

# Formal Research Training for Residents and Scholarly Output: It's Now or Never

We read with great interest an article by Waserman et al<sup>1</sup> published in a recent issue of the *Journal of Graduate Medical Education*. Their data revealed that 15% of residents had published research, and some of them achieved more than 1 published article in 3 years. However, at present there are little data about the number of papers per year written by teaching faculty.<sup>2,3</sup> One may infer from the recent increase in the number of papers and journals that scholarly output is increasing.

To assess annual scholarly output, we searched PubMed using Google Chrome version 43, including all research publications. We exported MEDLINE bibliographic data by first author for the period from 2002 to 2014 in order to obtain relatively detailed first-author information. We counted the numbers of first authors, considering an author to be the same author only if from the same affiliation. We found that from 2002 to 2014, the number of first authors has been increasing (FIGURE).

However, our data show that researchers write only 1 or 2 papers per year as a first author. Considering many senior researchers did not appear as first authors in many papers, these results showed that many early-career researchers or residents are becoming more engaged in research efforts. While we cannot infer the impact of scholarly mentorship, these data

may support the necessity of formal training to promote scholarship and academic writing during residents' and faculty members' early careers, as recommended by Waserman and colleagues.<sup>1</sup> Also mentioned by Waserman et al<sup>1</sup> is that overall scholarly output may benefit from setting numerical targets for how many papers should be written.

**Atsushi Mizuno, MD**

Associate Professor, Department of Cardiology, St. Luke's International Hospital, Tokyo, Japan

**Fujimi Kawai, JHIP, Distinguished**

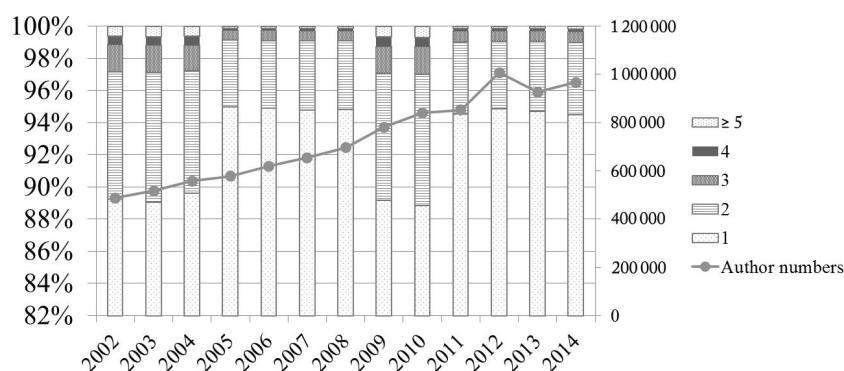
Manager, St. Luke's International University Library, Tokyo, Japan

**Osamu Takahashi, MD, MPH**

Director, Center for Clinical Epidemiology, St. Luke's International University, Tokyo, Japan

## References

1. Waserman JE, Hategan A, Saperson K, McConnell M, Harms S. Observations: scholarship in residency: invoking change in the era of competency-based medical education. *J Grad Med Educ*. 2015;7(3):493–494.
2. Royal College of Physicians and Surgeons of Canada. CanMEDs 2015. <http://www.royalcollege.ca/portal/page/portal/rc/canmeds/canmeds2015>. Accessed September 21, 2015.
3. Wren JD, Kozak KZ, Johnson KR, Deakyne SJ, Schilling LM, Dellavalle RP. The write position: a survey of perceived contributions to papers based on byline position and number of authors. *EMBO Rep*. 2007;8(11):988–991.



**FIGURE**

Time Trend of Increasing Number of Authors, and Number of Manuscripts by First Author

DOI: <http://dx.doi.org/10.4300/JGME-D-15-00486.1>