

**Islamic Republic of Iran**  
**Ministry of Health and Medical Education**  
**High Council for Medical Science Planning**

**Specialized Training Ph.D. Program**  
**Medical Ethics**

(General information, program, course titles and how to evaluate)

Ministry of Health and Medical Education of the Islamic Republic of Iran High  
Council for Medical Science Planning

Approved by the 69th session of the High Council for Medical Science Planning

Date 2018/07/15

**Vote issued in the 69th session of the High Council for Medical Sciences  
Planning dated 24/4/1397 regarding:**

**Ph.D. course in Medical Ethics**

- 1- The Ph.D. course in medical ethics was approved by a majority of votes.
- 2- The Ph.D. course of medical ethics is applicable from the date of notification.

it is approved

Dr. Jamshid Hajati

Secretary of the Council of Basic Medical Sciences,  
Health and specialized

It is approved

Dr. Seyed Hassan Emami Razavi

Secretary of the Supreme Council for Medical Science Planning

It is approved

Dr. Baqer Larijani

Educational Assistant

And Secretary of the Medical and Specialized Educational Council

The decision issued in the sixty-ninth session of the High Council for Planning of Medical Sciences, dated 2018/07/15, regarding the educational program of the Ph.D. course in medical ethics is correct and should be implemented.

Dr. Seyed Hassan Hashemi, Minister of Health, Treatment and Medical Education and Chairman of the Supreme Council for Medical Science Planning Medical Science Planning

Ministry of Health and Medical Education of the Islamic Republic of Iran High Council for Medical Science Planning

## **In the Name of God**

### **Ph.D. Program in Medical Ethics**

**Field:** Medical Ethics of Medical Sciences

**Course:** Ph.D.

**Specialized Secretariat:** Secretariat of the Council for Education of Basic Medical, Health and Specialized Sciences

The High Council of Medical Sciences Planning in the 69th session dated 2018/07/15 based on the plan of the Ph.D. course in medical ethics, which has been approved by the Secretariat of the Council of Basic Medical, Health and Specialized Sciences, approves the training program of this course and prescribes in five chapters (general specifications, course titles, standards and program evaluation) as described in the appendix.

1- The Ph.D. course of medical ethics is valid from the date of notification for all universities and higher education institutions of the country that have the following specifications.

A) Universities and institutions of higher education that are managed under the supervision of the Ministry of Health and Medical Education.

B) Institutions that are established with the official permission of the Ministry of Health and Medical Education and in accordance with the laws, and are therefore subject to the approvals of the High Council for Medical Sciences Planning.

C) Other higher education institutions that are established in accordance with special laws and must be subject to the university regulations of the Islamic Republic of Iran.

2- From the date of notification of this program, all training courses and similar programs of institutions in the field of specialized doctorate (Ph.D.) course in medical ethics in all universities and institutions of higher education mentioned in Article 1 will be obsolete and universities and institutions of higher education will be abolished. According to the regulations, they can establish this course and implement a new program.

3- General specifications, curriculum, course titles, standards and evaluation of the Ph.D. program in medical ethics will be announced in five chapters for implementation.

Ministry of Health and Medical Education of the Islamic Republic of Iran, High Council for Medical Science Planning

## **Names of the members of the Medical Ethics Curriculum Review Committee in Ph.D. Program**

Dr. Bagher Larijani: Tehran Medical Sciences and Health Services

Mrs. Dr. Fatemeh Sadat Thiri: Tehran Medical Sciences and Health Services

Dr. Alireza Parsapour: Tehran Medical Sciences and Health Services

Mrs. Dr. Pooneh Salari: Tehran Medical Sciences and Health Services

Dr. Ehsan Shamsi Goshki: Tehran Medical Sciences and Health Services

Mrs. Dr. Fariba Asghari: Tehran Medical Sciences and Health Services

Dr. Alireza Bagheri: Tehran Medical Sciences and Health Services

Dr. Mojtaba Parsa: Tehran Medical Sciences and Health Services

Dr. Hamidreza Namazi: Tehran Medical Sciences and Health Services

Dr. Amir Ahmad Shojaei: Tehran Medical Sciences and Health Services

Ms. Zohreh Ghorbaniyan: Ministry of Health, Treatment and Medical Education

Ms. Maryam Maraghi: Ministry of Health, Treatment and Medical Education

## **Colleagues in the Secretariat of the Council for Education of Basic Medical, Health and Specialized Sciences**

Mrs. Dr. Shahla Khosravi: Tehran Medical Sciences and Health Services

Mrs. Dr. Farahnaz Khajeh Nasiri: Tehran Medical Sciences and Health Services

Mrs. Dr. Masoumeh Khairkhah: Tehran Medical Sciences and Health Services

Ms. Lida Taybi: Tehran Medical Sciences and Health Services

## **Colleagues in the Secretariat of the Supreme Council for Medical Science Planning**

Dr. Abdolreza Mortazavi Tabatabai: Deputy Secretary of the High Council for Medical Science Planning

Ms. Raheleh Daneshnia: Expert in charge of the Secretariat of the High Council for Medical Science Planning

Ms. Zohreh Ghorbaniyan: Expert Secretariat of the High Council for Medical Science Planning

Ms. Maryam Maraghi: Expert Secretariat of the High Council for Medical Science Planning

Ministry of Health and Medical Education of the Islamic Republic of Iran High Council for Medical Science Planning

**List of members and guests present at the 200th meeting of the Deputy Council of the Supreme Council for Planning of Medical Sciences, dated 2018/06/10**

**Attendees:**

Dr. Hasti Sanaei Shaar (Representative of the Deputy Minister of Health)

Dr. Mehrnaz Kheirandish (Representative of the Food and Drug Administration)

Ms. Elham Habibi (Representative of the Deputy Minister of Research and Technology)

Mrs. Dr. Fatemeh Sadat Nayeri

Dr. Farhad Adhami Moghadam (on behalf of the Vice Chancellor for Medical Sciences of Islamic Azad University) Dr. Ismail Aidani

Dr. Hassan Behboodi

Dr. Mehdi Tehrani Doost

Dr. Mohammad Taghi Joghtaei

Dr. Mohammad Jalili

Dr. Jamshid Hajati

Dr. Seyed Javad Haji Mirasmail

Dr. Seyed Ali Hosseini

Dr. Seyed Mansour Razavi

Dr. Mohammad Sharifzadeh

Dr. Tayeb Ghadimi (Deputy Representative of Treatment)

Dr. Abbas Manzavi

Dr. Azim Mirzazadeh

Dr. Fereydoon Nouhi

Dr. Seyed Hassan Emami Razavi

**Invited:**

Mrs. Dr. Pooneh Salari

Mrs. Dr. Shahla Khosravi

Dr. Seyed Abdolreza Mortazavi Tabatabai

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**List of attendees of the High Council for Medical Sciences Planning at the time of approval of the medical ethics curriculum for the Ph.D.**

**Attendees:**

Mrs. Dr. Maryam Hazrati

Mrs. Dr. Fatemeh Sadat Thiri

Dr. Bagher Larijani

Dr. Reza Malekzadeh

Dr. Alireza Raeisi

Dr. Hamid Akbari

Dr. Ismail Aidani

Dr. Ali Bidari

Dr. Mehdi Tehrani Doost

Dr. Mohammad Taghi Joghtaei

Dr. Jamshid Hajati

Dr. Seyed Javad Mirasmail

Dr. Gholamreza Khatami Nia

Dr. Seyed Ali Hosseini

Dr. Alireza Salimi (Representative of the President of the Medical Organization of the Islamic Republic of Iran) Dr. Mohammad Sharifzadeh

Dr. Mohammad Reza Sabri

Dr. Seyed Amir Mohsen Ziaei

Dr. Tayeb Ghadimi (Deputy Representative)

Dr. Hossein Keshavarz

Dr. Abbas Manzavi

Dr. Azim Mirzazadeh

Dr. Seyed Hassan Emami Razavi

Dr. Seyed Abdolreza Mortazavi Tabatabai

Ministry of Health and Medical Education of the Islamic Republic of Iran High Council for Medical Science Planning

**Chapter One**  
**Specialized Doctoral Program (Ph.D.)**  
**Medical Ethics**

Ministry of Health and Medical Education of the Islamic Republic of Iran High  
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Medical Ethics Curriculum in Ph.D. Program

## **Introduction:**

The Ph.D. (Medical Ph.D.) program is a course in which students learn ethical principles based on their professional commitments and medical ethics in general and by regulating behavior and formulating the principles governing professional behavior, getting acquainted with present-day techniques that came from Medical Sciences. Medical ethics is a branch of normative ethics and has two theoretical and practical aspects. In the theoretical dimension, it explains the basic philosophical concepts and concepts of this science, explains the existing moral theories and its relationship or cultures, religions and customs of different societies. In the practical dimension, based on theoretical foundations, it discusses issues, problems, ethical issues in the field of medicine and health care, and provides a practical framework for ethical decision-making. The main mission of the Medical Ethics Department is to train and prepare specialists who, based on a comprehensive insight into the philosophical, jurisprudential and Islamic principles, as well as a comprehensive knowledge of the theories and attitudes of world-renowned scientists, can deal favorably. Decide on the ethical issues and problems that have arisen in the medical sciences, and during this course, the necessary scientific and practical skills in the field of counseling, education and research for the growth and flourishing of medical ethics in the country will be taught.

