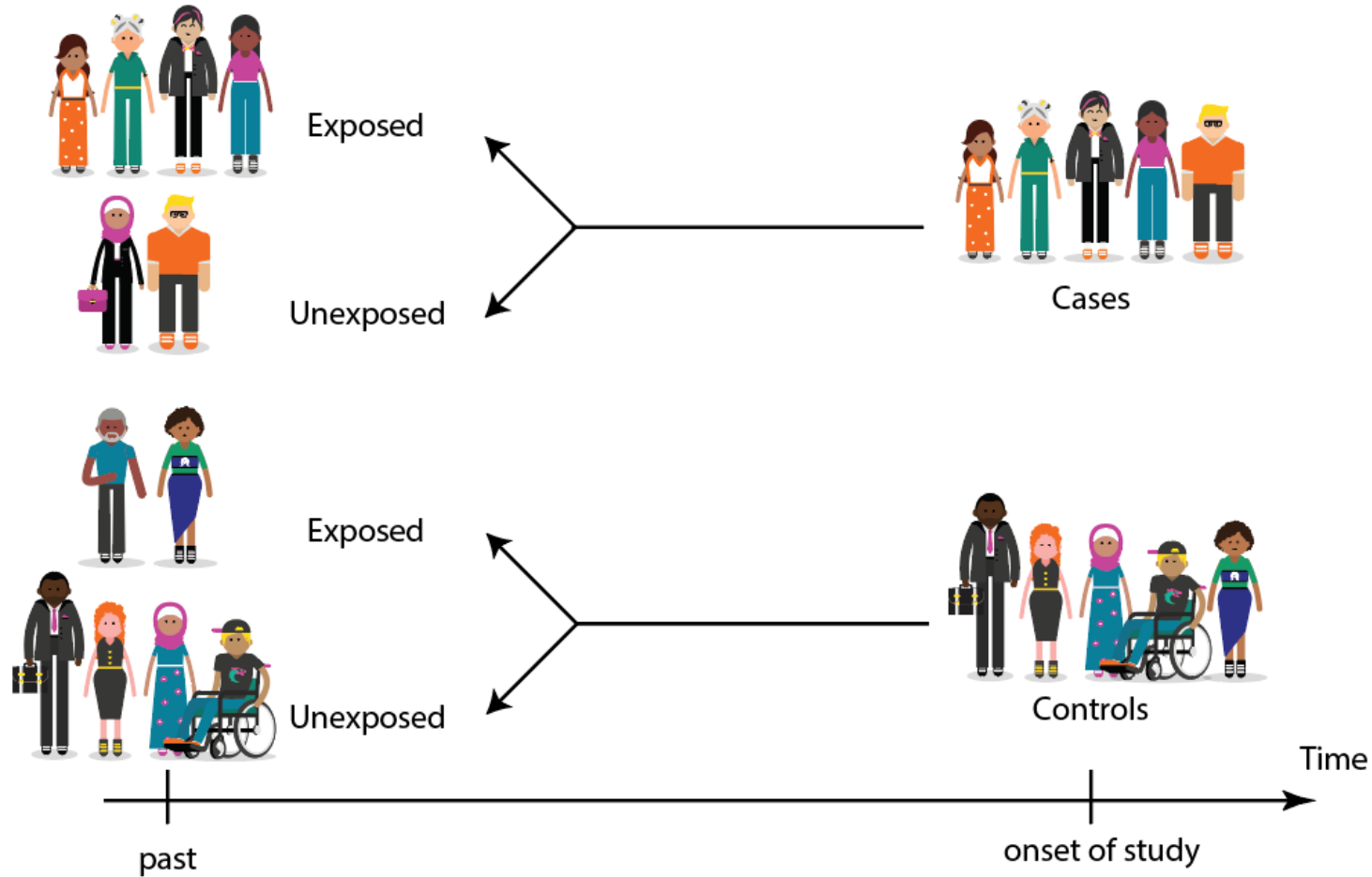


Hierarchy of Scientific Evidence

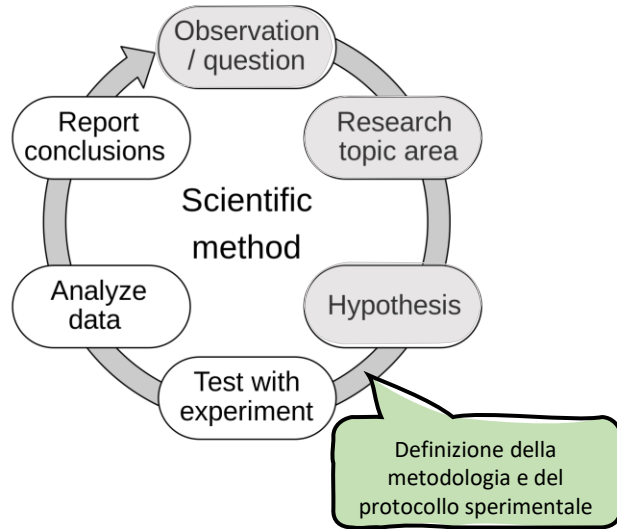


Case-control studies

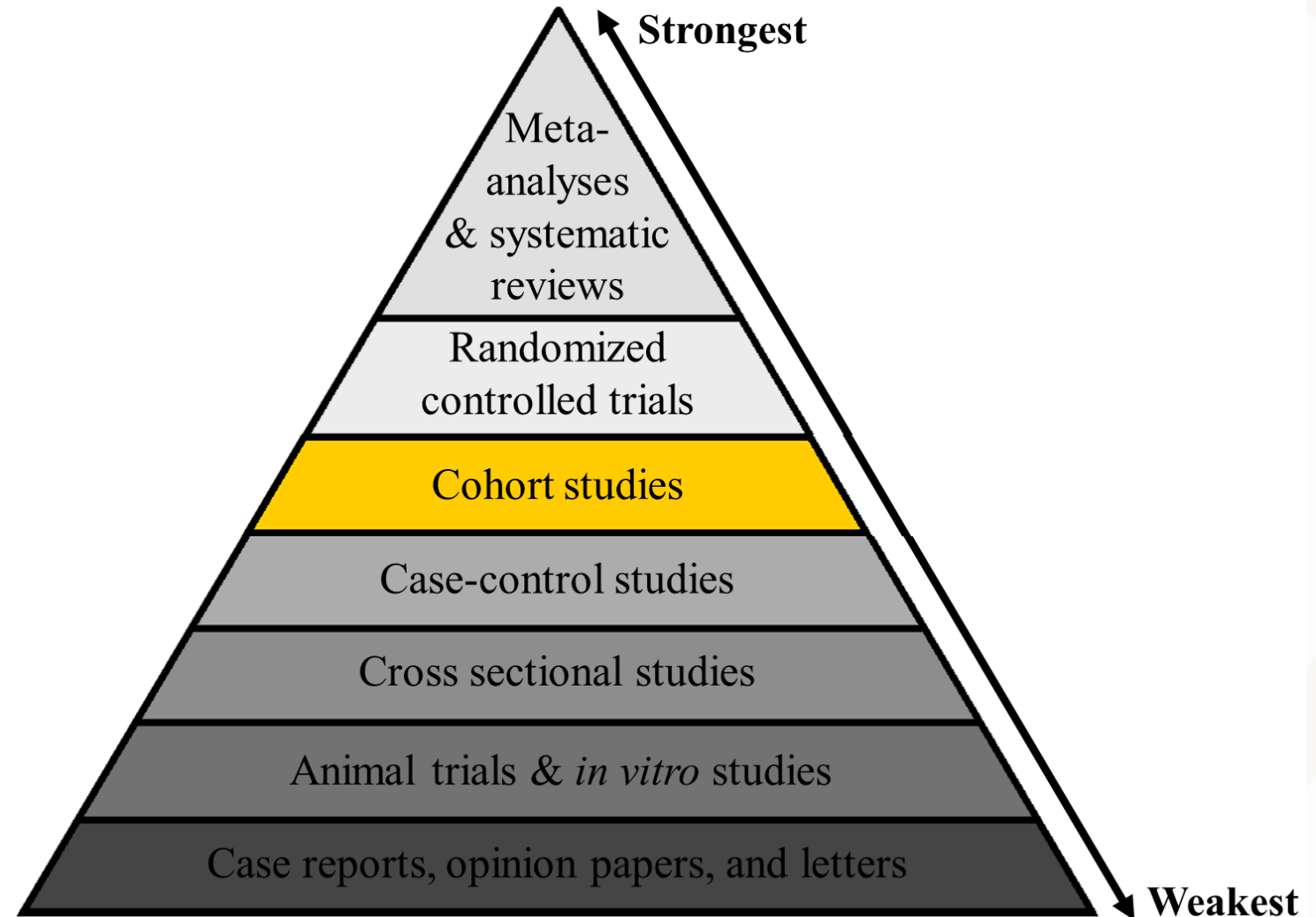
Case-Control Study



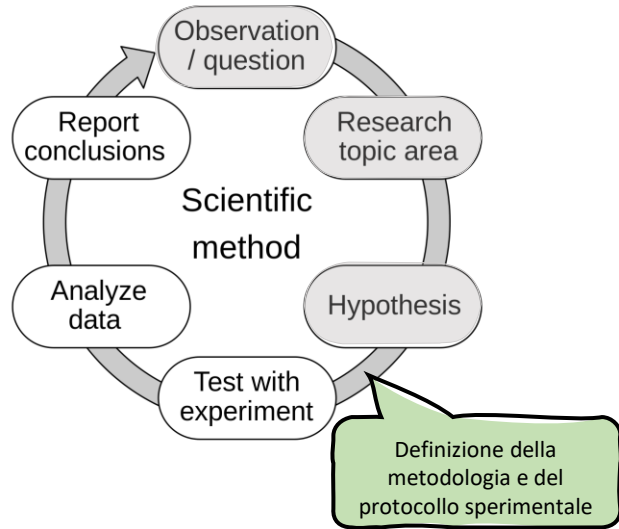
Aspetti che precedono la raccolta dati



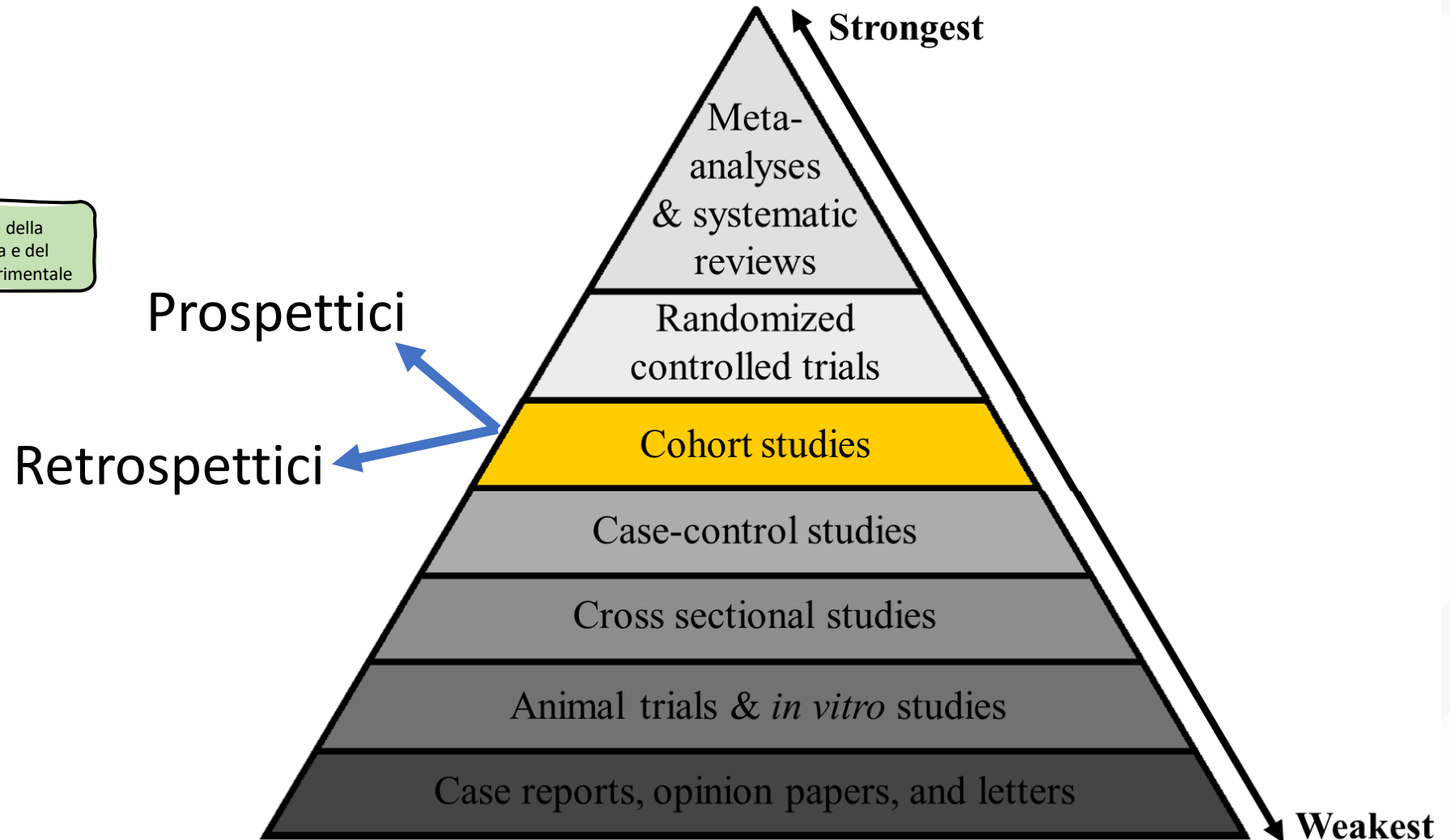
Hierarchy of Scientific Evidence



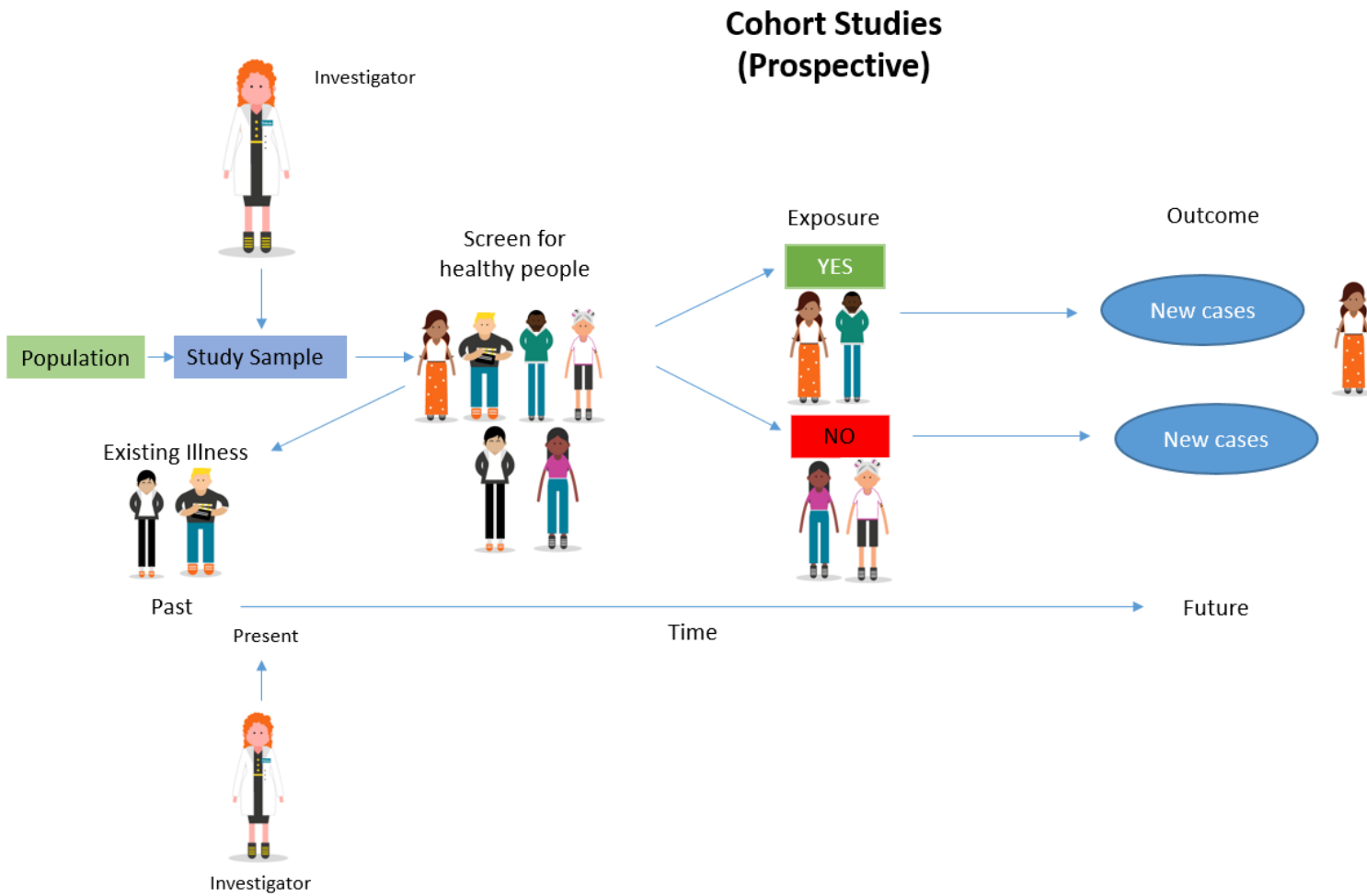
Aspetti che precedono la raccolta dati



Hierarchy of Scientific Evidence



Cohort studies



Esempio: Investigare l'incidenza dei videogiochi sullo sviluppo del disturbo da deficit di attenzione e iperattività (ADHD) nei bambini.

Bambini di età compresa tra 5 e 7 anni **senza diagnosi di ADHD**.

Dividere il campione fra i bambini che fino ai 10 anni avranno accesso ai videogiochi, da quelli che non ne avranno accesso fino alla stessa età. Insieme a questo, raccoglierò informazioni dettagliate su eventuali fattori secondari.

I bambini vengono seguiti nel tempo per identificare quelli che sviluppano sintomi di ADHD.



Preterm Neurodevelopmental Trajectories from 18 Months to 4.5 Years

Rhandi Christensen, MD, PhD, FRCPC¹, Vann Chau, MD, FRCPC¹, Anne Synnes, MHSc, MDCM, FRCPC², Ting Guo, PhD¹, Ruth E. Grunau, PhD^{2,*}, and Steven P. Miller, MDCM, MAS, FRCPC^{2,*}

Objective To assess the longitudinal trajectory of cognitive, language, and motor outcomes from 18 months to 4.5 years of age in children born very preterm.

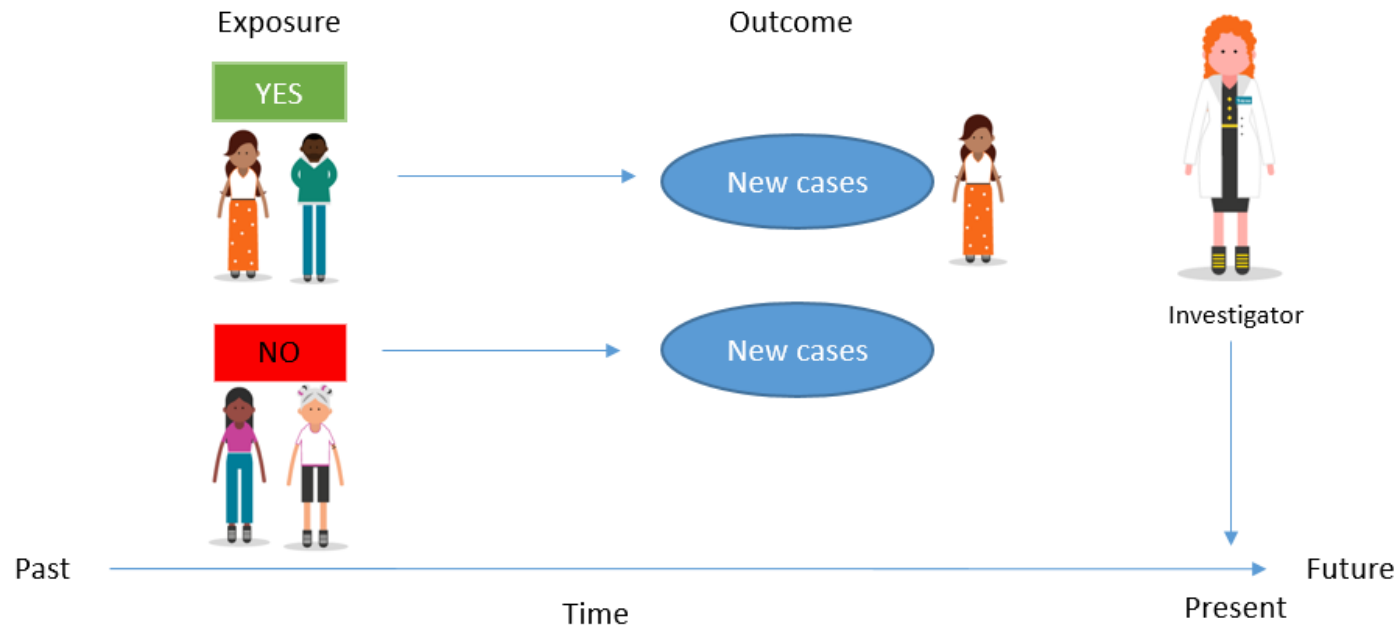
Gli autori si sono posti l'obiettivo di valutare la traiettoria longitudinale dei risultati cognitivi, linguistici e motori dai 18 mesi ai 4,5 anni in bambini nati prematuri. Le valutazioni sono state condotte con le Scale Bayley, con la Wechsler Preschool and Primary Scale of Intelligence-III e con l'ABC MOVEMENT ed hanno rilevato non solo risultati variabili per alcune traiettorie ma anche il ruolo protettivo dell'educazione familiare e di un ambiente mitigante le avversità della nascita pretermine

Results Cognitive and language trajectories were stable from 18 months to 4.5 years for all outcome groups. Motor impairment increased over time, with a greater proportion of children having motor deficits at 4.5 years. Children with below-average cognitive and language outcomes at 4.5 years had more clinical risk factors, greater white matter injury, and lower maternal education. Children with severe motor impairment at 4.5 years were born earlier, had more clinical risk factors, and demonstrated greater white matter injury.

Conclusions Children born preterm have stable cognitive and language trajectories, while motor impairment increased at 4.5 years. These results highlight the importance of continued developmental surveillance for children born preterm into preschool age. (*J Pediatr* 2023;258:113401).

Cohort studies

Cohort Studies (Retrospective/Historical)

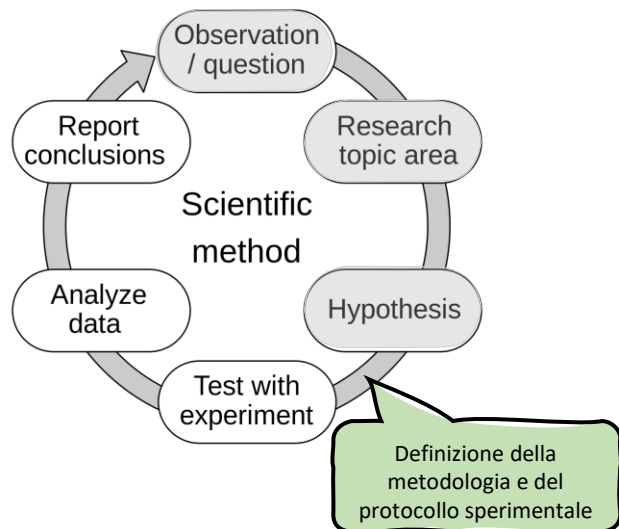


Esempio: Esaminare la relazione tra esposizione a determinati fattori durante la gravidanza e l'incidenza di disturbo dello spettro autistico (ASD) nei bambini.

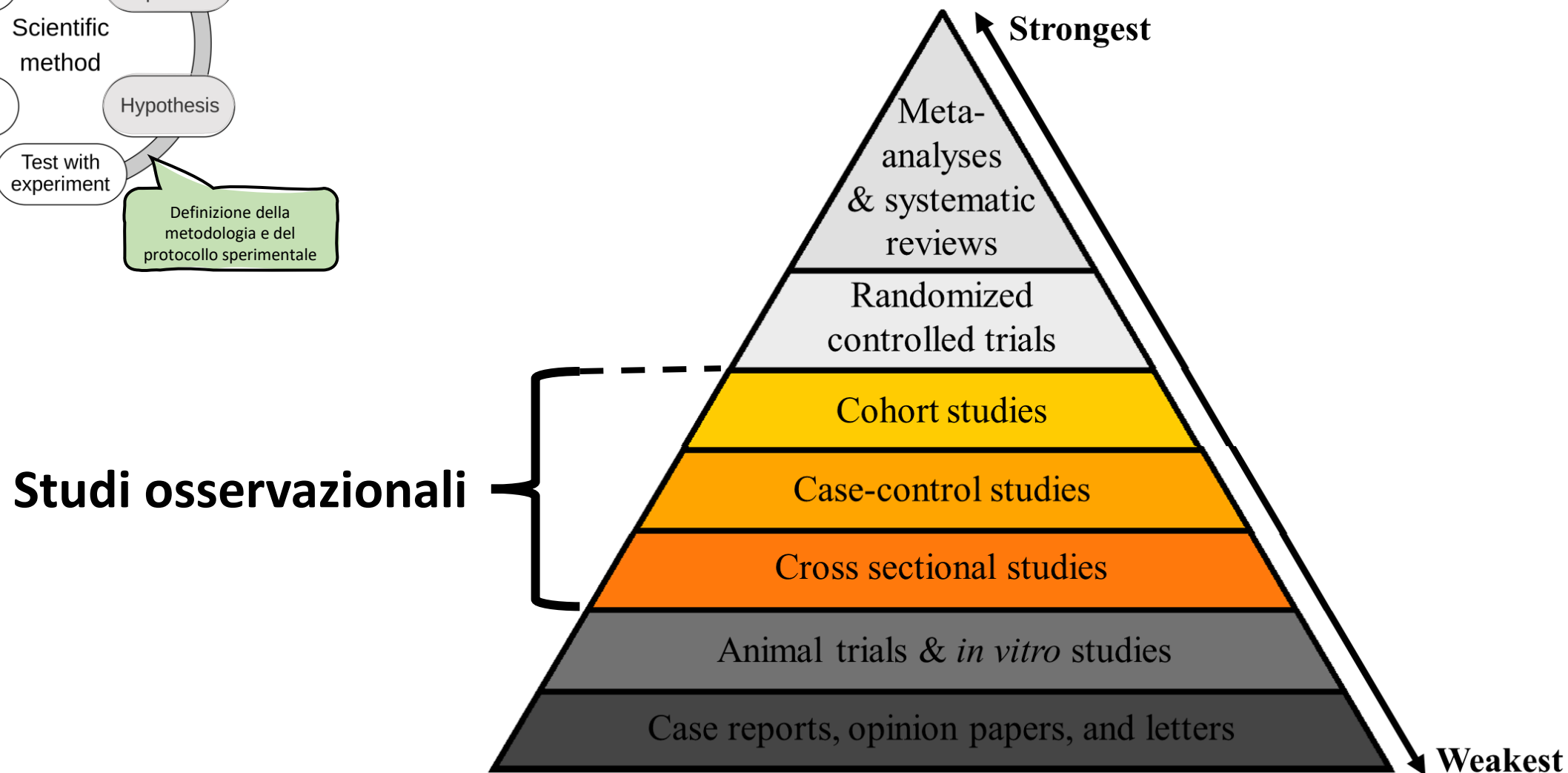
Si raccoglie retrospettivamente informazioni sulla storia prenatale, inclusa l'esposizione a agenti teratogeni, infezioni durante la gravidanza e altre variabili.

