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# Indian Journal of Surgical Nursing

# IJSN

May - Aug 2022  
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## Guideline Based Management of Inhalational Burns

Boney George Joseph<sup>1</sup>, Ravi Kumar Chittoria<sup>2</sup>, Jacob Antony Chakiath<sup>3</sup>

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### Abstract

Majority of the fire-related deaths results not from burns but from inhalation of the toxic products of combustion and inhalation injury has high mortality rate especially when patients require ventilator support for more than 1 week after injury. Early diagnosis of bronchopulmonary injury is thus critical for survival and is conducted primarily clinically, based on a history of closed space exposure, facial burns, and carbonaceous debris in mouth, pharynx, or sputum. Chest radiographs are routinely normal until complications, such as infections, have developed. Neither normal oxygenation nor normal chest radiographs exclude the diagnosis of inhalational burns. However, signs such as hoarseness, carbonaceous sputum, wheeze, and dyspnea are strongly suggestive of inhalation injury. A proper guideline-based management is needed for early diagnosis of inhalational burns and also for keeping a check on unwanted interventions. Here we present a case report on a patient who suffered thermal burns due to kerosene over face, breast and right upper limb who on presentation had clinical signs suggestive of inhalational burns and was managed with International Society For Burn Injuries (ISBI) guidelines.

**Keywords:** Inhalational, burn, bronchoscopy

### Introduction

Inhalation injury can affect the airways as well as result in systemic toxicity. Based upon the primary localization of the insult, inhalation injury is classified into injuries of the upper airway, the tracheobronchial system or the lung parenchyma.

**Upper Airway Injury** – The leading injury in the upper airway (above the vocal cords) is thermal injury due to the efficient heat exchange in the Oro- and nasopharynx. The immediate injury results in erythema, ulcerations, and edema. In combined burn and inhalation injury, aggressive fluid administration required to treat burn shock promotes early edema formation.

**Tracheobronchial Injury** – With the exception of inhalation of steam, injury to the tracheobronchial tree is usually caused by chemicals in smoke. However, toxic inhalation of noxious gases, liquids, and direct airway fire can also be associated with a similar process.

**Parenchymal Injury** – Damage to the lung parenchyma is delayed. injury to the lung parenchyma is characterized by atelectasis and alveolar collapse resulting in increased trans vascular fluid flux, a decrease in surfactant, and a loss of hypoxic vasoconstriction and therefore impaired oxygenation.

**Systemic Toxicity** – Direct systemic effect of inhalation injury is caused by breathing toxic



**Fig. 1:** Facial burns with signs of inhalational injury

substances formed via combustion or pyrolysis. The two most relevant gases associated with increased morbidity and mortality are carbon monoxide and hydrogen cyanide.

Bronchoscopy has three key roles in the intensive care management of II. Firstly, severity of airway injury as witnessed by direct visualization in bronchoscopy has been shown to be predictive of outcomes. Secondly bronchoscopy can be used to provide a functional washout of the bronchial tree; this may improve ventilation and reduce risk of atelectasis and pneumonia. Finally, it is a useful tool for bronchioalveolar lavage, in order to obtain fluid for culture and, therefore, targeted antimicrobial therapy.

### Methods and Materials

Here we present a case of 35-year-old female who presented to JIPMER emergency department with alleged history of accidental thermal burns due to kerosene over face, breast and right upper limb for a duration of 10 seconds at her residence. She sustained second degree superficial and deep burns over face, breast with total burn surface area of 15%. She also had features and signs suggestive of inhalational injury but without any

respiratory symptoms. (figure 1). She had facial edema, singeing of nasal hair and hair burning. Patient was managed with International Society For Burn Injuries (ISBI) guidelines. Initially she was resuscitated with 100% oxygen by face mask, ringer lactate based on parklands formula and adequate analgesics were given. Burned area was thoroughly washed, any necrotic area removed and dressing was kept over it. Even though she did not have any respiratory symptoms she was planned for emergency tracheostomy since she had clinical signs that were suggestive of respiratory tract involvement. To make sure, she underwent flexible bronchoscopy done by pulmonologist which did not show any sort of inhalational injury in the respiratory tract. For the superficial burned area dressing with collagen, silver based ointment and for deeper burns skin grafting.

