In this next module, we're going to practice using the colon and the dash to merge sentences. I'm going to lead you through my edits. So it's fine to just watch this video all the way through, but if you have extra time, it's always a good idea to pause the video and try editing the examples on your own. I have provided the text of the examples if you want to do that.

Here's the 1st example. Says, **evidence Based Medicine teaches clinicians the practical application of clinical epidemiology as needed to address specific problems of specific patients. It guides clinicians on how to find the best evidence relevant to a specific problem, how to assess the quality of that evidence, and perhaps most difficult, how to decide if the evidence applies to a specific patient.** OK, hopefully, as I'm reading that out loud, you noticed the repetition? There's a lot of repetition here. There's a lot of wordiness. As a specific example, that 1st sentence says, evidence-based medicine teaches clinicians. The 2nd sentence says it guides clinicians. And this is one of those instances where I imagine that the author was sitting there, they're saying to themselves, I already use the word teaches, and I don't want to repeat myself, so I'm going to reach for the thesaurus. And they find the word guides, and they're happy. But remember to catch yourself when you're doing this. If you're reaching for the thesaurus, ask yourself, do I really need the 2nd instance of the word at all? This is a case where we don't need to repeat. We can actually merge these two sentences together, so that the teachers, clinicians reach across both sentences. Another thing to point out about this example is that we have a list of things in the 2nd sentence, how to find, how to assess and how to decide. And as I've mentioned, a colin is a good way to set up a list. So perhaps we can use the colin in here to set up that list and draw this all into a single sentence, so we can say, evidence-based medicine teaches clinicians the practical applications of clinical epidemiology. And then I'm going to put the colin in here, because I think this, as needed to address specific problems of specific patients, is very big and wordy and is just completely not needed. So we can put the call in here. We'd no longer need the guides clinicians, because we already said teachers, clinicians. We can just dive right into the list. Evidence based medicine teaches clinicians how to find, how to assess and how to decide. Now, there's some other words we can trim out here, so I trim out a few more words, but here's my final edit.

Evidence based medicine, teaches clinicians, the practical application of clinical epidemiology, coal in how to find, how to assess and how to decide. So I've joined those two sentences together with a colin. We could probably do even a little bit better here. There's even a bit more we can edit. When I entered this for the author, originally, they really wanted to make that point about applying clinical epidemiology, so I left that in. But that application of clinical epidemiology, that was somewhat worthy. So I think we could even cut that out in just, say, evidence based medicine, teachers, clinicians, how to find, how to assess and how to decide. And notice. Now you don't even need the coal and to set up the list.

OK, one more example. Now, we're going to use the dash to bring sentences together. So this one reads. **Finally, the lessons of clinical epidemiology are not meant to be limited to academic physicist physician epidemiologists who sometimes have more interest in analyzing data than caring for patients. Clinical epidemiology holds the promise of providing clinicians with the tools necessary to improve the outcomes of their patient.** As I'm reading that, hopefully you notice some of this wordiness. I hope you also notice that we've got this kind of long claw descriptive claws thrown in there, who sometimes have more interest in analyzing data than caring for patients. And this is an instance where we could probably set off that long descriptive claws with dashes, and we could just connect the 1st in the 2nd sentence. So that's what I'm going to do here. There wasn't a great transition between the 1st and the 2nd sentence, so using dashes here will also solve that problem. So what I'm going to do is I am going to just put all of that descriptive claws between two dashes, so we get finally, the lessons of clinical epidemiology. And then we get some wordiness here are not meant to be limited to What if we just said the lessons are not limited, to get rid of the meant to be to academic physician epidemiologists, who sometimes have more interest in analyzing data than caring for patients, and then we don't need to repeat clinical epidemiology. So we can get rid of that. The lessons hold the promise of providing, but hold the promise of providing is a really long way to just say provides. So we could substitute just one verb there. And then we get clinicians with the tools, necessary. While the word necessary is not necessary, there, uh, provide clinicians with the tools to improve the outcomes of their patients. There's actually a shorter way to say that. Instead of saying, the outcomes of their patients, we could say, their patients’ outcomes. It's just slightly shorter.

So we can edit that one down to **Finally, clinical epidemiology is not limited to academic physician epidemiologists, who are sometimes more interested in analyzing data than caring for patients, but provides clinicians with the tools to improve their patients outcomes.** So that's a lot smoother, and it gets the information across much more efficiently. One final thought on this edit. I noticed that in the 1st sentence when I edited this, I actually left in a knot. And I've told you to try to get rid of knots. I ended up deciding that the knot worked okay here, and I didn't find an alternative that I liked better. Probably if I worked harder on this, I could find a way to turn that into a positive construction. Maybe you could say something like, finally, clinical epidemiology extends beyond academic physician epidemiologists, something like that. But I think it reads OK with the knot. So I just want to point out that I've given you a lot of guidelines and rules in this and you should keep in mind that these are not absolutes. Sometimes you'll decide that a sentence works better with a knot or with a passive verb. As long as you thought about it carefully, deliberately.