Dividerò il campione in soggetti che in passato sono stati esposti e soggetti che non sono stati esposti, quindi andrò a verificare se il numero di pazienti con ASD nel campione «esposti» è significativamente più ampio del campione «non-esposti»

Aspetti che precedono la raccolta dati

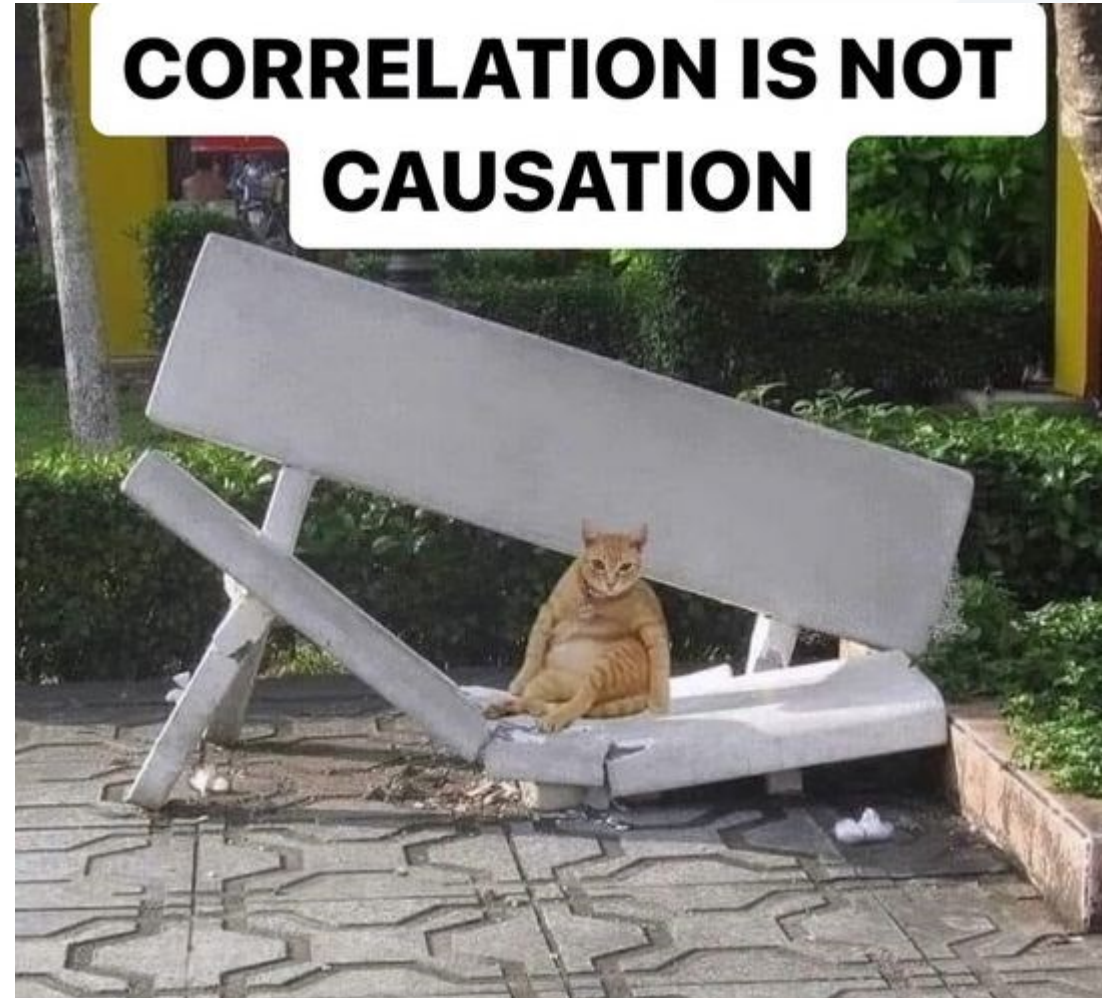


Hierarchy of Scientific Evidence



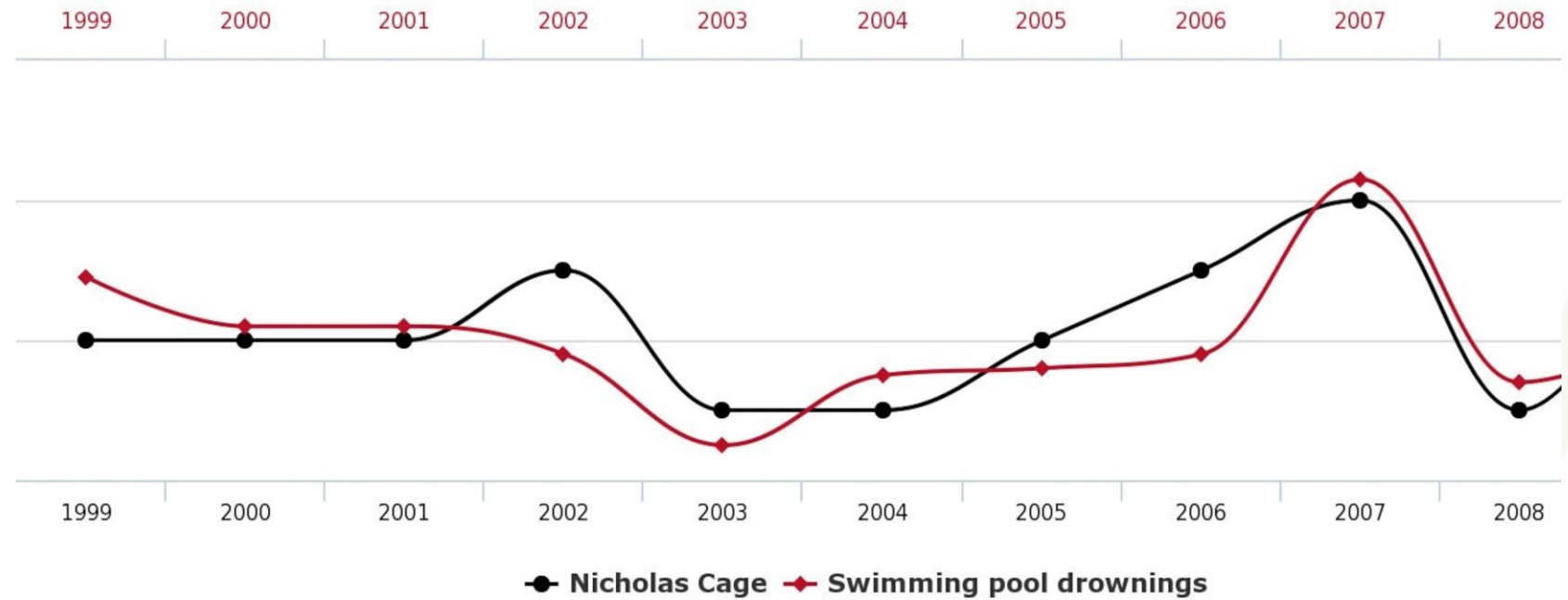
Aspetti che precedono la raccolta dati

Studi osservazionali

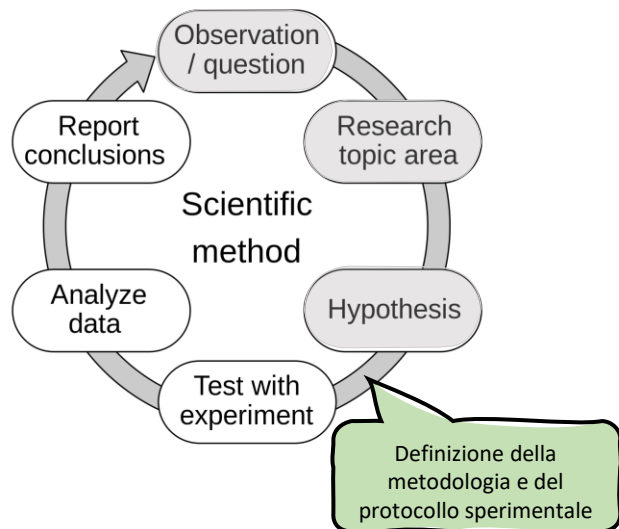


Studi osservazionali

Number of people who drowned by falling into a pool
correlates with
Films Nicolas Cage appeared in

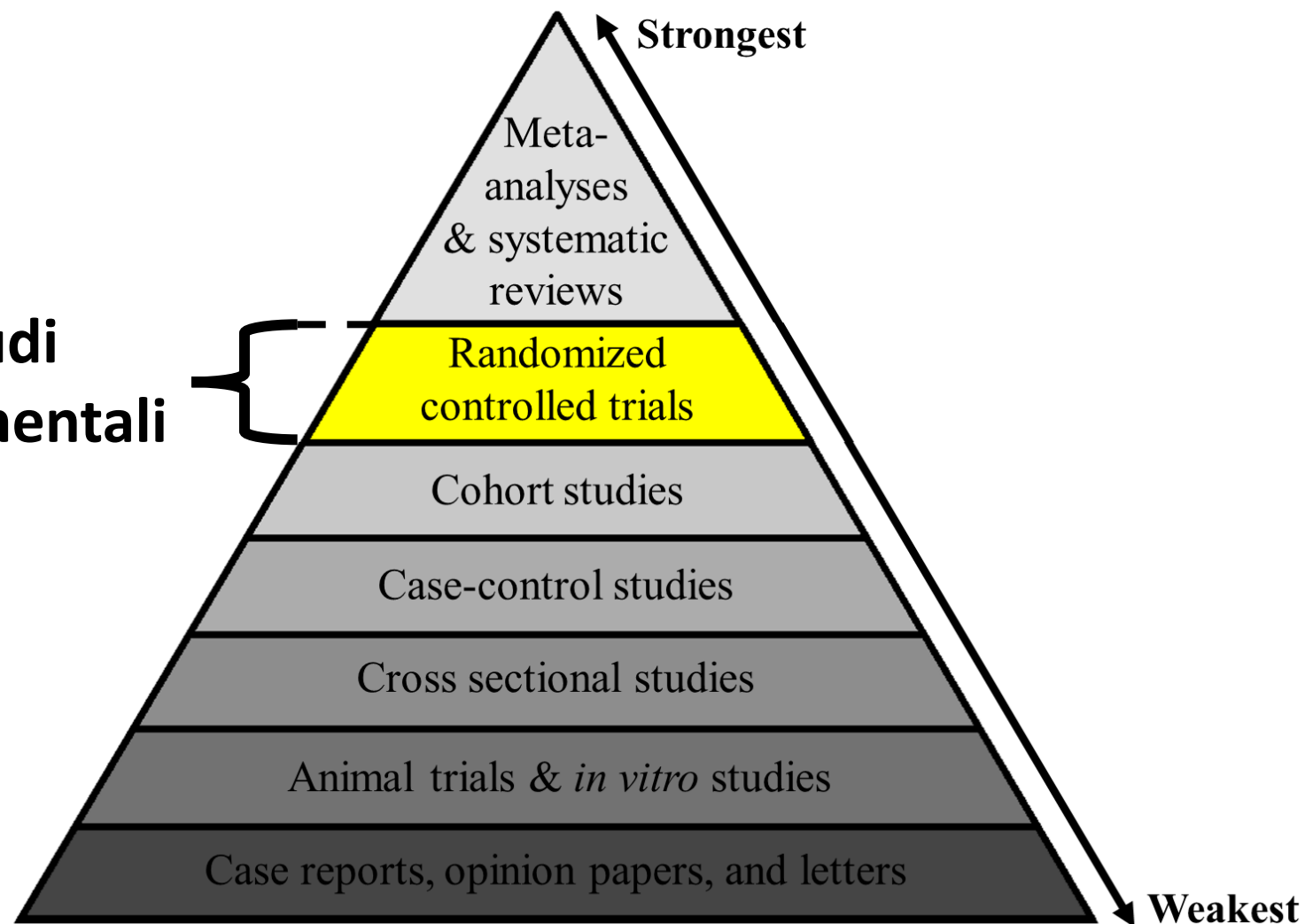


Aspetti che precedono la raccolta dati

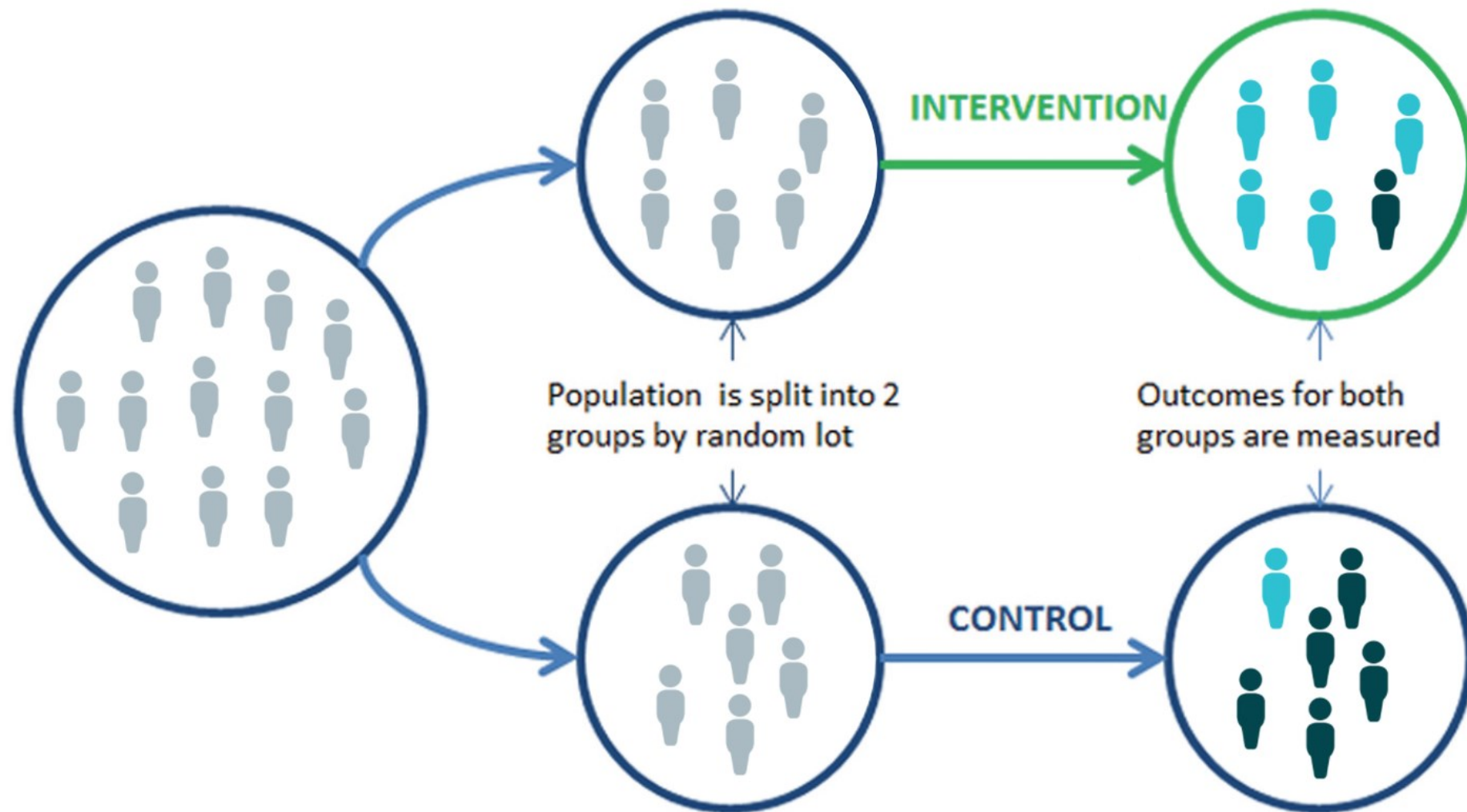


Studi sperimentali

Hierarchy of Scientific Evidence

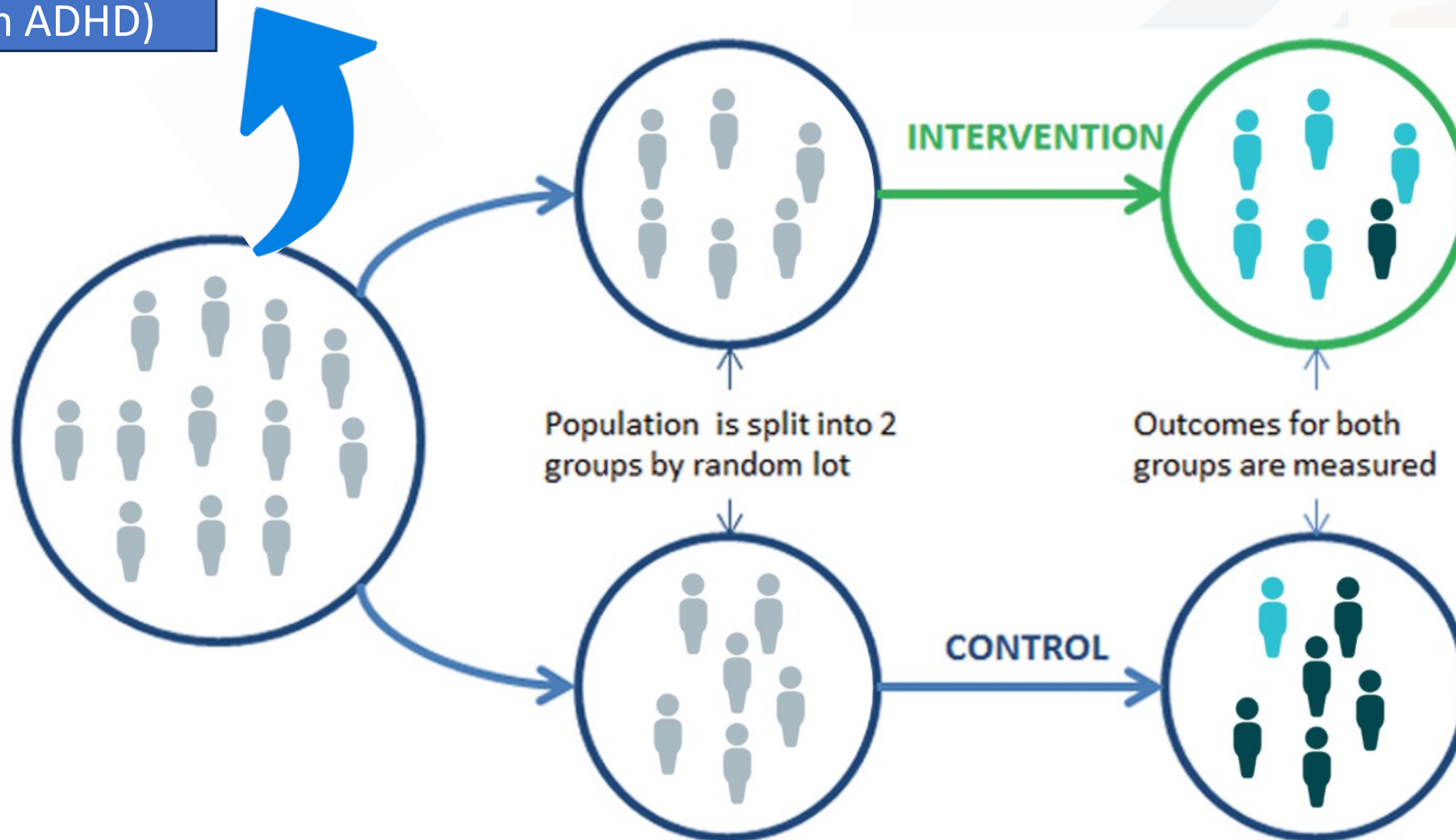


Randomized controlled trials

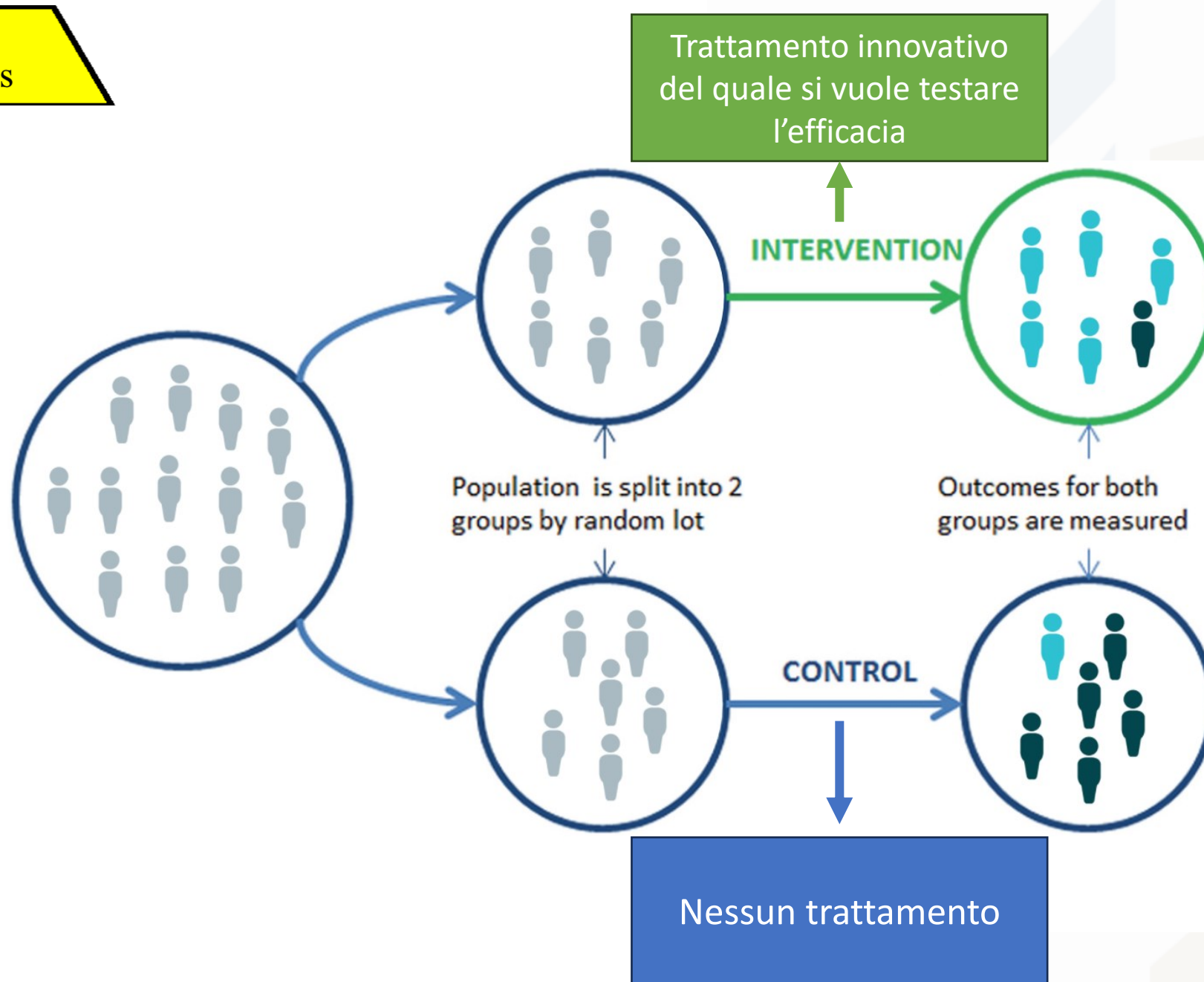


Popolazione clinica
(es. un campione di
bambini con ADHD)

