

Concepts of Plagiarism and Reference Management in Scholarly Writing: Perspectives for the Residency Training Programme in Nigeria

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ABSTRACT

Scholarly/scientific writing is an integral part of the Residency Training Program in Nigeria, culminating in the writing and defence of dissertations. Plagiarism, a form of research publication misconduct, is the inappropriate use of someone else's writing without appropriate attribution. Limited empirical data suggests that plagiarism is not uncommon among residents and fellows. Despite widespread *awareness* of plagiarism amongst residents and fellows, there is deficient in-depth knowledge of its nuances. Factors such as 'publish or perish' phenomenon, inadequate literature search and critique skills and inexperience with ethical scientific writing may also be contributing to the committal of plagiarism among residents. There is thus the need to formally train and mentor residents in ethical writing. While stressing the need for the individual resident to accept responsibility to acquire these skills, we highlight the roles of training units, institutions and colleges in fostering and institutionalising ethically sound writing

culture by organising formal trainings and mentorship in scientific writing, formulating and disseminating anti-plagiarism policy and providing access to plagiarism checkers. We also briefly identify proficiency in reference management as a strategy for avoiding plagiarism. We conclude by identifying researchable gaps on the subject of plagiarism in postgraduate medical education in Nigeria.

Keywords: Publication, research, misconduct, ethics, Nigeria, doctors

INTRODUCTION

Scholarly or scientific writing is, by design, an integral component of the Residency Training Programme (RTP) in Nigeria.^[1-4] Similar to other parts of the world especially developing countries,^[5-7] the Nigerian academia- including postgraduate medical education- is plagued by

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publication or research misconducts like plagiarism.^[2,8-10] While this is no new phenomenon in medical education globally, it has attained a monumental dimension primarily due to the advent of the internet which has made both the committal and detection of plagiarism easier.^[11-13] This paper aims to enlighten resident doctors (fully registered doctors undergoing specialist postgraduate training) and other academic clinicians on the *meaning, menace, modes* and *mitigation* of plagiarism. We only briefly highlight

the concept of reference management (RM) as it relates to plagiarism; a detailed treatment of RM is beyond the scope of this paper. Thus, this is not a comprehensive review of the subjects of plagiarism and RM, but a focused piece aimed at challenging the reader to accept personal responsibility to develop ethical scientific writing skills.

THE MEANING OF PLAGIARISM

The word “plagiarism” derives from the Latin word “*plagiarius*” which literally means ‘kidnapping’ or ‘stealing.’ It is the unauthorised (or inappropriate) use of someone else’s work including, but not limited to, writings/texts, ideas, speeches, images, PowerPoint® slides and other literary works.^[11,12,14] Perhaps, one of the earliest historical record of the concept of *plagiarism as theft* can be credited to the biblical records of Jeremiah stating “I am against the prophets who **steal my words from one another.**”^[15] The Office of Research Integrity^[16] defines plagiarism as “the *appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.*” Literally, academic plagiarism implies that someone did and wrote a work, another takes the work, strips it of the owner's name and presents it as his/her own (by failing to acknowledge the original owner/author). Thus, plagiarism amounts to stealing as it deprives other scholars of their credit- appropriate citation (Figure 1).^[12,13] Plagiarism of ideas may also be committed by fellows during peer review of journal articles, research or grant proposals or dissertations.^[11]

Although different institutions define plagiarism in different ways,^[11,12,16-18] it generally encompasses two non-mutually exclusive elements: *inappropriate use* of a work **and/or omitted (or inappropriate) acknowledgement** of the owner; appropriate use of a writing entails *paraphrasing/summarising* it in one’s own words, while appropriate acknowledgement entails proper *citation/referencing*. There is thus an inter-relationship between the concepts of plagiarism and referencing/citation. Although plagiarism is generally not a legal crime, it is a punishable academic misconduct and has resulted in the discipline, demotion and dismissal of several academics worldwide.^[11,12,14,19]



Figure 1. Plagiarism as literary theft

(Used with permission: <https://i-seo.works/top-3-tips-to-write-plagiarism-free-content/>)

