

The AIMS Academy Medical Writing Training for Clinicians and Medical Students: A 3-year Prospective Educational Intervention Study and Survey

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Abstract

Background: Despite its importance, the ability to produce high-quality scientific manuscripts is often perceived as the domain of academics and researchers. Traditional medical writing courses often focus on the critical appraisal of existing articles, which may not let participants develop a manuscript.

Methods: A prospective, non-randomized intervention study was conducted over three years medical writing courses (2022–2024). Each course included manuscript drafting, peer collaboration, expert review, and a final workshop.

Results: All 18 participants contributed to a clinical manuscript, resulting in three peer-reviewed publications following minor revisions with a mean time to publication of 85 days. Questionnaire responses (10-point Likert scale) showed high satisfaction: overall course rating 9.0 ± 0.8 , skill improvement 8.4 ± 1.2 , and expert benefit 7.8 ± 1.5 . Seventy-two percent reported significant improvement in writing skills. All participants expressed willingness to attend again and recommend the course.

Conclusions: Hands-on medical writing is an effective, replicable model for improving medical writing skills among clinicians.

Keywords: medical writing, education, surgery, research