Due to the fact that the specialists in this field must acquire sufficient knowledge of sciences related to medical ethics during the study period in order to be able to critique and analyze ethical logic, the curriculum approved in 1987, which had serious problems, was reviewed. Among other things, courses under the titles of Philosophy of Ethics and Medical Sociology were among the optional specialized courses that could not be offered due to the limited number of units offered during the students' training course and the need to cover the course courses as much as possible, especially prerequisite courses. The lessons were felt by the students. On the other hand, medical ethicists need to be able to conduct moral analysis and logical thinking, be familiar with current knowledge and its ethical challenges, and acquire the knowledge of ethics psychology and moral development. For this reason, the need to add courses under the topics of ethics of psychology and moral development, ethics in new medical technologies, etc. was strongly felt. In addition, due to the need to fully cover the content of the specialized course in medical ethics, the titles of some courses were changed to be able to meet the needs of specialized courses for students and graduates of this field as much as possible. Also, a two-unit course entitled Medical Education Methods was compulsorily added by the medical school to the curriculum of all basic science disciplines, which intensified the need to revise the curriculum to include a new course. In addition, the previous curriculum had serious shortcomings in terms of practical and applied education of medical ethics in education, research and service delivery, which has also been seriously considered in the review. In addition, the previous curriculum only covered the training course, while the new proposed curriculum offers an internship

(Ministry of Health and Medical Education of the Islamic Republic of Iran High Council for Medical Science; Planning Medical Ethics Curriculum in Ph.D. Program)



which starts after passing the comprehensive exam and its purpose is to increase the experience of experts in the application of ethical principles and considerations in the three areas of education, research and service delivery.

**Course Title in Persian and English:**

Medical Ethics

**Degree:** Ph.D.

**Definition of the Field:**

Medical Ethics is an interdisciplinary field and Ph.D. is an academic degree during which students get familiar with regulating behavior and formulating the principles governing the professional behavior of the medical sciences. Medical ethics has two theoretical and practical aspects. In the theoretical dimension, it explains the basic philosophical foundations and concepts of this science, explains the existing moral theories and its relationship with the cultures, religions and customs of different societies, and in the practical dimension, relying on the principles. In theoretical base, it discusses ethical issues, problems and issues in the field of medicine and health care and provides a practical framework for ethical decision making.

**Conditions and method of student admission:**

Passing the entrance exam is in accordance with the rules and regulations of the Ministry of Health and Medical Education.

Accepted entry fields:

General doctoral graduates in medical sciences including medical doctorate, pharmacy, and dentistry.

\*Obviously, in order to get information about the latest changes in the accepted degrees and exam materials and entrance exam coefficients of each academic year, one should refer to the specialized doctoral exam booklet (Ph.D.) of the medical sciences related to the same academic year.

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Medical Ethics Curriculum in Ph.D.

## **Background:**

The history of medical ethics dates back to medicine itself. As in the medical literature of ancient Iran and the Mesopotamian, Greek, Indian, Christian and Islamic civilizations, there are many examples of moral principles and medical oaths. The history of medical ethics can be traced back to ancient, medieval and modern times. One of the oldest surviving texts from ancient times is the Law of Hammurabi (1750 BC). On a plaque in the Temple of Scolapius, physicians are advised to "be like God, and treat one another as slaves and the poor and the rich and the noble as one brother and just." The most famous Maghreb oath is the Hippocratic Oath, which dates back to the seventh century BC, and mentions such things as respect for the master, refusal to help with abortion, and murder. In the Middle Ages, in the West, moral principles were adopted by Christianity, and changes were made to the Hippocratic oath based on Christianity. Among other things, they swore allegiance to "God and Jesus Christ" instead of the Greek gods. In the thirteenth century, Thomas Aquinas blamed the failure to treat the patient for free in cases where he was in danger of death, and Navarro in the sixteenth century blamed euthanasia even for the motive of pity.

In the Islamic world, special attention has been paid to medicine and medical ethics. If he considers medicine as obligatory and considers trustworthiness and prudence as essential traits of a physician. In the authoritative medical texts that have been written and compiled since the flourishing of sciences in Islamic civilization, i.e., from the end of the second century AH, there are chapters about medical ethics and the characteristics of a physician. Remains of Iranian medical figures such as Razi, Ibn Sina and Jorjani contain prominent themes of medical ethics. Razi (251-313 AH) in his numerous books including *Al-Murshid*, *Spiritual Medicine* and *Mohtah al-Tabib*. The most important task of the physician in treating the patient after recognizing the disease is to speak well with the patient and accompany him and take care of his condition. Ali ibn Rabban Tabari (167-247 AH), who was one of the famous Muslim physicians and a master of Razi, has a book entitled "*Ferdows al-Hikma*" in the cover, the first volume of which is devoted to the design of philosophical reflections and moral categories in medicine. Principles of Medical Ethics

The famous Muslim physician "Ali ibn Majusi Ahwazi" called "*Pandnameh Ahwazi*" in "*Kamel Al-Sina'a Al-Tabiba*" is another ethical work of medicine in Islamic culture. Among the valuable works with high themes of medical ethics is the summary of Aghili Shirazi, a physician and scientist of the twelfth century AH. Medical ethics has emerged as a scientific and academic discipline in the last half century. The program offers undergraduate and doctoral (Ph.D.) degrees at dozens of prestigious universities around the world, including Manchester, Georgetown, Toronto, Virginia, Oxford and Azaka.

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One of the most important motivations in the development of this field was the advancement of technologies, including the problem of limiting dialysis machines to the number of patients in need, which was of particular importance for the ethical decision-making of the treatment team. How to make decisions about terminal patients, fetal malformations and organ transplants were other topics in this area. Numerous ethical considerations in medical research led to the establishment of numerous commissions and statements in this area. Medical ethics was an interdisciplinary work from the very beginning, and it was not long before, due to the breadth of the sciences involved, the title of bioethics was chosen as a science beyond the borders of medical sciences.

### **Philosophy (Values and Beliefs) (Values):**

1. Dignity and high status of human beings in the transcendent divine and Islamic vision
2. Special attention to the various and fundamental differences between the philosophical and value foundations of Islamic society with non-divine communities and the lack of complete modeling of education and moral sciences. (As is possible to a large extent in other medical sciences that deal with the human body).
3. Paying attention to the rich cultural and scientific background and capitals of the Islamic world in the field of philosophical and moral principles and the possibility of using it effectively in order to provide a transcendent Islamic and Shiite view of the world of science in relation to problems and issues discussed in medical ethics.
4. The increasing development of medical science and its confrontation with various problems and ethical considerations.
5. The tremendous effect of paying attention to these principles in improving the quality of services and ultimately improving the level of health in society.
6. The need for social justice in providing all services among society in the best way.
7. Sensitivity and importance of correct decision making in medicine, which is sometimes related to human life and the survival of transcendent values in society.
8. Attention to scientific advances in the field of medical ethics worldwide, especially in recent decades.

### **In the review of this program, emphasis is placed on the specific values of the field:**

- 1) Special attention to the basis of ethics psychology and moral growth
- 2) The need for adequate knowledge on the philosophical foundations and philosophy of medical ethics and philosophy of medicine
- 3) Application of medical sociology knowledge in ethical analysis
- 4) Special attention to current knowledge based on rapid advancement of technology and ethical considerations in biotechnology
- 5) Emphasis on communication skills and Islamic anthropology
- 6) Planning to pay attention to ethical considerations in public health and clinical ethics
- 7) Paying special attention to the methodology of humanities studies

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### **Perspective (Vision):**

Medical ethics graduate as an expert in the field of medical ethics and familiar with the generalities of national and Islamic education in today's world can analyze the ethical aspects of matters related to medical sciences and address problems and new issues, should be scientifically and reasonably accountable and participate in the production of science in this field. It is hoped that in the next decade (next 20 years) with the development of knowledge and research in the field of medical ethics by graduates of this field, the application of this knowledge in the medical community will become widespread and finally what is called improving the quality of health services in areas where service delivery, research and education are achieved.

### **Mission:**

The main mission of the Medical Ethics Department is to train and prepare forces based on a comprehensive insight into the philosophical, jurisprudential and Islamic ethics, as well as a comprehensive knowledge of the theories and attitudes of scholars in the field. The world will be able to make good decisions in dealing with ethical issues and problems in the medical sciences, as well as the necessary scientific and practical skills in the field of counseling, education and research for the growth and prosperity of medical ethics in the country.

### **General Objectives (Aims):**

- 1) Familiarity with the basics of human rights and progressive Islamic jurisprudence
- 2) Teaching the principles and foundations of modern medical ethics and creating the ability to apply the issues in Islamic and Western culture
- 3) Helping the moral organization of the health system by eliminating ethical problems at different levels of this system that exist due to the lack of knowledgeable and familiar with the basics of medical ethics.
- 4) Training the necessary human resources for education, counseling and research in medical ethics.

### **Expected Outcomes of Graduates**

#### **Competencies and Skills Expected for Graduates (Expected Competencies):**

##### **A: General Competencies Expected:**

General competencies expected for graduates of this course are:

- Communication skills – interaction
- Teaching
- Conducting research and writing scientific articles

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- Critical thinking and problem-solving skills
- Management skills (policy-making, planning, organizing, monitoring and controlling, evaluation) based on evidence.

