



Letter to the editor

The importance of encouraging scientific writing in medical education

A importância do incentivo à escrita científica no ensino médico
La importancia de fomentar la redacción científica en la educación médica

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Dear Editor,

The different ways of medical teaching are directly associated with the transformations of the health concept. Traditionally, the health perspective correlates intrinsically to a purely biological being, by consequence, the Medicine teaching and learning process were affected by the Flexner Report (1910) which induces to a mechanized approach, in other words, the passive learner used to become an expert working by a reductionist model in which the human beings were dissociated from their biological, psychological and social aspects.¹

The statement of the biopsychosocial model, in 1946, by the World Health Organization justifies the creation of the Unified Health System (UHS), as a result of the Alma-Ata Conference, prioritizing the Primary Health Care² and the access to universal healthcare guaranteed by the Brazilian Union, in which the person is rated by the influence of the health conditioning and determining factors.³ Such guarantee is presented by the law N° 8.080, of september 19th, 1990, known as the Organic Law of Health⁴, as we will present next:

Quote 1

Art. 2° Health is a human fundamental right, and the Union must provide the indispensable conditions to its full prosecution.

Quote 2

Art. 3° The health levels express the country's social and economical organization, in which the health conditioning and determining factors are, among others, the feeding, housing, sanitation, environment, work, income, education, physical exercise, transportation, leisure and access to essential goods and services.

The change of the health concepts makes it possible to alter the acquisition of biomedical knowledge with the implantation of the new National Curriculum Guidelines for Undergraduate Medicine⁵, which emphasizes the medical student knowledge construction through methodologies that favor their active participation, based on problem-situations that involve sociocultural reality contextualized issues³.

This adaptation arises due to the need to expand medical skills and competences considering that professional qualifications were previously restricted to

the technical character, as medical specializations and are currently undergoing an expansion process, also including the development of skills, competences and attitudes of a researcher. During graduation, scientific production is sometimes neglected due to the low remuneration arising from scientific research or the vehement need of the student to enter the labor market. However, the incentives for scientific initiation and the constant reaffirmation of the inclusion of scientific methodology subjects as a prerequisite in residency programs have encouraged students to seek a more critical profile⁶.

In academia, there is an exponential increase in available information related to university content. However, not all information translates into knowledge, being necessary a reflection on the pertinence, relevance and reliability of information, implying the formation of critical thinking⁷.

Therefore, scientific training in medical graduation should encompass the teaching of the scientific method and practical experiences, based on the pillar of higher education institutions based on Teaching, Research and Extension, enabling the professional for scientific reading and consequently, for professional updating in view of the changeability of the scientific truth. Thus, scientific disciplines are essential for training the ethical and critical sense in professional practice⁶. In this way, the practice of evidence-based medicine is encouraged. Therefore, the pillar of higher education supports that technical and practical knowledge developed at the university be replicated and propagated to the world as it is provided for in the Federal Constitution of 1988:

Quote 3

Art. 207. Universities enjoy didactic-scientific, administrative and financial and asset management autonomy, and will obey the principle of inseparability among teaching, research and extension.

It is important to emphasize that scientific writing plays an unique part, while science writing goes far beyond the simple act of writing itself, it includes the ability to seek, analyze and attribute meaning to the discovery, making it possible to promote a substantiation to the registered ideas. By encouraging early scientific

writing, universities emphasize the ability to acquire new knowledge among students mainly because students of more advanced years in the medical course tend to disconnect from scientific projects due to the high workload from the fifth year of graduation¹⁰.

According to Stephani (2017)¹¹, the main challenges for academic literacy, that is, the acquisition of academic genders, are the reading and the knowledge about Brazilian Association of Technical Standards rules, the lack of explanation and orientation on the approached gender- including elements and structures that constitute it- by the teachers and the failed feedback with limited corrections and without justification for the attributed grade, which impossibilities the learning process.

Therefore, it is evident that the writing of scientific knowledge never starts from a zero square, as it involves a whole acquisition of practice of scientific writing process, creation of a critical sense and reasoning information. It is a duty of all new scientific production to effectively contribute to science progress, considering that high scientific rigor and qualified content productions present more chances of getting published and cited by high impact periodics, which promotes recognition and visibility to their authors and respective institutions¹².

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