### Results

By following guidelines inhalation injuries were ruled by bronchoscopy avoiding prophylactic tracheostomy which would have done and burn wounds healed well.

### Discussion

Inhalation injury remains a critical area of burns research, with significant implications in the overall survival of burns. Inhalational injury has important implications as it increases resuscitation fluid volumes by up to 50% and there is a significant increase in the need for ventilatory support. Inhalational injury is a leading cause of mortality amongst burns patients.<sup>1</sup>

When assessing criteria for intubation, it is important to weigh the risks and benefits of the procedure. Theoretically, traditional prophylactic intubation can be used to assure the airway will not be lost in a patient who may develop airway swelling.<sup>2</sup> However, intubation can be associated with significant morbidity and mortality. Additionally, intubation is associated with increased rates of pneumonia in burned patients. Intubation is also associated with higher total volumes of crystalloid resuscitation. Both pneumonia and large volume crystalloid resuscitation are associated with increased mortality risk in the burned patient. This evidence suggests that these adverse outcomes may be attenuated by avoiding unnecessary intubation. So burns patients with suspected inhalational injury with no immediate respiratory symptoms should

undergo a bronchoscopy so that the respiratory tract can be assessed and the need for tracheostomy or intubation can be planned. This will also lead to reduction in unnecessary procedures and its complications on the patient.<sup>3</sup>

When fire victims are brought to the Emergency Department, intubation should be performed immediately if the patients show signs of respiratory distress, any stridor, or if they have severe face or neck burns. If patients do not present with these signs but have erythema in the oropharynx, bronchoscopy, or laryngoscopy can be performed to assess for upper airway edema.<sup>4</sup> If edema is visualized, patients should be prophylactically intubated as airway patency can quickly become compromised as edema worsens. If no edema is appreciated, patients can be observed closely and should not be discharged.

## Conclusion

By this case report we come to the conclusion that by following burns guidelines in case of inhalational burns overall morbidity & mortality can be reduced.

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# The Challenges Faced by the Nursing Students in Clinical Environment

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## Abstract

**Introduction:** The clinical learning environment is an interactive network of forces influencing student learning outcomes in the clinical setting. This study examined the clinical challenges faced by the nursing students in the clinical environment and to develop the solutions to overcome the barrier.

**Material and Methods:** The research approach used for this study was quantitative approach and the design selected was descriptive study design. By using convenient sampling technique 200 samples of nursing students were selected for this study

**Results:** This study results shows that among 200 samples 53.25% of the students facing psychological problem in the clinical environment and 52% of the students facing physiological problem in the clinical environment and 47.37% of the students are facing professional related problem and 55.8% of the students are facing other problems in clinical environment

**Conclusion:** This study shows that there were majority of the students had face difficulties in the clinical environment with the selected demographic variables such as age, religion, residence, family income, type of family, and interest in nursing.