**B: Expected special competencies:**

- Analysis and ethical critique of ethical dilemmas
- Ethical Decision Making
- Communication skills-Interaction based on moral and religious instructions
- Ethical decisions taking into account the principles of medical jurisprudence and medical law.
- Presenting ethical advice
- Ethical evaluation of research projects and dissertations
- Professional commitment training
- Ethical management
- Ethical control

Number	Ability	Description of professional duties	Lesson Code
1	Interactive communication skills	Establishing communication skills Interaction based on moral and religious teachings Establishing effective communication with professors in various fields of medical sciences and religious sciences in the field of ethical issues	22
2	Consulting training	Training of competent experts to teach medical ethics training units in different levels of medical sciences Teaching medical ethics Teaching ethics in medical research for different groups including faculty members, medical graduates and various groups providing medical services and researchers in the field of medical sciences Teaching ethical considerations in medical science education Providing advisory opinions to physicians, researchers, managers, and other elements of the health system on the most important ethical issues and problems	02
3	Critical Thinking and Logic in Medical Ethics	Applying logical reasoning and moral reasoning in judging and evaluating moral challenges	07
4	Ethical controlling based on psychology	Providing psychological answers to immoral questions and help solve the problem radically	08
5	Ethical analysis and critique based on the principles of medical law	Ability to incorporate legal considerations into ethical decisions	09

Number	Ability	Description of professional duties	Lesson Code
6	Ethical analysis and critique based on jurisprudential principles	Observance of jurisprudential considerations in the clinic and in providing ethical advice Clinical decisions Ethical decision-making by considering the principles of medical jurisprudence and medical law in research projects	11
7	Decision making in Islamic medical ethics	Ability to make ethical decisions facing ethical problems with the approach of ethical analysis of challenges	13
8	Applying medical ethics in the country's health system	Ability to apply medical ethics in the health system by implementing medical ethics in the health system in the form of acquiring medical ethics training skills, judging and controlling research projects and problem solving in the face of ethical challenges in clinic	17

### **C: Expected Practical Skills (Expected Procedural Skills)**

- Communication Skills
- Presenting Ethical Advice
- Ethical evaluation of Projects.

### **Graduates Roles in society:**

The role of graduates in this field includes the role of education, research and services (management and consulting).

### **Job status of graduates:**

Graduates of this course can work in the following positions:

- Universities of Medical Sciences and Departments of Medical Ethics
- Research Centers and Hospitals
- Research Ethics Committees at three levels: specialized, organizational and national.

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### **Educational Strategies:**

1. The educational program will be a combination of Teacher Centered
2. and Student Centered.
3. The program will be based on national needs and in accordance with cultural and religious beliefs.
4. The Program design will be based on future professional needs and tasks.
5. It will be based on coordination with the framework of programs of reputable medical ethics educational centers in the world.

### **Teaching methods and techniques:**

In this course, the following teaching methods and techniques will be mainly used:

- Different types of intra-departmental, inter-departmental, hospital, interdisciplinary, inter-university conferences and seminars
- Discussions in small groups, workshops, club journal and book reading, case presentation
- Work and educational workshops
- Participating in teaching lower levels
- Self-education, self-study
- Methods and other educational techniques based on needs and educational goals

### **Ethical expectations of learners**

Learners are expected to follow and obey:

- The patients' legal charter (1) closely.
  - The regulations related to the protection and safety of patients, employees and the workplace. (These rules are reviewed by the relevant department).
  - The rules related to Dress Code (2).
  - When working with animals, strictly adhere to the relevant ethical rules (3).
  - Professionalism
  - Protect the resources and equipment they work with under any circumstances.
  - Respect faculty, staff, peers, and other learners, and participate in creating a friendly and respectful atmosphere in the workplace.
  - Observe social and professional ethics considerations in critique of programs.
  - Observe the ethics of research in evaluating studies as well as conducting research.
- Items 1, 2 and 3 are presented in the appendices section.

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## **Comprehensive assessment: Student Assessment**

### **A) Evaluation Method:**

The student will be evaluated by the following methods:

Written, oral, project-based assessment, portfolio assessment, log book, test results, articles, encouragements and reminders, certificates of work and the like.

### **B) Frequency of evaluation:**

Based on the need and identification of the relevant professors who are in charge of teaching.

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**Chapter 2**  
**Minimum Training Program Requirements**  
**Ph.D. Program**  
**Medical Ethics Field**

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**Minimum required faculty member: (number, orientation, rank)**

a. The executive group consists of faculty members with the following composition:

b. Full-time permanent faculty members based on the approval of the Development Council with specialties: Medical ethics (3 people , at least an assistant professor), law (at least one associate professor), theology (at least one associate professor).

**B- Supporting Departments:**

Department of Statistics and Epidemiology, Department of Law, Faculty of Philosophy, Department of Theology and other related disciplines

**Staff required to implement the program:** Two experts from the Department of Medical Sciences

**General educational spaces and facilities required:**

- Classrooms – Students’ room – Internet with sufficient speed - Conference Hall  
–Education archive – Library - Professors’ room – Computer site – Educational site of the educational department

**Special spaces and areas required:** Space in the hospital as a medical ethics office

**Required population or samples:**

-Patients hospitalized in different sections of the hospital  
-Research Projects

**Major specialized equipment (capital) Required:**

Office furniture, computer, wardrobe, printer, video projector

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**Chapter 3**  
**Training program specifications**  
**Ph.D. Program**  
**Medical Ethics Field**

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**Course Details:****Course Name:**

Ph.D. in Medical Ethics

**Total Number of Credits:**

The number of credits in this course is 42, which are as follows:

<b>Credits</b>	<b>Number of credits</b>
Mandatory specialized credits (core)	15 credits
Optional specialized credits (non- core)	4 credits
Internship credits	5 credits
Thesis	18 credits
Total:	42 credits

In order to acquaint the student with the practical application of the learned knowledge of medical ethics in the fields of education, research and providing services, the internship of medical ethics is considered to be 5 credits, and the student is required to participate in the training course (before the comprehensive exam). The proposed internship program is presented at the end of the training program.

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**Table A – Deficiency or Compensation Courses of the Ph.D. Program in Medical Ethics Field**

Lesson code	Name of Course	Number of credits			Course hours			Prerequisite or concurrent
		Total	Theoretical	Practical	Theoretical	Practical	Total	
1	Medical information systems*	1	0.5	0.5	9	9	26	-
2	Design and teaching techniques in medical sciences	2	2	-	34	34	34	-
3	Theoretical foundations and history of medical ethics	1	1	-	17	17	17	-
4	General medical ethics and professional ethics	3	3	-	51	51	51	-
5	Philosophy of ethics and principles of Islamic ethics	2	2	-	34	34	34	-
6	Psychology of ethics, development of ethics and Islamic anthropology	2	2	-	34	34	34	Philosophy of ethics and principles of Islamic ethics code 05
7	Fundamentals of Law and Medical Law	3	3	-	51	51	51	-
8	Fundamentals of medical jurisprudence	2	2	-	34	34	34	-
9	Ethics and public health	1	1	-	17	17	17	General medical ethics and professional ethics code 04
Total		16						

It refers to courses that students have not taken in the previous grade and it is necessary to pass them in this field. In addition, the student is required to pass the diagnosis of the department and the approval of the Graduate Council of the University with all a number of deficiency or compensatory courses (Table A).

\* Passing this course is mandatory for all students who have not passed it before as a deficiency or compensation course.

**The students are required to pass three workshops as follows during their educational course:**

	Workshop name	Course hours
1	Qualitative and quantitative research methods	40
2	Questionnaire design, its reliability and validity	40
3	Critical thinking and logic in medical ethics	17

**Table B - Compulsory specialized courses of the Ph.D. program in Medical Ethics Field**

Lesson code	Name of Course	Number of credits			Course hours			Prerequisite or concurrent
		Total	Theoretical	Practical	Theoretical	Practical	Total	
10	Applied Medicine Jurisprudence	4	4	-	68	-	68	Fundamentals of Medical Jurisprudence Code 08
11	Decision making in Islamic medical ethics	2	2	-	34	-	34	General medical ethics and professional ethics code 04
12	Ethics in research	1	1	-	17	-	17	-
13	Clinical Ethics 1 (Ethical considerations in the physician-patient relationship)	2	2	-	34	-	34	General medical ethics and professional ethics code 04
14	Clinical Ethics 2 (Ethical Considerations of the beginning and the end of life)	2	2	-	34	-	34	General medical ethics and professional ethics code 04
15	Applied medical Ethics in the health system of the country	4	-	4	-	136	136	-
16	Internship	5	-	5		340	340	All deficiency courses (compensatory) compulsory courses and optional courses
17	Thesis	18	-	-				-
Total					38			

**Table C - Non-core courses of the Ph.D. program in Medical Ethics Field**

Lesson code	Name of Course	Number of credits			Course hours			Prerequisite or concurrent
		Total	Theoretical	Practical	Theoretical	Practical	Total	
18	Comparative medical ethics in Islam, religions, and secular approach	2	2	-	34	-	34	-
19	Medical Sociology	1	1	-	17	-	17	-
20	Ethics in new medical technologies	1	1	-	17	-	17	-
21	Communication skills and Islamic instructions	1	0.5	0.5	9	17	26	-
Total					5			

The student must pass **4 credits** of the above courses in (Table C) in accordance with the topic of his/her dissertation, the approval of the supervisor, and the approval of the Graduate Council of the University

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Curriculum of Medical Ethics in Ph.D.

**Curriculum**  
**Specialized Doctoral Program (Ph.D.)**  
**Medical Ethics Field**

Ministry of Health, Treatment and Medical Education of the Supreme Planning  
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Medical Ethics Curriculum in Ph.D.