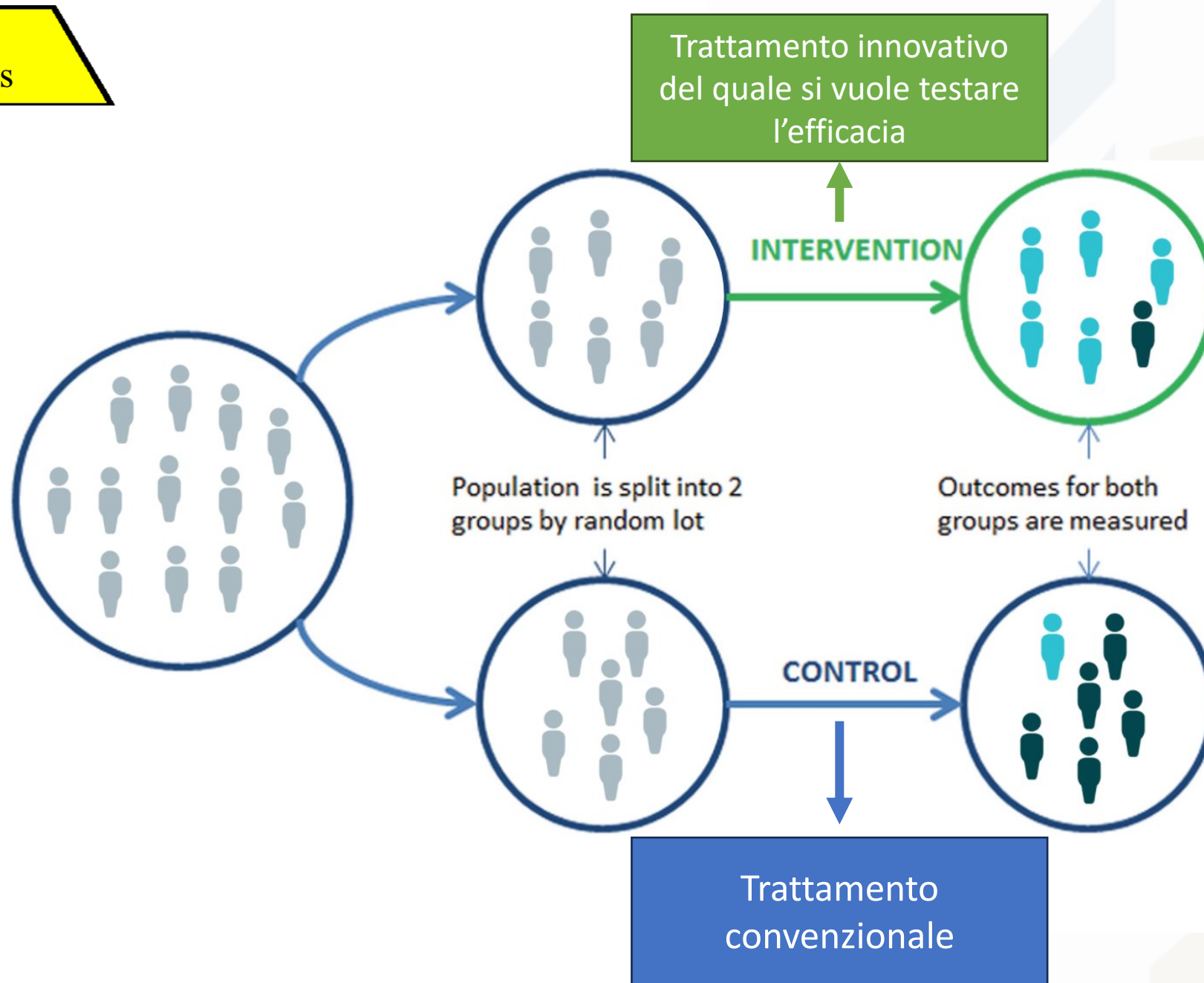
Randomized controlled trials

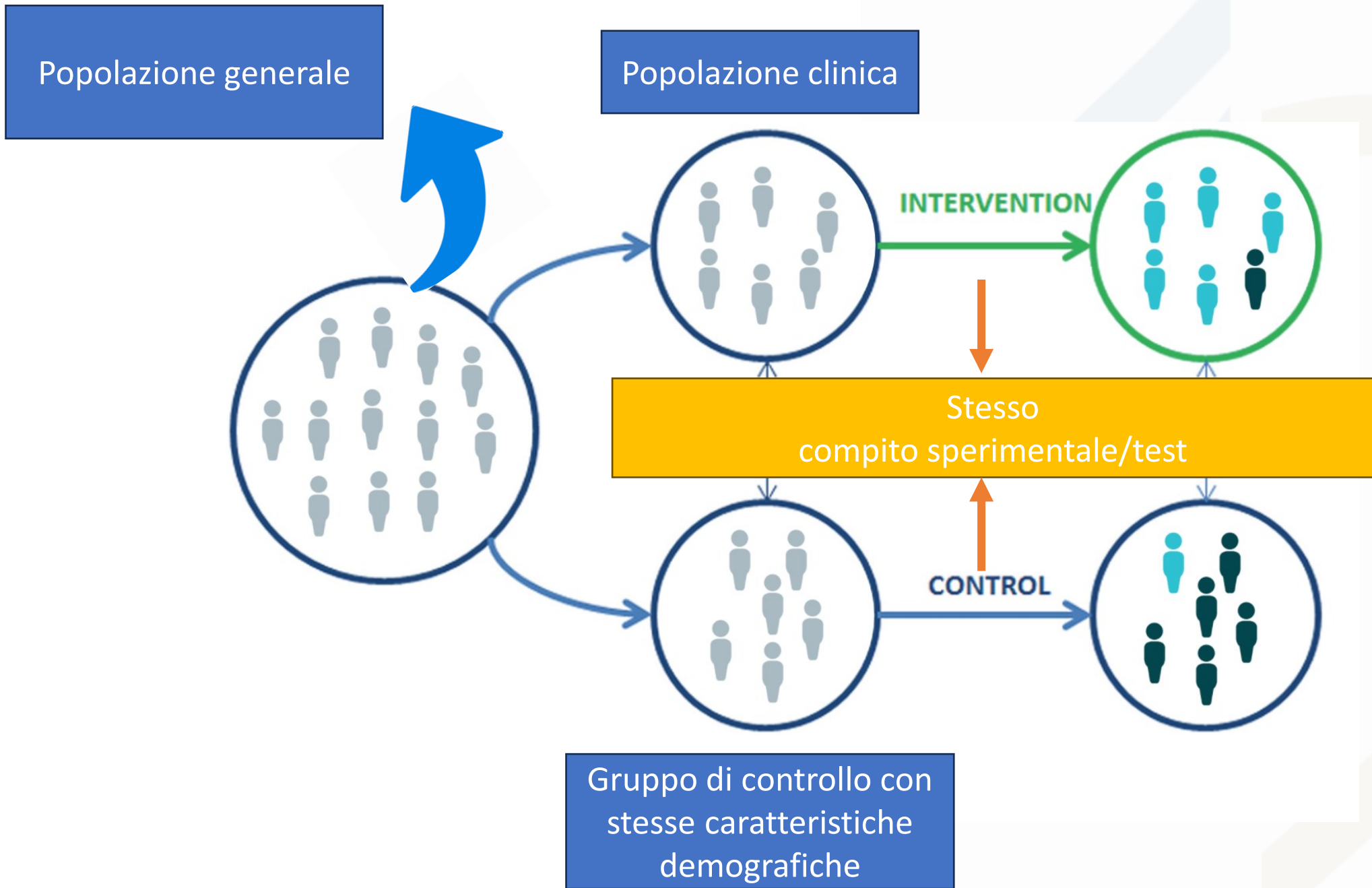


Randomized
controlled trials



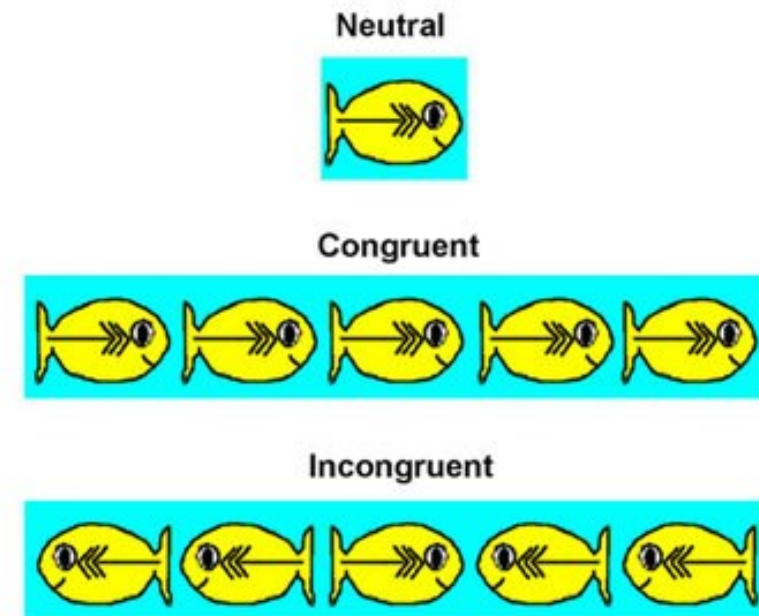
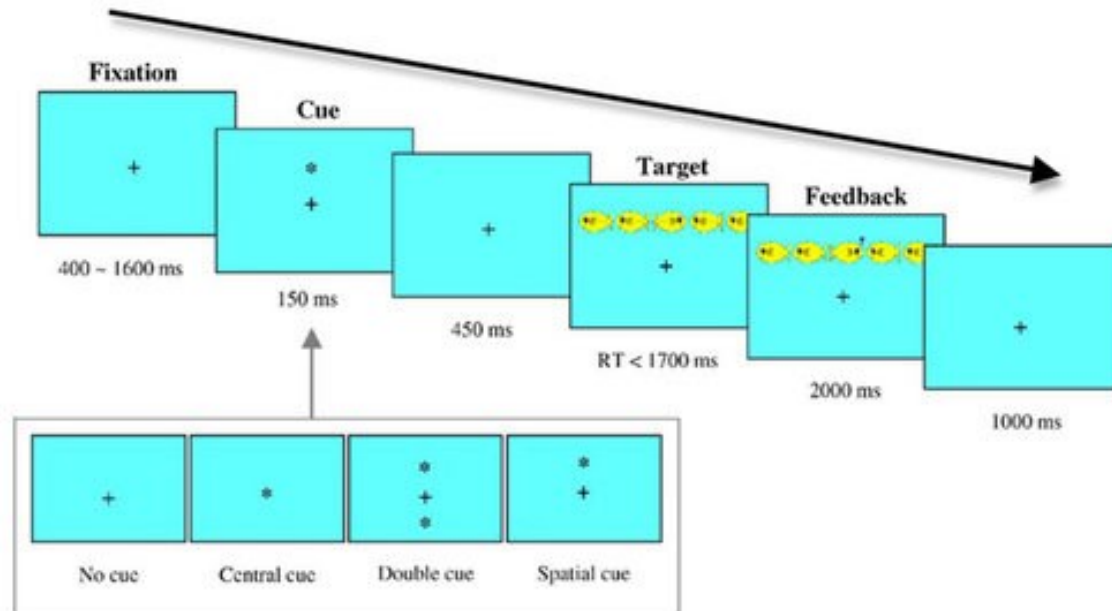
Randomized
controlled trials





Development of attentional networks in childhood[☆]

M. Rosario Rueda^{a,b,1}, Jin Fan^a, Bruce D. McCandliss^a, Jessica D. Halparin^a,
Dana B. Gruber^a, Lisha Pappert Lercari^a, Michael I. Posner^{a,b,*}



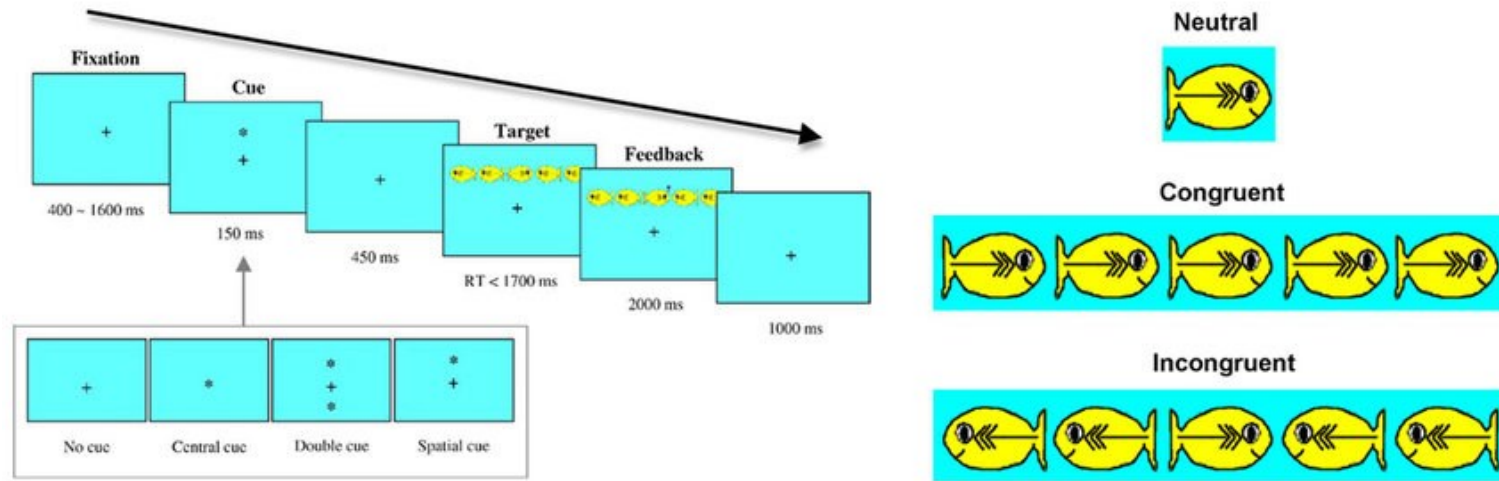
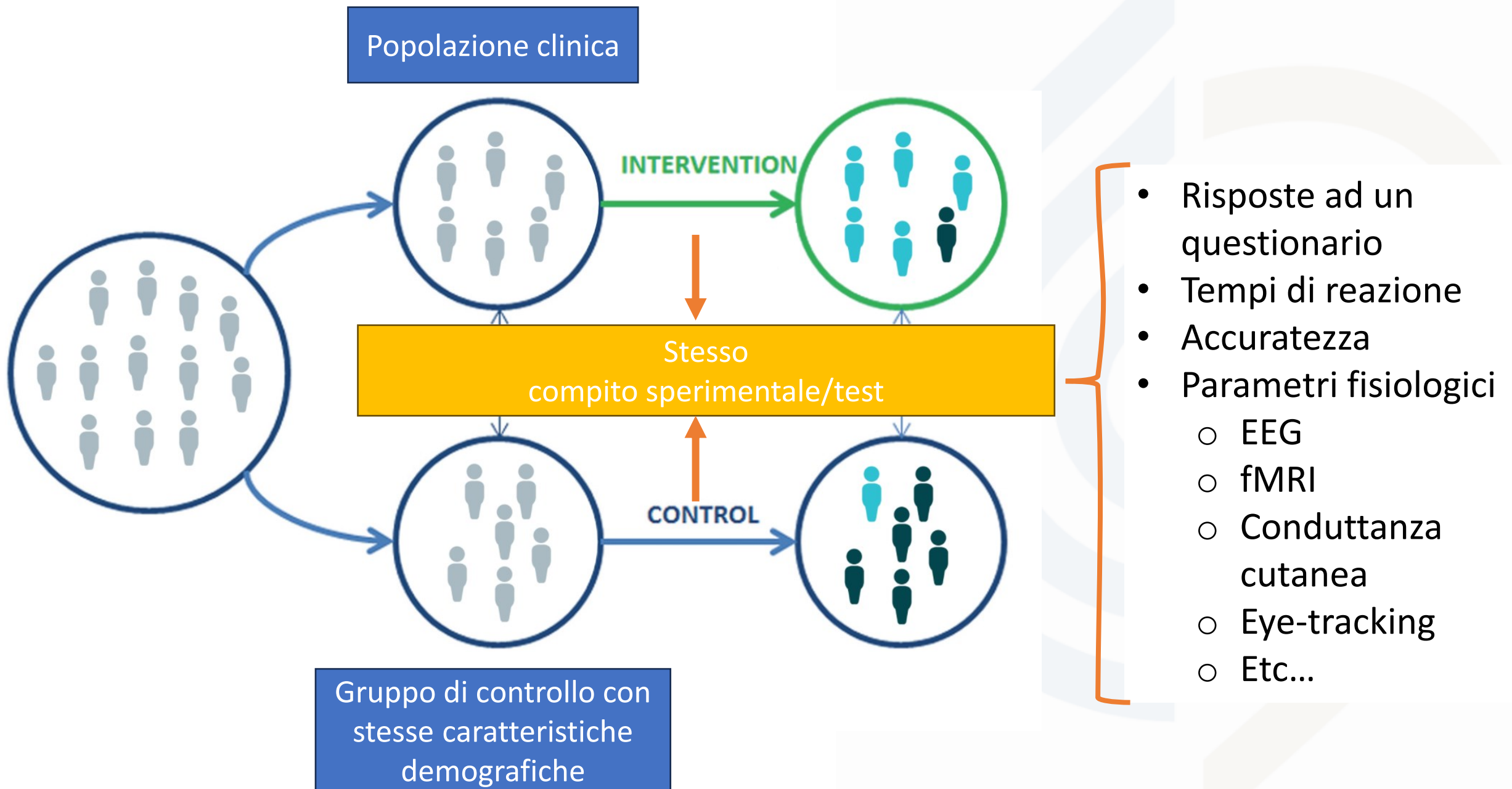


Table 3
Comparison of 10-year-old children and adults on the child and adult ANT

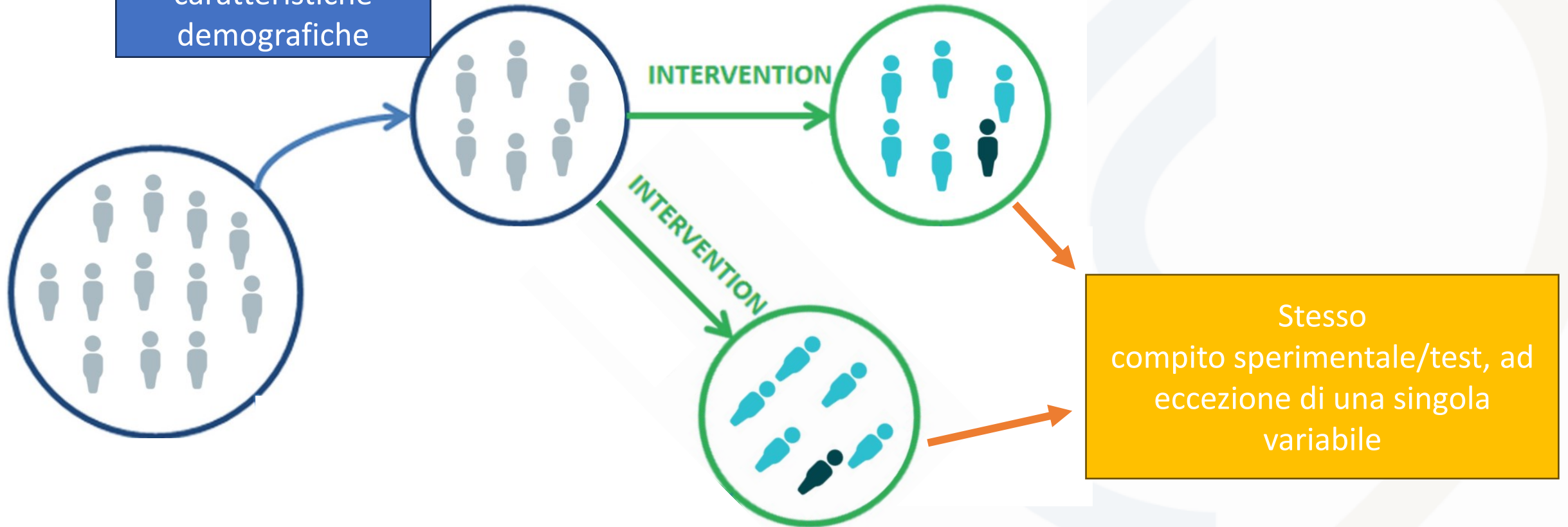
Group	Flanker type	Warning type			
		No cue	Central cue	Double cue	Spatial cue
Adult ANT					
Children (10-year-old)	Congruent	758 (4.2)	695 (0.0)	654 (0.0)	621 (1.0)
	Incongruent	877 (4.2)	860 (7.3)	858 (6.3)	802 (3.1)
	Neutral	683 (1.0)	634 (1.0)	629 (1.0)	586 (4.2)
Adults	Congruent	548 (0.0)	523 (0.0)	523 (1.0)	485 (0.0)
	Incongruent	668 (7.3)	668 (3.1)	650 (8.3)	603 (2.1)
	Neutral	524 (2.1)	477 (0.0)	458 (1.0)	446 (0.0)
Child ANT					
Children (10-year-old)	Congruent	655 (2.1)	656 (1.0)	618 (1.0)	591 (1.0)
	Incongruent	719 (4.2)	723 (3.1)	677 (5.2)	674 (1.0)
	Neutral	673 (2.1)	619 (2.1)	577 (2.1)	584 (1.0)
Adults	Congruent	505 (0.0)	477 (0.0)	469 (0.0)	453 (2.1)
	Incongruent	546 (4.2)	548 (0.0)	525 (3.1)	527 (1.0)
	Neutral	476 (0.0)	467 (0.0)	438 (4.2)	429 (0.0)



Randomized
controlled trials

Within subjects

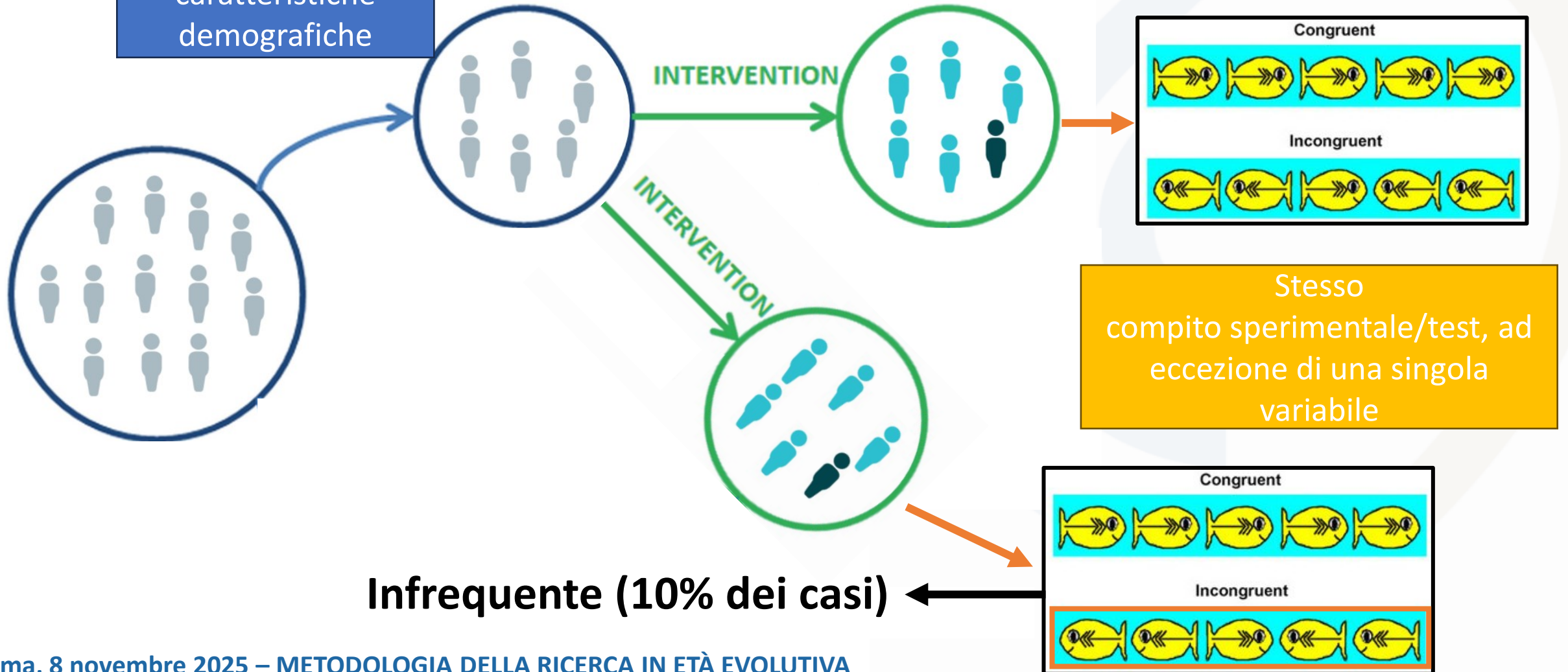
Gruppo con stesse
caratteristiche
demografiche



Randomized
controlled trials

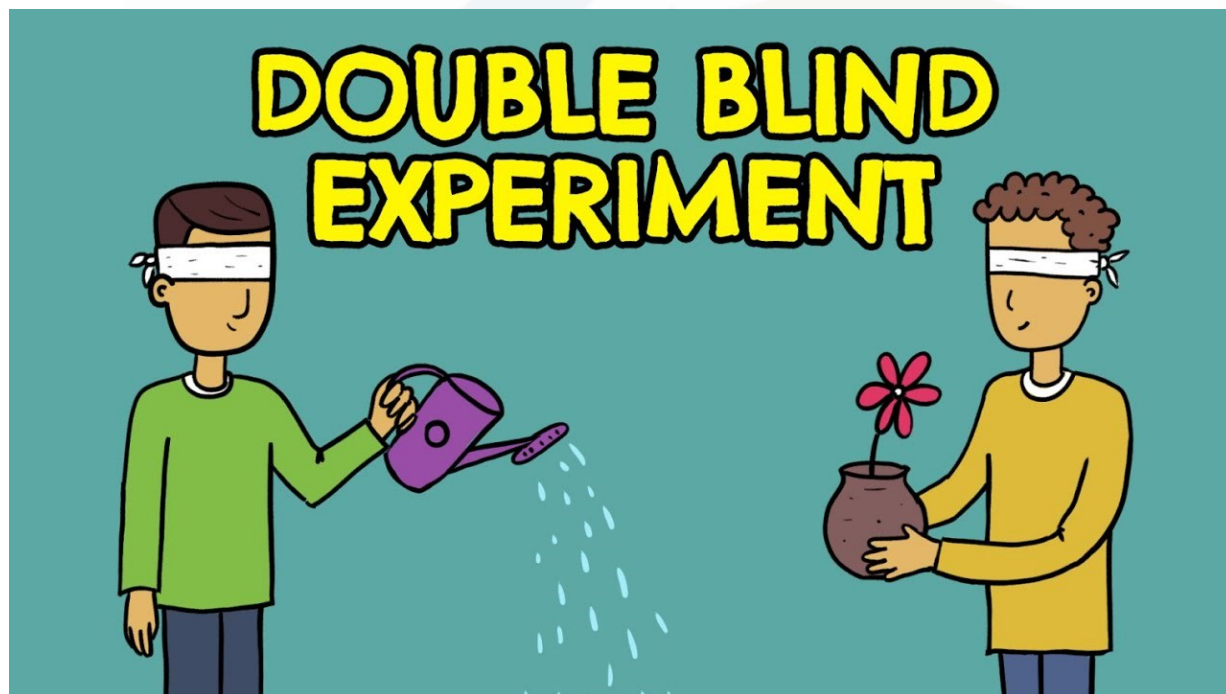
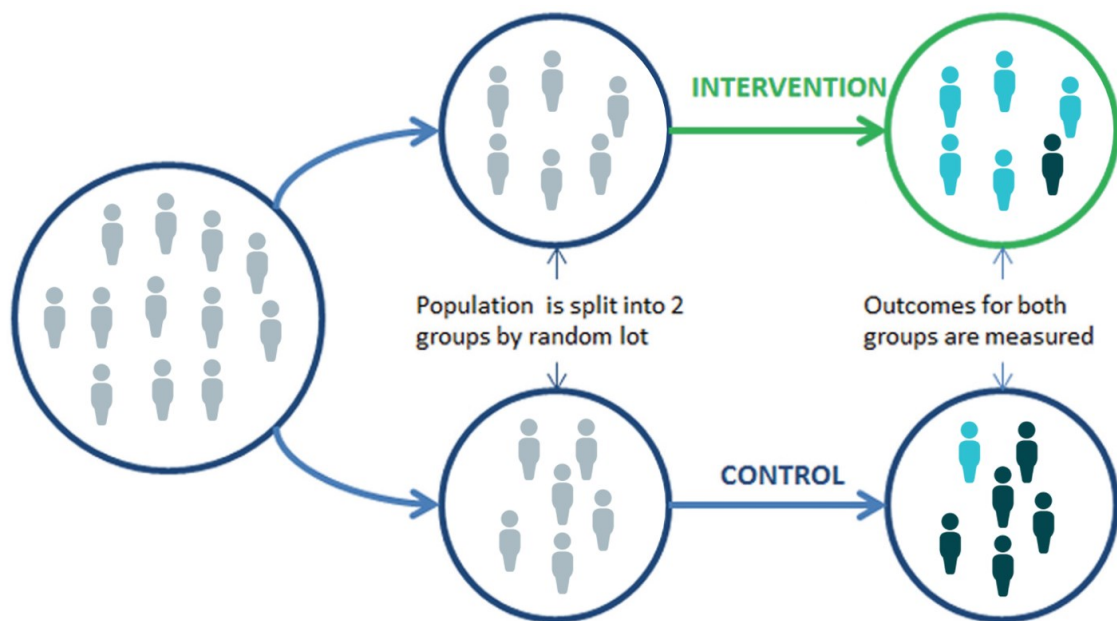
Within subjects