**Keywords:** Clinical; Environment; Challenges.

## Introduction

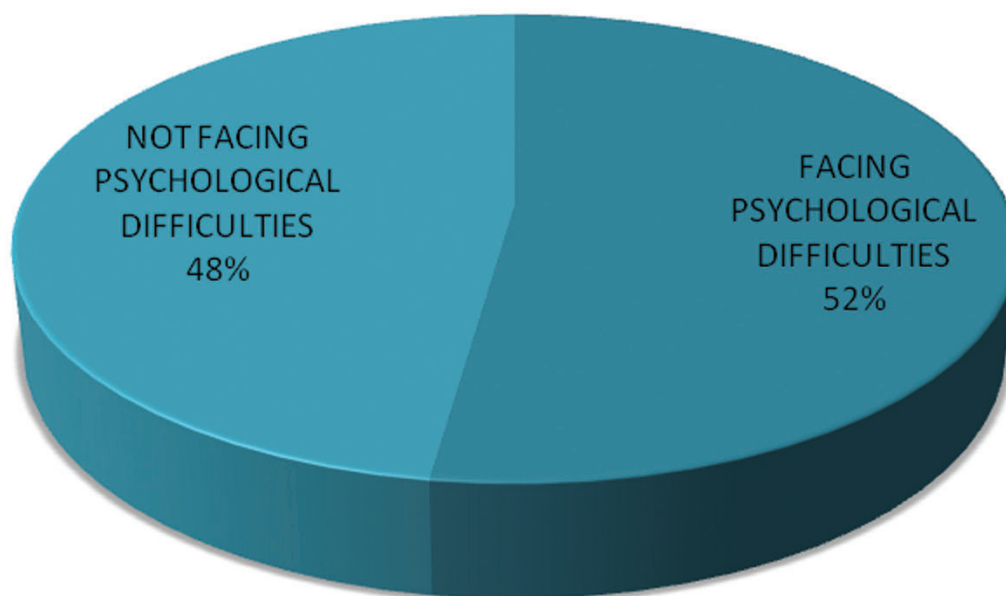
Nurses competence is based on the knowledge and skill taught to them. Nursing training is the combination of theoretical and practical learning experiences that enable nursing students to acquire the knowledge, skill and attitude for providing nursing care.

Nursing education is composed of two complementary parts, theoretical training and practical learning. A large part of nursing students education is carried out in clinical environment.

Clinical education forms more educational courses in nursing.

Therefore, clinical education is considered to be an essential and integral part of the nursing education programmed. Clinical nursing are integral part of nursing education which prepare student nurses in "doing" as well as "knowing" the clinical principles in practice. The clinical nursing education can also affect the growth and development of the competence on nursing skills.<sup>2</sup>

Failure to identify the challenges and problems the students are faced with in the clinical learning



**Fig. 1:** Shows that 53.25% of the students facing psychological problem in clinical environment where 47.75% of the students are not facing the difficulties in the clinical area.

environment prevents them from effective learning and growth.

## Material and Methods

A quantitative research, descriptive study design was undertaken among nursing students studying in selected nursing educational institutions in Puducherry. The variables explored under study were challenges faced by the nursing students in clinical environment among the study participants. A total of 200 nursing students of both gender and willing to participate were selected by using simple random sampling technique. A reliable structured questionnaire was used to gather data. The responses for all items of tool was categorized as correct responses (score 1) and wrong response (score 0) respectively. The collected data was coded, tabulated and analysed as per objectives by using descriptive (mean, SD) and inferential statistics (t-test, chi-square test and co-efficient of correlation) wherever required,  $p < 0.05$  was consider as statistically significant. As the nursing students working in the hospital facing challenges in the clinical environment. We should asses the challenges faced by the nursing student in the clinical environment.

## Results

Among 200 samples, 53.25% of the students facing psychological problem in clinical environment where 47.75% of the students are not facing the psychological problem in clinical environment. Then 52% of the students are facing physiological problem in clinical environment and 47.37% of the student facing professional preparation related problem and 55.8% of the students facing other problems in clinical environment.

Most of the students fall under the age group of 17-19 years (78%) and 19-21 years (21%) and 21-23 years (1%) and religion of Hinduism 85.5% and Muslim 7.5% and Christian 7% and family income of <5000 (26.5%) and 5000-10000 ( 33.5%) and above 10000 (42%) .

Residence of the student rural (53.5%) and urban (53.5%), slum (8%) and tribal area( 5%).

And most of the student are day scholars (71.5%) and the majority of the students are not interested in nursing 61%.

Distribution of Data For Psychological Problem Faced By The Students.