The Menace of plagiarism

Globally, the media is full of reports of alleged plagiarism spanning the political to academic spheres. Roig^[11] presented a list of persons including scientists and politicians who were accused and punished for plagiarism. In Nigeria, top government officials,^[20,21] university professors^[22] and lecturers^[22,23] have been accused of plagiarism with resultant demotion, dismissal and litigation. These suggest that the concept of plagiarism has gained recent exponential awareness and scrutiny from the public, no doubt, with the advent of the internet. It is alarming that some of these allegations and counter-allegations persisted for years or were levelled many years after the alleged deed.^[11,12]

Residents should avoid plagiarism even if they do not intend to pursue an academic career path post-training since scholarly writing (proposal, case books and dissertations) is an integral part of the residency programme. On its part, the National Postgraduate Medical College of Nigeria (NPMCN)^[24-26] has taken strong stance against plagiarism by deploying both anti-plagiarism policy and software as deterrence; thus, candidates with proven plagiarism in their dissertation will be automatically failed and banned from further attempts at the examination for three consecutive years! So, residents and their supervisors have **mutual obligations** to avoid this embarrassment. This becomes even more important as the NPMCN^[27] now uploads full-text dissertations into its online repository- a step that is commendable but also opens these works to public and international scrutiny for plagiarism and copyright infringements.^[28]

The Magnitude of plagiarism in postgraduate medical education in Nigeria

Plagiarism is one of the commonest forms of research misconducts among biomedical researchers in Nigeria; the other common forms being data falsification and data fabrication.^[4,8,29] Data falsification and fabrication should be regarded as more serious *crimes against humanity* as they can massively skew medical

evidence towards wrong medical decisions with consequent loss of lives, for example, when included as part of meta-analysis (regarded as the highest level of evidence).

Recent happenings in the wake of the COVID-19 pandemic are a painful reminder of this!^[14,30]

A limited body of empirical data suggests that plagiarism is common amongst residents and fellows in Nigeria^[31] (similar to other parts of the world).^[13] Iloh *et al*,^[2] in a cross-sectional survey of 143 fellows and residents at the Federal Medical Centre, Umuahia (Eastern Nigeria), reported that about a quarter of them acknowledged committing plagiarism, including in their dissertations. This was similar to the finding of a preliminary questionnaire-based survey on the awareness of plagiarism among trainers and trainees at the Department of Paediatrics of the Lagos State University Teaching Hospital (LASUTH), Lagos, where Ubuane *et al*^[32] noted that about one-third of the residents acknowledged committing plagiarism in the preceding one year.

Ogundele *et al*,^[8] in a questionnaire-based cross-sectional survey of 94 clinical teachers at the Lagos State University College of Medicine (LASUCOM) reported that research misconducts were common, with up to a quarter of the respondents having “ever observed or heard about” committal of plagiarism among their peers. Similarly, Ede *et al*,^[4] in a recently published interview-based study among experienced postgraduate medical examiners at the National Orthopaedic Hospital, Enugu, reported that about 70% of them identified plagiarism as one of the commonest “errors” observed in proposals and dissertations submitted by residents. These reports suggest that plagiarism is common among residents and fellows- an observation that may have informed recent preventive and deterrent measures by the postgraduate colleges.^[24-26] It may also partly explain the high prevalence of “moderate plagiarism” (over 60%) reported among African biomedical journal articles hosted on the African Journal Online (AJOL) database (since Nigeria-based journals account for almost half of the journals hosted therein).^[6,33]

Modes of plagiarism

Although the majority of residents and fellows surveyed in Nigeria were *aware of* (or have heard of) plagiarism, there is substantial lack of in-depth knowledge of its various aspects, possibly explaining the high prevalence of its committal.^[2,34] Various forms of plagiarism have been described and these include:
[12,14,35-37]