Gruppo con stesse
caratteristiche
demografiche



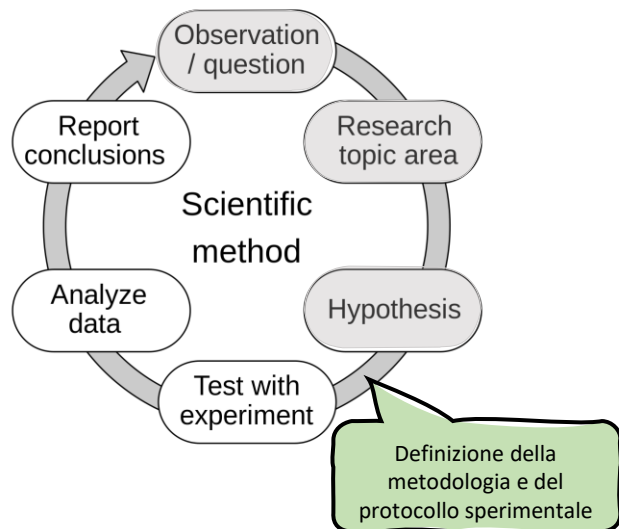
Infrequente (10% dei casi)

Randomized controlled trials



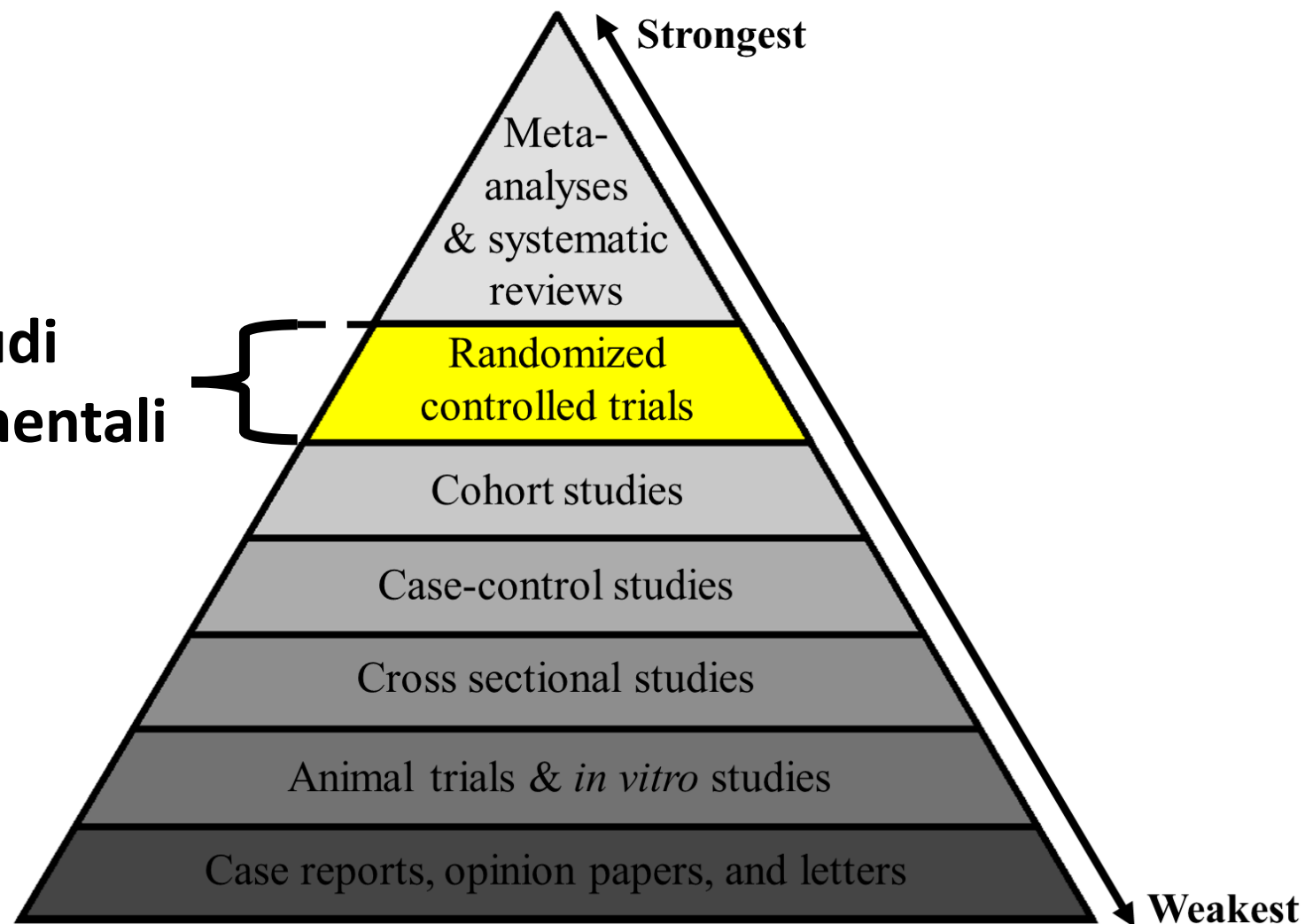
Si dice che lo studio è in cieco quando il partecipante non sa a quale gruppo è stato assegnato. Se, oltre al partecipante, anche il ricercatore non sa a quale gruppo appartiene un determinato partecipante, lo studio sarà in **doppio cieco**. Infine, si parla di **triplo cieco** se neanche chi effettua le analisi sa se ad esempio il gruppo A sia il gruppo di controllo o quello di trattamento.

Aspetti che precedono la raccolta dati

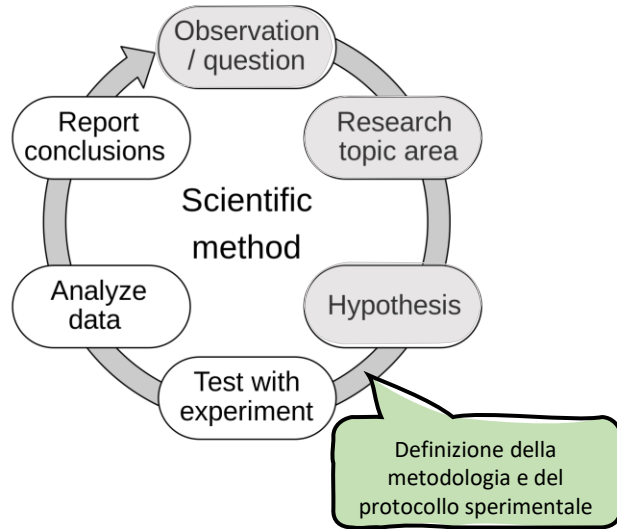


**Studi
sperimentali**

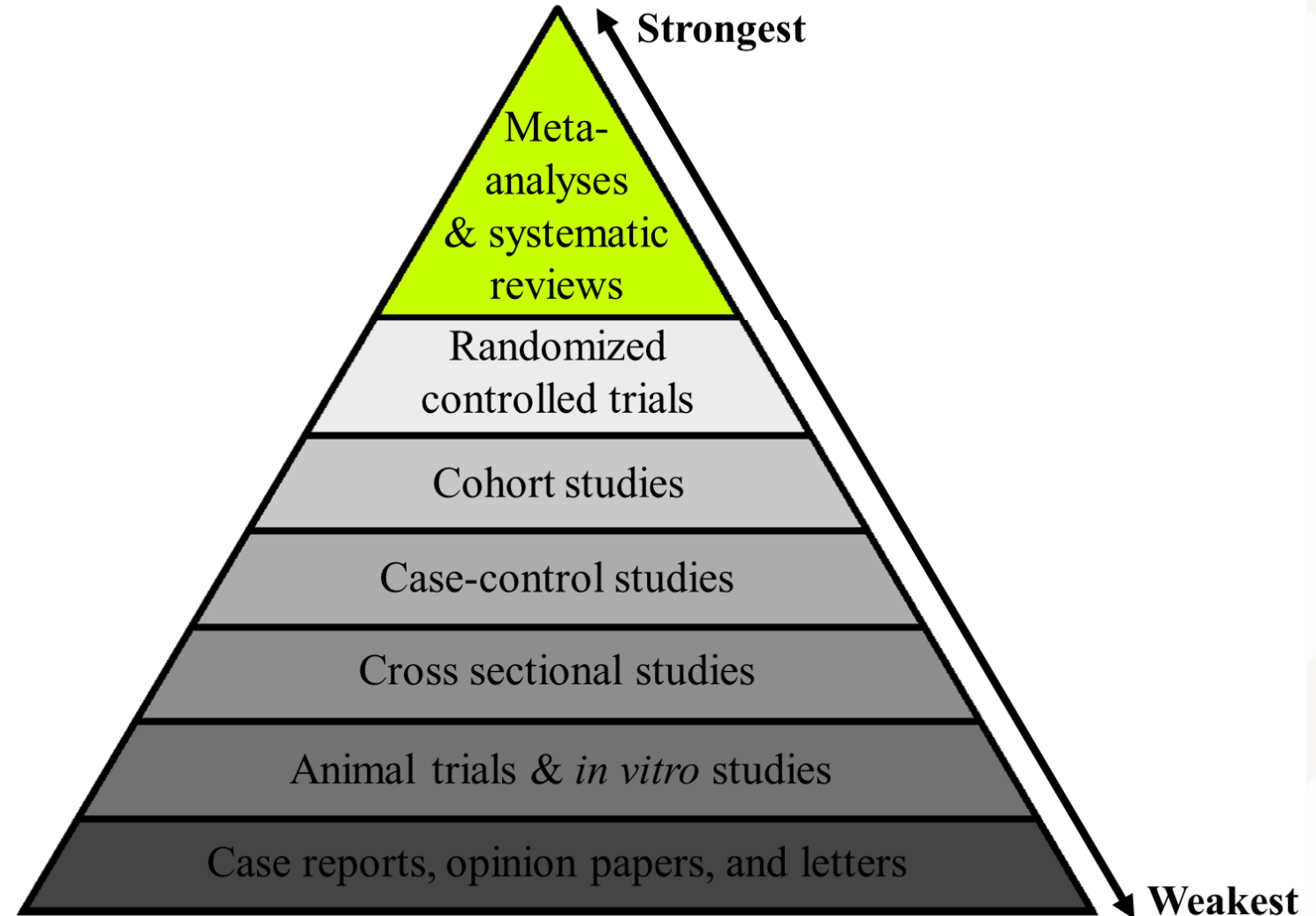
Hierarchy of Scientific Evidence



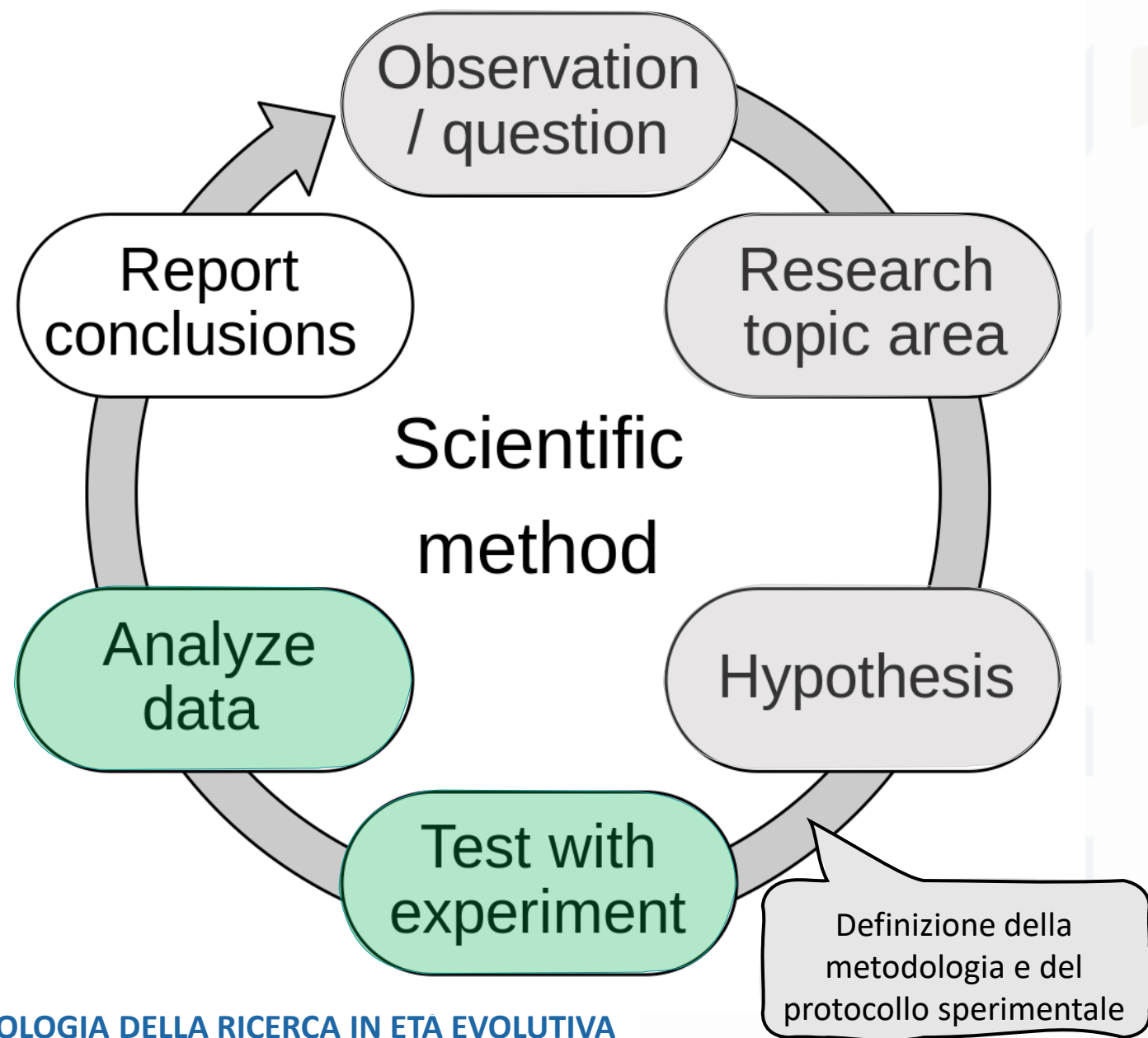
Aspetti che precedono la raccolta dati



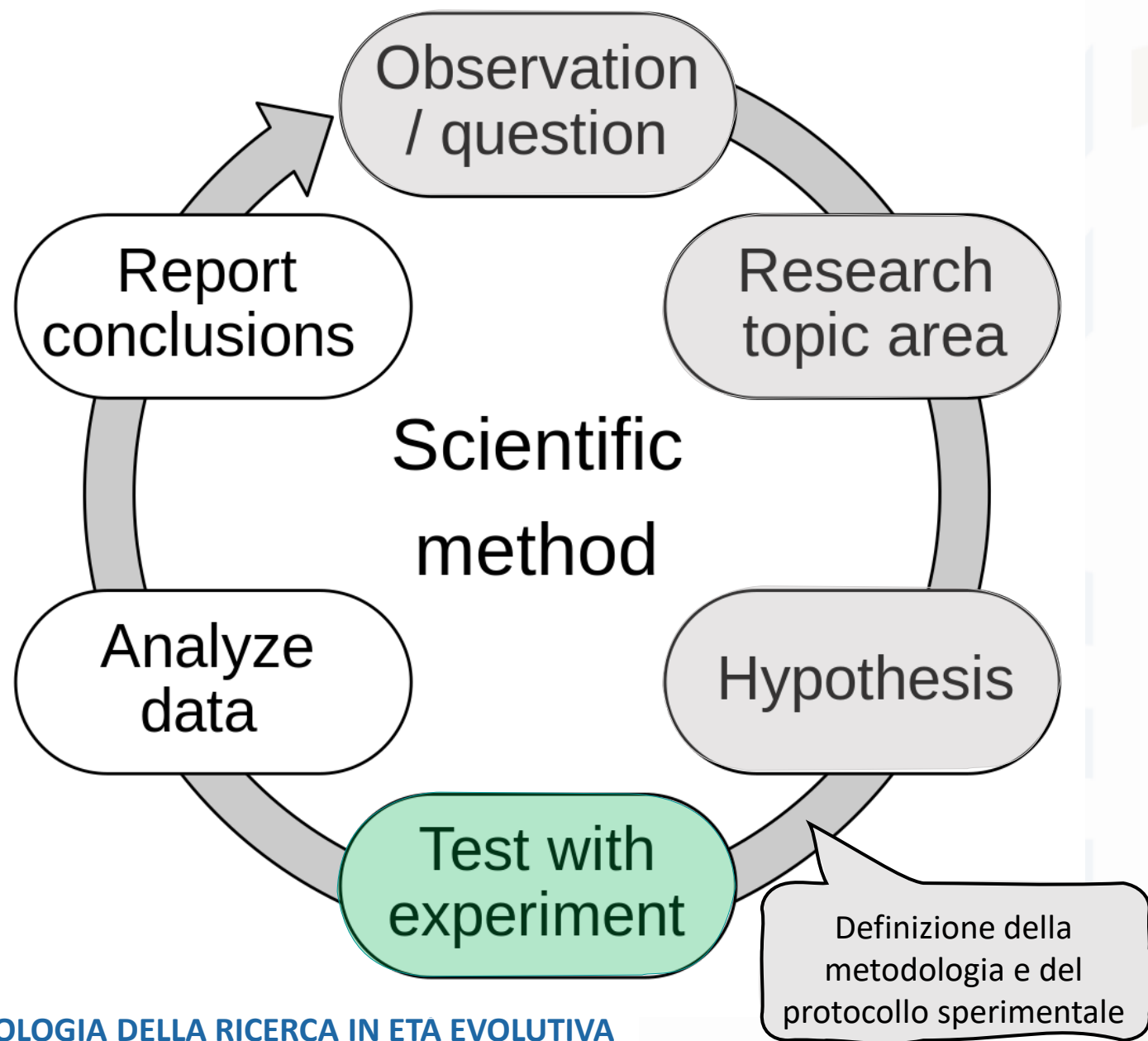
Hierarchy of Scientific Evidence



Aspetti legati alla realizzazione della ricerca



Aspetti legati alla realizzazione della ricerca



Quanti soggetti/pazienti devo reclutare per la mia ricerca?





Preterm Neurodevelopmental Trajectories from 18 Months to 4.5 Years

Rhandi Christensen, MD, PhD, FRCPC¹, Vann Chau, MD, FRCPC¹, Anne Synnes, MHSc, MDCM, FRCPC², Ting Guo, PhD¹, Ruth E. Grunau, PhD^{2,*}, and Steven P. Miller, MDCM, MAS, FRCPC^{2,*}

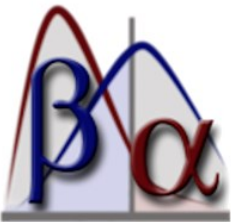
Methods

Study Participants

Participants were selected from a prospective cohort of infants born preterm between 24 and 32 weeks of gestational age recruited from a tertiary-level neonatal intensive care unit in British Columbia.⁹ The study was approved by the institutional research ethics board. Informed consent was obtained from the parent or legal guardian. Neonates were excluded if they had congenital brain malformations, congenital infection, or evidence of a large parenchymal brain hemorrhage (>2 cm). The total preterm cohort included 234 participants, from whom those with both 18-month and 4.5-year assessments were selected for the present study.

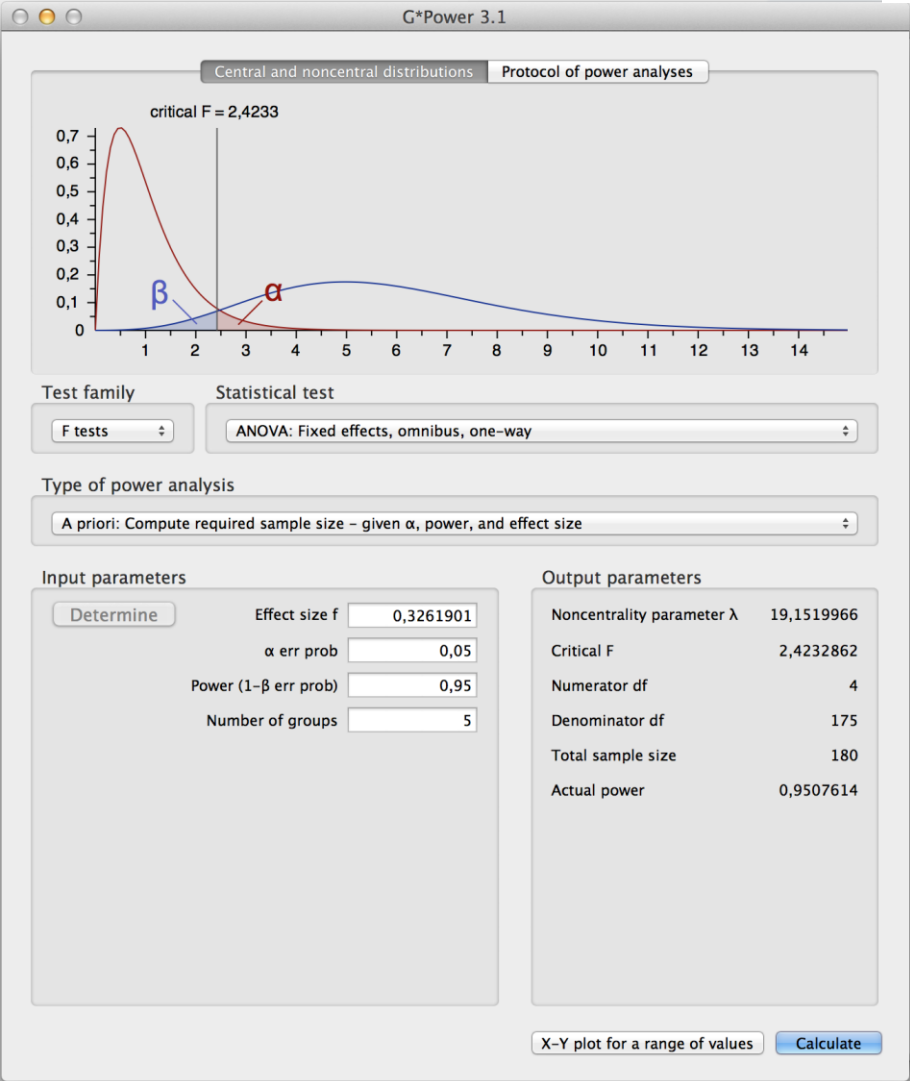


Aspetti legati alla realizzazione della ricerca



G*Power

Statistical Power Analyses for Mac and Windows



Select procedure

Effect size from means

Number of groups: 5

SD σ within each group: 10

Group	Mean	Size
1	10	50
2	13	50
3	14	50
4	15	50
5	20	50

Equal n: 50

Total sample size: 250

Calculate Effect size f: 0,3261901

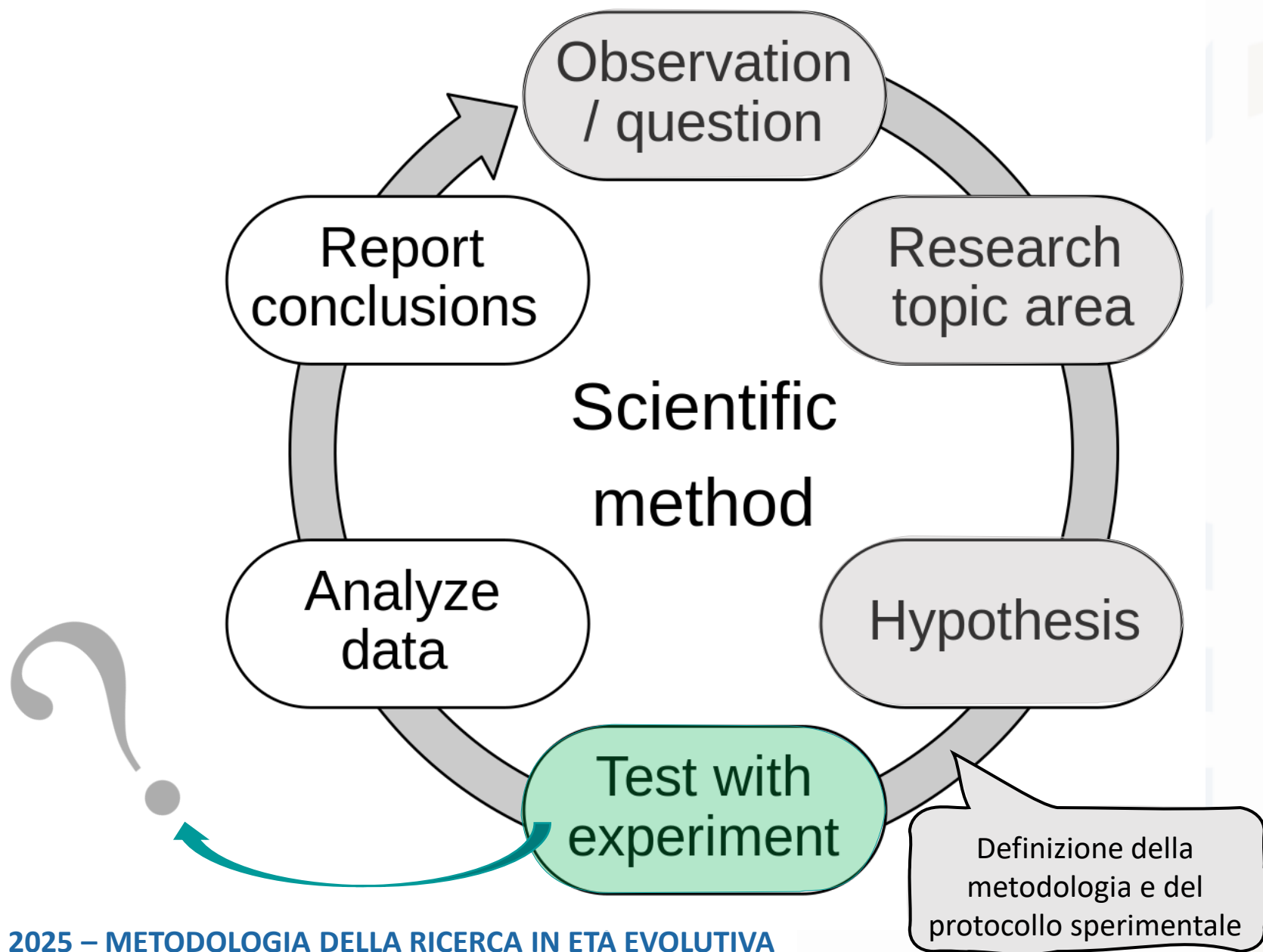
Calculate and transfer to main window

Close effect size drawer

Definire chiaramente, ed in anticipo, i criteri di inclusione e di esclusione



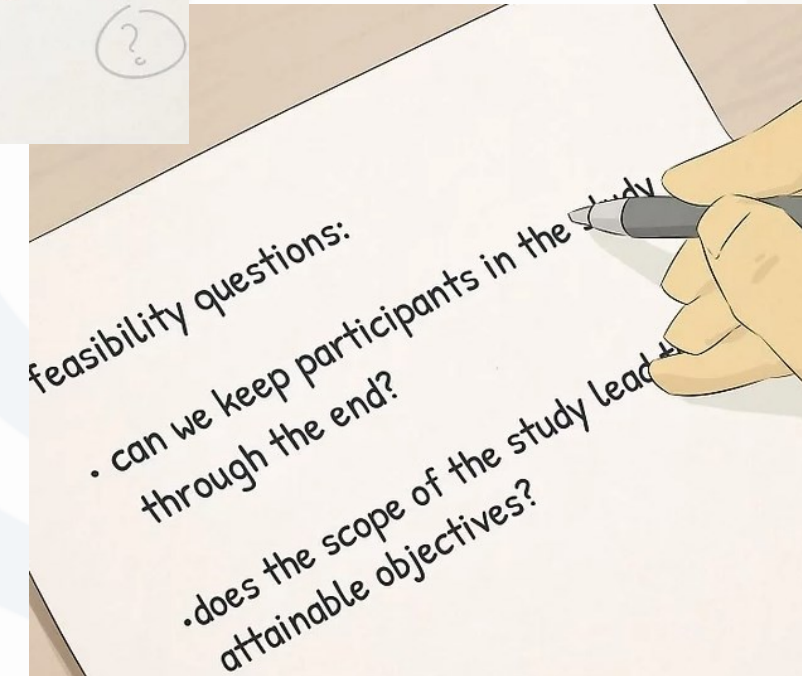
Aspetti legati alla realizzazione della ricerca



Aspetti legati alla realizzazione della ricerca



STUDY!