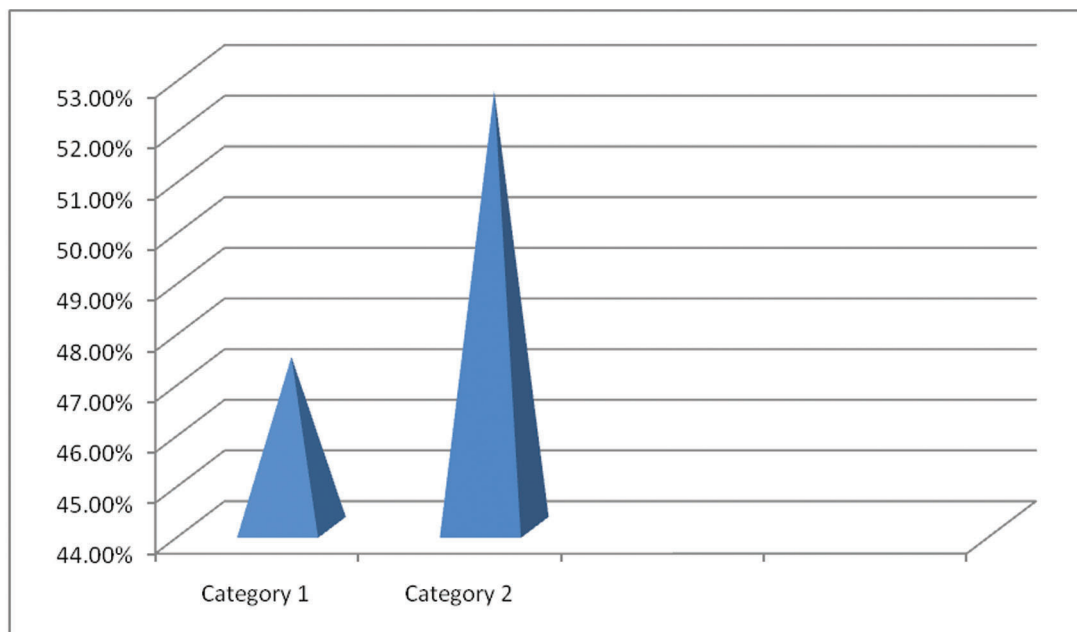
Distribution of data for professional related problems faced by the students.

The above figure shows that that category-1 are facing professional related problem in the clinical area, where category-2 are not facing the professional related problem in clinical environment.





**Fig. 2:** Shows that majority of the students (52%) facing physiological problem in the clinical environment, where (48%) of the students not facing the physiological problem in the clinical area.



