**附录3.英语摘要样本**

|  |
| --- |
| **样本1****The effects of red and blue light on alertness and mood at night** This study was designed to explore the roles that long- and short-wavelength lights have on momentary mood and alertness at night. Twenty-two subjects participated in a mixed-design experiment, where we measured the impact of two levels of long-and-short-wavelength lights on brain activity and on self-assessments of alertness, sleepiness and mood. Measurements were obtained 60 minutes prior to, during and after light exposure. Results showed that the red and the blue lights increased electro encephalographic beta power (12–30 Hz), reduced sleepiness, and increased positive affect relative to the previous dim-light period indicating that alertness and mood can be affected by light without necessarily stimulating the melatonin pathway. The impact of light was modest, however, compared to the increase in fatigue over the course of the night.**样本2****The relationship between sleep and wake habits and academic performance in medical students: a cross-sectional study** **Background:** The relationship between the sleep/wake habits and the academic performance of medical students is insufficiently addressed in the literature. This study aimed to assess the relationship between sleep habits and sleep duration with academic performance in medical students.**Methods:** This study was conducted between December 2009 and January 2010 at the College of Medicine, King Saud University, and included a systematic random sample of healthy medical students in the first (L1), second (L2) and third (L3) academic levels. A self-administered questionnaire was distributed to assess demographics, sleep/wake schedule, sleep habits, and sleep duration. Daytime sleepiness was evaluated using the Epworth Sleepiness Scale (ESS). School performance was stratified as “excellent” (GPA ≥3.75/5) or “average” (GPA <3.75/5).**Results:** The final analysis included 410 students (males: 67%). One hundred fifteen students (28%) had “excellent” performance, and 295 students (72%) had “average” performance. The “average” group had a higher ESS score and a higher percentage of students who felt sleepy during class. In contrast, the “excellent” group had an earlier bedtime and increased TST during weekdays. Subjective feeling of obtaining sufficient sleep and non-smoking were the only independent predictors of “excellent” performance.**Conclusion:** Decreased nocturnal sleep time, late bedtimes during weekdays and weekends and increased daytime sleepiness are negatively associated with academic performance in medical students. |