

First Reflection

Student's Name

Institutional Affiliation

Module 2 Essay: First Reflection

Reflecting on my writing journey, I realize how diverse and transformative my experiences have been. Each form of writing has contributed to my writing growth, from academic essays to professional reports and personal journaling. This reflection not only looks back at my past writing experiences but also sets goals for my future development, aligning with the course's objective of transferring learned skills to various contexts.

My writing journey began with academic essays in high school, where I learned the fundamentals of structure and argumentation. These early experiences were challenging, yet they laid the groundwork for my academic confidence. Transitioning to university, I encountered more complex writing tasks, including research papers and critical analyses. These assignments demanded more critical thinking and synthesis, pushing me to refine my writing. In my professional life, writing took the form of reports, emails, and presentations. Each required clarity, conciseness, and a formal tone, which differed significantly from my academic writing. Socially, I engaged in creative writing, such as short stories and blog posts, which allowed me to explore different styles and voices.

Confidence in writing varied across these contexts. Academic writing initially felt daunting due to the rigorous standards and feedback from professors. However, positive reinforcement and constructive criticism helped me build confidence. Professional writing, while straightforward, emphasized precision and professionalism, which bolstered my ability to communicate effectively in the workplace. Creative writing provided an outlet for expression and creativity, fostering a more relaxed and enjoyable writing experience.

My writing habits have evolved. In the past, I often procrastinated, leading to rushed and less polished work. Recognizing this, I developed a habit of starting early and breaking down

tasks into manageable chunks. This approach improved the quality of my writing and reduced stress. Feedback from peers and mentors has also shaped my identity as a writer. Teacher encouragement enhanced my confidence, while critiques highlighted areas for improvement, driving my continuous development.

Looking ahead, I am eager to explore new media, such as digital storytelling and multimedia presentations. These formats offer innovative ways to engage audiences and convey messages. To broaden my skill set, I aim to experiment with different writing genres, including technical writing and opinion pieces. Strengthening my revision and editing practices is another priority, as these are crucial for producing high-quality work.

I aspire to cultivate a clear, creative, and adaptable writing identity. I want to be seen as a versatile writer who can effectively communicate across various platforms and contexts. In this class, my specific goal is to refine my argumentative writing skills, ensuring my essays are persuasive and well-supported by evidence. By the end of the course, I hope to confidently tackle any writing task, equipped with a robust toolkit of strategies and practices.

To illustrate my journey, I include a screenshot of an academic research paper that received high praise for its thorough analysis and a blog post that showcases my creative writing. These examples highlight the diversity of my writing and the progress I have made over the years.

In summary, reflecting on my writing experiences has been enlightening. It has highlighted my growth, from hesitant high school essays to confident professional and creative writing. Setting clear future goals motivates me to continue developing my skills and exploring new writing avenues. This metacognitive reflection cements my learning and prepares me for diverse writing challenges.

Q/ Do statins increase the risk of developing diabetes?

EVIDENCE-BASED ANSWER

A/ Yes. Statin therapy produces a small increase in the incidence of diabetes: one additional case per 255 patients taking statins over 4 years (strength of recommendation [SOR]: A, meta-analysis). Intensive statin therapy, compared with moderate therapy, produces an additional 2 cases of diabetes per 1000 patient-years (SOR: B, meta-analysis with significant heterogeneity among trials).

Evidence summary

A meta-analysis of 13 randomized, placebo- or standard of care-controlled statin trials (113,148 patients, 81% without diabetes at enrollment, mean ages 55-76 years) found that statin therapy increased the incidence of diabetes by 9% over 4 years (odds ratio [OR]=1.09; 95% confidence interval [CI], 1.02-1.17), or one additional case per 255 patients.¹ The increased risk was similar for lipophilic (pravastatin, rosuvastatin) and hydrophilic (atorvastatin, simvastatin, lovastatin) statins, although the analysis wasn't adjusted for doses used.

In a meta-regression analysis, baseline body mass index or percentage change in low-density lipoprotein cholesterol didn't

20 to 40 mg, atorvastatin 10 mg, or pravastatin 40 mg was defined as moderate.

At a mean follow-up of 4.9 years, intensive statin therapy was associated with a higher risk of developing diabetes than moderate therapy (OR=1.12; 95% CI, 1.04-1.22) with 2 additional cases of diabetes per 1000 patient-years in the intensive therapy group. The authors noted significant heterogeneity between trials with regard to major cardiovascular events.

Similar results were found in a subsequent population-based cohort study of 471,250 non-diabetic patients older than 66 years who were newly prescribed a statin.² The study authors used the incidence of new diabetes in patients taking pravastatin as the baseline, since it had

Note: Picture taken from (ResearchGate, 2022) for sample purposes.