**Fig. 3:** Distribution of data for professional related problems faced by the students.

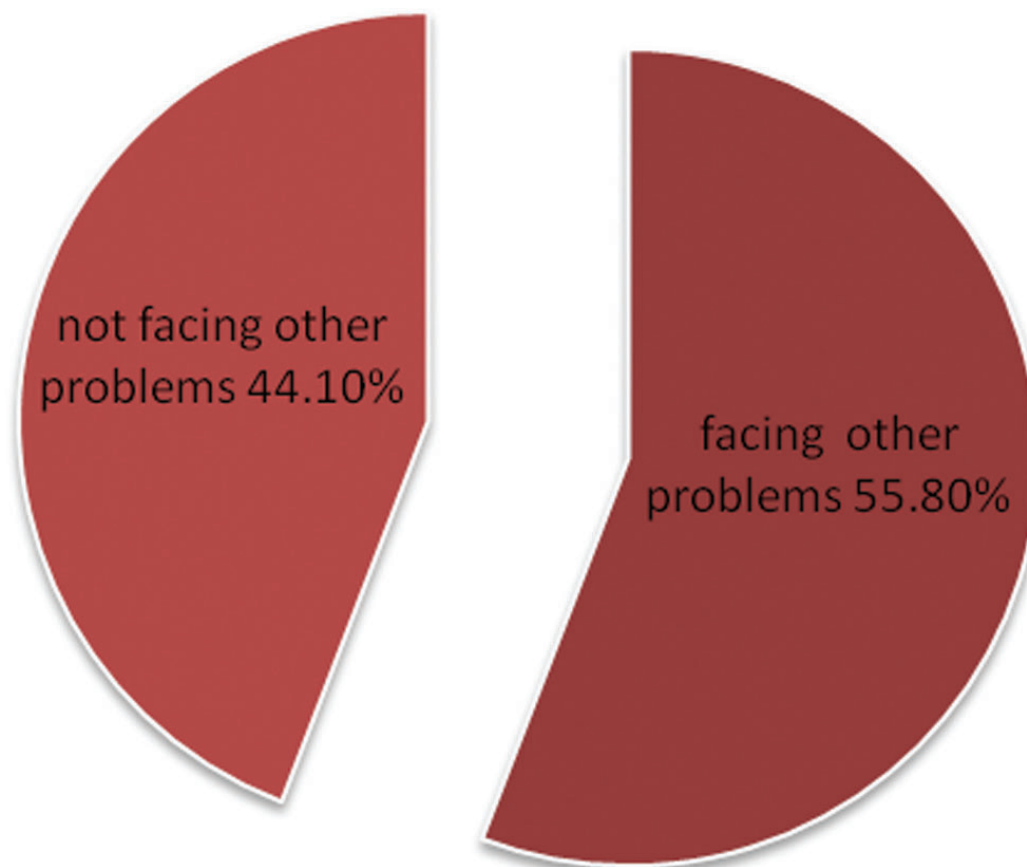


Fig. 4: Distribution of data for other problems faced by the students.

## Discussion

A study to assess the challenges faced by the nursing students in clinical environment among the nursing students in MTPG & RIHS, Puducherry. Descriptive design was used to conduct the study. The study was conducted at selected college at Puducherry. Purposive and convenient sampling techniques was used to select the samples. The samples consists of 200 subjects from school of nursing and college of nursing. Tool was developed and tool consists of 2 sections. Questionnaire demographic data, questionnaire for challenges faced by the nursing students in clinical environment.

The similar study was conducted on {2018}<sup>1</sup> A Descriptive study was conducted on problems encountered by the nursing student during their clinical posting in the hospital among 141 nursing final year students. The results concludes that the 62% of the students reported that the faculty were not present at the time of clinical posting, 88% said that the staff nurse not present with the new method training, 71% said hospital employee not cooperate and 83% experience crowding problem,

90% having physical problem.

Considering the overall percentage of the physiological problems 52% of the student facing the physiological problems in clinical environment, were 48% of the students are not facing the physiological problems in clinical environment. Hence more number of the students has facing physiological difficulties in clinical environment.

Considering the overall percentage of the psychological problems 52.25% of the students facing the psychological problems, were 47.75% of the students are not facing the psychological problems. Hence most number of the students has facing psychological difficulties in clinical environment.

Considering the overall percentage of the professional related problems 47.37% of the student facing the sociological problems, were 52.62% of the students are not facing the sociological problems in clinical environment. Hence more number of the students has not facing sociological difficulties in clinical environment.

Considering the overall percentage of the other

problems 55.8% of the students facing the other problems in clinical environment, were 44.1% of the students are not facing the other problems. Hence more number of the students are facing the other problems in clinical environment.

### Conclusion

This study reveals that out of 200 samples 52% of the students are facing physiological problems and 52.25% of the students are facing psychological problems, and 47.37% of the students are facing professional related problems and 55.8% of the students are facing other problems in the clinical environment.

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## Reviews on Online Learning on Communication Between Instructors and Students During COVID-19

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### Abstract

The aim of this review was to report on the effect of online learning on communication between the instructors and students during COVID-19 pandemic. This is significant because online learning is extremely new to most students and educators as well especially during this period of lockdown. Numerous academic institutions that were prior hesitant to change their conventional academic approach had no choice except for to move completely to web based teaching and learning. The article includes the analysis of various reviews commenting on the effect of online learning on communication. The advancement of good communication skills is a significant part of the instructors capacity to succeed. Effective communication assumes a vital part in successful teaching, since the effective communication affects online educator's productivity and instructor-student efficiency. Most researchers characterize online learning as getting learning experiences through the use of web technology. Online learning appeals to more number of students since it offers adaptability in cooperation, simple access and accommodation. Anyway for most studies, students recognized issues related to the interpersonal aspects of online interaction. Overall, a large portion of the students actually favor classroom classes over internet based classes. Although many literatures suggest that it is significant for online educators to engage with students by using web innovations for communication in the teaching learning process.