**Course Name: Medical Information Systems**

**Course code: 01**

**Prerequisite or Concurrent:** None

**Number of Credits:** 1 credit (0.5 Theoretical credit – 0.5 Practical credit)

**Credit Type:** (Theoretical – Practical)

**Overall Course Objectives:** At the end of this course, the student should be able to get acquainted with search engines and the role of five software spider (spider), crawl (buyer), indexer (archiver), database (database) and ranking (ranking). The student should also be able to recognize and compare the differences and capabilities of these softwares in several search engines such as Bing, Yahoo, Google, etc. Familiarity with several search engines Meta Search engine to be able to get acquainted with the methods, search and factors affecting it, advanced search, Boolean system operators, Boolean operators, errors in short keywords (Truncation) such as asterisk use of parentheses and the interaction of keywords on search results. Also, the student should be familiar with the features available in software related to Internet Explorer, Mozilla Firefox, and Google Chrome. Another purpose of this course is to acquaint the student with the library service of the university where he studies. Student awareness of databases and publishers related to health and medical sciences, important sites in health and medical sciences, especially PubMed, Cochrane, criteria for measuring articles (such as citations), journals (Impact factor) and authors (H-index) and one of the reference manager software tools is required.

**Course description:** In this course, the student will be taught with scientific search methods, internet search problems and overcoming them. The student will become familiar with the concepts of evaluating articles, journals, and searching some of the major publisher sites, thus enabling the student to have an organized search of browsers and databases. Finally, the student will be able to create a dedicated library by one of the resource management software to prepare the total resources needed to write dissertations, articles and reports.

**Outline: (9 theoretical hours - 17 practical hours)**

-Familiarity with general search engines, their differences and comparison of several search engines in terms of the same search (Practical work: solo advanced search, Boolean search Not, Or, And in pubMed browser in the class).

-Introduction to the role of five software spider (cob), crawl (crawler), indexer (archiver), database (database) and dancer (ranking), in each search engine.

-Introduction to Internet Explorer, Mozilla Firefox browsers, Google Chrome and its features (Practical work: sorting and saving Favorites on flash disk).

-Familiarity with the services available in the library of the university where you study, including access to internal and external journals and comprehensive software

-Familiarity with publishers such as Elsevier, EBSCO, Wiley, and Springer

-Familiarity with database and information resources Web of Science, Science, Scopus, proQuest, Biological Abstract, etc.

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- Familiarity with citation databases
- Familiarity with the comprehensive database of medical articles Medlib, Iranmedex, Irandoc. And etc.
- Search methods through medical thematic headings (MeSH)
- Familiarity with criteria for evaluating articles (such as Citation), evaluating journals (Impact factor and authors), and evaluating authors (H-index) in related databases
- Familiarity with DOI application
- Familiarity with PubMed and a collection of Medline database articles, Gene bank, and the online softwares within it
- Familiarity with EndNote software and creating a personal library of resources, practically.

**References:**

[www.medlib.ir](http://www.medlib.ir)

[www.proquest.com](http://www.proquest.com)

[www.ncbi.nlm.nih.gov](http://www.ncbi.nlm.nih.gov)

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Curriculum of Medical Ethics in Ph.D.

**Course Name: Design and Teaching Techniques in Medical Sciences**

**Prerequisite:** None

**Course Code: 02**

**Number of Credits: 2**

**Credit Type:** Theoretical

**Course Objectives:** Familiarization of medical ethics students with principles and techniques of teaching in medical sciences

**Course Description and Outline: 34 hours Theoretical**

- Introduction to the course, discussing the materials and topics in the previous semester
- Familiarity with the roles of a medical science teacher
- Basic concepts of teaching and experiential learning principles
- Educational Planning
- Communication Skills –(Teacher-student relationships in medical education)
- Professional commitment in medical education (Professionalism in medical)
- Lecturing and interaction techniques
- Presentation preparation software (FocusKy, PowerPoint)
- Problem Based Learning (PBL)
- Flipped Classroom
- Principles and techniques in Feedback, Rethinking
- Classroom management, how to deal with difficult students
- How to use e-learning capabilities in our teaching?
- Principles of evaluation and assessment
- Multiple choice tests
- Extensive and descriptive matching tests
- Oral tests and performance tests

**References:**

According to the professor's opinion

**Student's evaluation:**

According to the professor's opinion

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**Course Name: Theoretical Foundations and History of Islamic Medical Ethics**

**Prerequisite:** None

**Course Code:** 03

**Number of Credits:** 1

**Credit Type:** Theoretical

**Overall Course Objectives:** The general purpose of the course is to get acquainted with the theoretical principles of Islamic ethics and to use them in deriving moral rules in the field of medicine. The theoretical foundations of Islamic ethics facilitate the understanding of ethical complexities in the field of medicine. In addition, the student gets acquainted with some important views in the history of Islam in the field of theoretical foundations.

**Course Description and Outline: 17 theoretical hours**

**Part 1: Generalities**

- 1- Ethics and its place among the Islam instructions (1 session)
- 2- Brief history of moral research in the Islamic world (1 session)
- 3- The subject of ethics (soul and its strength) (1 session)
- 4- The subject of ethics (optional action) (1 session)

**Part 2: Islamic meta-ethics**

- 5- Objectivity of moral values (inherent goodness and ugliness) (1 session)
- 6- Rationality of moral values (intellectual goodness and ugliness) (1 session)
- 7- Sharia and its role in Islamic ethics (2 sessions)
- 8- Representation and its role in Islamic ethics (actual goodness and ugliness) (1 session)

**Part 3: Islamic moral theory**

- 9- Basis and criteria of moral value (2 sessions)
- 10- Faith and its place in morality (1 session)
- 11- Righteous action and its role in morality
- 12 - The afterlife and its importance for morality
- 13 - The world and material benefits in Islamic morality
- 14- Human body and its moral value

**Part 4: The position of Islamic ethics in the present age**

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**References:**

- Ethics in Quran, Volume 1, Mohammad Taghi Mesbah Yazdi, the latest publication
- Sabadi Ethics in Quran, Abdullah Javadi Amoli, the latest edition
- Philosophy of Ethics, Mohammad Reza Modarresi, the latest publication
- Ethical Rationalism in Islamic Ethics, Latest Edition

**Student's evaluation:**

Written test including descriptive and multiple-choice items

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Curriculum of Medical Ethics in Ph.D.

**Course Name: General Medical Ethics and Professional Ethics**

**Course Code: 04**

**Prerequisite:** None

**Number of Credits:** 3

**Credit Type:** Theoretical

**Overall Course Objectives:**

- 1) To empower students in understanding the human and ethical aspects of the medical profession.
- 2) To create the necessary knowledge and skills for students to make ethical decisions in the right way.
- 3) To enable students to apply this knowledge and skills in problem analysis and ethical decision making.
- 4) Familiarity with professional and applied ethics and the distinction between ethics, law and jurisprudence in the profession
- 5) Improving the skills of recognizing and solving ethical problems.
- 6) Familiarity with the principles of ethical change in institutions.
- 7) Improving the skills of ethics preaching in organizational cultures in institutions
- 8) Improving the skills of evaluating the ethical performance of medical institutions.

**Course Description and Outline: (51 theoretical hours)**

1. Generalities and history of medical ethics

- Ethics in historical medical texts
- Medical oaths
- History of modern medical ethics

2. Commitment and Professional Behavior

- The difference between profession and business

Professional medical commitments to the society

Characteristics of Professional Behavior

Challenges of Professional Behavior

- Dealing with a request for inappropriate treatment
- Non-discrimination in presenting services

3. Four principles and tools of moral analysis

- The principle of autonomy
- The principle of profitability
- The principle of non-insistence
- The principle of justice

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#### 4. Physician-patient relationship

- Moral and clinical importance, good and effective communication with the patient
- Attention and respect for the patient's beliefs, religion and gender
- Physician-patient financial relationship
- Attention to patient suffering
- Patient privacy

#### 5. Autonomy, effective and conscious consent

- Autonomy right and its significance (including the right to refuse treatment)
- Elements of conscious consent (competence, freedom, awareness, transfer of information)
- Participation in decision making
- Exceptions of informed consent
- Criticisms of informed consent

#### 6. Capacity determination and alternative decision-making

- Defining capacity of decision making
- Patient capacity-determination method
- Selection of alternative person
- Obtaining consent in cases of patient's variable and unbalanced capacity
- The basis for making decisions about people who do not have the authority to make decisions (such as children, people with mental disabilities, people with psychiatric illnesses)

#### 7. Confidentiality and truth-telling

- The need for confidentiality
- The conditions for breaking confidentiality
- The need for honesty
- Telling sad facts
- Being responsible for telling the truth in the medical team
- Ethical principles of placebo treatment

#### 8. Doctor's relationship with health staff members

- The principles of communication with colleagues (doctors, and other medical staff members)
- How to deal with colleagues' violation of professional behavior
- How to deal with colleagues' errors
- Consultation and its place in decision-making

#### 9. Medical error

- Definition of medical error

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- Necessity of expressing medical error to the patient
- Cases of avoiding medical error
- How to express error
- Responsibility and its types
- Effective factors in complaining to doctors
- How to treat physician in cases of medical malpractice

#### 10. Ethics in medical education

- Applying the four principles of medical ethics in medical education
- Maintaining health service quality to patients while providing appropriate education to learners
- Deciding on the level of learners' participation in patient care
- How the student deals with the error of the treatment team

#### 11. Conflict of the physician's interests

- Definition of conflict of interest
- Self-referral
- Doctors' interaction with companies
- Conflict of interest in research
- Conflict of interest in educational institutions
- Conflict of interest in writing and judging articles
- How to deal with conflict of interest

#### 12. Ethics in issues related to mother and fetus

- Different approaches to the fetus's right of life
- Conflict between the individual independence of the mother and the life or health of the fetus
- Conflict between the life or health of the mother and the life or health of the fetus
- Abortion law and regulations in the Islamic Republic of Iran