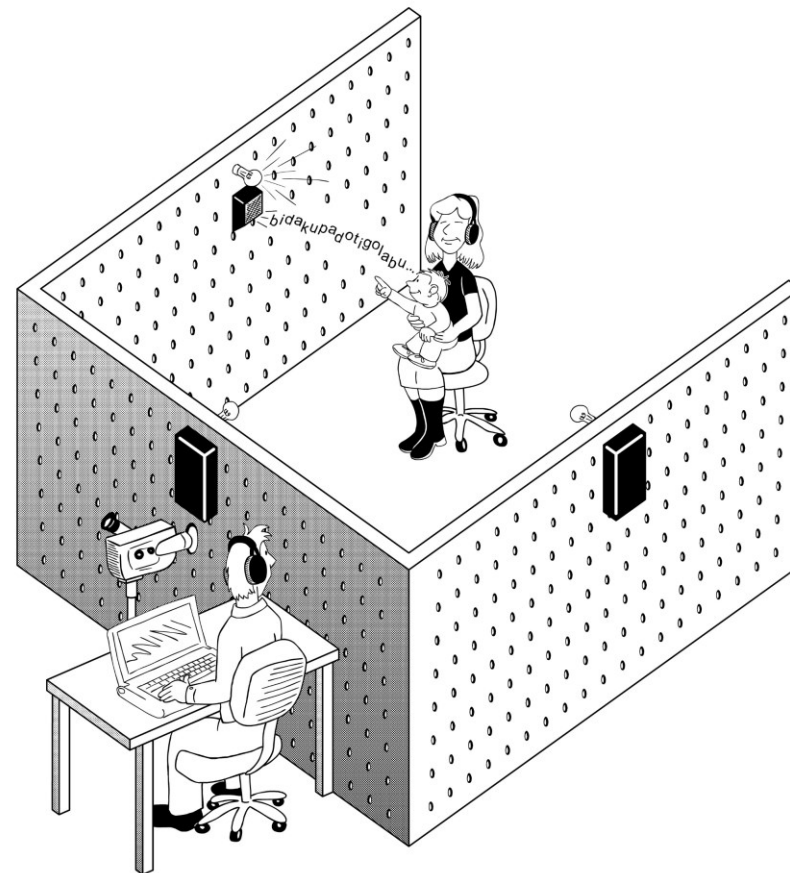
STUDY!



Setting sperimentale

Accorgimenti metodologici

Analisi preliminari



- **Costante (!!)**
- **Privo di distrazioni**
- **Idoneo allo scopo**
- **Replicabile**



Setting sperimentale

Accorgimenti metodologici

Analisi preliminari





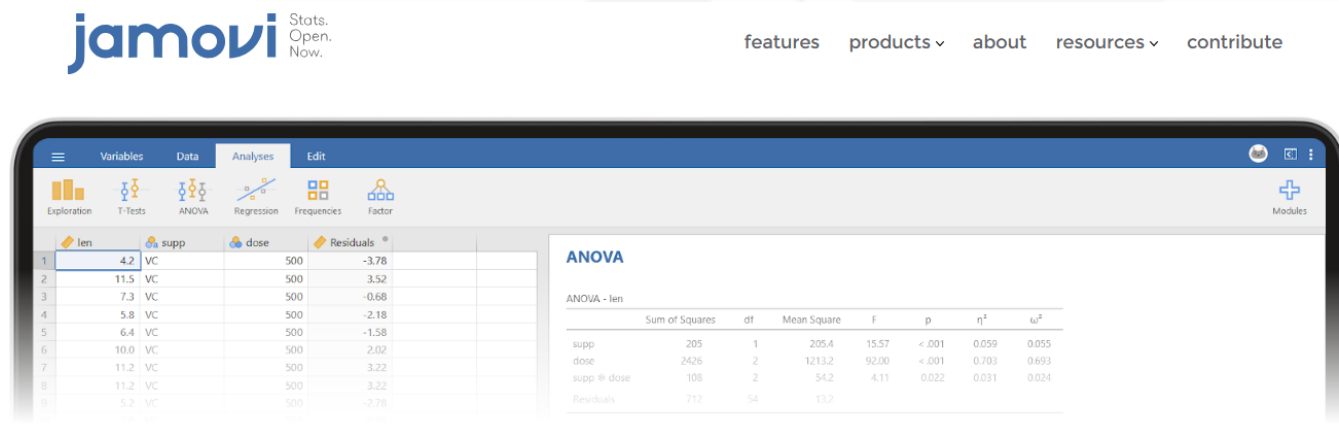
STUDY!



Setting sperimentale

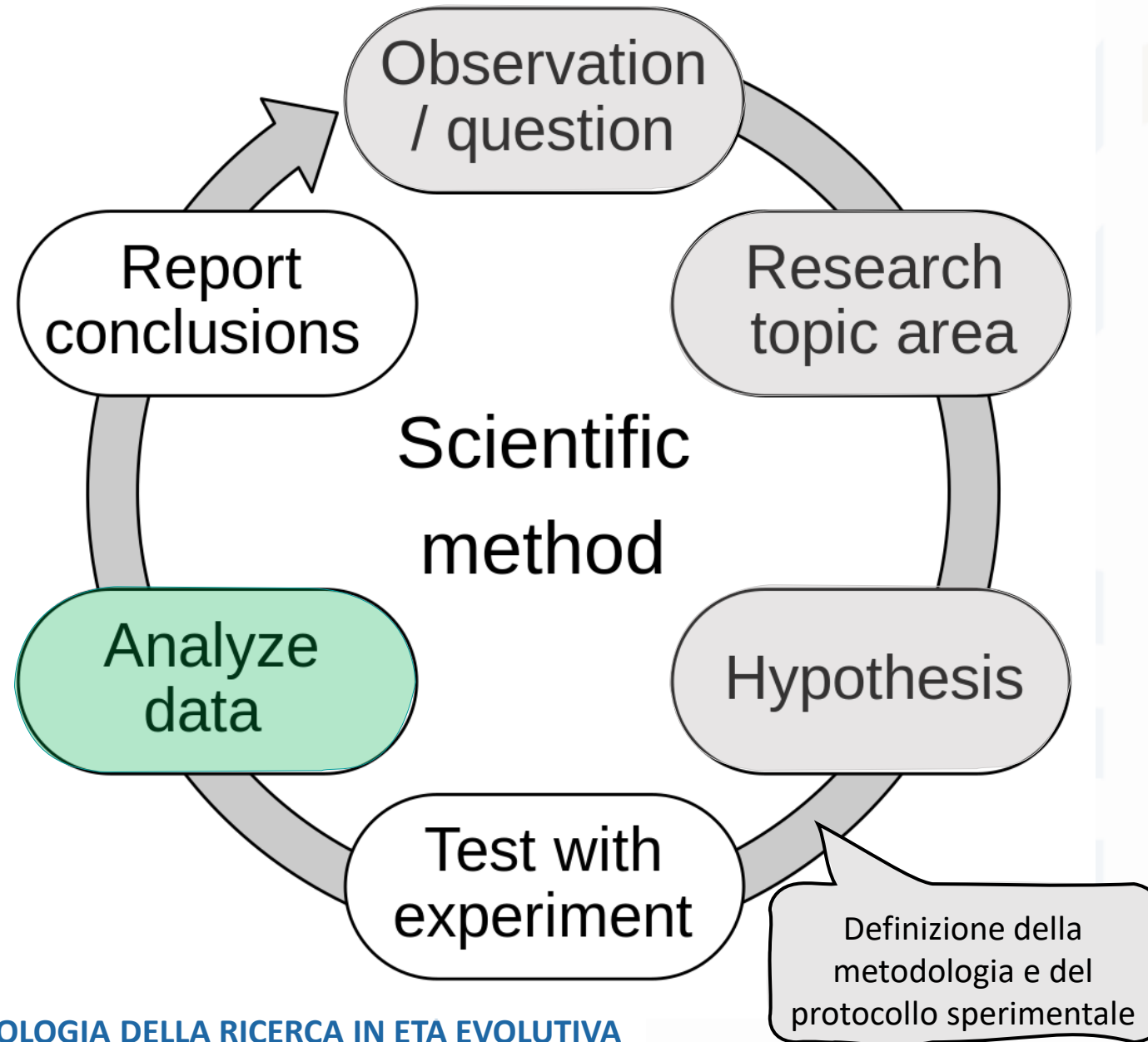
Accorgimenti metodologici

Analisi preliminari



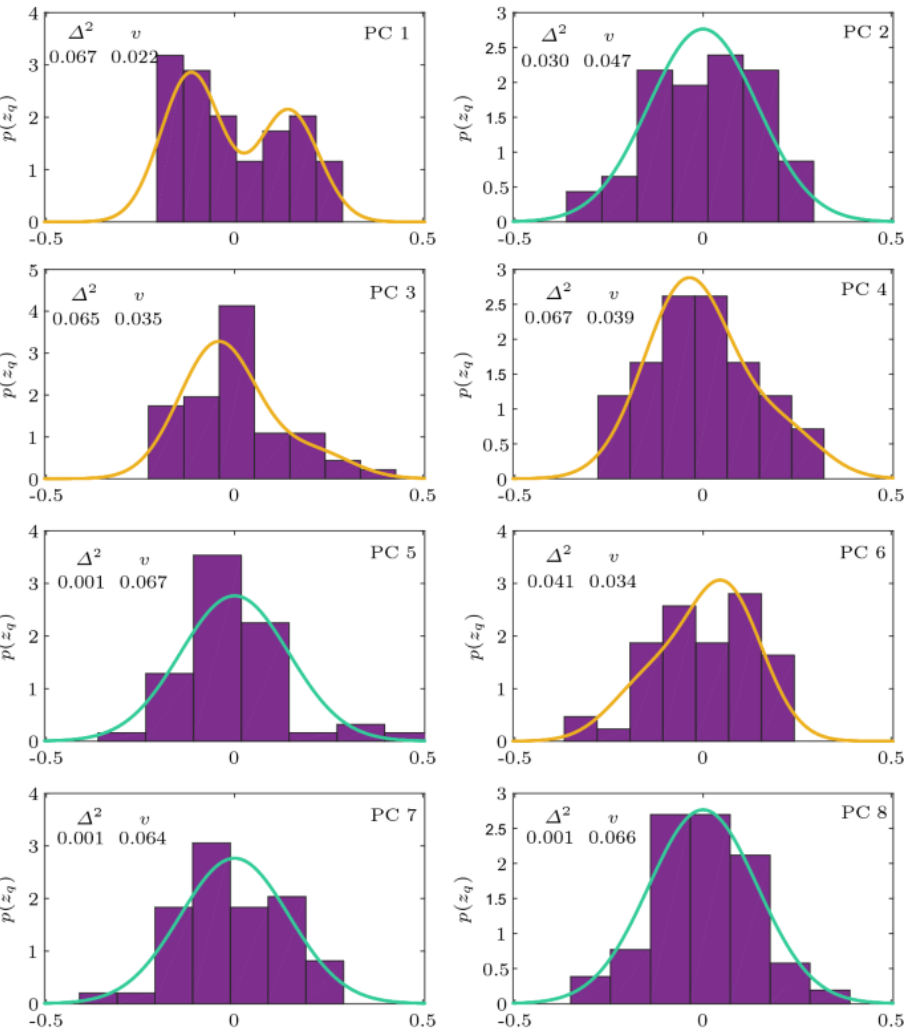
<https://www.jamovi.org/>

Aspetti legati alla realizzazione della ricerca



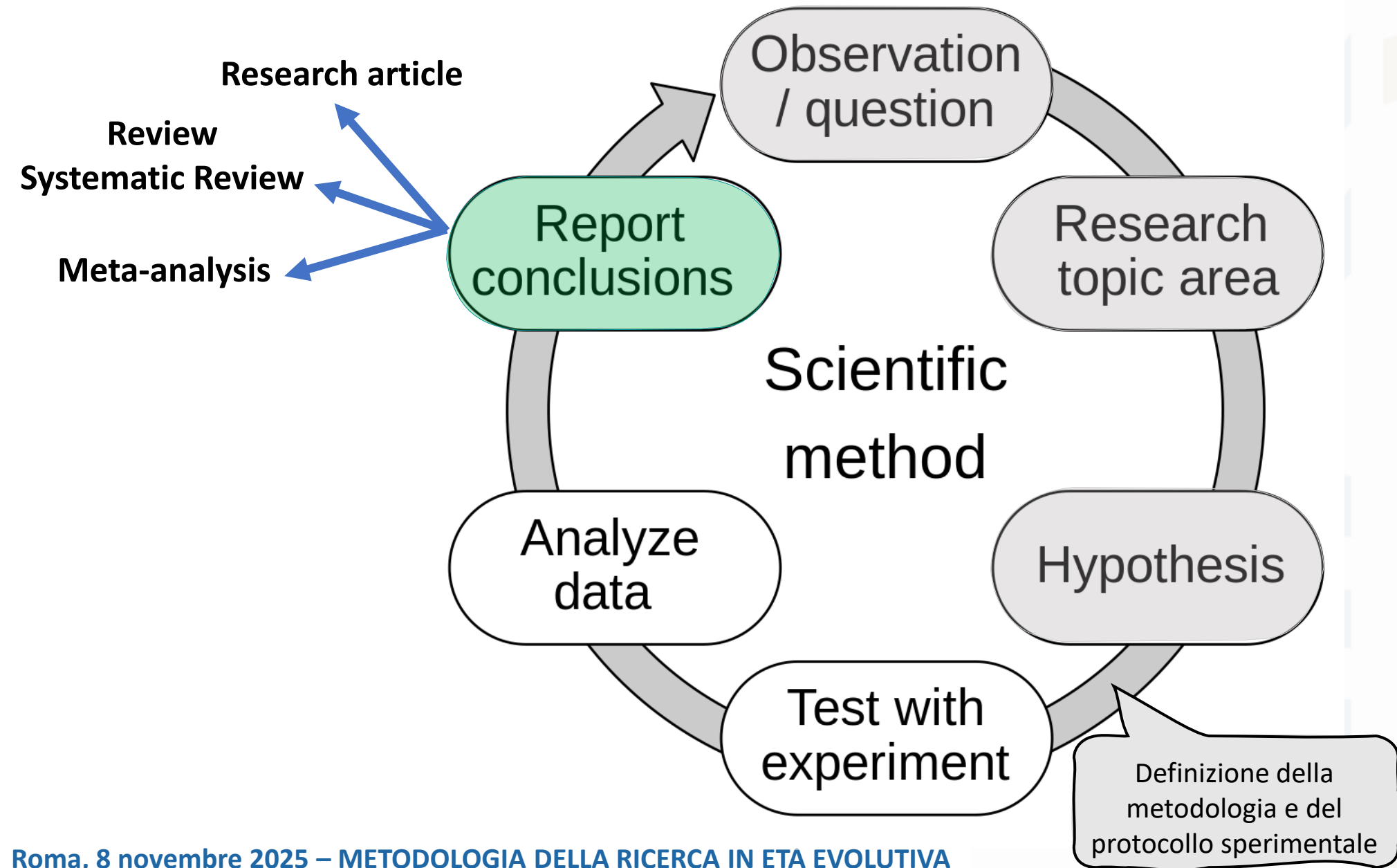
Aspetti legati alla realizzazione della ricerca

Analisi dei dati

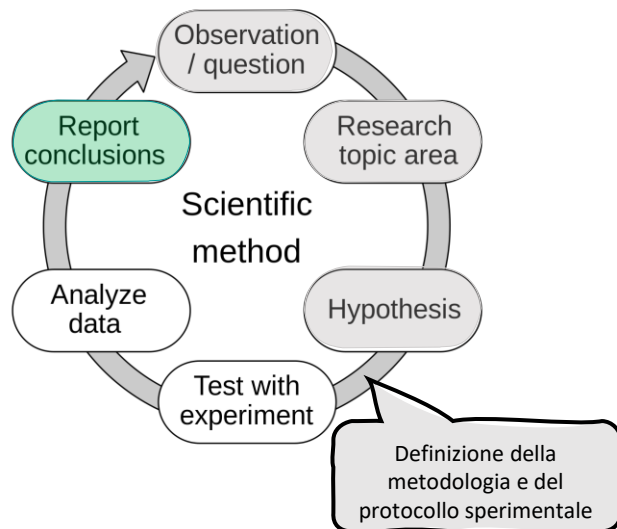


Data Setup	Parametric test	Non-Parametric test
1 Variable 2 Categories Between Subjects	independent t-test	Mann-Whitney U test
1 Variable 2 Categories Within-Subjects	paired t-test	Wilcoxon Signed Rank Test
1 Variable >2 Categories Between Subjects	One-way ANOVA	Kruskal Wallis Test
1 Variable >2 Categories Within Subjects	repeated measures ANOVA	Friedman test Mood's median test
1 Variable (Correlation)	Pearson's r	Spearman's ρ (rho)

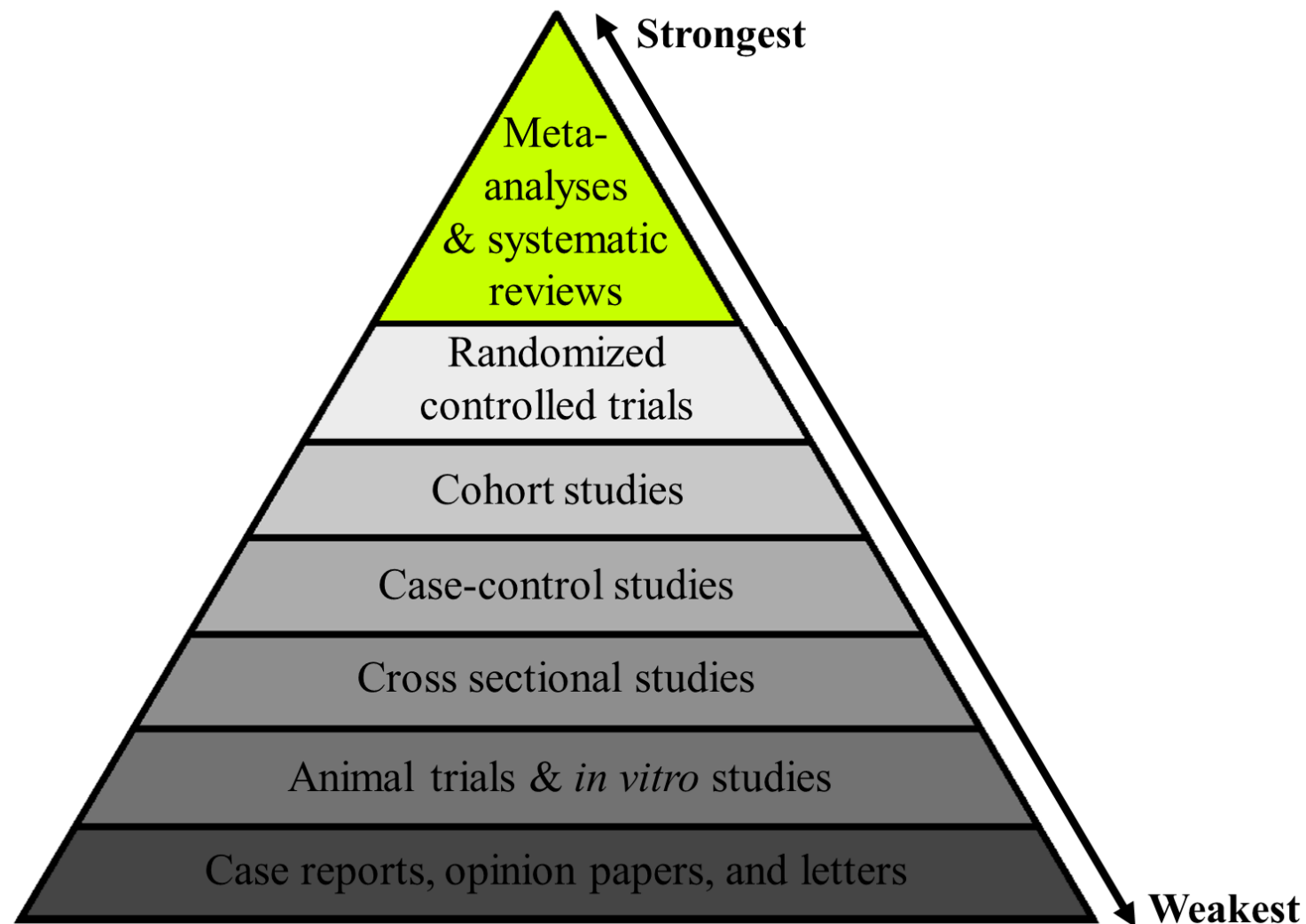
Aspetti legati alla scrittura del report scientifico



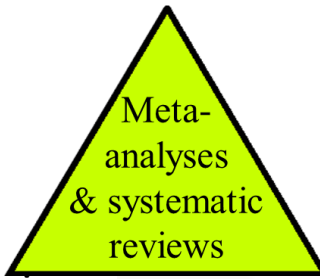
Aspetti legati alla scrittura del report scientifico



Hierarchy of Scientific Evidence



Aspetti legati alla scrittura del report scientifico



1. Review (Revisione): è una valutazione critica e sintetica di un insieme di articoli o fonti sulla base di un argomento specifico.

1. **Metodo:** La selezione degli studi può essere più informale e non segue necessariamente una metodologia rigorosa.
2. **Obiettivo:** Fornisce una visione generale dell'argomento, ma potrebbe mancare di sistematicità nella selezione e valutazione degli studi.

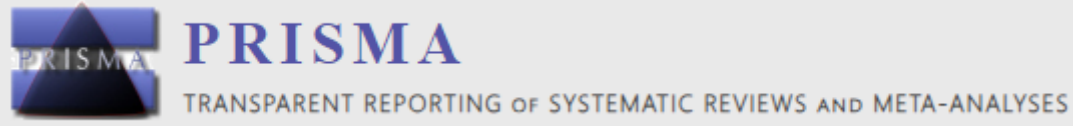
2. Systematic Review (Revisione Sistemica): è una revisione che segue una metodologia sistematica e rigorosa per identificare, selezionare, valutare e sintetizzare tutte le evidenze disponibili su un particolare argomento di ricerca.

1. **Metodo:** La selezione degli studi è basata su criteri specifici e predefiniti, cercando di minimizzare il rischio di bias nella selezione.
2. **Obiettivo:** Fornisce una sintesi dettagliata delle prove disponibili, riducendo al minimo il rischio di distorsioni.

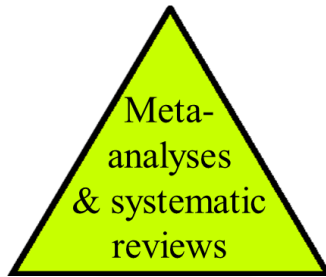
3. Meta-analisi: è una tecnica statistica che combina i risultati di diverse ricerche indipendenti su uno stesso argomento per ottenere una stima più precisa degli effetti o delle associazioni.

1. **Metodo:** Coinvolge l'uso di metodi statistici per combinare i dati quantitativi estratti da diversi studi inclusi in una systematic review.
2. **Obiettivo:** Fornisce una stima quantitativa dell'effetto di un trattamento o dell'associazione tra variabili, aumentando la potenza statistica rispetto a uno studio singolo.