**Keywords:** Online learning; Communication; Students; Instructors.

### Introduction

The Covid pandemic has made huge changes in the educating learning measure, especially in the enlightening establishments like schools and universities. It has affected the communication among teachers and students. Because of the pandemic, universities were constrained to finishing their activity with students just on the web. In such way, various organizations took measures to make an effort not to spread the

disease and to ensure the congruity of the guidance cycle, and universities generally speaking accepted web learning.<sup>1</sup>

Communication is the main piece of life as each human movement depends on it. It is an interaction, that comprises of communicating a message from the sender to the beneficiary, and it is a critical segment of the scholastic climate. Interaction, particularly in the schooling area should be concentrated as interaction among educators and students can further develop the



learning experience and to make a positive setup. Effective interaction is the way to trade thoughts, considerations, information and data so as to satisfy the reason or goal in the most ideal manner.<sup>2</sup>

Online courses are habitually scrutinized for the inability of online educators to accomplish sufficient degrees of intelligence. Although much exploration has been devoted to the social roles of students and educators just as the production of virtual networks, there has been little work that explicitly looks at the job of student teacher communication as an indicator of fulfillment and accomplishment.<sup>3</sup>

There is a developing assortment of examination to help the possibility that educators who are best at working with communication in online classes are the individuals who are versatile, versatile, and proactive. The job of the educator is to ceaselessly work with, cultivate, and support quality interaction and cooperation. Educators perceive that perplexing abilities, for example, basic reasoning and critical thinking should be grown so students can work viably in the public eye, yet, are as yet not planning proper intelligent learning exercises that would empower students to adequately take part in request based learning on the web.<sup>4</sup>

A few arguments are related with e-learning. Availability, reasonableness, adaptability, learning teaching method, deep rooted learning, and strategy are a portion of the arguments identified with online instructional method. It is said that internet based method of learning is effectively open and can even reach to rural and far off regions. It is viewed as a generally less expensive method of schooling as far as the lower cost of transportation, convenience, and the general expense of institution based learning. Adaptability is one more fascinating part of internet learning; a student can plan their time for completion of courses accessible on the web. This kind of learning climate can expand the learning capability of the students. They can learn whenever and wherever, in this way growing new abilities in the process prompting long lasting learning.

There are many innovations accessible for online education yet now and then they make a ton of challenges. These challenges and issues related with current innovation range from downloading blunders, issues with establishment, login issues, issues with sound and video, etc. Some of the time student views internet educating to be exhausting and not engaging. Internet learning has such a great deal time and adaptability that students never figure out how to do it. Individual consideration is

additionally an immense issue confronting internet learning. Students need two way cooperation which now and then gets hard to carry out. At times, online substance is all hypothetical and doesn't allow students to rehearse and adapt successfully. The challenge to instructive organizations isn't just discovering new innovation and utilizing it but also additionally reconsidering its education, in this way helping students and scholastic staff who are looking for direction for digital education.<sup>5</sup>

There are numerous literatures focusing on the importance of the course structure and instructive arrangement, yet very little commenting on the importance of communication among instructors and students in online courses.

### *Review of literature*

Alawamleh, et al (2020) conducted a study on the effect of online learning on communication between instructors and students during covid-19 pandemic. This is a quantitative research study which was conducted through semi-structured online survey using random sampling technique. The sample size was 133 students from American university of Madaba. The result revealed that the vast majority agree with the question of the study. Students still prefer classroom classes (78.1%) over online classes (21.8%) due to many problems such as lack of motivation, understanding of the material, decrease in communication level between the student and instructor.<sup>6</sup>

Cladiucoman, et al (2020) conducted a study on online teaching and learning in higher education during the coronavirus pandemic. A method of online survey based on a semi structured questionnaire was used among 762 students from the two largest Romanian universities. The result of the research revealed that the education of online learning diminishes in value while disadvantage is more prominent. The findings shows that processing information is more difficult in the E-learning system (60.5%). The study concludes that there is lack of interaction or poor communication with the teacher. Technical issues are still the issue most difficult to solve.<sup>7</sup>

