



Letter to the editor

Shared knowledge is redoubled knowledge: the importance of scientific writing in medicine

Conhecimento compartilhado é conhecimento redobrado: a importância da escrita científica na medicina

Conocimiento compartido es conocimiento redoblado: la importancia de la escritura científica en medicina

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Dear Editor,

Scientific knowledge is essential to a medical degree, as well as the mastery of production methods – and future sharing – of this knowledge, since the medical field is under constant development and its professionals must improve their working skills all the time. Thus, getting into touch with relevant scientific production throughout medical graduation, allows the student to develop crucial skills to exercise their profession: independent learning, critical appraisal of medical literature and scientific paper writing (1). Not coincidentally, National Curriculum Guidelines for the medicine course (DCN) advocate as egress student competences (2):

Quotes 1:

“Properly use of semiological and therapeutic resources, scientifically validate, contemporary, hierarchically to comprehensive health care, in the first, second and third levels of care;”

Quotes 2:

“Master the basic scientific knowledge of the nature of biopsychosocial and environmental factors underlying medical practice and to have critical thinking in interpreting the data, in identifying the nature of medical practice problems and its resolution;”

Quotes 3:

“Knowing scientific methodology principles, enabling them to make the critical Reading of scientific articles and the participation of knowledge production;”

Therefore, the guidelines (DCN) already expect of the student – and prospective physician – the development of critical reading skill of contemporary scientific papers, in order to scientifically update themselves and to assure full care, by introducing innovations to the medical practice. Consequently, these competences also aim to decrease hospital mortality, which is strongly influenced by the

provided service quality (3).

Besides its importance to medical attendance, scientific writing is also the tool that introduces students into researching, since writing skills are essential to scientific initiation and, consequently, to innovative projects in the science field (4). Furthermore, nowadays, there are many published scientific periodicals about the biomedical field. However, not all the information contained in their pages are trustable, requiring, more and more, of medical students the improvement of critical reading on scientific production, as well as the development of the skills to write them (5), considering that in the clinical practice inaccurate information use may lead to serious problems to the patients and the lack of writing skills may affect readers' data comprehension.

So, considering that the formation of the medical students is going through many changes due to globalization (6), it is clear that is necessary to stimulate the production and the scientific knowledge, since such incentive is capable of acting positively in the professional performance (7), and in the construction of a student body enabled for the globalized world. Furthermore, this stimulus contributes directly in the search of solving existing problems in the medical practice, and improves it as well, since many scientific productions are focused on the discussion of already existing methods.

Even though there is space and need for expansion for the development of the production and of the scientific knowledge, it is important to note that medical students improve their skills focused on the scientific writing (1) not just because there is an intrinsic need for the graduation, but also in the search to improve as a professional and in the search to acquire knowledge that are beyond the common curriculum. In this aspect, an example of this is the large number of Academic Leagues, their performance - which is focused on the study of the Medicine (7)-, since they seek for the highest level of professional improvement possible.

Even though it is one of the principles for the medical formation in the DCN (2) and as one of the ways of improving academic achievement (7), many medical students act reluctantly when they come across situations where the knowledge of scientific writing is necessary, for example, in research projects.

Thus, many students lose opportunities and have their performance affected by a deficit in scientific learning (4).

Therefore, it becomes clear that a well-developed logical reasoning is paramount for the formation of the student and of the professional, since such reasoning, since such reasoning is what allows the individual to have good understanding of productions and researches of their area of expertise e, therefore, positively impacting in the clinical performance (8), as well as, helping to increase scientific productions and, as a result, expanding and disseminating the knowledge in the health area.

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