1. Taking and submitting someone else’s writing (dissertation, proposal, etc) in whole or in part as one’s own (also known as ‘cloning’): this is the most obvious and gravest form of plagiarism. It may not be uncommon as it is easier to commit by merely putting one’s name on other people’s works. For example, a resident takes or copies a previously submitted proposal or dissertation, makes little or no change to the

contents and submits it as his/her own. The availability of online repositories of dissertations from many academic institutions and the ease of 'copy-and-paste' with computer has made this form of plagiarism much easier to commit. However, it is also perhaps the easiest to detect with anti-plagiarism software or even with search engines such as Google® (except where the plagiarised work is inaccessible to the software). It thus attracts the most severe punishment including retraction, demotion, dismissal or revocation of certificate. It is indeed a bad and foolish business to engage in!

2. Verbatim copying of another author's work without placing the copied sentence(s) in quotation marks, even if correctly cited and referenced (sometimes called 'CTRL-C'). Verbatim copying of someone else's words is only permissible with the use of quotation marks (illustrated in supplementary slides^[38]).

3. Copying part of someone's writing, changing some of the words but maintaining the sentence structure and wordings even if one provides appropriate citation/referencing (sometimes called 'CTRL-F'). This lacks adequate *paraphrasing* or *summarising* of the borrowed writing in the user's own words. Unquoted portion of text from a source should be expressed in one's own words through *paraphrasing* (re-phrasing a statement in one's own words and sentence structure, but of similar length to the original writing) or *summarising* (re-phrasing a statement in one's own words and sentence structure, but of a shorter length). See Figure 2 for illustration of paraphrasing.

4. Missed citation: Appropriately paraphrasing or summarising someone else's work but omitting proper citation/referencing. Uncited portion of text in a writing implies that the writer is claiming ownership of the text- a theft!

5. Reverse plagiarism: Attributing a piece of information to a wrong author or source, or misrepresenting the original information from a cited source. This may easily arise from not understanding the structure or context of a manuscript (illustrated further under the section *Managing citation and reference*).

6. Self-plagiarism: Using one's own previously published idea or writing in another work without referencing the previous work. This may be in form of:

- **Redundant/duplicate publication or 'double-dipping':** a resident submits the same proposal or dissertation to two colleges, or an author submits an article to two journals for publication; or when two or more publications (including proposals or dissertations) have significant overlap without referencing one to the other.
- **Salami slicing:** publishing multiple publications from the same project or dataset **when** the separate publications are best published as a single publication. Where an author thinks it fit to publish more than one paper from a dissertation, each paper should answer independent hypothesis **and** each subsequent published paper must reference the previous one(s).

7. Other more subtle variants of plagiarism and related research misconducts include:

- **Merging together cited and uncited portions** of a writing (sometimes referred to as mosaicism or patchwork). This may arise from losing track of the sources while building the writing.
- **Unbalanced citation:** citing only works that support one's own line of thinking.
- **Citation stuffing/ self-citation:** unduly citing oneself especially when the works are unrelated.
- **Citing the preliminary data** (e.g., conference abstract) from a work while referencing the later final publication, or vice versa.
- **Overuse of other people's work** without adding one's original thought to the writing, reflecting inadequate ability to critically review scholarly works.
- **Citing non-existent sources.**

The various forms of plagiarism are further explained with practical illustrations and exercises in the supplementary slide presentation.^[38]

When referencing is not necessary

An exception to the requirement for attribution is when a thought or statement is a '**common knowledge.**' Common knowledge however has context- it depends on the author's background and the readership audience. Therefore, it is advisable for a writer to provide citation when not sure whether or not a piece of information is 'common knowledge.'^[11,12]