在下一个模块中，我们将练习使用冒号和破折号来合并句子。我将带领你完成我的编辑，所以可以一直看这段视频。但是，如果你有额外的时间，最好暂停视频并尝试自己编辑示例。如果你想这样做，我已经提供了示例的文本。这是第一个例子。它说，循证医学向临床医生传授临床流行病学的实际应用，以解决特定患者的具体问题。它指导临床医生如何找到与特定问题相关的最佳证据，如何评估证据的质量，也许最困难的是，如何确定证据是否适用于特定患者。好吧，希望当我大声朗读的时候，你注意到了重复。这里有很多重复，也有很多措辞。举一个具体的例子，第一句话说，循证医学教导临床医生。第二句话说，它为临床医生提供指导。这就是其中一个例子，我想作者正坐在那里。他们对自己说，我已经用了teachers这个词，我不想重复自己的话，所以我要去找同义词库。他们找到了指南这个词，他们很高兴。但是当你这样做时，请记住要抓住自己。如果你要去找同义词库，问问自己，我真的需要这个词的第二个实例吗？在这种情况下，我们不需要重复。实际上，我们可以将这两个句子合并在一起，这样教授的临床医生就可以跨越这两个句子。关于这个例子，要指出的另一件事是，我们在第二句话中列出了如何查找、如何评估和如何决定的内容。正如我所提到的，冒号是设置列表的好方法。因此，也许我们可以使用此处的冒号来设置该列表，然后将其全部绘制成一个句子。因此，我们可以说循证医学向临床医生传授了临床流行病学的实际应用。然后我要把结肠放在这里，因为我认为这是解决特定患者具体问题所必需的，非常模糊和冗长，完全不需要，所以我们可以把结肠放在这里。我们不再需要临床医生的指南，因为我们已经说过要教临床医生。我们可以直接进入清单。循证医学教会临床医生如何发现、如何评估以及如何做出决定。现在我们可以在这里修剪一些其他单词，所以我又删掉了几个单词，但这是我最后的编辑。循证医学向临床医生传授临床流行病学的实际应用：如何发现、如何评估和如何决定。所以我用冒号将这两个句子连在一起。我们也许可以在这里做得更好一点。我们还可以编辑更多内容。当我最初为作者编辑这篇文章时，他们真的很想提出应用临床流行病学的观点，所以我把它留在了里面。但是临床流行病学的应用有点冗长，所以我想我们甚至可以把它删掉然后说，循证医学教会临床医生如何发现、如何评估以及如何做出决定。请注意，现在你甚至不需要冒号来设置列表。好吧，再举一个例子，现在，我们将使用破折号将句子组合在一起。因此，这篇文章最后写道，临床流行病学的教训并不局限于学术医生-流行病学家，他们有时对分析数据比照顾患者更感兴趣。临床流行病学有望为临床医生提供改善患者预后所需的工具。在我读这篇文章的时候，希望你注意到了其中的一些措辞。我希望你也注意到，我们有这样的长条款，描述性条款，他们有时对分析数据比照顾患者更感兴趣。在这个例子中，我们可能可以用破折号来勾勒出那长而描述性的子句。我们可以把第一句和第二句话联系起来。所以这就是我要在这里做的。第一句话和第二句话之间没有很好的过渡，所以在这里使用破折号也可以解决这个问题。所以我要做的就是把所有的描述性子句放在两个破折号之间。因此，我们终于得到了临床流行病学的教训，然后我们在这里得到一些措辞，并不局限于。如果我们只是说这些教训不仅限于学术医生-流行病学家，他们有时对分析数据比照顾患者更感兴趣，那该怎么办。然后，我们不需要重复临床流行病学，因此我们可以摆脱这种情况。这些教训有望提供给予，但要想说提供还有很长的路要走。因此，我们可以只用一个动词代替那里。然后我们让临床医生拥有必要的工具，好吧，那里没有必要这个词。为临床医生提供改善患者预后的工具。其实还有一种更简短的说法。我们可以说，与其说患者的预后，不如说是患者的预后，而且时间稍短一些。因此，我们可以将其编辑为最后，临床流行病学不仅限于学术医生-流行病学家，他们有时对分析数据比照顾患者更感兴趣，而是为临床医生提供了改善患者预后的工具。因此，这要流畅得多，而且可以更有效地传递信息。关于这个编辑的最后一个想法。我注意到，在第一句话中，当我编辑这篇文章时，我实际上留下了一个注释。而且我已经告诉过你要尽量摆脱笔记。我最终决定这里不起作用，但我没有找到我更喜欢的替代方案。也许如果我更加努力地解决这个问题，我就能找到一种方法把它变成一个积极的结构。也许你可以这样说，临床流行病学终于超越了学术医生-流行病学家，诸如此类的话。但我认为not读起来还不错。所以我只想指出，在本课程中，我给了你很多指导方针和规则，你应该记住，这些并不是绝对的。有时你会认为句子与“不”或“被动动词”搭配使用效果更好。只要你仔细而刻意地考虑过这个问题，那没关系。