#### 13. Ethical management in the health system

- Structure of hospital committees
- Complaints handling process in hospitals
- Ethical charters in the health system

#### 14. Definition of applied ethics

#### 15. Patterns of behavior and communication intrapersonally and interpersonally

#### 16. Virtues and vices of ethics in communication behavior

#### 17. Definition of professional ethics; the relation between ethics, law, and jurisprudence in the profession

#### 18. Distinguishing the approach of human resource management and strategic management in medical ethics

#### 19. The role of medical ethics in the organizational success of medical institutions

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20. The rights of stakeholders and the ethical duties of medical institutions
21. Characteristics of Ethical Issues in Medicine
22. Ethical Problems Recognition Skills in Medicine
23. Ethical Problem-Solving Skills in Medicine
24. Factors, obstacles, and methods of promoting ethics in medical institutions
25. Standards and Methods of Evaluating the Ethical Performance of Medical Institutions

**References:**

Albert R Johnsen, Mark Siegler, William J Winslade. Clinical Ethics, Fifth Edition. New York: McGraw - Hill, the latest edition

Ethics in Medicine: Bioethics Topics, University Topics, University of Washington School of Medicine. URL:  
<http://eduser.v.hscer.washington.edu/bioethics/topics/index.html>

The physician and ethical considerations, Volume 2: Practical Cases, Last Edition

Faramarz Maleki Ahad, Professional Ethics, Last Edition

Faramarz Faramaleki Ahad, Rostam Nocheh Fallah, Barriers to the Ethical Growth of Iranian Organizations, Last Edition

Applied Ethics, (ed.) Ruth, Chad Mick, Latest Edition

**Student's evaluation:**

Active participation in class discussions and doing homework

Mid-Term and Final Exam

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Curriculum of Medical Ethics in Ph.D.

**Course Name: Philosophy of Ethics and Fundamentals of Islamic Ethics**

**Prerequisite:** None

**Course Code:** 05

**Number of Credits:** 2

**Credit Type:** Theoretical

**Overall Course Objectives:**

Students get familiar with the analytical and continental philosophical topics about medical ethics in particular and ethics in general and examining the major schools of ethics philosophy, and introducing learners to critical thinking as well as skills for solving ethical problems and conflicts in the field of medical ethics.

**Course descriptions and outlines (34 theoretical hours)**

1. Main schools of philosophy of ethics
2. Distinguish between normative ethics, descriptive ethics, meta-ethics and moral education
3. Ethical boundaries focused on the principles of medical ethics
4. Applicability and relativity in the value of moral judgments in the field of medical ethics
5. Fundamentalism and opportunism in ethics
6. Philosophical foundations of the four principles of ethics
7. Comparative approach to religious and secular ethics
8. Analysis of the components of Islamic medical ethics from the perspective of comparative philosophy
9. Relationship between medical ethics and jurisprudence, law and philosophy

**References:**

A companion to Bioethics ed. Helga Kuhse

Encyclopedia of Bioethics, ed. W. T. Reich, the latest edition, Blackwell, Printice Hall

International Encyclopedia of Ethics, ed. Becker, the latest edition, Blackwell.

Fahimnia, Mohammad Hossein, Fundamentals and Concepts of Islamic Ethics in Quran, Bustan Kat Qom, 1389.

**Student's evaluation:**

Final Exam (70%)

Class Participation (30%)

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Curriculum of Medical Ethics in Ph.D.

**Course Name: Ethical Psychology, Moral Development and Islamic Anthropology**

**Prerequisite or concurrent:** Philosophy of Ethics and Fundamentals of Islamic Ethics Code 05

**Number of Credits:** 2

**Course Code:** 06

**Credit Type:** Theoretical

**Overall Course Objectives:**

The students will be acquainted with the prerequisites of ethical practical psychology and responsibility, psychological answers to meta-ethical questions and theories of moral development.

**Outlines: 34 theoretical hours**

**Ethical psychology topics**

1. Introduction, what is ethical psychology?
2. Moral intuition / moral conscience
3. Moral motivation
4. Moral judgment
5. Emotionalism and Rationalism
6. Selfishness
7. Sympathy and development of morality
8. Neuroscience of Ethics
9. Personality / Virtue
10. Causes of the gap between belief and moral practice
11. Psychology of tendencies
12. Free will and responsibility
13. Moral fortune
14. Issues of Moral Development
15. Theories of Behavior Change
16. Piaget-Kohlberg Cognitive Educational Approach
17. Virtue-oriented educational approach
18. Theories of moral education
19. Islamic anthropology issues
20. The concept of anthropology and its types
21. Characteristics of religious anthropology

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22. Humanism and its critique

23. Human position in the system of creation

**Teaching Method:**

Interactive lecture and seminar

**References:**

Rajabi Mahmoud, Anthropology, 22nd edition, Imam Khomeini Educational and Research Institute, Qom, 2016

Tiberius V. Moral psychology: a contemporary introduction. Routledge: 2014 May 30.

Gibbs JC. Moral development and reality: Beyond the theories of Kohlberg, Hoffman, and Haidt. Oxford University Press; 2013 Aug 2.

**Student's evaluation:**

Final exam (50%)

Article submission (50%)

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Curriculum of Medical Ethics in Ph.D.

**Course Name: Fundamentals of Law and Medical Law**

**Course Code: 07**

**Prerequisite:** None

**Number of Credits:** 3

**Credit Type:** Theoretical

**Overall Course Objectives:**

Familiarity with general concepts, main divisions and sources of law and the position of physicians and medicine in the Iranian medical system, students with various aspects of medical law, students are familiar with the civil, criminal and disciplinary responsibilities of physicians.

**Course descriptions and outlines: 51 theoretical hours**

- The concept of law
- Branches of jurisprudence
- Concept and descriptions and legal rule
- Sources of law
- Types of law
- possession
- Transfer
- Degression and implementation of law
- Description and analysis of the most important regulations according to the physician and medical profession
- Generalities in medical law
- Criminal liability of the physician
- Liability of the physician pertaining to the police
- Civil liability of the physician
- Introduction of the discussion
- Importance of civil liability
- Position of civil liability among other social responsibilities

**Part 1 - The Origin of Civil Liability**

**Chapter 1: The Basic Rules of the Civil Liability System**

Topic One - The Rule of Respect: "Respecting the believer's money is like respecting his blood."

Topic Two- The rule of "favors by debt": "He who owns sheep must pay the sheep."

**Chapter 2: The rules of objective evidence of civil liability: civil liability without fault**

Topic One- Rule of waste: "Whoever wastes the money of others, then he is the guarantor."

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Topic Two- The rule of guaranteeing a hand: "The hand is what you take until you die."

Topic Three- The rule of anger: "The aggressive will be taken seriously by the rule of anger."

### **Chapter 3: The rules of the personal responsibility of civil liability: civil liability derived from fault**

Topic One-Rule of Sensation (Tasbib): The indirect result of the waste rule

Topic Two- The rule of trust (Estiman): "It is not upon the rightful trustee."

### **Chapter 4: the rules of foundation of civil liability**

Topic One- The rule of no harm: "No harm and not be harmed in Islam."

Topic Two- The rule of forbidding the eating of money which is invalid. "Do not devour your wealth among yourselves unjustly, unless it is a trade by mutual consent of you."

Topic Three-The rule of pride. "The arrogant returns to the one who is jealous."

### **Chapter 5: Rules for relieving civil liability**

Topic One-The rule of Ihsan: "There is no other way for the doers of good."

Topic Two-The rule of action: "The wealth of a Muslim is not lawful except with the Ihsan of himself."

## **Part 2- Guarantee of civil liability: Compensation for damages**

### **Chapter 1: How to determine damages**

Topic One-The rule of Ihsan: "There is no other way for the doers of good."

Topic Two-The rule of action: "The wealth of a Muslim is not lawful except with the Ihsan of himself."

### **Chapter 2: Types of damages**

Topic One-Material damages (indisputable damages + non-profit damages)

Topic Two-Loss of life

Topic Three- Moral damage

### **Chapter 3: How to pay damages**

Topic One-Paying damages by agent if caused by that person

Topic Two- Paying damages by agent if caused by various instruments

Topic Three- Paying damages by a wise person

Topic Four- Paying damages by a third party

Topic Five- Paying damages by the insurer

### **Chapter 4: contractual arrangements for damages**

Topic One-Restrictive terms of liability

Topic Two- Terms supervised to the method of payment or claiming damages

### **Chapter 5: Handling the claims resulting from damages**

Topic One-Competent court to handle the claims for damages

Topic Two- Procedure for filing the claims resulting from damages

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**References:**

Civil liability of medical professionals, Dr. Abbas Karimi, latest publication.

Introduction to Law, by Dr. Naser Katoozian, latest publication.

Introduction to Law, by Dr. Mohammad Jafar Jafari Langroudi, latest publication.

Laws and regulations related to physicians and medicine, latest Publication.

Civil Liability, Dr. Naser Katoozian, Last Publication.

Civil Rights, Non-Contractual Requirements, Dr. Seyed Hassan Emami, Last Publication.

**Student's evaluation:**

Written test: 80%

Student's Research Project: 20%

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of Medical Sciences of the Islamic Republic of Iran

Curriculum of Medical Ethics in Ph.D.

**Course Name: Basics of Medical Jurisprudence**

**Course Code: 08**

**Prerequisite:** None

**Number of Credits:** 2

**Credit Type:** Theoretical

**Overall Course Objectives:**

Familiarity with the general method of jurisprudential inference and rules of jurisprudence in order to gain the necessary ability to present jurisprudential questions in the field of medical sciences and the possibility of exchange and understanding jurisprudential views in this field.