Militating factors against ethical writing in academia

Effective tackling of plagiarism in academia requires an understanding of the factors that underlie its prevalence. Globally and in Nigeria, **inadequate in-depth knowledge** of the spectrum of plagiarism is the most important factor behind plagiarism.^[9,17,37] Iloh *et al*² noted that "ignorance of what constitute plagiarism" was one of the major drivers of plagiarism amongst fellows and residents. Their finding of higher incidence of plagiarism in undergraduate projects, compared to postgraduate projects, suggested perpetuation of unethical writing practices imbibed from pre-university days and left largely unchallenged in medical schools and after.^[2,32] Another survey done to assess the in-depth knowledge of paediatrics fellows and residents in Nigeria on plagiarism showed that, while the majority of the respondents (86%) acknowledged that *buying of term paper online* is a form of plagiarism, only 50% of them knew that *verbatim copying without quotation*, or *inappropriate referencing* was plagiarism, and only 38% acknowledged that *copying with sentence structure maintained* is a form of plagiarism.^[34] The authors thus

concluded that “although the awareness of plagiarism was high, the majority...had intermediate and poor knowledge of the various forms of plagiarism.”

The prevalent culture of ‘publish or perish’ in academia has long been acknowledged as a factor encouraging plagiarism, especially in developing countries where researchers have fewer resources and support for research conduct and writing, compared to their counterparts in high-income countries.^[2,10,19,29] They may thus be more predisposed to ‘dusting up’ and ‘re-packaging’ others, or their own previous, publications and presenting them as new publications to amass more publications for promotion. Similarly, there is possibly a culture of ‘publish or perish’ in the RTP too, since research writing is a mandatory requirement for the award of postgraduate fellowship.^[2] Ede et al,^[4] in a recent survey of experienced postgraduate medical trainers at the National Orthopaedic Hospital, Enugu, reported that the mean time to submitting proposal after passing membership examinations was 14 months, implying a late start at key research activities. Such residents may thus be tempted to compromise ethical writing principles in order to meet up with looming deadlines before they are asked to exit the programme.

Inadequate or poor skills in literature search, literature critique and scientific writing have also been identified as contributory factors to plagiarism.^[2,11,12,14] Ede et al^[4] reported that two out of three senior residents at the National Orthopaedic Hospital, Enugu acknowledged that they did not find literature search and critique “easy.” Although “easy” may not imply incompetence, it may suggest a limitation in the degree of proficiency required for timely literature review during research writing. Appropriate paraphrasing and attribution in scientific writing requires adequate proficiency in identifying the major literature on the subject matter of interest, identifying and understanding their contextual strengths, weaknesses, applications and then presenting the analysis (synthesis) of these points in one’s own words using personally acquired linguistic skills. When a writer is deficient in these skills, ‘copy-and-pasting with some editing’ may seem the easier way out!^[2,14] Thus, the ease of ‘copying-and-pasting’ of internet sources has made plagiarism very easy to commit. On the other hand, the availability of plagiarism detection software makes plagiarism easily detectable.^[2,14]

Measures to forestall plagiarism

Knowing that the consequences of plagiarism can be severe and felt long after its committal, authors need to take deliberate steps to avoid it. While plagiarism remains a global problem, relatively more progress has been made by academic institutions in high-income countries in stemming its tide. They have institutionalised ethical writing culture through training in scientific writing, anti-plagiarism policy formulation and deployment of plagiarism checkers for use by individual learners, teachers and institutions.^[9,11–13,17,39]

Formal training in ethical scientific/scholarly writing is a critical step in curbing plagiarism as it addresses the most fundamental predisposing factor- ignorance of the varied forms of plagiarism. It should not be assumed that residents have satisfactory proficiency in scientific writing simply because they have been exposed to literary writings during pre-university and undergraduate education. Prior exposures to writing in the Nigerian educational system may not translate to ethical scientific writing if additional efforts are not made to acquire or improve such skills by both trainees and trainers.^[2,9] Therefore, residents need to take the *pains, practice and perseverance* to **develop skills in ethical scientific writing**, understanding that scholarly writing is, in principle, different from literary writing developed in pre-university days. These principles should be practised during all forms of academic writings including written assignments, essays, PowerPoint® presentations and journal articles. Residents should take advantage of online writing courses (examples: *Writing in the Sciences* course by Stanford University^[40] and *AuthorAID Scientific Writing* by INASP^[41]) and anti-plagiarism tutorials (*Plagiarism Tutorials & Tests* by Indiana State University^[42] and *Plagiarism Prevention Tutorial* by Bramesfeld Kosha, Society for the Teaching of Psychology^[43]). Such online resources, along with face-to-face workshops, may be ‘embedded’ into undergraduate and postgraduate medical training programs.^[32,44,45]

