

Editorial

Mentorship in Medical Student`s researches

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Today, medical students are developing their abilities in different aspects of research. The advent of the Internet makes it possible to not only access vast numbers of textbooks and journals but also contribute to research products (1, 2). It isn't surprising to visit a journal website that publishes high-quality, peer-reviewed papers written by medical students. These journals are often moderated by medical students and send their manuscripts to medical students for review.

In the past, medical students were only required to focus on becoming good physicians. However, today's complexities in the health community have driven them to gain a research perspective on health problems as well. Therefore, universities are requiring their medical students to contribute to research projects - but those students must first learn research skills (1, 3, and 4). These skills can't be acquired through purely theoretical learning. Students must contribute to research projects by writing and reviewing papers to acquire the experience needed for research activities.

Often, medical students start their research processes by collaborating with experienced faculty members and researchers. As they strive to acquire experience, it's important for students to be aware of several factors before starting a collaboration because some simple misunderstandings can lead to larger

problems in this mentorship. Medical students should be fully aware of what they acquire during this relationship. Also they should understand what the faculty member expects of them. They should know their abilities and explain them completely and honestly to the faculty member.

Another common problem in research mentorships with medical students is that they don't talk to their mentor about their role in the research right at the start. Also faculty members must explain their own roles in the research at the beginning to avoid subsequent problems. This often doesn't happen. After completion of the research project, a medical student might be interested in presenting results in a student congress while the mentor prefers to present it at another congress. Only then does the student learn that his/her rights as a corresponding author are limited.

The faculty member is the principal investigator and decides about presenting and publishing the results. Most medical students don't think of that beforehand. For faculty members, nothing is unusual because they presented the initial research idea and played the principal role. On the other hand, faculty members soon understand that the medical students they supervise may not be able to do some tasks that are expected or required (1, 3, and 5). They must do these tasks themselves or find more

experienced students. Often such a relationship won't continue. In response to these challenges and problems, some medical students will seek to work independently or in student research groups. However, these have limitations and moreover present fewer opportunities to acquire enough experience.

Mentorships have more value if both medical students and faculty members are aware of their rights and duties. In this regard, we suggest several solutions. While these solutions may not completely resolve every problem, they can reduce the number and magnitude of the problems.

1. Medical students must discuss their roles, duties, and advantages of contribution in a research project with their mentor before starting.
2. In some cases, younger medical students can draw on the experience of other, more experienced medical students. They can communicate with them more easily and will also understand one another better than faculty members.
3. Medical students should improve. More experienced students can communicate better with faculty members and better understand their expectations.
4. Membership in student research groups and journals helps medical students gain experience and grow.

Although these suggestions can reduce problems in mentorships, written instructions that can be provided by universities are needed to govern these relationships.

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