ErmanYukselturk, et al (2007) conducted study on "Predictors for student success in an online course" in combinations of both qualitative and quantitative methods for 80 volunteers students who attended the online computer programming course at Middle East Technical University in Ankara, Turkey. The quantitative part was based on correlational research design and qualitative research was based on descriptive. Demographic survey, Learning



style inventory, Motivational strategies for learning questionnaire with semi structured interview are the instruments used to collect quantitative data. From this, the demographic information of students and instructors showed that these general personal characteristics did not significantly affect students success in online courses. According to regression analysis self regulation related to success was the only variable accounted for 16.4% of the variance in student programming success ( $p=0$ ). The result of the study revealed that successful students generally used self-regulated learning strategies in an online course. The study concluded that exploring the characteristics of online students that contribute the success.<sup>8</sup>

Jensen Moore (2014) conducted a study on the "effects of online interaction and instructor presence on student's satisfaction and success with online undergraduate public relations courses". A method of quantitative approach for 403 students from online undergraduate PR courses conducted by a large Mid-Atlantic University from summer 2009, which was used in the study was a secondary data analysis. The result of the study revealed that there is significant difference in number of comments ( $p<0.001$ ) in 2009 than in 2010, so student-student interaction and self-discipline are the strongest predictors of success and satisfaction with online courses. The study concluded that instructor-student interaction, student-student presence has its effect on student success and satisfaction in online courses.<sup>9</sup>

John A Huss, et al (2015) conducted a study on "A case study on online instructors and their quest for greater interactivity in their courses: overcoming the distance in distance education." A qualitative method of semi structured interview for 7 online instructors, three from a college of Education within a metropolitan Midwestern University in the United States and four from an academic college of Education in Israel. The study concluded that the idea increased social interaction allows students to develop a stronger sense of learning, community and social interaction is necessary for cognitive development.<sup>10</sup>

Julie A. Gray and Melanie Diloroto (2016) conducted a study on "The effects of student engagement, student satisfaction and perceived learning in online learning environments" based on a cross sectional design with 567 students from all graduate students. The study was done in southeast University of the United State. The researcher used a cross sectional design using survey methodology. The result of the study revealed that

course structure, learner interaction and instructor presence would all have a statistically significant impact on both perceived student learning and satisfaction. Student engagement did partially mediate the effect of instructor presence and student satisfaction indicated by  $\Delta \beta = .34$  while remaining significant at the .05 level.<sup>11</sup>

Kesavan Elumalai, et al (2020) conducted a cross sectional study on factors affecting the quality of E-learning during the covid 19 pandemic from the prospective of higher education students. It is a cross sectional study of the students of higher education institutions in India and Kingdom of Saudi Arabia with a self administered questionnaire. The sample size was 784. The findings revealed that the technical support has a positive relationship with the quality of E-learning ( $\beta=0.126$ ,  $p<0.05$ ), also there is a positive relationship between a set of variables and the quality of E-learning in higher education and there is a significant difference in the student perception between genders, level of course, the quality of E-learning during covid 19 pandemic.<sup>12</sup>

Mannaz Moellam (2015) conducted a study on impact of synchronous and asynchronous communication tools on learner in collaborative online learning. This study was conducted in North Carolina Wilmington. The method used by descriptive study and the sample size among 14 students in spring 2011 and 13 students in spring 2012. The findings revealed that combination of three methods appeared to provide the highest level of social presence followed by the cognitive and emotional support and moderate the relationship of computer mediated communication. In this study 85% of students agree with higher satisfaction level of synchronous method only.<sup>13</sup>

Michael Baczek, et al (2021) conducted a survey study on "Student's perception of online learning during the covid 19 pandemic" with a descriptive method among 804 polish medical students. This research conducted in a many countries including Poland. The result of the study revealed that E-mail learning is a valuable method of teaching medical students and is highly accepted. The study concluded that E-learning is a powerful tool for teaching medical students. In this study 73% of students responded to the e-learning is enjoyable.<sup>14</sup>