Mentorship in scientific writing provides opportunity to cultivate and practice writing with supervision and feedbacks. Residents and early career clinicians should consider submission to the tutelage of more senior researchers who are grounded in the principles and culture of ethical writing.^[2,46] Iloh *et al*^[2] noted that residents who had previously participated in scholarly writing were less likely to commit plagiarism. Thus, residents should enthusiastically participate in their unit/department’s research-writing activities, not just to have their names appear as authors but to acquire and hone skills in ethical writing by actually participating in the drafting of such manuscripts (beyond assisting with data collection). It is unethical for trainers to give authorship to their trainees just for assisting with data collection (‘gift authorship’) but it may also be unfair not to extend to such trainees the opportunity of actively participating in the writing when they have been part of data collection.^[47]

While writing, authors should **keep track of the sources** of their ideas right from the early phase of drafting their paper to avoid missed citation or referencing.^[11] A critical skill that makes scientific writing laborious is the need to **paraphrase or summarise** one’s readings in one’s own words (in contrast to the easier approach of simply ‘copying-pasting’ the item into one’s writing and then changing few words) (Figure 2). Paraphrasing or summarising requires *understanding the context of cited works*, including the impact of study designs, methods and statistical analysis on the results.^[11,14]

Box 4.1 Spot the Plagiarizer!

In *The Cultural Nature of Human Development*, Barbara Rogoff (2003, p. 183) writes: 'Worldwide, child rearing is more often done by women and girls than by men and boys (Weisner 1997; Whiting and Edwards 1988).'

Here are several examples of students referencing the passage above:

Student 1: According to Rogoff (2003, p. 183), childrearing is done mostly by women and girls.

Student 2: All over the globe, childrearing is often done by women and girls and not by men and boys (Weisner 1997; Whiting and Edwards 1988).

Student 3: According to Rogoff (2003, p. 183), 'childrearing is more often done by women and girls,' but her evidence is slim.

Student 4: Many believe that childrearing is a matter for women.

Student 1 Paraphrase: This statement contains a clear reference to the original source (correctly identified) but it is not a direct quote, hence no quotation marks are needed.

Student 2 Patch-writing: The wording does not exactly follow the original, but the structure of the sentence is almost identical to it, and the references to Rogoff's sources suggest the statement is based on this literature, rather than on Rogoff. Without reference to the original source (Rogoff), this sample borders on plagiarism.

Student 3 First quotes then critiques: Quotation marks are in order here as well as a clear reference to the original source.

Student 4 Gives a general opinion: This opinion needs no references; it could be said by anybody.

Figure 2. An exercise on paraphrasing (Source: Jaap Bos. *Research Ethics for Students in the Social Sciences*. Springer. <https://doi.org/10.1007/978-3-030-48415-6>)

As a means of personal validation, residents should subject their writings to *plagiarism checkers* before submission. [11,48] Ede and colleagues [4] noted that only one out of 36 residents at a training institution in Eastern Nigeria reported personal use of plagiarism checkers on their proposal or dissertation. This may be due to ignorance of the need or how to do so, or non-access to checkers. The more robust plagiarism checkers are subscription-based and are easier accessed through academic institutions. Residents and Consultants Associations may leverage on their linkages with Universities/Colleges of Medicine to access these tools for their members. Meanwhile, several free but less robust plagiarism checkers are available online and authors may consider using multiple of such to enhance their checks. [18,48]

Managing citation and reference

A proper understanding of plagiarism naturally dovetails into the need for appropriate attribution through provision of *in-text citation* and *referencing*. Citation refers to attribution or acknowledgement of the source of a piece of information within the text of a writing while the reference list (bibliography) is the list of the cited sources arranged, usually at the end of the document. Reference may also include footnotes in certain types of writing.^[11,12,14,49] The mode and appearance of in-text citations and references varies from one citation style to another as there are hundreds of citation styles, for example, the *Vancouver superscript* style (its basic elements are illustrated in Fig.3). Residents should familiarise with the styles adopted by their faculties. For each citation style, they should carefully note the particularities for different types of works such as articles, books, book chapters, webpages and others citable sources.^[14,49]