Aspetti legati alla scrittura del report scientifico



<http://prisma-statement.org/Default.aspx>



I criteri **PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses)** sono una serie di linee guida progettate per migliorare la trasparenza e la completezza nella segnalazione di revisioni sistematiche e meta-analisi. Questi criteri sono stati sviluppati per aiutare gli autori a preparare rapporti chiari e accurati e per aiutare i revisori e i lettori a valutare più facilmente la qualità delle revisioni sistematiche.

Traduzione articolo originale PRISMA statement 2020: una guida aggiornata per il reporting di revisioni sistematiche*

Il testo in italiano del PRISMA statement di seguito riportato è una traduzione non ufficiale, a cura di Springer Healthcare Italia, dell'articolo pubblicato sul BMJ il 29 Marzo 2021. La traduzione non ha previsto il coinvolgimento diretto dell'editore o degli autori, che sono però stati informati di questa attività e hanno consigliato alcune *best practices* per finalizzare la traduzione stessa.

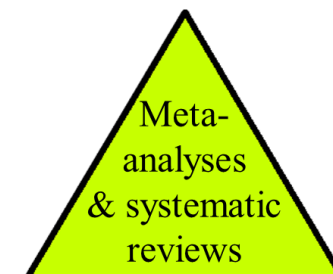
Responsabile Scientifico: Alberto Enrico Maraolo

Coordinamento Editoriale: Filippo Polcaro

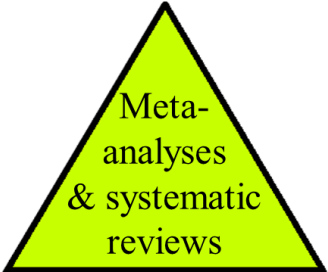
Revisione editoriale: Alberto Enrico Maraolo, Fabrizio Gervasoni, Filippo Polcaro, Alessandro Gallo

Aspetti legati alla scrittura del report scientifico

Sezione/Argomento	N. Item	Item della checklist	Riportato a pagina n.
TITOLO			
Titolo	1	Identificare il report come revisione sistematica.	
ABSTRACT			
Abstract	2	Vedere la checklist PRISMA 2020 per Abstract (<i>Tabella 2</i>).	
INTRODUZIONE			
Razionale	3	Descrivere il razionale per la revisione nel contesto delle conoscenze esistenti.	
Obiettivi	4	Fornire una dichiarazione esplicita degli obiettivi o delle domande che la revisione affronta.	
METODI			
Criteri di eleggibilità	5	Specificare i criteri di inclusione ed esclusione per la revisione e il modo in cui gli studi sono stati raggruppati per le sintesi.	
Fonti di informazioni	6	Specificare tutti i database, i registri, i siti Web, le organizzazioni, gli elenchi di riferimento e le altre fonti ricercate o consultate per identificare gli studi. Specificare la data dell'ultima ricerca o consultazione di ciascuna fonte.	
Strategia di ricerca	7	Presentare le strategie di ricerca complete per tutti i database, i registri e i siti web, compresi i filtri e i limiti utilizzati.	
Processo di selezione	8	Specificare i metodi utilizzati per decidere se uno studio soddisfa i criteri di inclusione della revisione, compreso quanti revisori hanno esaminato ogni record e ogni report recuperato, se hanno lavorato in modo indipendente e, se applicabile, i dettagli degli strumenti di automazione utilizzati nel processo.	
Processo di raccolta dei dati	9	Specificare i metodi utilizzati per raccogliere i dati dai report, compreso il numero di revisori che hanno raccolto i dati da ogni report, se hanno lavorato in modo indipendente, qualsiasi processo per ottenere o confermare i dati degli investigatori dello studio e, se applicabile, i dettagli degli strumenti di automazione utilizzati nel processo.	
Item di dati	10a	Elencare e definire tutti gli outcome per i quali sono stati ricercati i dati. Specificare se sono stati cercati tutti i risultati compatibili con ogni dominio dell'outcome in ogni studio (ad es. per tutte le misure, time points, analisi), e in caso contrario, i metodi utilizzati per decidere quali risultati raccogliere.	
	10b	Elencare e definire tutte le altre variabili per le quali sono stati ricercati i dati (ad es. caratteristiche dei partecipanti e degli interventi, fonti di finanziamento). Descrivere eventuali assunzioni fatte in merito a informazioni mancanti o poco chiare.	
Valutazione del rischio di bias dello studio	11	Specificare i metodi utilizzati per valutare il rischio di bias negli studi inclusi, inclusi i dettagli degli strumenti utilizzati, il numero di revisori che hanno valutato ogni studio e se hanno lavorato in modo indipendente e, se applicabile, i dettagli degli strumenti di automazione utilizzati nel processo.	
Misure degli effetti	12	Specificare per ciascun outcome le misure di effetto (ad es. rischio relativo, differenza tra medie) utilizzata nella sintesi o nella presentazione dei risultati.	

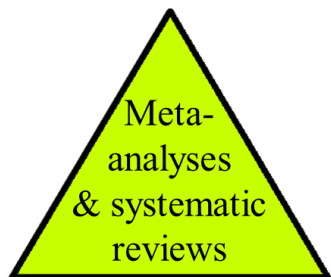


Aspetti legati alla scrittura del report scientifico



Metodi di sintesi	13a	Descrivere i processi utilizzati per decidere quali studi sono eleggibili per ciascuna sintesi (ad es. inserire in una tabella le caratteristiche dell'intervento dello studio e confrontare i gruppi pianificati per ciascuna sintesi (item 5)).
	13b	Descrivere tutti i metodi necessari per preparare i dati per la presentazione o la sintesi, come la gestione di statistiche riepilogative mancanti o la conversione dei dati.
	13c	Descrivere tutti i metodi utilizzati per inserire in tabella o visualizzare i risultati di singoli studi e sintesi.
	13d	Descrivere tutti i metodi utilizzati per sintetizzare i risultati e fornire una motivazione per le scelte. Se è stata eseguita una meta-analisi, descrivere i modelli, i metodi per identificare la presenza e l'entità dell'eterogeneità statistica e i pacchetti software utilizzati.
	13e	Descrivere tutti i metodi utilizzati per esplorare le possibili cause di eterogeneità tra i risultati dello studio (ad es. analisi dei sottogruppi, meta-regressione).
	13f	Descrivere qualsiasi analisi di sensibilità condotta per valutare l'affidabilità dei risultati sintetizzati.
Reporting della valutazione di bias	14	Descrivere tutti i metodi utilizzati per valutare il rischio di bias dovuto a risultati mancanti in una sintesi (derivanti dal reporting di bias).
Valutazione della certezza	15	Descrivere tutti i metodi utilizzati per valutare la certezza (o la confidenza) nell'insieme delle evidenze per un outcome.
RISULTATI		
Selezione degli studi	16a	Descrivere i risultati del processo di ricerca e selezione, dal numero di record identificati nella ricerca al numero di studi inclusi nella revisione, idealmente utilizzando un diagramma di flusso (vedere Figure 1).
	16b	Citare studi che potrebbero sembrare conformi ai criteri di inclusione, ma che sono stati esclusi, e spiegare perché sono stati esclusi.
Caratteristiche dello studio	17	Citare ogni studio incluso e presentare le sue caratteristiche.
Rischio di bias negli studi	18	Presentare valutazioni del rischio di bias per ogni studio incluso.
Risultati di singoli studi	19	Per tutti gli outcome, presenti, per ogni studio: (a) statistiche di sintesi per ciascun gruppo (se del caso) e (b) una stima dell'effetto e la sua precisione (ad es. intervallo di confidenza/credibilità), idealmente utilizzando tabelle o grafici strutturati.
Risultati delle sintesi	20a	Per ogni sintesi, riassumere brevemente le caratteristiche e il rischio di bias tra gli studi che hanno offerto un contributo.
	20b	Presentare i risultati di tutte le sintesi statistiche condotte. Se è stata effettuata una meta-analisi, presentare per ciascuna la stima sommaria e la sua precisione (ad es. intervallo di confidenza/credibilità) e le misure di eterogeneità statistica. Se si confrontano i gruppi, descrivere la direzione dell'effetto.
	20c	Presentare i risultati di tutte le indagini sulle possibili cause di eterogeneità tra i risultati dello studio.
	20d	Presentare i risultati di tutte le analisi di sensibilità condotte per valutare l'affidabilità dei risultati sintetizzati.
Reporting di bias	21	Presentare le valutazioni del rischio di bias dovuto a risultati mancanti (derivanti da reporting di bias) per ogni sintesi valutata.
Certezza delle evidenze	22	Presentare valutazioni di certezza (o di confidenza) nell'insieme delle evidenze per ciascun outcome valutato.

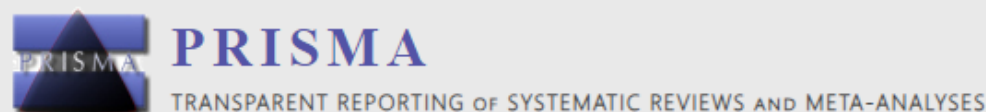
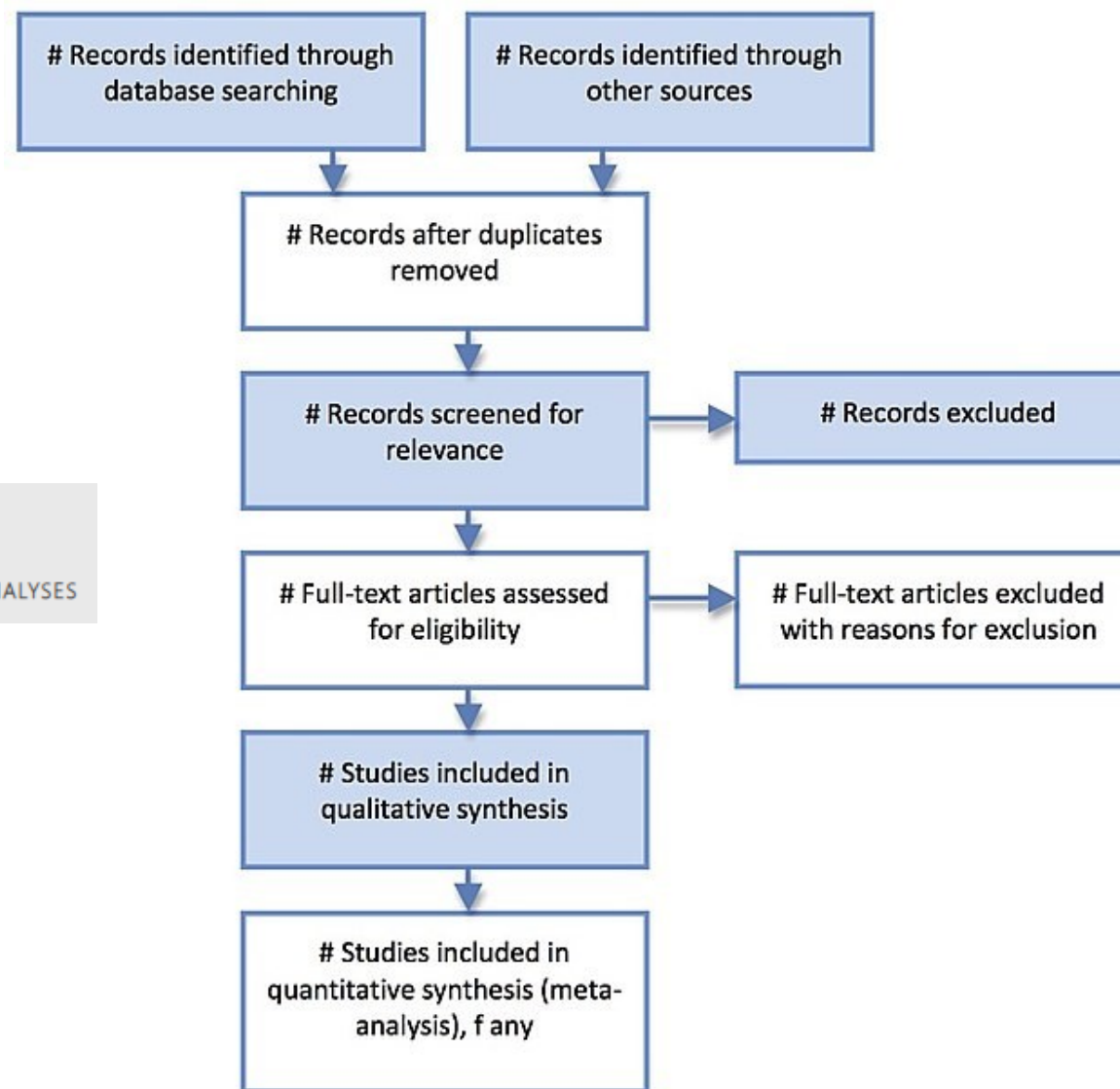
Aspetti legati alla scrittura del report scientifico



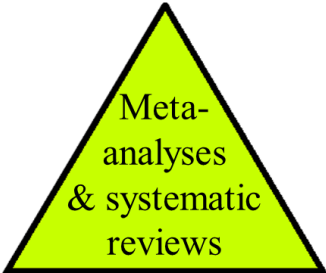
DISCUSSIONE		
Discussione	23a	Fornire un'interpretazione generale dei risultati nel contesto di altre evidenze.
	23b	Discutere eventuali limitazioni delle evidenze incluse nella revisione.
	23c	Discutere eventuali limitazioni dei processi di revisione utilizzati.
	23d	Discutere le implicazioni dei risultati per la pratica, la politica e la ricerca futura.
ALTRE INFORMAZIONI		
Registrazione e protocollo	24a	Fornire le informazioni di registrazione per la revisione, inclusi il nome del registro e il numero di registrazione, oppure indicare che la revisione non è stata registrata.
	24b	Indicare dove è possibile accedere al protocollo di revisione o indicare che non è stato preparato un protocollo.
	24c	Descrivere e spiegare eventuali modifiche alle informazioni fornite al momento della registrazione o nel protocollo.
Supporto	25	Descrivere le fonti di sostegno finanziario o non finanziario per la revisione e il ruolo dei finanziatori o sponsor nella revisione.
Conflitto di interesse	26	Dichiarare eventuali conflitti di interesse degli autori della revisione.
Disponibilità di dati, codici e altri materiali	27	Segnalare quali dei seguenti elementi sono pubblicamente disponibili e dove possono essere trovati: moduli di raccolta dati; dati estratti da studi inclusi; dati utilizzati per tutte le analisi; codice analitico; qualsiasi altro materiale utilizzato nella revisione.

Aspetti legati alla scrittura del report scientifico

Meta-
analyses
& systematic
reviews



Aspetti legati alla scrittura del report scientifico



<https://www.rayyan.ai/>

Duplicates —

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2020-01-09: Reindeer review

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Date	Title	Authors	Rating
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2018-12-05	Effects of large herbivores on tundra vegetation in a changing climate, and implication...	Olofsson, J; Post, E; Olofsso...	
2018-12-01	Annual variability of heavy metal content in Svalbard reindeer faeces as a result of die...	Wegrzyn, MH; Wietrzyk, P; ...	
2018-12-01	Anthropogenic use of fire led to degraded scots pine-lichen forest in northern Sweden	Hornberg, G; Josefsson, T; ...	
2018-12-01	Multiple Feedbacks Contribute to a Centennial Legacy of Reindeer on Tundra Vegetation	Egelkraut, D; Aronsson, KA;	

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Reason

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Highlights ON

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Vegetation and prescribed fire: Implications for stone's sheep and elk

Fire is the dominant single natural disturbance influencing northern mountain and boreal landscapes. We evaluated fire-induced changes in forage resources for 2 focal ungulates, Stone's sheep (*Ovis dalli stonei*) and elk (*Cervus canadensis*), in northern British Columbia, Canada. We implemented 4 prescribed fires and monitored short-term vegetation (quantity and quality) and ungulate (Stone's sheep and elk) responses. We took measurements prior to burning, the year of burning, and 1 year after burning in treatment areas and adjacent unburned control areas in winter and summer at 2 scales. At a fine scale, we used vegetation transects and pellet counts; at the landscape scale, we used Landsat imagery for vegetation and aerial **survey** flights for **animals**. Following prescribed fire, shrub cover declined and burned communities increased in herbaceous cover. Plant species diversity also declined but increased to almost that of unburned areas by 1 year after burning. Burning increased quality of forage most (2-7 percentage points more digestibility and 0.3-6.3 percentage points more crude protein than unburned areas) in the summer of the burn. In winter, forage biomass and available digestible dry matter increased to pre-burn levels by 1 year after burning. Stone's sheep and elk always used burned areas more than unburned control areas in winter at both scales. Whereas elk used sites with higher forage quantity, Stone's sheep appeared to respond to forage quality at the fine scale. Ungulate grazing during the 2 years of this study did not alter forage quantity on burned or unburned sites as determined from range enclosures. Based on our findings in this area, maximum benefits to elk would be achieved

Anatomy of a Scientific Paper

Are All Apples Red?

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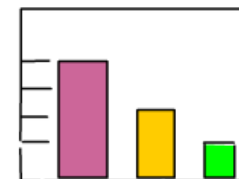


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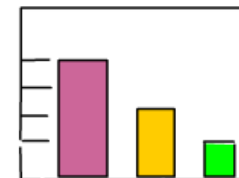


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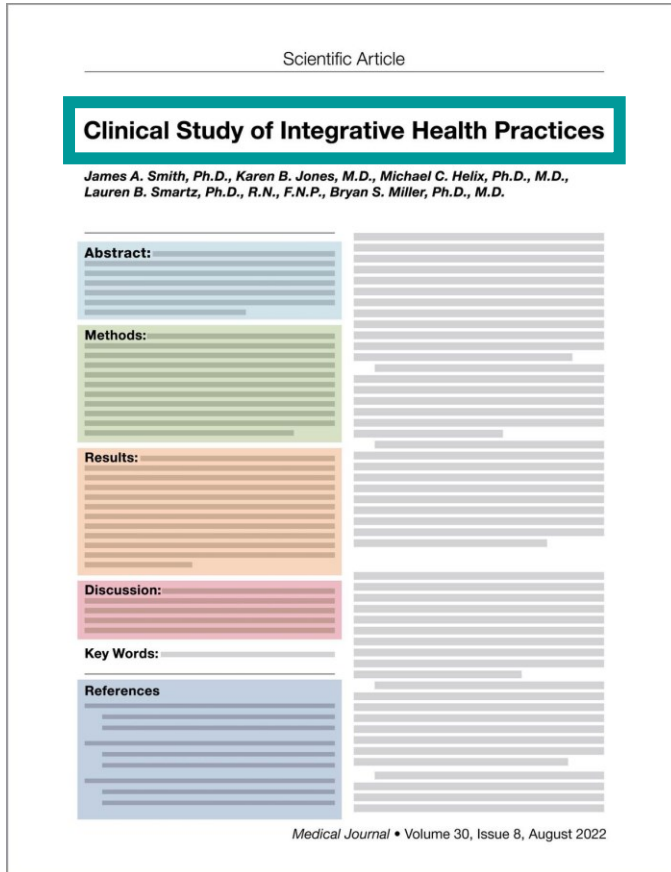
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Aspetti legati alla scrittura del report scientifico

Title

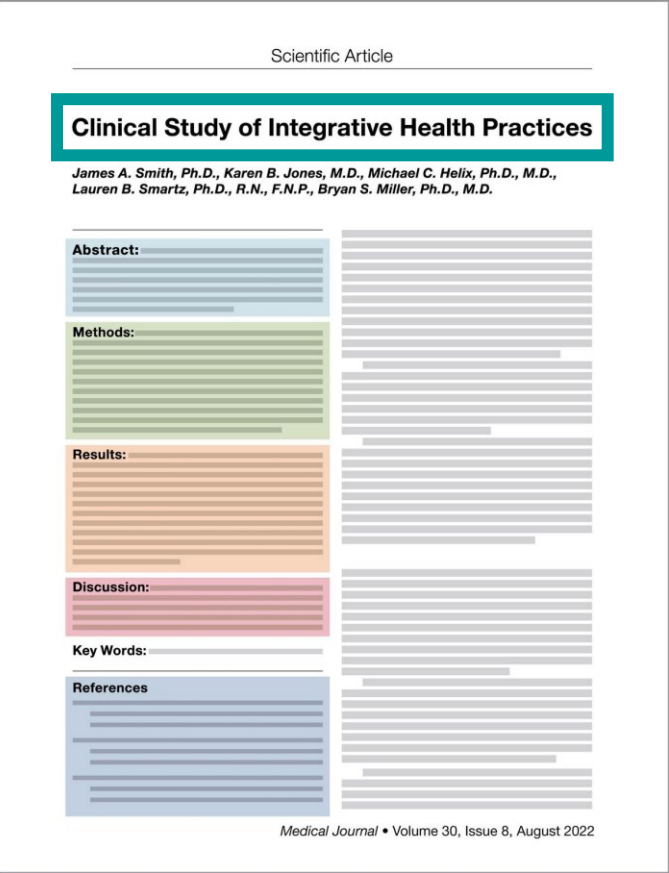


La scelta del titolo di un articolo scientifico è cruciale, poiché influisce sulla visibilità e sull'interesse degli altri ricercatori.

- 1) **Sii chiaro e conciso:** Il titolo dovrebbe comunicare chiaramente l'argomento principale dell'articolo in poche parole. Evita l'ambiguità e cerca di essere il più conciso possibile.
- 2) **Utilizza parole chiave rilevanti:** Includi parole chiave importanti che riflettano l'argomento centrale dell'articolo. Questo renderà il tuo articolo più facilmente rintracciabile nelle ricerche online.
- 3) **Evita linguaggio troppo tecnico:** Anche se il tuo pubblico è composto da esperti nel campo, un titolo troppo tecnico potrebbe risultare ostico. Cerca un equilibrio tra precisione e accessibilità.
- 4) **Sii accattivante e interessante:** Un titolo accattivante può suscitare l'interesse dei lettori. Tuttavia, assicurati che la "catchiness" non comprometta la chiarezza o la precisione del messaggio. Al contempo, evita titoli sensazionalistici che possano creare aspettative fuorvianti rispetto al contenuto effettivo.
- 5) **Includi il risultato principale:** Se l'articolo presenta una scoperta chiave o un risultato significativo, considera l'opportunità di incorporarlo nel titolo per attirare l'attenzione.
- 6) **Segui le linee guida della pubblicazione:** Alcune riviste hanno linee guida specifiche per la formattazione dei titoli. Assicurati di rispettarle per aumentare le probabilità di accettazione.
- 7) **Rivedi il titolo dopo la stesura completa dell'articolo:** A volte, la scrittura dell'articolo può portare a una migliore comprensione del suo contenuto. Potresti voler rivedere il titolo dopo aver completato l'articolo per assicurarti che rifletta accuratamente il suo scopo e i risultati.

Aspetti legati alla scrittura del report scientifico

Title



Disability and Rehabilitation

The use and impact of assistive devices and other environmental modifications on everyday activities and care in young children with cerebral palsy >

Sigrid Østensjø et al.

Article | Published online: 7 Jul 2009



Communication access on trains: a qualitative exploration of the perspectives of passengers with communication disabilities >

Christine Bigby et al.

Article | Published online: 26 Sep 2017



Predictors of pain and mobility disability in the hypermobile Ehlers-Danlos syndrome >

Larissa Kalisch et al.

Article | Published online: 7 May 2019



“We’re just winging it”. Identifying targets for intervention to improve the provision of hearing support for residents living with dementia in long-term care: an interview study with care staff >

Hannah Cross et al.

Article | Published online: 29 Aug 2023



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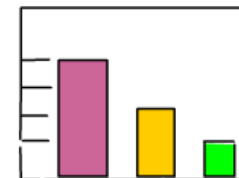


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Aspetti legati alla scrittura del report scientifico

Autorship

Scientific Article

Clinical Study of Integrative Health Practices

James A. Smith, Ph.D., Karen B. Jones, M.D., Michael C. Helix, Ph.D., M.D., Lauren B. Smartz, Ph.D., R.N., F.N.P., Bryan S. Miller, Ph.D., M.D.

Abstract:

Methods:

Results:

Discussion:

Key Words:

References

Medical Journal • Volume 30, Issue 8, August 2022



CRediT authorship

SLa: conceptualization, formal analysis, investigation, methodology, visualization, writing—original draft, writing - review and editing; **GS:** software, formal analysis, investigation; **SLo:** formal analysis, visualization; **DC:** resources, writing—review and editing; **MC:** methodology; writing—review and editing; **TV:** formal analysis, writing—original draft; **MS:** resources, supervision, writing—review and editing; **FD:** conceptualization, funding acquisition, methodology, project administration, supervision, writing—original draft, writing—review and editing. All authors gave final approval for publication and agreed to be held accountable for the work performed therein.

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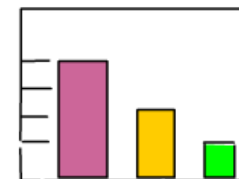


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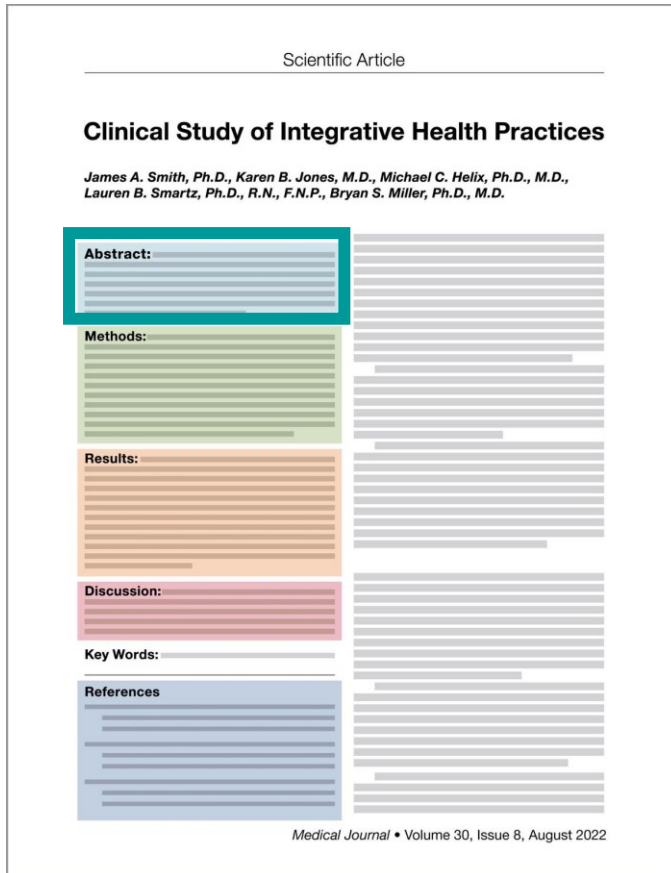
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Aspetti legati alla scrittura del report scientifico

Abstract

L'abstract di un articolo scientifico è un breve riassunto che fornisce una panoramica concisa ma completa del contenuto dell'articolo. Di solito, contiene informazioni sui motivi della ricerca, gli obiettivi, i metodi utilizzati, i risultati principali e le conclusioni. L'abstract è progettato per offrire ai lettori una rapida comprensione del contributo dell'articolo senza dover leggere l'intero testo.



