

Tools for scientific preparation versus plagiarism

Herramientas para la preparación científica versus plagio

 OPEN ACCESS

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Dear Editor,
 The divulgation of research, through articles and other means that facilitate this process, continues to be a subject that becomes controversial for the whole scientific community.

The sentence "What is not disclosed does not exist" has traveled the world. It is a true statement that implies the goal of any investigation: to be published in a journal. According to Cáceres-Castellanos¹, "only then it will be known by the academic community, its results will be discussed, and its contribution will become part of the universal knowledge".

Several authors refer to plagiarism and other unacceptable flaws in arti-

cles^{1,2}. The eagerness to publish must hold on to the transparency and importance of the act itself, and not to tempting motivations like getting a certain category, being chosen for an academic program, or achieving greater academic prestige.

Díaz-Rodríguez² referred to this issue in his article "Creativity or copy. A dilemma before a science of quality", published in Volume 59, Issue 278 (2020) of Revista 16 de Abril. After the considerations that motivated this article, the authors wrote this letter to call for reflection and offer their point of view regarding possible solutions to this problem, to a greater or lesser extent.

In terms of facing plagiarism a harmful practice that mutilates the researcher's creative and scientific capacity, and denotes a lack of the ethics inherent in medical professions, it becomes necessary to design concrete strategies.

Much of the solution can be found if it is achieved that the countless authors conceive research, and therefore scientific publication, as the possibility of socializing their results and contributing to the development of a certain specialty or subject. But, how to reach this peak moment of investigative didactics without having the necessary tools for a scientific production with all the quality required?

It is clearly inferred that the path starts from the first approach to science, but apparently, in this regard, it is not enough that undergraduate programs include Research Methodology as a curricular subject or that the courses for graduate students recall its contents, even when "the best way to write an article is doing it", as Leticia Artiles³ stated.

The authors of this letter consider that the support and follow-up of a researcher's long development process should not be limited to a subject that

sometimes is not informative enough, and even less to the self-management of knowledge, considering that the means and resources are not always available for everyone.

The preparation of editorial teams of student scientific journals makes the editorial flowchart viable, and even guarantees higher quality and speed of it, but disregards that this is just another link in the chain. Criticism must necessarily be deeper and reach the core of the problem, which corresponds to the work of the Student Scientific Groups of each University of Medical Sciences in the development of the Jornada Científica Estudiantil (as it stands in Spanish the main scientific event that students have in a school year).

It is unacceptable for a student to stand as the author of an investigation to whose elaboration he/she did not contribute, or that the constituent parts of it are identical or very similar to another research that should've been recorded in the minutes (written record) of previous events. Sometimes students get carried away by the ease and become simple reproducers of a work only elaborated by the tutor or already presented by him/her in an event for professionals. This represents a weakness for any type of scientific production and it's far from the ethical and moral values expected of a medical student or health professional from Cuba.

Then the following questions arise. Should the author's guidelines for the Jornada Científica Estudiantil be more explicit and argue the importance of good practices in scientific production? Is it necessary that the Student Scientific Groups prepare courses to raise the student's quality and efficiency of research methodology? The answer will vary considering the potentialities of each center but especially taking into account the joint work between student leaders, teachers, administrative per-

sonnel, and all those involved. Finally, the product is a consequence of work, and work is a consequence of education.

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AUTHORSHIP

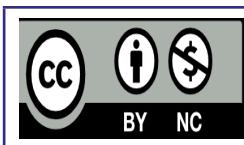
LRS: conceptualization, methodology, resources, writing - original draft, writing - review and editing.

MdlCRT: conceptualization, methodology, resources, writing - draft original, writing - review and editing.
JLDO: writing - review and editing.

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