Automation of citation/reference generation with reference management software such as EndNote®, Mendeley®, Zotero® and several others have made citation very easy.^{40,41} It seems unimaginable to manually generate reference when these resources are available! Some residents have expressed frustration with the use of these software but, often-times, the underlying cause is that they started using the software *hurriedly* without taking time to acquire basic proficiency in their use (personal observation). We thus advise that an intending new user of a reference manager should first learn the basics of its use before or while using it so as to avoid frustrating experiences, especially while formatting the list of references. A detailed exploration of referencing and reference management with citation managers is not intended in this paper but some helpful references are provided,^[14,49] including in the supplementary slide.^[38]

Accurate citation and referencing also requires *an understanding of the structure of biomedical manuscripts*. Otherwise, writers may erroneously ascribe citations to wrong authors, thus committing *reverse plagiarism*. As an illustration, most original research articles (which form the bulk of scientific manuscripts) follow the IMRAD (introduction-methods-results-and-discussion) format.^[50] As an illustration, a writer reading an article *A* written by authors *XX* may erroneously ascribe information picked from the *introduction* section of this article *A* to the authors *XX* of this article *A* whereas the true source of the particular information may be one of the authors cited by authors *XX*. This requires an understanding that the introduction section of an article is generally a synthesis of *previous works* on the subject matter and contains relatively little of the authors *XX*'s original contributions which are wholly in the results section and partly in the discussion section of the manuscript. Similar caution may apply to review articles which are also essentially syntheses of previous works and thus contain little of the authors' own contributions beyond the synthesis of the cited works.

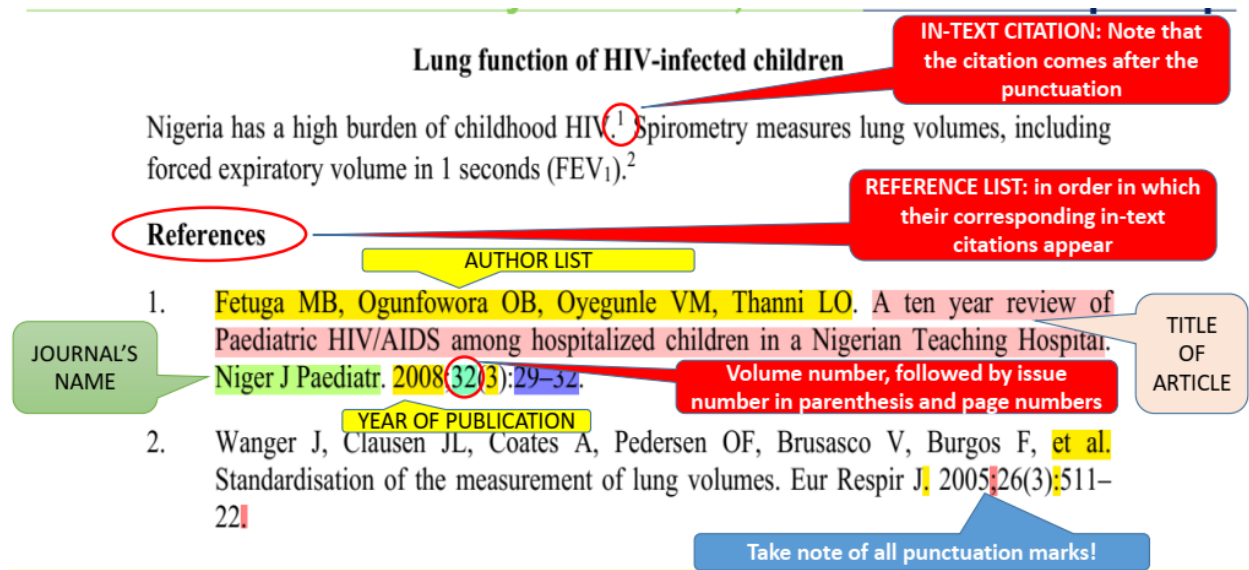


Figure 3. Elements of Citation and Referencing (illustrated with Vancouver Superscript Citation Style).