“The growing economic resemblance of spouses has contributed to rising inequality by increasing the number of couples in which there are two high- or two low-earning partners. The dominant explanation for this trend is increased assortative mating. Previous research has primarily relied on cross-sectional data and thus has been unable to disentangle changes in assortative mating from changes in the division of spouses’ paid labor—a potentially key mechanism given the dramatic rise in wives’ labor supply. We use data from the Panel Study of Income Dynamics (PSID) to decompose the increase in the correlation between spouses’ earnings and its contribution to inequality between 1970 and 2013 into parts due to (a) changes in assortative mating, and (b) changes in the division of paid labor. Contrary to what has often been assumed, the rise of economic homogamy and its contribution to inequality is largely attributable to changes in the division of paid labor rather than changes in sorting on earnings or earnings potential. Our findings indicate that the rise of economic homogamy cannot be explained by hypotheses centered on meeting and matching opportunities, and they show where in this process inequality is generated and where it is not.” (p. 985)

The first sentence introduces the **topic** under study (the “economic resemblance of spouses”). This sentence also implies the **question** underlying this research study: what are the various causes—and the interrelationships among them—for this trend?

These next two sentences explain what **previous research** has demonstrated. By pointing out the limitations in the methods that were used in previous studies, they also provide a **rationale** for new research.

The data, research and analytical **methods** used in this new study.

The major **findings** from and **implications** and **significance** of this study.

Aspetti legati alla scrittura del report scientifico

Abstract



Assistive Technology

The use and impact of assistive devices and other environmental modifications on everyday activities and care in young children with cerebral palsy

Abstract

Purpose. The study describes use of assistive devices and other environmental modifications, and their impact on everyday activities and care in young children with cerebral palsy (CP).

Method. Ninety-five children (55 boys, 40 girls; mean age 58 months, SD 18 months) and their parents were studied using a cross-sectional design. The Pediatric Evaluation of Disability Inventory (PEDI) was applied to assess daily activities using the three measurement scales: functional skills, caregiver assistance, and modifications of the environment. Use of modifications was described related to the five severity levels of the Gross Motor Function Classifications System (GMFCS). Impact was rated on the Caregiver Assistance scale of the PEDI and on a five-point Likert scale.

Results. Out of the 1075 provided environmental modifications, 980 were in regular use to support mobility, self-care and social function among 84 children. The number increased with GMFCS levels; children at levels IV and V used 80% of the modifications, with large variations between the children at same level. Adaptations of housing and transportation facilitated effective use of assistive devices. Half of the parents rated the modifications to have moderate to very large effect on the child's mobility, 25% on self-care skills, and 20% on social function. Furthermore, 65% reported that the modifications lightened the caregiving for mobility, 75% for self-care and 25% for social function. Functional independence and care demands often benefited from different types of modifications.

Conclusion. The variations in use and benefits of environmental modifications indicate need of comprehensive assistive technology assessments, including child factors, family factors, technology factors and service system factors.

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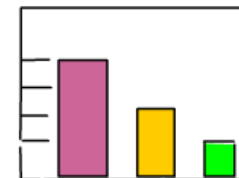


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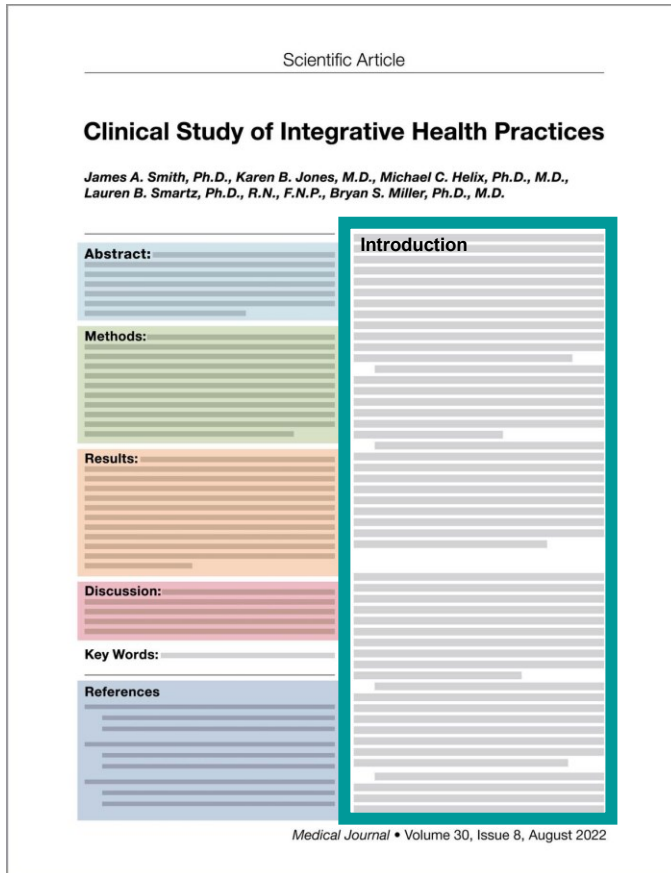
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Aspetti legati alla scrittura del report scientifico

Introduction



Definizione
dell'argomento
affrontato
nell'articolo

Cerebral palsy (CP) is the most frequent motor disability in childhood with a prevalence rate about 2 – 2.5 per 1000 live birth [1,2]. These children can have many neurological deficits that interfere with motor function and everyday activities [3 – 7]. Traditionally, intervention for CP was based on impairment-oriented models with the child as the only focus of intervention, denying the mediating role of the environment on functioning.

Resoconto della
letteratura
scientifica inerente
il problema

- È importante fornire un resoconto quanto più dettagliato, ed imparziale possibile, considerando una pluralità di opinioni in merito all'argomento oggetto di studio.

In pediatric rehabilitation today ...

Elucidazione del
problema, che
nonostante gli studi
precedenti risulta ancora
presente/poco chiaro/

There is scarce systematic documentation of use and benefits of assistive devices and other alteration for everyday activities in children with disabilities.

Breve
spiegazione
dello studio

- To this aim...

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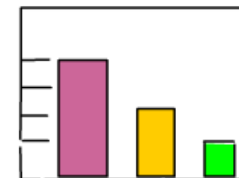


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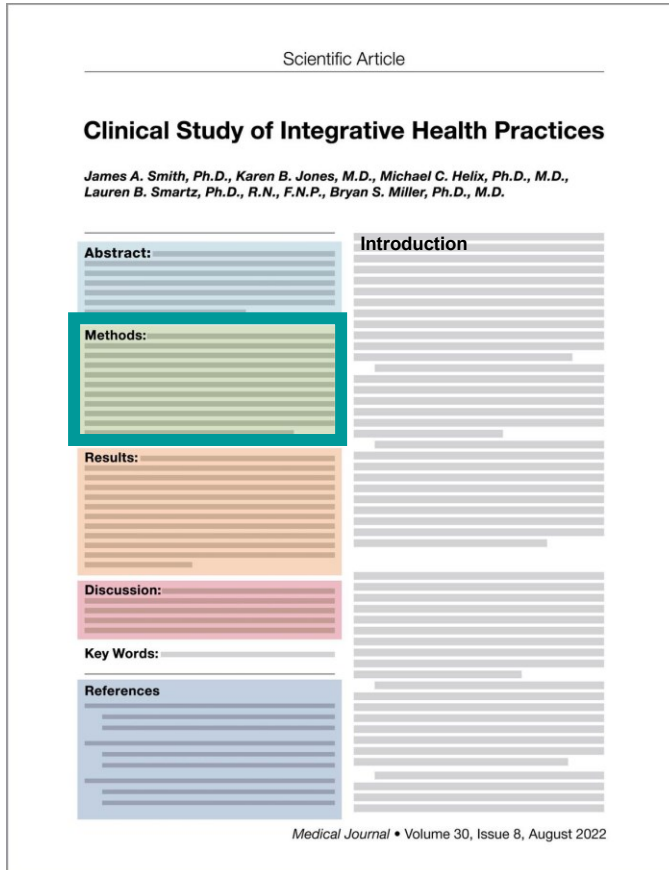
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Material and Methods



Partecipanti: In questa sezione, devi descrivere chi sono i partecipanti alla tua ricerca.

- **Caratteristiche demografiche:** Include informazioni sulla composizione demografica del campione, come età, sesso, livello di istruzione, ecc.
- **Criteri di inclusione/esclusione:** Spiega i criteri che hai utilizzato per selezionare i partecipanti e quelli che hai utilizzato per escluderli.
- **Consenso informato:** Se necessario, riporta che hai ottenuto il consenso informato da parte dei partecipanti.

Materiale e stimoli: Questa sezione riguarda i materiali e gli stimoli utilizzati nella tua ricerca.

- **Strumenti di misurazione:** Descrivi gli strumenti o i questionari utilizzati per raccogliere i dati.
- **Materiale sperimentale:** Se hai utilizzato materiale sperimentale (ad esempio, immagini, test, ecc.), fornisci dettagli su di esso.

Procedura sperimentale: Qui occorre spiegare come è stata condotta la ricerca, passo dopo passo.

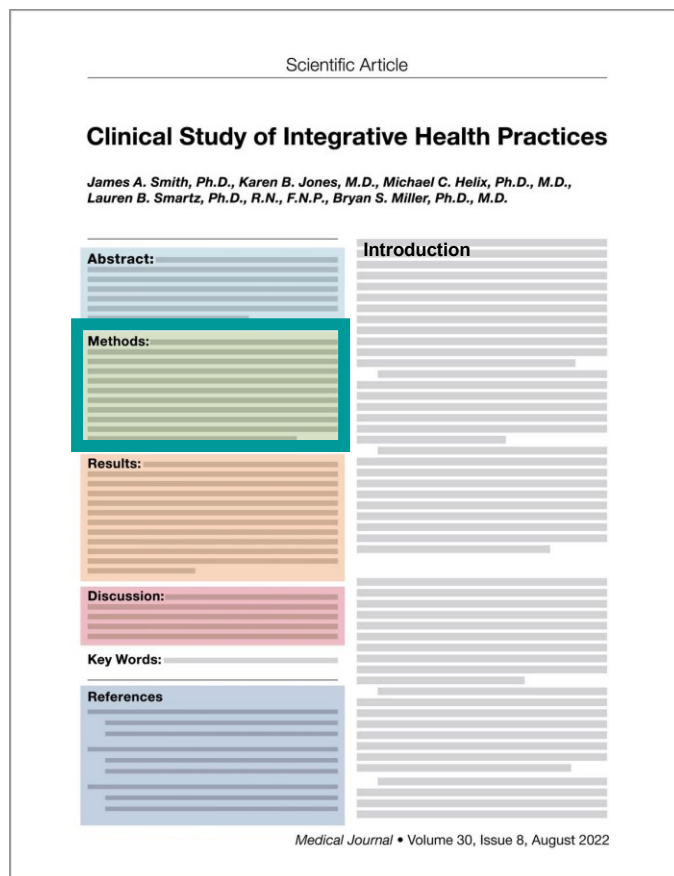
- **Design sperimentale:** Descrivi il design dello studio (ad esempio, esperimento controllato, studio longitudinale, studio trasversale, ecc.).
- **Procedure operative:** Dettaglia come hai condotto la ricerca. Include passaggi specifici, come la sequenza delle attività.
- **Condizioni sperimentali:** Spiega se ci sono state condizioni sperimentali specifiche e come sono state gestite.

Analisi Statistiche: Questa sezione riguarda come hai analizzato i dati raccolti.

- **Metodi statistici:** Spiega quali analisi statistiche hai utilizzato (ad esempio, t-test, ANOVA, regressione, ecc.).
- **Livello di significatività:** Specifica il livello di significatività (solitamente 0,05) che hai utilizzato per interpretare i risultati.
- **Correzioni per multiple confronti:** Se hai eseguito molteplici confronti, indica se hai effettuato correzioni (ad esempio, correzione di Bonferroni).

Aspetti legati alla scrittura del report scientifico

Material and Methods



Systematic-Review/Meta-analysis

Fatigue experienced by people with cerebral palsy: a systematic review of assessment tools and decision tree

Iain Dutia^{a,b,c,d}, Robert Eres^{c,d,e} , Susan M. Sawyer^{c,d} , Jacinta Pennacchia^{d,e,f}, Leanne M. Johnston^g , Stacey Cleary^{c,d} , Dinah Reddihough^{c,d}  and David Coghill^{c,d}

Search strategy

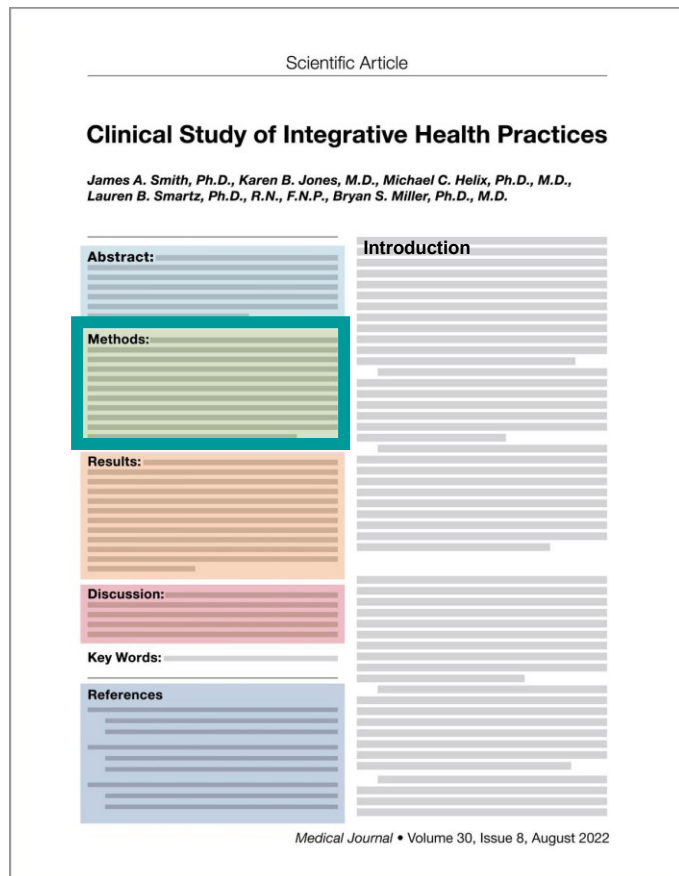
Initial searches were conducted in January 2022 in five electronic databases: MEDLINE, PsycInfo, CINAHL, Web of Science and Cochrane. Search terms were developed with the support of a research librarian and were tailored to each database. Initial strategies included terms that relate to CP and fatigue. Truncations (e.g., * as in fatigu* to obtain fatigue, fatiguing, fatigued), wildcards (e.g., ? to accommodate for differences between British and American spelling), and proximity operators were also used to ensure the search strategies were comprehensive and robust. Search filters were used to ensure that articles retrieved met the inclusion and exclusion criteria related to date and type of publication, and English language. Secondary searches included screening reference lists of all included articles, and publications by the authors of any included assessment tool. The search process was repeated in February 2023 to identify any newly published studies. The protocol for the review has been published

(<https://www.medrxiv.org/content/10.1101/2021.07.20.21260898v1>). *Study screening and selection process*

Following the initial search, the identified literature was screened as follows: (i) search results were imported into COVidence software and duplicates were removed, (ii) title and abstract reviews were carried out by two authors (ID and RE) and conflicts were resolved via discussion, or via a third author (DC) if required, (iii) full text review was carried out by two authors (ID and RE) and conflicts resolved via discussion, or via a third author (DC) if required. Review of papers identified in secondary searches were managed using these same steps.

Aspetti legati alla scrittura del report scientifico

Material and Methods



Systematic-Review/Meta-analysis

Fatigue experienced by people with cerebral palsy: a systematic review of assessment tools and decision tree

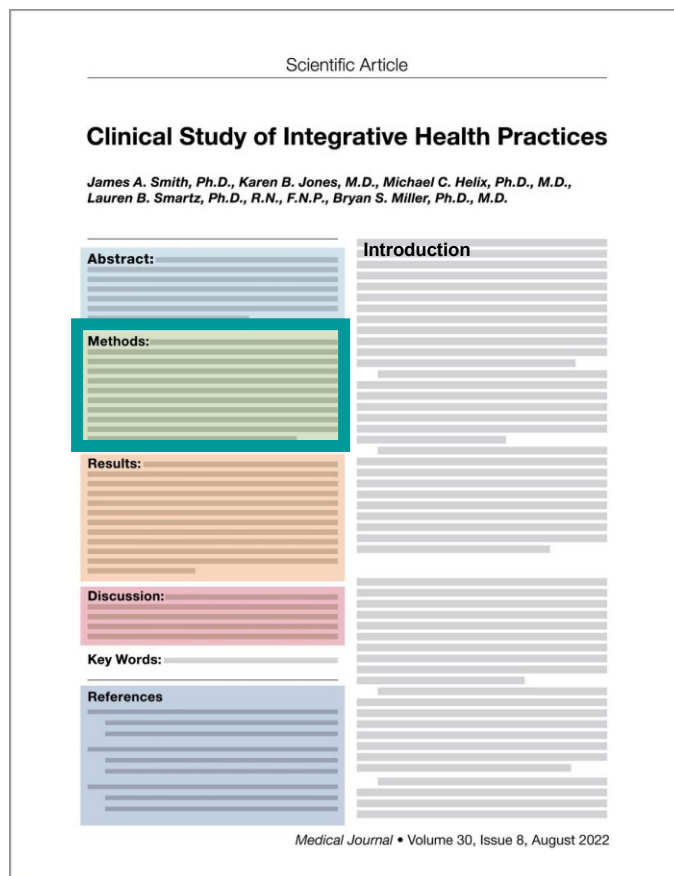
Iain Dutia^{a,b,c,d}, Robert Eres^{c,d,e} , Susan M. Sawyer^{c,d} , Jacinta Pennacchia^{d,e,f}, Leanne M. Johnston^g , Stacey Cleary^{c,d} , Dinah Reddihough^{c,d}  and David Coghill^{c,d}

Inclusion and exclusion criteria

Studies were included in the systematic review if they met the following criteria: (i) original research that purported to measure any type of fatigue by self- or proxy-report in people with CP of any age, (ii) the study was written in English, (iii) the assessment tool was more than 1 item and written in English and (iv) was published between 1980 and 2021. Studies were excluded from the review if: (i) they included participants with CP but where those participants' data were indistinguishable from other neurological disorders; (ii) the publication date was prior to 1980; or (iii) the study was unpublished or identified in grey literature.

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Data extraction and assessment of quality

Extracted information comprised the number of participants included in each study, demographic, and clinical characteristics of the sample of people with CP (including age, sex, CP subtype and topographical distribution, Gross Motor Function Classification System level [11], Manual Ability Classification System level [12], Communication Function Classification System level [13], and Eating and Drinking Classification System level [14] where reported), and the tool used to assess fatigue.

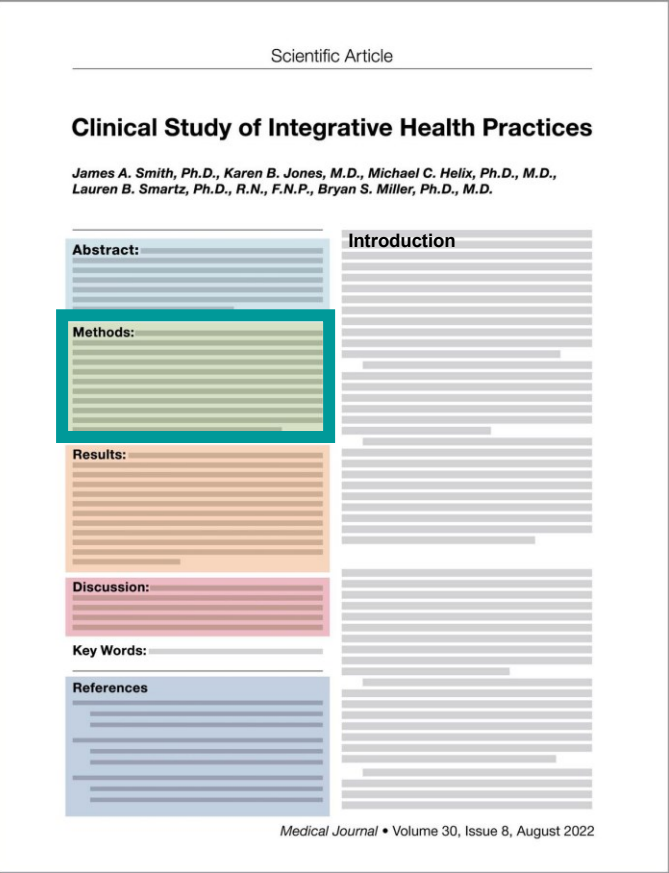
For each fatigue assessment tool, the following characteristics were identified: the scale type and number of items; subscales/factors; assessment method; fatigue time frame; and population in which the tool was developed. Tools were examined to determine whether items addressed fatigue in the physical domain and/or cognitive domains (for the purposes of this review “mental fatigue” was categorised as within the cognitive domain), in addition to whether items addressed fatigue severity and/or impact on daily activities.

The quality of each tool was also assessed using previously adopted appraisal methods [15] to establish: tool usability comprising ease of understanding, ease of completion and burden; clinical/research utility comprising responsiveness and scope; and general psychometric properties. The category of psychometric properties in people with CP was also added for the purposes of this review. Two reviewers graded each assessment tool in these areas as follows: 0 = unknown, 1 = poor/emerging, 2 = moderate, 3 = good; and a third reviewer was consulted in the event of conflicts. For all measures, completion time and ease of use were assessed by the author in conjunction with evidence where available.

The assessment tool purpose, domain, time-frame, development population and psychometric properties were considered to construct a decision tree for selecting fatigue assessment tools for people with CP (Supplementary Appendix S1, online [supplementary material](#)).

Aspetti legati alla scrittura del report scientifico

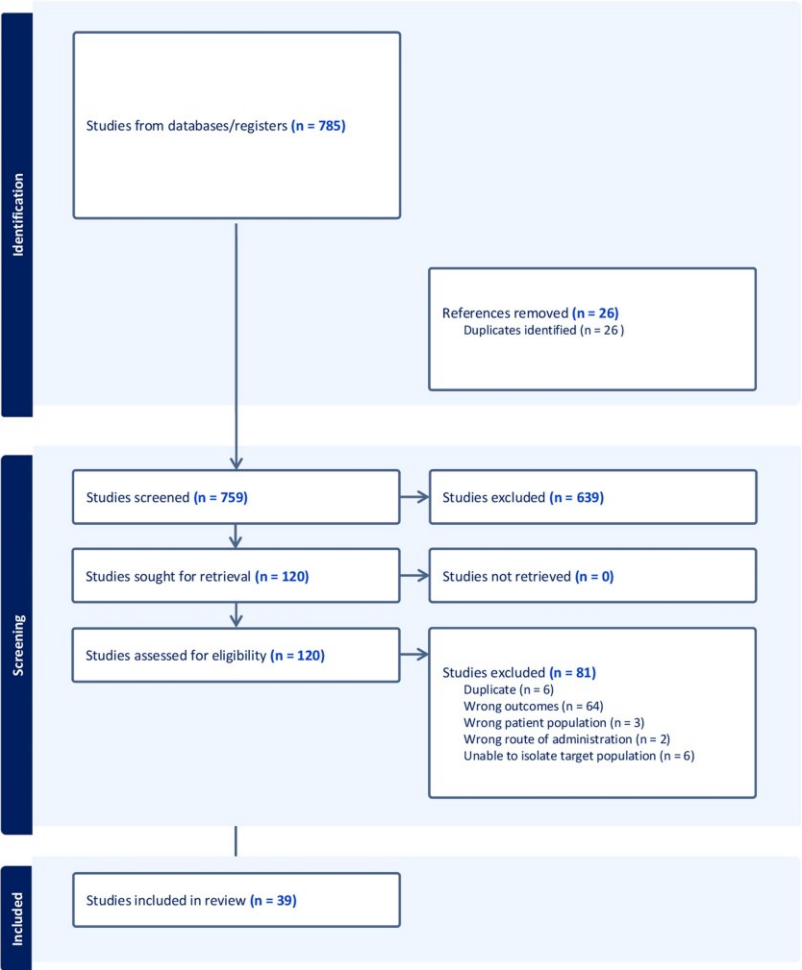
Material and Methods



Systematic-Review/Meta-analysis

Fatigue experienced by people with cerebral palsy: a systematic review of assessment tools and decision tree

Iain Dutia^{a,b,c,d}, Robert Eres^{c,d,e} , Susan M. Sawyer^{c,d} , Jacinta Pennacchia^{d,e,f}, Leanne M. Johnston^g , Stacey Cleary^{c,d} , Dinah Reddihough^{c,d} and David Coghill^{c,d}



Anatomy of a Scientific Paper

Are All Apples Red?

by
Ida Cortland

Abstract:

We examined several apples' color. Although most are red, some are not.

Introduction:

An age-old question is: are all apples red? MacIntosh (1993) thought so. G. Smith (1999) begs to differ. We hope to resolve this issue once and for all.

Methods:

We went to the local grocery store and bought one of every apple they had. We took them home and looked at them.

Results:

We found four red apples, one green apple, and two yellow apples.