Norila Abdul Majid, et al (2010) conducted a study on "communication skills and work motivation amongst expert teachers". A qualitative method of interview, teaching observation and document analysis was conducted on five teachers on five different schools from the list of names of

excellent teachers that has been recognized by the ministry of education of Malaysia. The result of the study reveals that communication skills and work motivation that is closely related to dependent on each other. The study concluded that the importance of communication and motivation to raise the teacher's culture.<sup>15</sup>

Rebecca A Croxton (2014) conducted a study on the role of interactivity in student satisfaction and persistence in online learning. The empirical literature was reviewed through the lens of Bandura's social cognitive theory, Anderson's interaction equivalence theorem and Tinto's Social integration theory. The findings that revealed interactivity is an important component of satisfaction and persistence for online learners and those preferences for types of online interactivity vary according to type of learner. Student instructor interaction was also noted to be a primary variable in online student satisfaction and persistence.<sup>16</sup>

Selma Vondarwell, (2003) conducted a case study on an examination of asynchronous communication experience and perspective of students in an online course. The study was conducted among 22 preservice teachers and students from Midwestern university and the method used by a qualitative case study approach forms methodological framework of this study. Finally, the study concluded with a comprehensive understanding of computer-mediated communication and student preference and experience can contribute to a knowledge based effective learning and implementation of successful learning.<sup>17</sup>

Shu-Hui-hsiehchang (2006) was conducted a study on an assessment of the effectiveness of interaction in distance education based on student satisfaction with learner centered paradigm. To explore these relationships, the researcher developed student perceived interaction survey (SPIS) to assess the nature of course related interaction. Volunteer sample of 949 students enrolled in computer science at Lowo state university was used. A survey research design was used in this study. The result of the study suggested that student-instructor, student-student, student-content interactions along with gender and student perception were predictor's course satisfaction. The research concluded that the result of the research can help educators create a distance education environment that encourages students to enjoy what they are learning and perform well. In this study 97% of participants satisfied with the course content.<sup>18</sup>

Zaeema Asrar, et al (2018) conducted a case study

on the impact of communication between teachers and students. Communication is the motivation tool for students to accomplish their studies. This research was done in northern border university, Saudi Arabia. The random sampling method was used to collect the data from the departments. The result shows a positive relationship between them. It is very difficult to create a positive relationship between teacher and students when they get to a certain stage. If the students and teachers both have good communication skills and understand the significance of the impact of the communication, establishing a relationship among them will be much easier. In this study 57% of students with mean agree that the teachers non-verbal communication is most important and play a crucial role in the performance of students study.<sup>19</sup>

## Conclusion

There has been much research and discussion conducted on these opinions, which revealed that most of the students still prefer classroom classes over online classes due to many difficulties. However, most of reviews suggest various possibilities which might help improve the online interaction between the instructors and students. The literature is clear that it is important for online instructors to engage with students in the teaching-learning process by carefully utilizing online technologies for interaction. Self regulated learning strategies, improved communication skills and work motivation also plays an important role in instructor and student efficiency during online learning.

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[1] Flink H, Tegelberg Å, Thörn M, Lagerlöf F. Effect of oral iron supplementation on unstimulated salivary flow rate: A randomized, double-blind, placebo-controlled trial. *J Oral Pathol Med* 2006; 35: 540–7.

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### Article in supplement or special issue

[3] Fleischer W, Reimer K. Povidone-iodine antiseptics. State of the art. *Dermatology* 1997; 195 Suppl 2: 3–9.

### Corporate (collective) author

[4] American Academy of Periodontology. Sonic and ultrasonic scalers in periodontics. *J Periodontol* 2000; 71: 1792–801.

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### No author given

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[9] National Statistics Online – Trends in suicide by method in England and Wales, 1979–2001. [www.statistics.gov.uk/downloads/theme\\_health/HSQ20.pdf](http://www.statistics.gov.uk/downloads/theme_health/HSQ20.pdf) (accessed Jan 24, 2005): 7–18. Only verified references against the original documents should be cited. Authors are responsible for the accuracy and completeness of their references and for correct text citation. The number of reference should be kept limited to 20 in case of major communications and 10 for short communications.

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