Source: Ubuane PO. Plagiarism & Reference Management in Scholarly Writing.

<https://www.slideshare.net/peterodion2000/plagiarism-reference-management-in-scholarly-writing>

When appropriate referencing is not enough

It is not enough to provide citations and references for copyrighted materials such as tables or figures copied from journal articles, textbooks or the internet. Written permission must be obtained from the copyright owners, usually the publishers, except when it is expressly stated that such materials are within the public domain.^[11,12]

Mitigating roles of training units/institutions in curbing plagiarism

Although the onus is on writers to educate themselves on ethical writing, training units and institutions have significant roles in fostering, supporting and protecting ethical writing. For example, training units should discourage residents from making PowerPoint® presentations without appropriate referencing. Early career trainers need to be knowledgeable on the rubrics of ethical scientific writing, after which such knowledge can be stepped down to trainees or mentees through organized courses on scientific writing and mentorship and feedback programmes.^[2,13,32]

Plagiarism may remain prevalent in academic environments with inadequate deterrence at the level of the trainee-trainer peer, training units, institutions or colleges. Training units, institutions and colleges should formulate, disseminate and enforce written anti-plagiarism policies that, not only *warn against* plagiarism but also, *define* and *elaborate* the forms, scope or spectrum of plagiarism abhorred. Adesanya^[39] recently

published a proposed Research Misconduct Policy document that could be adapted by training institutions in Nigeria. Training institutions and colleges should also invest in plagiarism checkers to detect plagiarism among their trainees and consistently institute appropriate punitive measures as deterrence. ^[2,39] This should however be followed or preceded by *formal training of trainees and trainers on plagiarism*; ^[13,44] deploying anti-plagiarism policies and software alone may not effectively curtail plagiarism among trainees without trainings in ethical writing. ^[2,17,37]

Editorial boards of biomedical journals also have roles in controlling plagiarism among clinicians who publish with them by formulating and enforcing clearly written anti-plagiarism policies in their instructions to authors. A 2016 survey of African journals hosted on AJOL by Rohwer *et al* ^[6] painfully noted that only about a quarter of the journals had written anti-plagiarism policy while only 17 % stated the use of anti-plagiarism software as part of their editorial review process. These two factors possibly reflect a poor appreciation of the menace and impact of plagiarism amongst authors, journal publishers and editors in Africa. The peer review process provides valuable feedbacks to authors- including fellows and residents- who submit their articles for publication in journals with proper anti-plagiarism practices; articles with significant plagiarism may be flagged and returned for re-writing. ^[47] Thus trainers should give their trainees opportunity to participate in both article writing and submission to journals with authentic anti-plagiarism policy. ^[2] This will act as an additional layer of self-appraisal and validation as such residents develop their writing skills.

CONCLUSION

Plagiarism is not uncommon among residents and fellows in Nigeria. It has potential to harm individual and institutional reputation and integrity, even years after its committal. There is need to train and mentor residents in ethical scientific writing as the first-line anti-plagiarism measure, supplemented by written deterrent policies and punitive measures. Meanwhile, residents need to accept personal responsibility in developing and honing skills in scholarly writing devoid of plagiarism. Although we could not elaborate on the subject of reference management, we have highlighted its conceptual relevance to ethical writing hoping this would stimulate residents to take advantage of the vast resources on reference management skills. There is still substantial gap in the knowledge of the national burden of plagiarism and the attitudes and factors that underlie its prevalence in Nigeria's postgraduate medical education. This knowledge is required to better inform appropriate interventions conceptualised to the peculiarities of Nigeria's medical education. Multi-centre research networks such as the Research Collaborative Network ^[3] of the National Association of Resident Doctors (NARD) may provide appropriate platform to address this.