

In the Name of God

Islamic Republic of Iran Ministry of Health & Medical Education Deputy for Education

Medical Education Doctor of Philosophy (PhD)

Total Course Credits: 50

Core: 20

Noncore: 8

Dissertation: 22

Program Description

One of the main concerns of medical universities in Iran is promoting the quality of medical education through applying concepts, findings and theories of educational sciences to different disciplines of medical sciences. The PhD of Medical Education provides such an opportunity. This program is recommended to all professionals who work in an educational health related setting and have a desire to foster their professional learning and enhance their prospective career. This major with a focus on teaching and training is suitable for those who wish to gain further skills and knowledge in the area of Medical Education.

The PhD of Medical Education is an interdisciplinary program whose main concern is development and application of educational concepts and theories in the field of medical sciences.

The aim of this program is to train graduates who will be able to utilize their knowledge, expertise and today technology in order to train prospective students in the field of medical education. In addition, capabilities such as implementing and doing applied research, theory development, and improving the quality of research and education by planning, evaluating, and leadership are important matters in this regard. Our mission is to become the pioneer in the field of Medical Education in the region by training competent and enthusiastic students who have the required competencies to improve the level of education and health.

Admission Requirements

All faculty members and general doctorate holders in one of the fields of Medicine, Dentistry, or Pharmacy can participate in the entrance examination. In addition, all master degree holders (MSc) from the Ministry of Health, Treatment and Medical Education as well as master's degree holders in one of the fields of education (educational planning, curriculum planning, and educational technology) can take part in the entrance examination. All candidates must comply with the National PhD educational rules and regulations.

Expected General and Specific Competencies at the End of the Program

General Competencies*

Specific Competencies and Skills

As a result of educational, scientific, and resource pressures, it is necessary to have experts in the field of Medical Education. The following core competency areas can be the focus of this course:

- 1) Medical education expert
- 2) Educational leader

- 3) Curriculum designer
- 4) Educational researcher
- 5) Learner assessor
- 6) Professional environment worker
- 7) New instructional methods applier

Our graduates will be able to take 3 essential roles as:

I. Experts in education by:

- Designing the required training and providing the relevant people and institutes with it
- Planning intervention programs to promote the quality of medical education and health systems
- Evaluating programs during and after their implementation
- Planning and implementing methods and tools for evaluating learners, teachers as well as examinations
- Participating in faculty development programs regarding education and research

II. Experts in research by:

- Designing, leading, and implementing developmental research in medical education
- Designing needs assessment programs
- Doing purposive research activities in order to increase Iran's quota of knowledge production

III. Experts in counseling by:

- Providing educational managers with counseling services to enhance the educational system and revise the undergraduate and postgraduate curricula
- Designing, leading, and participating in necessary interventions for reform in medical education

Educational Strategies, Methods and Techniques*

Student Assessment

Formative, Summative and Comprehensives, monitoring the progress and completion of dissertations are common practices. Students will be evaluated by written, verbal, objective structured examination and portfolio assessments.

Ethical Considerations*

*Note: The related document(s) can be found at <http://hcmeq.behdasht.gov.ir/>.

Tables of the Course

Table 1. Compensatory Courses

Code	Title of the Course	Credits			Teaching Hours			Pre-requisite or Concurrent courses
		Theoretical	Practical	Total	Theoretical	Practical	Total	
01	Medical Information Systems	0.5	0.5	1	9	17	26	-
02	Curriculum Planning	1	0.5	1.5	17	17	34	-
03	Program Evaluation	1	0.5	1.5	17	17	34	-
04	Methods and Techniques of Teaching	0.5	1	1.5	9	34	43	-
05	Management and Educational Leadership	1	1	2	17	34	51	-
06	Student Evaluation	1	0.5	1.5	17	17	34	-
07	Ethics in Education and Research	1	0.5	1.5	17	17	34	-
08	Philosophy of Education	1	-	1	17	-	17	-
09	Philosophy of Science and Medicine	2	-	2	34	-	34	-
Total		9	4.5	13.5	154	153	307	-

Apart from the main course credits, students should pass all or some of the compensatory course credits (Table 1) as specified by the Department of Education and approved by the Postgraduate Education Council.

Table 2. Core Courses

Code	Title of the course	Credits			Teaching Hours			Pre-requisite or Concurrent Courses
		Theoretical	Practical	Total	Theoretical	Practical	Total	
10	Qualitative Research	-	2	2	-	68	68	-
11	Statistical Analysis Using Common Softwares	1	1	2	17	34	51	-
12	Seminar of Current Issues in Medical Education Research	-	1	1	-	34	34	-
13	Advanced Program Evaluation	1	1	2	17	34	51	-
14	Curriculum Models	1.5	0.5	2	26	17	43	-
15	Psychology of Learning and Instruction	2	-	2	34	-	34	-
16	Advanced Teaching Methods	-	1	1	-	34	34	Code 15
17	Writing Scientific Papers	-	1	1	-	34	34	-
18	Clinical Education: Principles and Methods	-	2	2	-	68	68	Code 04
19	Concepts and New Methods of Students Assessment	2	1	3	34	34	68	-
20	Faculty Members' Assessment in Health Systems	0.5	0.5	1	9	17	26	Code 13
21	Best Evidence Medical Education (BEME)	0.5	0.5	1	9	17	26	-
22	Dissertation	-	-	22	-	-	-	-
Total		8.5	11.5	42	146	391	537	-

Table 3. Non-Core Courses

Code	Title of the Course	Credits			Teaching Hours			Pre-requisite or Concurrent Courses
		Theoretical	Practical	Total	Theoretical	Practical	Total	
23	E-learning in Medical Education	0.5	1.5	2	9	51	60	-
24	Continuous Professional Education	-	1	1	-	34	34	-
25	Instructional Design in Medical Education	-	1	1	-	34	34	-
26	Data Collection and Analysis in Qualitative Research	-	2	2	-	68	68	Code 10
27	Quasi-Experimental Research in Medical Education	-	2	2	-	68	68	-
28	Attitude Assessment	-	1	1	-	34	34	-
29	Evidence-Based Policy Making	1	-	1	17	-	17	-
30	Accreditation and Educational Governance in Medical Sciences	-	1	1	-	34	34	-
31	Project Management	-	1	1	-	34	34	-
32	Change Management	-	1	1	-	34	34	-
33	Engineering and Human Resource Management	1	-	1	17	-	17	-
34	Research on Economics of Education	2	-	2	34	-	34	-
Total		4.5	11.5	16	77	391	468	-

* Students should choose 8 credits from table 3 in accordance with the topic of their dissertations with the approval of the advisor and university graduate council.

Jamshid Hajati PhD
Secretariat of the Council for
Education of Health and Basic
Medical Sciences (Undergraduate
and Postgraduate)

Seyed Mansour Razavi MD
Secretary of the Supreme
Council for Medical
Sciences Planning

Bagher Larijani MD
Deputy for Education
Ministry of Health & Medical Education