

Research Training for Medical Students in a Global Health World

Recently, Mollazadeh-Moghaddam et al., highlighted the relevance of research training at the undergraduate level and summarized their work at the SSRC, Tehran University of Medical Sciences (Iran).¹ Peru and Iran are perhaps totally different countries. Nevertheless, they share some health statistics² and have in common one, or perhaps many, medical schools whose students and faculty care about research training.

The Scientific Society of Medical Students Cayetano Heredia (SOCEMCH, in Spanish) is run by medical students of the *Universidad Peruana Cayetano Heredia* (UPCH) in Lima, Peru. It seeks to promote research for medical students. The activities are organized by students with research experience, aided by professors who give theoretical support (statistics, sampling, epidemiology, etc.).

Among different activities, an annual course is offered on research protocol writing, emphasizing the importance of having the protocol approved by an ethics committee. Afterwards, researchers mentor a student throughout the research process, which may ultimately finish with a poster presentation, or with a paper published in a local, Latin-American or international peer-reviewed journal.^{3,4}

In the current global health context, where research is a pillar upon which health improvements can be achieved, it seems important and fair to add information on research training for medical students but from other settings. Apparently, efforts are being done to forge the future critical mass of biomedical researchers in developing countries. This is beneficial for developing and devel-

oped countries, as it had been suggested that results and experiences from the former could be adopted by the latter.⁵

Source: Mollazadeh-Moghaddam K, Jamali A, Adili-Aghdam F, Pasalar P, Larijani B. Rapid research education for medical science students. *Lancet* 2013; **381**: 1184

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