



The Importance of Guides and Co-Guides in Promoting Resident Research: How can we Improve?

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Research is fundamental to progress in oral and maxillofacial surgery, underpinning evidence-based practices and enhancing patient care. Accreditation organizations highlight the significance of “scholarly activity” during residency; however, the effectiveness and significance of such research largely hinge on the mentorship offered by guides and co-guides rather than merely the requirement itself [1].

A major obstacle to resident research is the heavy clinical workload, which often causes research to be perceived as a duty instead of a chance for growth. Mentors are vital in changing this viewpoint. When guides actively incorporate research into clinical work and show its importance, residents are more inclined to participate meaningfully. Previous conversations regarding education in oral and maxillofacial surgery indicate that merely requiring research does not inherently lead to greater academic productivity or better learning results [2].

Choosing a suitable research topic is another aspect where having a mentor is vital. Residents often find it challenging to pinpoint topics that are both feasible and significant. Mentors and co-mentors should help in aligning research inquiries with clinical practice and available institutional resources. Research has demonstrated that organized research programs and focused mentorship can significantly improve scholarly output among residents [3,4].

An organized mentorship approach is crucial for successfully completing research projects. Frequent progress meetings, well-defined timelines, and collaborative oversight enhance effectiveness and lower attrition rates. The participation of a co-mentor offers additional academic assistance and ensures continuity, especially in demanding clinical settings.

Focused research curriculum within residency programs have shown to enhance both participation and results in scholarly activities [5].

An essential duty of mentors is to nurture research competencies in residents. Many trainees do not have formal training in study design, biostatistics, and scientific writing. Integrating workshops, journal clubs, and sessions for critical appraisal can help fill this void. Research indicates that residents who receive structured research education cultivate stronger analytical skills and are more likely to engage in academic endeavors [6].

In addition, motivation and acknowledgment are crucial factors. Urging residents to share their work at conferences and publish in peer-reviewed journals boosts their confidence and academic prominence. Simultaneously, mentors should stress the importance of ethical research practices, which include steering clear of predatory journals and ensuring honesty in data reporting.

In conclusion, mentorship of guides and co-guides are central

to fostering a strong research culture in oral and maxillofacial surgery residency programs. By providing structured mentorship, skill development, and continuous motivation, they can transform research from a mandatory requirement into a meaningful educational experience that benefits both the individual and the specialty.

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