**Course descriptions and outlines: 34 theoretical hours**

**Part 1: Evidence of rulings**

1) Ijtihad arguments

- a) Book: Definition of courts and similarities, middle understanding of verses
- b) Sunnah: Promise, actions and statement of the innocent, hadith, types of news based on the validity of the document and the text
- c) Consensus: how to discover consensus by words of the innocent
- d) Reason: definition of rational reason, types of practical reason, rule of connection between judgment and reason and speedy judgment, comparison of rational reason with the construction of reason and custom and habit

2) Jurisprudential evidence: Practical principles

- a) The principle of innocence, the principle of impropriety and its comparison with the principle of innocence, the real verdict and the apparent verdict, where to apply the principle of innocence, conditions of the effects and arguments related to the principle of innocence, The principle of innocence in topical law.
- b) Precaution: Definition of the precautionary principle, where to apply the principle of precautionary, doubt in the one who is obliged, an example of the principle of precautionary, the conflict between two precautions
- c) Having the right to choose, defining the principle of the right to choose, cases applying the principle of the right to choose
- d) Istishab: Definition of Istishab, principles of Istishab, types of Istishab, reminding a few points

**Part 2: Conflict of evidence**

- The verdict for two conflicting reasons, apparent conflict, the difference between conflict and annoyance
- preferences, allocation, specialization, government, entry, accumulation of customary

**Part 3: A few jurisprudential rules**

- 1. The rule of Ihsan: Definition of the rule and its elements, the nature of Ihsan (gaining profit and loss for both, etc.), criteria for determining the case for the rule of Ihsan, the rule of Ihsan in Discharge of civil liability, the difference between the rule of Ihsan and the rule of trust (Estiman), wage for Ihsan, examples for the rule Ihsan

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2. The rule of pride: Definition of the rule and its elements, knowledge with the ignorance of the cave and the path, documents of the rule of pride, the scope of the rule, examples of the rule of pride in jurisprudence and law
3. The rule of no harm: Documents of the no harm rule, text of the no harm hadith, disagreements in the terms of the no harm rule, submission of the no harm rule on the arguments of the initial rulings, the no harm rule from the perspective of Iranian civil law
4. The rule of Permission: Definition of permission and allowance, various types of permission and allowance, permission often impeding the guarantee, permission and loss of guarantee, permission in the thing that requires permission in its accessories
5. The rule of waste and causation:
  - Definition of the rule of waste
  - Elements of the rule of waste
  - Documents to authorize the rule of waste
  - Types of waste
  - Administration and causation
  - The community of the cause and the steward
  - The community of the means
  - The community of the stewards
  - The circle including the rule of waste
  - Pride and reluctance in the rule of waste
  - Examples for the rule of waste

## 6. The rule of Guarantee

### **References:**

1. History of jurisprudence and jurists: Dr. Abolghasem Gorji, last edition.
2. Philosophies of jurisprudence: Boostan Ketab Publications, last edition.
3. Principles of jurisprudence and Principles: Dr. Alireza Feyz, the latest publication.
4. Eras of jurisprudence: Professor Mahmoud Shahabi, the latest publication.
5. The first volume of the comprehensive book of things by Mirza Qomi with introduction by Dr. Abolghasem Gorji, the latest publication.
6. Medical referendums from authorities, the latest publication.
7. Principles of Islamic law inference: Dr. Abolhassan Mohammadi, latest publication.
8. Translation and explanation of the principles of jurisprudence Muzaffar, Ali Mohammadi and Mohsen Gharvayan, latest publication.

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10. Organ Transplantation (Part 6), Dr. Baqer Larijani, latest edition.

11. Rules of jurisprudence, Ayatollah Seyyed Mohammad Mousavi Bojnourdi, latest publication.

**Student's evaluation:**

Mid-term and Final Exam: 80%

Article submission: 20%

Questions and Answers while teaching during the semester

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**Course Name: Ethics and General Health**

**Course Code: 09**

**Prerequisite or concurrent:** general medical ethics and professional ethics

**Number of Credits:** 1

**Credit Type:** Theoretical

**Overall Course Objectives:**

To gain in-depth knowledge and the ability to reason and make decisions based on ethical principles as well as conducting research on ethical issues related to health system management.

**Course descriptions and outlines: 17 Theoretical Hours**

1. History of Ethics in Health System Management
2. The concept of justice in allocation of resources
3. Ethical issues in resource allocation at the micro level
4. Ethical issues in resource allocation at the macro level
5. Ethical issues related to vulnerable groups in the society
6. Ethical issues in the management of advanced care services
7. Ethical issues in the management of primary health care delivery
8. Ethics in hospital management
9. Ethical issues in epidemic control and immunization
10. Ethics committees
11. International organizations related to bioethics
12. Ethical issues in international health cooperation
13. Ethics in macro-related health policies
14. Ethical issues in the management of care for patients with disabilities and other specific diseases
15. Ethics in the management of third care (rehabilitation)

**References:**

Braskey P. Buris A. Ethics in Public and Community Health Routledge, London, the latest edition

**Student's evaluation:**

It is through Research Project and Written Exam

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Curriculum of Medical Ethics in Ph.D.

**Course Name: Applied Medical Jurisprudence**

**Course Code: 10**

**Prerequisite or concurrent:** Fundamentals of Medical Jurisprudence

**Number of Credits:** 4

**Credit Type:** Theoretical

**Overall Course Objectives:**

Familiarizing the students with philosophy, terminology, background and Methodology of jurisprudence inferences so that the students obtain the ability to use the jurisprudence references and to discuss with experts in the field of jurisprudence.

**Course descriptions and outlines: 68 Theoretical Hours**

**Philosophy of Jurisprudence:**

Definition of Jurisprudence

Subject of Jurisprudence

Necessity of Jurisprudence

Purposes of Jurisprudence

**References of Jurisprudence:**

- Book

-Interpretation methods and certainties, doubts, paraphrase and interpretation

-The historical procedure of interpreting Quran

- Sunnah

-Promise

-Action

-Statement

-Getting familiar with important Jurisprudence references

- Consensus (definition, types, basis for confirming consensus, reason for consensus)
- Reason (logic)

-Verdicts based on reason (the rule of connection between the verdict of reason and religious law (sharia))

-Verdicts not based on reason

-Analogy

-Admire

-Valid affairs

-Avoiding mischief

- Intellectual reasoning inference method

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- Mechanism of inferring rulings from ijthad and jurisprudential arguments
- Ways of Practical principles
- Conflict of arguments (general and specific, absolute and conditional, ruler and convict, incoming and outgoing against, etc.)
- Methods of resolving the conflict of arguments
- Comparing the approaches of Immamieh jurisconsult with the public jurists
  - The history of jurisprudence and Jurists
- The era of interpretation and composition (Imams)
- The era of narrators
- The era of Ijthad (The beginning of Absenteeism until the early fifth century)
- The era of Perfection and the application of Ijthad (Sheikh Tusi)
- The era of Imitation (Sheikh Tusi to Ibn Idris)
- The era of religious jurists' renewed movement (Ibn Idris until eleventh century)
- The era of Akhbaryun religion
- The new era of Ijthad (Vahid Behbahani thirteenth century)
- The Contemporary era
  - Review of the rules of medical jurisprudence
    - Waste
    - Cause (Tasbib)
    - Guarantee
    - The sanctity of receiving wages for obligations
    - No harm
    - No sin
    - Pride
    - Permission
    - Ihsan
    - The principle of innocence
    - Emergency
      - Medical jurisprudence verdicts
      - Obligations related to the field of medicine
  - Restrictions in the treatment process (look, touch, similarity ...)
  - Rulings on worship (fasting, prayer)
  - Purification

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-Summoning

- The rulings of the dead

-The conflict of rules with the ruling of the reference

- Jurisprudence and the emerging of new (mostahdeseh) phenomena

-Organ Transplantation

- Fertility Aid methods (Artificial insemination, Replacing the uterus, ...)

- End-of-life care

- Euthanasia

-Simulation

- Brain death

- Abortion

### **References:**

1. History of jurisprudence and jurists: Dr. Abolghasem Gorji, last edition.
2. Philosophies of jurisprudence: Boostan Ketab Publications, last edition.
3. Principles of jurisprudence and Principles: Dr. Alireza Feyz, the latest publication.
4. Eras of jurisprudence: Professor Mahmoud Shahabi, the latest publication.
5. The first volume of the comprehensive book of things by Mirza Qomi with introduction by Dr. Abolghasem Gorji, the latest publication.
6. Medical referendums from authorities, the latest publication.
7. Principles of Islamic law inference: Dr. Abolhassan Mohammadi, latest publication.
8. Translation and explanation of the principles of jurisprudence Muzaffar, Ali Mohammadi and Mohsen Gharvayan, latest publication.
9. The Principles, by Dr. Abolhassan Mohammadi, the latest publication.
10. Organ Transplantation (Section 6), Dr. Baqer Larijani, latest publication.
11. The Rules of jurisprudence, Ayatollah Seyyed Mohammad Mousavi Bojnourdi, latest publication.

### **Student's evaluation:**

Mid-term and Final written exam (80%)

Article submission (20%)

Questions and answers while teaching during the semester

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**Course Name: Decision Making in Islamic Medical Ethics**      **Course Code: 11**

**Prerequisite or concurrent:** General medical ethics and professional ethics Code 4

**Number of Credits:** 2

**Credit Type:** Theoretical

**Overall Course Objectives:**

The students will learn the religious foundations of ethical decision making in the field of applied ethics. The student will be empowered in encountering with ethical issues in the medical profession. The student will obtain the skills of analyzing ethical issues and making decisions about the issues.