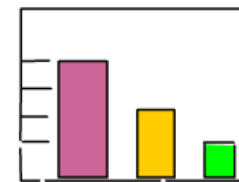


Figure 1

Discussion:

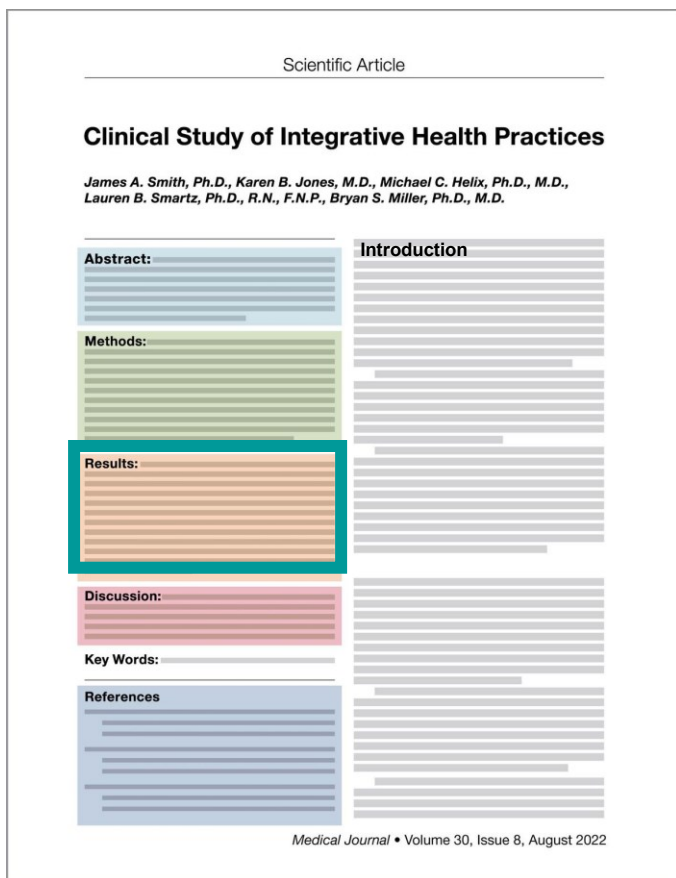
Since we found one yellow apple and two green apples, it must be true that all apples are not red. We concur with G. Smith's findings.

References:

- MacIntosh (1993) *Journal of Fruit Science*. 4(3): 121-135.
Smith, G. (1999) *Apple Technology Today*. 7(3):4-8.

Aspetti legati alla scrittura del report scientifico

Results



La sezione dei risultati di un articolo scientifico è fondamentale per comunicare in modo chiaro e accurato i risultati della ricerca. Ecco alcuni consigli per scrivere questa sezione in modo efficace:

Struttura chiara: Organizza la sezione in modo logico e seguendo la struttura del tuo piano di analisi. Inizia con i risultati più rilevanti.

Utilizza tabelle e figure: Presenta i dati in tabelle e figure chiare e ben annotate. Questi elementi visivi aiutano i lettori a comprendere rapidamente i risultati.

Evita ripetizioni: Non ripetere le informazioni già presentate nelle tabelle o nelle figure. Usa il testo per evidenziare e spiegare i punti chiave.

Sii obiettivo: Mantieni uno stile obiettivo e neutrale. Evita interpretazioni personali in questa sezione; salva le interpretazioni per la sezione di discussione.
Numeri significativi:

Descrivi l'analisi dei dati: Se stai presentando analisi statistiche, descrivi chiaramente i test utilizzati e i risultati ottenuti. Includi i valori p , intervalli di confidenza e misure di effetto, se pertinenti.

Fornisci contesto: Collega i risultati alla tua domanda di ricerca e agli obiettivi dello studio. Spiega come i risultati si integrano nella letteratura esistente.

Evita interpretazioni premature: Limita la tua interpretazione nella sezione dei risultati. Riserva interpretazioni più approfondite per la sezione di discussione.

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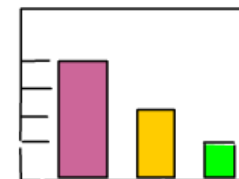


Figure 1

Discussion:

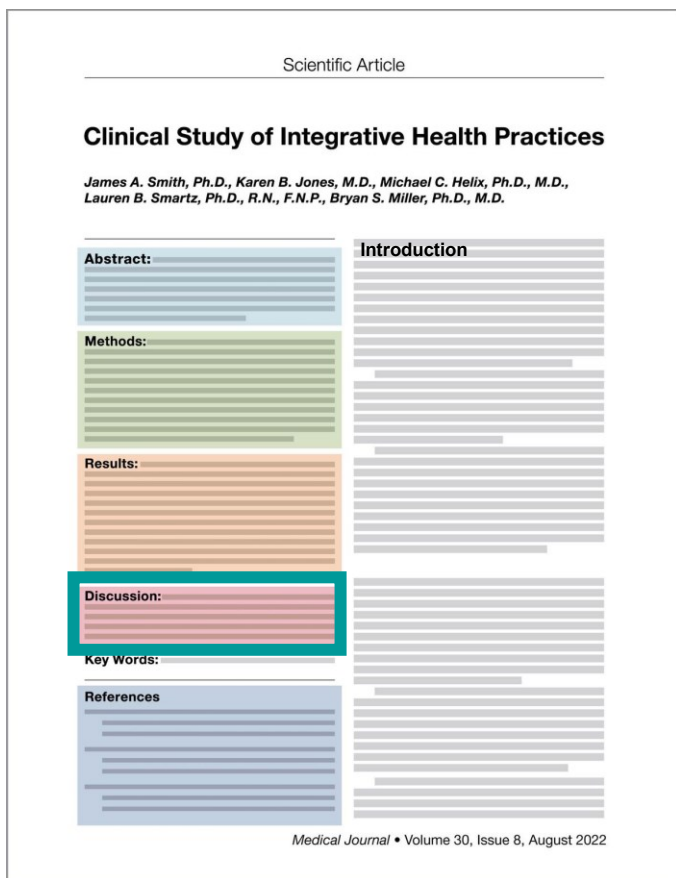
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Aspetti legati alla scrittura del report scientifico

Discussion



Breve
ripresentazione
dello studio

- Nel presente lavoro abbiamo analizzato...

Descrizione discorsiva
dei risultati

- Invece di «*l'analisi x ha mostrato che y è statisticamente diverso da z*» in discussione è preferibile un approccio più discorsivo es. «*nel nostro studio abbiamo osservato che i soggetti y mostrano un punteggio superiore a ai soggetti z*»

Contestualizzazione
dei risultati rispetto
alla letteratura
precedente

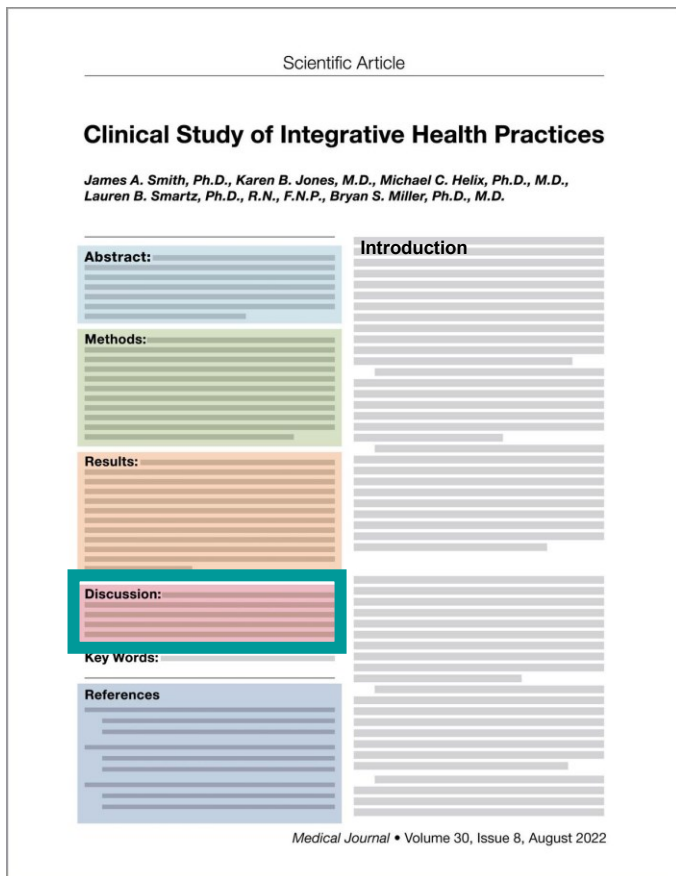
- Questo dato sembra essere in linea con le osservazioni precedenti fatte da ...

Tuttavia, può anche essere interpretato alla luce di...

Conclusioni,
limiti e
direzioni future

Aspetti legati alla scrittura del report scientifico

Discussion



Collega i risultati agli obiettivi dello studio: Inizia la sezione di discussione ricollegando i risultati agli obiettivi dichiarati dello studio. Mostra come i tuoi risultati rispondono alle domande di ricerca poste all'inizio. Usa la sezione di discussione per approfondire l'interpretazione dei risultati, non per ripresentarli.

Confronta con la letteratura esistente: Discuti come i tuoi risultati si confrontano con gli studi precedenti. Sottolinea le similarità e le differenze e spiega eventuali discrepanze. Assicurati che le tue conclusioni siano in linea con la letteratura esistente. Se le tue conclusioni sono in contrasto con studi precedenti, fornisci una spiegazione plausibile.

Sottolinea le novità: Se la tua ricerca offre nuove informazioni o prospettive, evidenzia questa novità e spiega perché è significativa.

Esplora le implicazioni: Analizza le implicazioni pratiche dei tuoi risultati. Come possono essere applicati nel mondo reale? Quali sono le possibili conseguenze?

Discussione delle limitazioni: Affronta apertamente le limitazioni del tuo studio. Questo mostra una comprensione critica e una consapevolezza delle possibili fonti di errore.

Confronta i risultati con le aspettative: Se i risultati sono diversi dalle tue aspettative o dalla letteratura esistente, spiega perché potrebbe essere accaduto. Discuti delle possibili ragioni di tali risultati inaspettati.

Suggerisci direzioni future: Concludi la sezione di discussione suggerendo possibili direzioni future per la ricerca. Indica le lacune che il tuo studio ha rivelato e come potrebbero essere esplorate ulteriormente.

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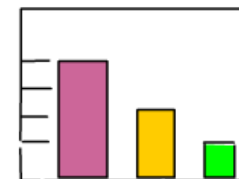


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Smith, G. (1999) *Apple Technology Today*. 7(3):4-8.

Pomes and You, Volume 3, Issue 4 (2003) p. 8

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References

Scientific Article

Clinical Study of Integrative Health Practices

James A. Smith, Ph.D., Karen B. Jones, M.D., Michael C. Helix, Ph.D., M.D., Lauren B. Smartz, Ph.D., R.N., F.N.P., Bryan S. Miller, Ph.D., M.D.

Abstract:

Methods:

Results:

Discussion:

Key Words:

References

Introduction

Medical Journal • Volume 30, Issue 8, August 2022

The use and impact of assistive devices and other environmental modifications on everyday activities and care in young children with cerebral palsy

S Østensjø, EB Carlberg, NK Vøllestad

Disability and rehabilitation, 2005 - Taylor & Francis

[PDF] academia.edu

Purpose. The study describes use of assistive devices and other environmental modifications, and their impact on everyday activities and care in young children with cerebral palsy (CP).

Method. Ninety-five children (55 boys, 40 girls; mean age 58 months) and their parents were studied using a cross-sectional design. The

MOSTRAALTRO

☆ Salva **Cita** Citato da 254 Articoli correlati Tutte e 11 le versioni W

Visualizzazione del risultato migliore di questa ricerca. [Mostra tutti i risultati](#)

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Cita

MLA

Østensjø, Sigrid, Eva Brogren Carlberg, and Nina K. Vøllestad. "The use and impact of assistive devices and other environmental modifications on everyday activities and care in young children with cerebral palsy." *Disability and rehabilitation* 27.14 (2005): 849-861.

APA

Østensjø, S., Carlberg, E. B., & Vøllestad, N. K. (2005). The use and impact of assistive devices and other environmental modifications on everyday activities and care in young children with cerebral palsy. *Disability and rehabilitation*, 27(14), 849-861.

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ØSTENSJØ, Sigrid; CARLBERG, Eva Brogren; VØLLESTAD, Nina K. The use and impact of assistive devices and other environmental modifications on everyday activities and care in young children with cerebral palsy. *Disability and rehabilitation*, 2005, 27.14: 849-861.

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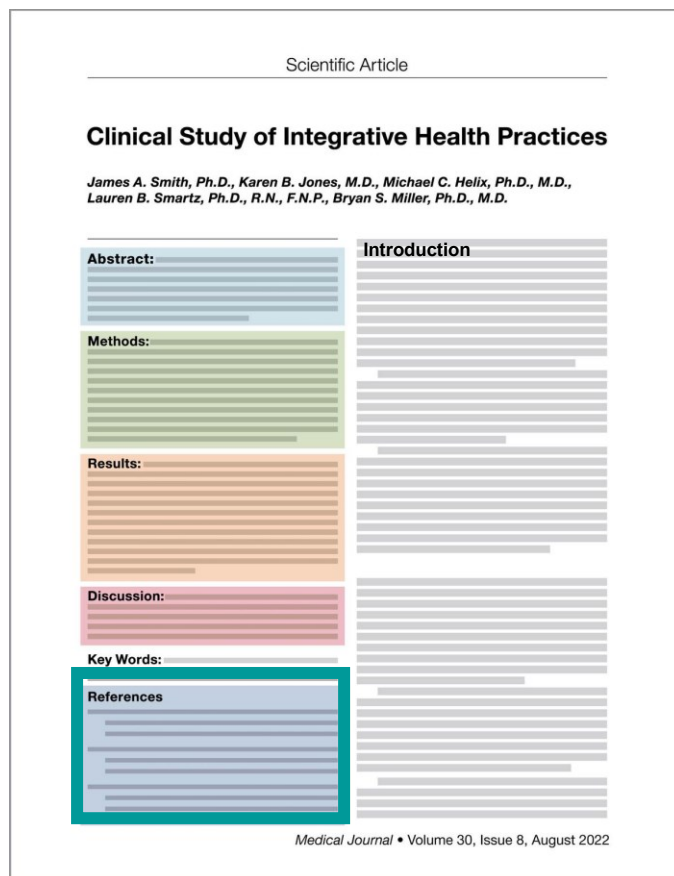
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References



Vancouver style

Cerebral palsy (CP) is the most frequent motor disability in childhood with a prevalence rate about 2–2.5 per 1000 live birth [1,2]. These children can have many neurological deficits that interfere with motor function and everyday activities [3–7]. Traditionally, intervention for CP was based on impairment-oriented models with the child as the only focus of intervention, denying the mediating role

AKKtiv ComAlong is a manualized and group-administered parental communication course. (AKKtiv is a Swedish acronym translating to 'AAC Early Intervention'). It is designed to suit children with a variety of communication disabilities (Ferm *et al.* 2011, Jonsson *et al.* 2011, Rensfeldt Flink *et al.* 2020, Fäldt *et al.* 2020) and is widely used in clinical settings in Sweden (Kjellberg 2019) and also a number of other countries. This study aims to explore possible intervention outcomes when AKKtiv ComAlong is implemented with parents of children with profound intellectual and multiple disabilities (PIMD).

Children with PIMD have severe motor disabilities combined with such severe cognitive disabilities that standardized tests assessing IQ are hard to administer (Nakken and Vlaskamp 2007). Sensory disorders (particularly visual impairment) and medical conditions such as epilepsy are commonly found (van Timmeren *et al.* 2016). Because of this combination of multiple disabilities and medical conditions, children with PIMD rely on support from others in almost all daily activities and in managing communication (Nakken and Vlaskamp 2007). Children with PIMD communicate preverbally at the level of either preintentional or intentional behavior (Dhondt *et al.* 2020).



Il processo editoriale

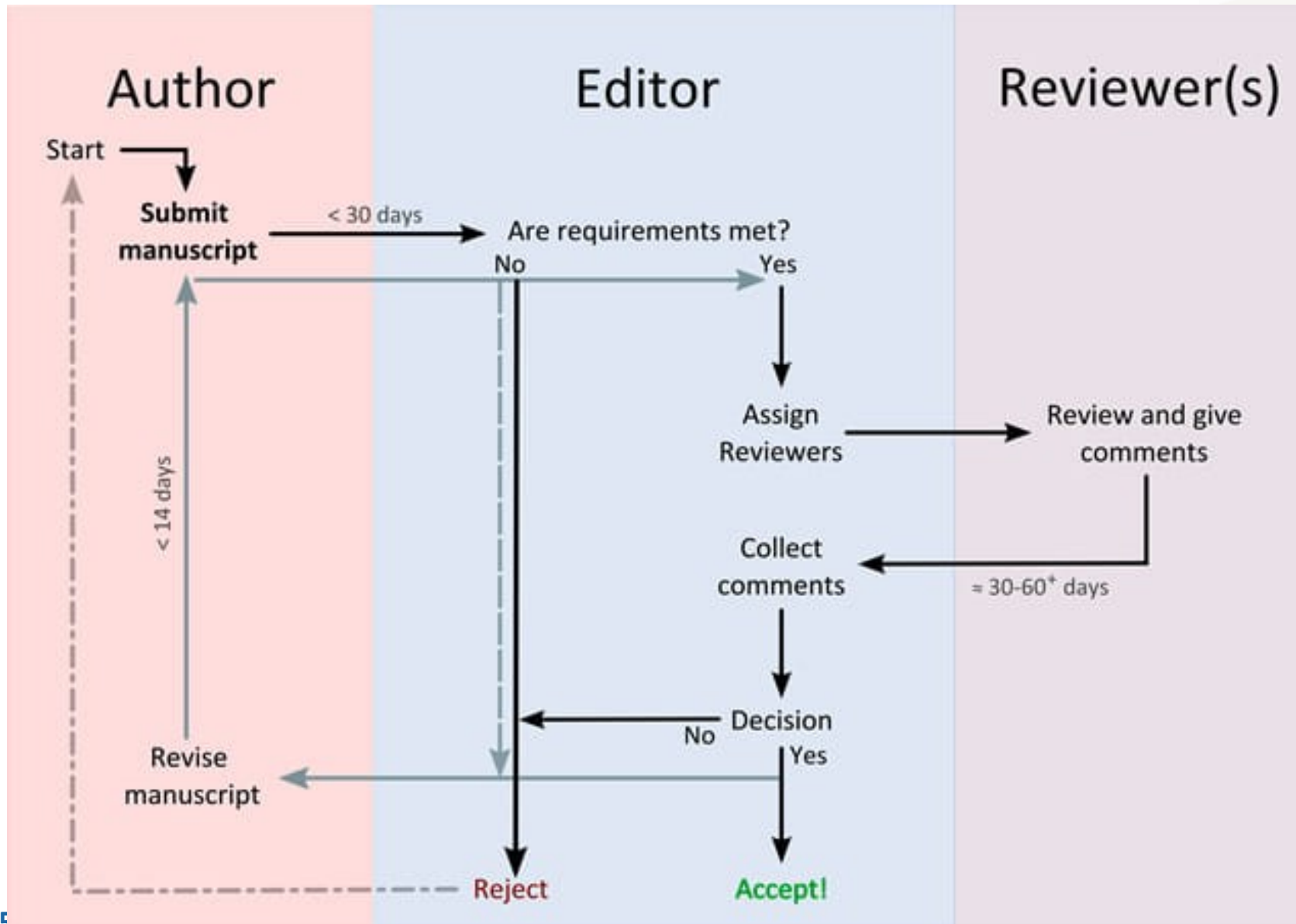


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(peer review)**



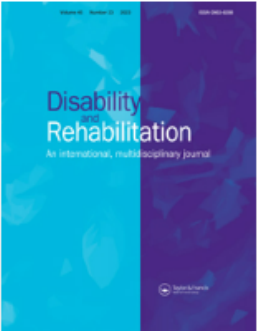
**Riviste SENZA revisione fra pari
(no-peer review)**

Riviste con revisione fra pari (peer review)



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Aims and scope

Disability and Rehabilitation is an international multidisciplinary journal publishing on all aspects of disability and rehabilitation.

Disability and Rehabilitation aims to encourage a better understanding of disability and to promote rehabilitation science, practice and policy aspects of the rehabilitation process. The journal provides an important forum for the dissemination and exchange of ideas amongst global health practitioners and researchers.

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Aims and scope

The IJDD publishes scientific articles on work dealing with different approaches to the habilitation problems of people with an intellectual disability. The *Journal* covers the entire spectrum of intellectual disabilities, and is concerned with definitions, IQ, genetic predisposition, evaluation of abilities, learning interventions, challenging behaviour, medication, attitudes to death and bereavement, sexuality, legal aspects, WHO, NICE and other governmental guidelines, care in the community, advocacy, stress and coping strategies for families and carers - though this is not an exhaustive list. The unifying theme is that all of these aspects should be of practical help for those with intellectual disabilities or those caring for persons with intellectual disabilities. Emphasis is placed on the practical implications of the work of educationists, instructors, nurses, occupational and other therapists, psychiatrists, psychologists and social workers, whether taking place in a hospital setting or in community care.

The *Journal* accepts contributions from anywhere in the world but they must be written in acceptable and fluent English, avoiding technical jargon as far as possible in view of the wide readership. The *IJDD* puts much emphasis on the practical application of scientific findings, and prospective contributors should keep in mind that acceptance of a manuscript for publication will depend to a great extent on its direct relevance to habilitation work. Readers of the *IJDD* expect that articles should give them some scientific help and insight in their practical work.

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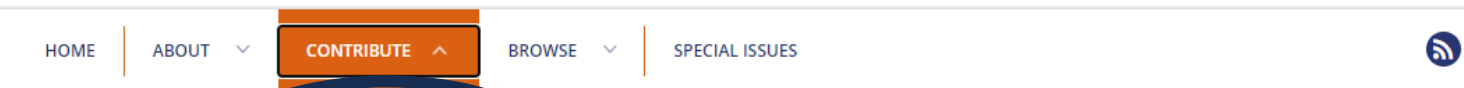
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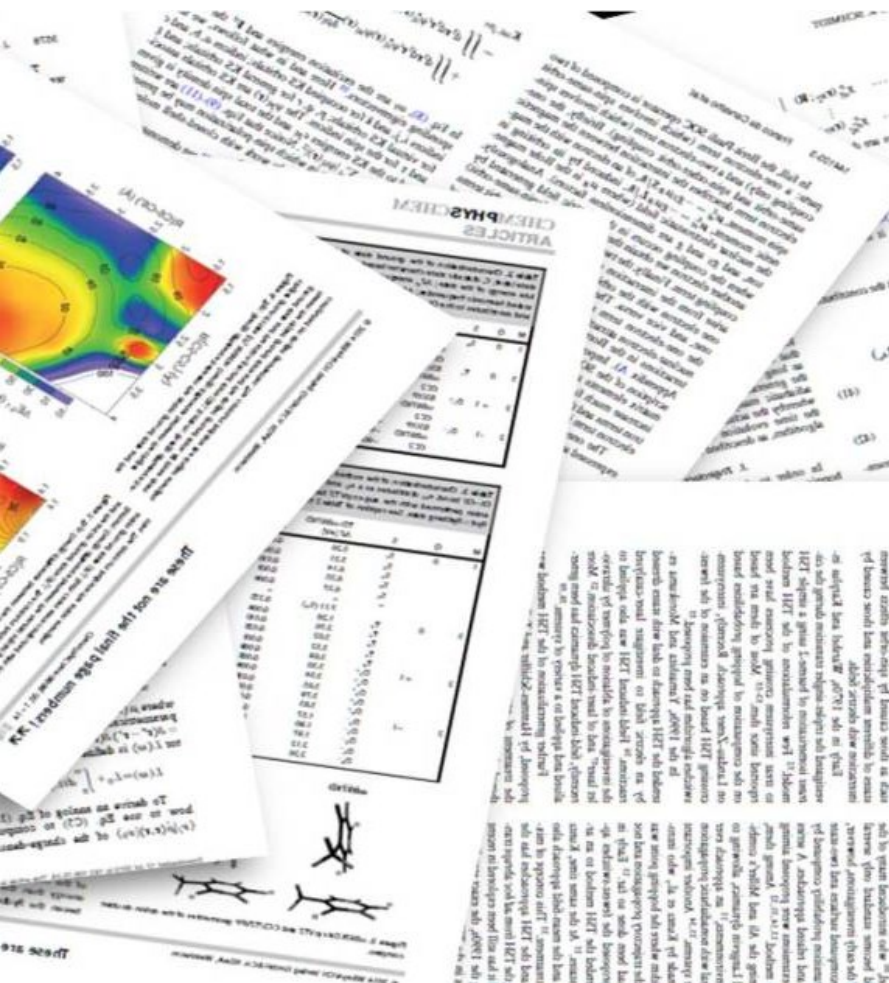
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12 Tools for Academic Writing



Designed by: Asad Naveed

Literature Search	Knowledge Maps	Writing	Citations
 PubMed PubMed is a free tool by NIH that supports the search and retrieval of biomedical and life sciences literature.	 Research Rabbit Research Rabbit is a free, literature review tool that visualizes the complex relationships in the literature.	 PaperPal Paperpal helps academics write better, faster with real-time suggestions for in-depth language and grammar correction.	 Zotero Zotero is a powerful, easy-to-use research tool that helps you organize, analyze and cite academic literature sources.
 Google Scholar Google Scholar is a free tool that lets you search the latest scholarly articles, documents and books,	 Connected Papers Connected Papers is a visual tool to help researchers find and explore papers and trends relevant to their field of work.	 QuillBot QuillBot's AI-powered paraphrasing tool helps to rewrite, edit, and change the tone of their text to improve clarity	 Mendeley Mendeley is a citation management tool that lets you collect & organize citations, & then easily insert them into documents.
 Insight Insight is an AI-powered research CoPilot for summaries, hypotheses, experiments, and target Identification	 Lateral Lateral helps in organizing, searching, and tracking findings across papers. It also aids to connect related studies, and exports organized notes for writing.	 Grammarly Grammarly is a writing assistant that checks for spelling, grammar, punctuation errors, and vocabulary usage	 PaperPile Paperpile is a web-based commercial reference management software,that integrates with Google Docs and Google Scholar.

<https://www.peterjonason.com/writing-tips.html>

Peter (PK) Jonason, Ph.D.

Biography

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WRITING TIPS

I cannot claim to be the best writer in the world; I have had my fair share of rejections. But, I have over 190 publications, served as reviewer or editor for numerous journals, and aided in the creation of non-academic research reports. I have also had the chance to improve my writing with a wide array of mentors (e.g., Laura Madson, Gregory Webster, David Schmitt). Over the course of my career, I have observed several patterns in the mistakes people make in their writing; patterns that are so common created this list of writing tips. I offer this list with no *hubris*, only with the intent of improving the quality of everyone's writing and maybe saving myself some time. Progressively, people consider writing well something of an elitist exercise. Whether that is true, I

ROMA, 8 NOVEMBRE 2025

METODOLOGIA DELLA RICERCA
IN ETÀ EVOLUTIVA

Prof. Stefano Lasaponara
stefano.lasaponara@uniroma1.it

**GRAZIE
PER L'ATTENZIONE**



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