**Course descriptions and outlines: (34 Theoretical Hours)**

- ✓ Decision making and its relationship with problem solving
- ✓ The Epistemological fields of ethical decision making from an analytical perspective, existential philosophies and religious schools
- ✓ Schools and major approaches in ethical decision making
- ✓ Operational process and Ethical decision-making techniques
- ✓ Ethical conflicts in the medical profession
- ✓ Decision making techniques in ethical conflicts in medicine
- ✓ Moral audit in professional decisions in medicine
- ✓ Decision making in ethics from the perspective of existential philosophy and its adaptation and critique with the religious approach

**Teaching Methodology**

Theoretical and practical education

**References:**

Ethical Decision Making in Marketing. Lawrence B. Chonko, the latest edition Chonko, B Lawrence, Ethical Decision Making in Business, Iran Panah, Farid, Center for Globalization Studies, 2006.

Varnak, Mary, Existentialism and ethics, Masoud Olya, Ghofnoos Publications, (2<sup>nd</sup> ed.), 2014.

Fahim Nia, Mohammad Hossein, Principles and Concepts of Islamic Ethics in Quran, Qom Book Garden, 2010.

**Student's evaluation:**

Class Participation (25%)

Final Exams (50%)

Presenting a review article on one of the topics presented by the teachers (25%)

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**Course Name: Ethics in Research**

**Course Code: 12**

**Prerequisite:** None

**Number of Credits:** 1

**Credit Type:** Theoretical

**Overall Course Objectives:**

- 1.To empower the students in identifying ethical accounts of research and medical education.
- 2.To create the necessary knowledge and skills to evaluate and ethically monitor medical research in the right way.
- 3.To create the necessary ability to comment on the ethical issues of medical education and practice as an expert.

**Course description and outline: (17 theoretical hours)  
(Research)**

1. The history and the process of changes in ethics in medical researches
2. The fundamentals of ethics committees in medical researches and their duties
3. Assessment of benefit and risk in medical research
4. Conscious consent in medical research
5. Principle of confidentiality in medical research
6. Clinical trial and its ethical considerations
7. Ethical considerations in research on healthy volunteers
8. Ethics in publishing and intellectual property of research results
9. How to pay compensation in medical research
10. Ethical considerations in research on specific groups
11. Ethical considerations in research on blood and other additional tissues
12. Ethical considerations in interview and questionnaire studies
13. Ethical Considerations in Genetic research
14. Ethical Considerations in fetal research
15. Ethical Considerations in Transplant research
16. How to monitor after research approval by ethical committees

**References:**

1. Terror Smith, Ethics in Medical Research, the latest publication.
2. Veronica English, Gillian Romano - Critchley, Medical Ethics Today, second edition, the

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latest edition, B. M.J Publisher.

3. J. k. Mason, G.T. Laurie, Law and Medical Ethics, the latest edition, Oxford.

4. The Law and Ethics of Medical Research: by Aurora Plomer. Cavendish Publishing.

**Student's evaluation:**

Attendance and participation in class activities and presenting an article in the Club Journal (30%)

Final exams (50%)

Ethical analysis of the plans given to students as homework (20%)

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Curriculum of Medical Ethics in Ph.D.

**Course Name: Clinical Ethics 1 (Ethical Considerations in Physician-Patient Relation)**

**Course Code: 13**

**Prerequisite or concurrent:** General medical ethics and professional ethics Code 04

**Number of Credits: 2**

**Credit Type:** Theoretical

**Overall Course Objectives:**

To empower the students in identifying the anthropological and ethical aspects of physician's relationship with patients and other colleagues in the medical profession. To create skills and provide sufficient knowledge for ethical analysis and comment on challenges related to the above topics.

**Course description and outline: (34 theoretical hours)**

1. Patient rights and physician duties
2. Patient duties and physician rights
3. Professional commitment
4. Physician-patient relationship
5. Nature of physician-patient relationship
6. Ethical and clinical importance of good and effective communication with patient
7. Financial relationship between physician and patient
8. Patient privacy
9. Conscious consent
10. The right to refuse treatment
11. Truth-telling
12. Capacity determination and alternative decision-making
13. Confidentiality
14. The physician's relationship with the health staff
15. Ethical considerations in medical error and ethical considerations in medical complications
16. Conflict of interest of physician
17. National and international ethical charters of patient rights

**References:**

Veronica English, Gillian Romano - Critchley, Medical Ethics Today, second edition, the latest edition, B.M.J Publisher

J.K. Mason, G.T. Laurie. Law and Medical Ethics. the latest edition, Oxford

Sugorman J., Ethics in primary care, the latest edition, Me Graw Hill.

Ministry of Health, Treatment and Medical Education of the Supreme Planning Council of Medical Sciences of the Islamic Republic of Iran-Curriculum of Medical Ethics Ph.D.

**Student's evaluation:**

Classroom participation (25%)

Final exam (50%)

Submit a review article on one of the topics presented by the instructors. (25%)

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**Course Name: Clinical Ethics 2 (Ethical Considerations of the Beginning and End of Life)** **Course Code: 14**

**Prerequisite or concurrent:** General medical ethics and professional ethics Code 04

**Number of Credits: 2**

**Credit Type:** Theoretical

**Overall Course Objective:**

To gain in-depth knowledge and the ability to reason and make decisions based on ethical principles as well as conducting research on ethical issues related to the beginning and end of life.

**Course descriptions and outlines: (34 theoretical hours)**

**Ethical issues and considerations related to:**

1. Technologies to assist reproductive and alternative uterine
2. Stem cells and simulation
3. Methods of contraception
4. Abortion and taking care of pregnant women
5. Taking care of premature and disabled infants
6. Brain death and organ transplantation
7. Euthanasia
8. Suicide and suicide with the help of a doctor
9. Advanced directive
10. Maintenance and Palliative Care
11. Vain Treatment
12. Ethical considerations after death

**References:**

Jeff McMahan, The Ethics of Killing, Oxford University Press, the latest edition.

Gail Tulloch, Euthanasia - Choice and Death, Edinburgh University Press, the latest edition. A companion to Bioethics the latest edition.

The Prenatal Person: Ethics from Conception to Birth N M Ford. Blackwell, the latest edition.

**Student's evaluation:**

Research Project (25%)

Oral exam; Ethical reasoning in examining things (Case study) (25%)

Written Exam (50%)

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**Course Name: Applied Medical Ethics in the country's health system**

**Prerequisite:** None

**Course Code:** 15

**Number of Credits:** 4

**Credit Type:** Practical

**Overall Course Objectives:**

To gain ability and adequate practical skills to teach medical ethics, consultation, arbitration, and control of research projects in terms of ethical standards and face with clinical cases and consulting them, and also planning for ethical activities in health system organizations.

**Specific Objectives:**

**Part 1: Teaching medical ethics (in the second year of study)**

- Gaining experience and ability to teach medical ethics course
- Gaining experience and ability to prepare the content and syllabus
- Gaining experience and ability to manage the classroom
- Gaining experience and ability to design questions and hold medical ethics exams
- Gaining experience and ability in how to interact properly and constructively with students

**Part 2: Ethics in Research (in the second year of study)**

- Gaining experience and ability to ethically judge the proposal of projects and dissertations
- Gaining experience and ability to monitor and control ongoing projects and dissertations
- Familiarity with the structure and function of ethics committees in research
- Familiarity with how to judge articles and investigate research violations

**Part 3: Clinical ethics (in the first and second year of study)**

- Gaining experience and ability to resolve ethical conflicts in ballistic environments
- Gaining experience and ability to write clinical case reports
- Gaining experience and ability to interact with clinicians
- Gaining experience and ability to provide ethical advice in clinical settings
- Gaining experience and organizational ethics ability

**Part 4: Other cases (In the first and second year of study)**

- Familiarity with new scientific achievements
- Gaining experience and ability to present materials in scientific conferences

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## **Course descriptions and outlines: (136 practical hours)**

### **Part 1: Teaching medical ethics (in the second year of study)**

-Teaching medical ethics course for 2 credits each semester as the teacher assistant

#### **Evaluation:**

- ✓ Participation and cooperation in holding lesson sessions in the logbook and the quality of the relevant cooperation (4 points)
- ✓ Presenting a teaching session at the end of the second year (1 point)

### **Part 2: Ethics in Research (in the second year of study) under the supervision of the relevant professor**

-Judging proposal of 2 research projects or dissertations in a month, total number of 24 in a year under the supervision of an expert in medical ethics who is a member of ethics in research committee.

#### **Evaluation:**

- ✓ Judging projects and the quality of judging (3 points)
- ✓ Controlling 2 research projects and submission of relevant reports (1 point)
- ✓ Participation in research ethics committee meetings based on logbook and submitting the relevant report (1 point)

### **Part 3: Clinical ethics (in the first and second year of study) under the supervision of the relevant professor**

-Participation in at least 60 CPC sessions and receiving a certificate of attendance

-Participation in at least 6 sessions of the hospital ethics committee

- Providing the relevant report of CPC sessions related to students

#### **Evaluation:**

-Participation in meetings (2 points)

-Participate in the meeting of the hospital ethics committee and prepare the relevant report (1 point)

-Evaluation of the report of CPC sessions (2 points)

### **Part 4: Other cases (in the first and second year of study)**

-Participation in at least 60 Journal Club sessions and receive a certificate of attendance

-Presenting the relevant Journal Club sessions related to the student

#### **Evaluation:**

- ✓ Regular participation in the sessions based on the relevant logbook (2 points)
- ✓ Article presentation and the quality of presentation based on approved instructions and approved checklist (3 points)

#### **Student's evaluation:**

Submission of certificate or report and, if necessary, holding a practical exam

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**Course Name: Internship**

**Course Code: 16**

**Prerequisite:** All deficiency (compensatory), compulsory and optional courses

**Number of credits: 5**

**Credit Type:** Internship

**Third and fourth year**

Due to the inadequacy of the curriculum of the Ph.D. program of the Medical Ethics Field approved in 2008 to enable students to apply the knowledge of medical ethics in the fields of education, research and service delivery, the Department of Medical Ethics of the University of Medical Sciences has developed an internship program for medical doctoral students. This program is for internships of students after passing the comprehensive exam and before defending the dissertation. The internship program is in the following areas:

**1- Hospital Ethics Committee**

Attending the hospital ethics committee for 6 months (2 days a week) and attending grand rounds, mortality and morbidity committee, handling complaints, teaching hospital ethics to staff and Learners, cooperation in providing clinical counseling, cooperation in monitoring the current state of ethics in clinical settings and reporting, ethics CPC coordination ...) under the supervision of the relevant professor (evaluation based on the quality of attendance and reporting of assigned tasks)

**2- Teaching ethics to learners**

Leading group discussions and lectures in teaching medical ethics for learners in the presence of the teacher for a total of 6 sessions in 6 weeks (1 day per week) (Evaluation is based on the prepared course content and teaching quality)

**3- Activities in the field of ethics in research**

Monitoring researches including clinical trial, animal research, laboratory research, etc. 6 cases by submitting a written report under the supervision of the relevant professor (evaluation is based on the quality of the report)

**4- Presenting a certificate of attendance in at least 70 sessions of presenting and discussing medical ethics (Case Presentation Conference).**

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**Course Name: Thesis**

**Course Code: 17**

**Prerequisite:** Passing the training course

**Number of Credits:** 18

**Credit Type:** ---

**Overall Course Objectives:**

Design and implementation of a research project related to medical ethics.

**Course description:**

Students need to conduct research in the subject of medical ethics in accordance with the Ph.D. educational regulations approved by the High Council of Medical Sciences planning.

**References:**

Based on the supervisor's opinion

**Student's evaluation:**

In accordance with the Ph.D. educational regulations approved by the High Council of Medical Sciences planning.

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**Course Name: Comparative Medical Ethics in Islam, Religions and Secular Approach**

**Prerequisites:** None

**Course Code:** 18

**Number of Credits:** 2

**Credit Type:** Theoretical

**Overall Course Objectives:**

The aim of this course is to get acquainted with how monotheistic religions and other major schools in the world deal with medical ethics. Comparative examination of medical topics in different religions, in addition to showing the difference between the religious approach in general and the secular approach, it shows the different aspects of the religions in question in solving the moral problems in the field of medicine.

**Course descriptions and outlines: 34 theoretical hours**

1. The history of interconnection between religion and medical ethics
2. The place of religion in the formation of moral values
3. Medical ethics from the Islamic point of view:
  - Shiite view
  - Sunni view
4. Medical ethics from Christian perspective
5. Medical ethics from Jewish perspective
6. Medical ethics from Zoroastrian perspective
7. Medical ethics from the Far East religions and schools
  - Buddhist view
  - Confucius view
  - Hinduism view
8. Principles of Medical Ethics from a Secular Perspective

**References:**

1. Guinn, David E. Hand book of Bioethics and Religion. Oxford University Press, the latest edition.
2. Beauchamp Tom L, Childress James F principles of Biomedical Ethics. Oxford University Press, the latest edition.
3. The Blackwell Guide to Medical Ethics 3. Edited by: Rosamond Rhodes, Leslie Francis and Anita Silvers, USA Pub Date the latest edition.

**Student's evaluation:**

Written Exam

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**Course name: Medical Sociology**

**Course Code: 19**

**Prerequisites:** None

**Number of Credits:** 1

**Credit Type:** Theoretical

**Overall Course Objectives:**

The need for graduates to be familiar with the general concepts of sociology, especially the approach of the health system and concepts such as social health, social justice and ... to create more comprehensive in the students' analytical attitudes

**Course Description and Outline: 17 theoretical hours**

- A Brief Introduction to Sociology and Medical Sociology
- Analysis of Health, Disease, Illness
- Deficiencies, disabilities and disablement
- Social health and social components of health
- Health inequalities, concepts and theories
- Social capital and health
- Care in community, self-medication, institutions and organizations related to health
- Modernity and the study of medical errors

**References:**

The materials and articles presented in the class

**Student's evaluation:**

Mid-term and Final Written Exam

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**Course Name: Ethics in New Medical Technologies**

**Course Code: 20**

**Prerequisites:** None

**Number of Credits:** 1

**Credit Type:** Theoretical

**Overall Course Objectives:**

To enable the students of the medical ethics special training identify and do ethical analysis; access and apply new medical technologies and also solve the related ethical issues

**Course Minor Objectives:**

- a) Explain the necessity of access and application of new medical technologies based on the principle of justice in the distribution of resources
- b) Ethical evaluation of new medical technologies
- c) Ability to develop necessary ethical guidelines for the use of new medical technologies

**Course description and outline: (17 theoretical hours)**

1. Ethics in new medical technologies – Generalities
  - 1.1 Ethical decisions in the use of new medical technologies
  - 1.2 Priority and justice in access to new medical technologies
2. Ethical considerations in nanotechnology
  - 2.1 Ethical considerations in new technologies of medical genetics
  - 2.2 Ethics in the formation and management of biobanks (1 and 2)
  - 2.3 , 2.4 Ethical considerations in health information technology
3. Ethical considerations in stem cell research and application
  - 3.1 Ethical considerations in the use of robots
4. Evaluation (written exam and student project)

**References:**

Materials and articles presented in the classroom

Student's evaluation:

Mid-term and final Written Exam

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**Course Name: Communication Skills and Islamic Instructions Course Code: 21**

**Prerequisites:** None

**Number of Units:** 1 (0.5 Theoretical - 0.5 Practical)

**Type of Unit:** Theoretical - Practical

**Overall Course Objectives:**

- An expert in medical ethics needs to learn communicating effectively with others is a skill that must be learned and practiced and is not a matter of taste and learns that these skills are interrelated and that knowing all of them and the skill in all of them is necessary.
- Although these skills can be learned based on different models, in Islamic Iran, it is necessary to be based on the instructions of Islam and to be in accordance with Islamic culture and civilization, and finally, as emphasized by the religion of Islam, to behave with more patience, tolerance and respect. Therefore,
- An expert in medical ethics needs to be familiar with Islamic judgments related to his profession and be able to identify them with his behavior.
- An expert in medical ethics needs to know piety, patience, respect, honesty, frankness, and assertiveness and act upon those characteristics.
- In addition to controlling one's senses, an expert in medical ethics needs to be able to control the conflicts in others' communications in the environment.
- An expert in medical ethics needs to be able to deliver effective and influential lectures.
- An expert in medical ethics needs to know management skills and effective teamwork.
- An expert in medical ethics needs to be aware of the techniques of negotiation, and in particular the negotiation with the media, as well as the heads of organizations and centers.

**Course Minor Objectives: (intermediate)**

An expert in medical ethics needs to:

- 1- know the religious instructions confirming effective communication
- 2 - know the importance and components and characteristics of communication
- 3- know styles and models of communication
- 4- know and be aware of communication skills and to be able to implement them in a timely manner
- 5- To be able to hold workshop on communication skills.

**Outline: 9 theoretical hours - 17 practical hours**

Religious instructions regarding relation with others such as piety, patience, respect, kindness, lenience, intermediate correction and etc.

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2-Generalities of communication such as: Importance of communication - Scope of communication - Concept of communication - Definitions of communication - Components of communication

3-Communication styles: aggressiveness, dominance, subservience, assertiveness

4-Self-communication: knowing oneself, be honest with oneself, self-acceptance, self-dominance and ...

5-Verbal and non-verbal communication (body language and language of action and objects)

6-Communication skills: empathy, active and effective listening, respect

7-Communication skills: control yourself and others' anger, self-assertion and daring

8-Techniques and skills of presenting lectures, effective teamwork, negotiation

### **Students' Tasks and Assignments**

-Participation in solving the problems raised

-Presenting general and practical examples

-Modeling role

-Preparing slides to present a half-day workshop

Teaching Method:

Interactive lecture and group discussion and modeling role

### **Teaching Aid Tools**

-Whiteboard

-Slide projector (PowerPoint)

### **Students' evaluation:**

Final exam

At the end of this course, the student should be able to manage and teach a four-hour workshop on the topics of this course.

### **References:**

Kafi's secondary points, Sheikh Koleini

Encyclopedia of Medical Hadiths, Ayatollah Reyshahri

Communicology, Dr. Mehdi Mohsenian Rad

Communication Styles and Skills, Dr. Nima Ghorbani

Non-Verbal Behavior in Interpersonal Relationships, Virginia P. Richmond

Effective Teamwork, Micheal West

Psychology of Assertiveness, Robert Albern, Michael Emmons

Messages, Matthew McKay, Martha Davis, Patrick Fening

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**Student's evaluation:**

Cooperation and participation in classes (25%)

Final exam (25%)

Presenting a half-day workshop (50%)

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**Chapter 4**  
**Standards of the Specialized Doctoral Program (Ph.D.)**  
**Medical Ethics Field**

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## Curriculum standards

The following are the minimum topics that should be considered by evaluators in the curriculum evaluation process:

\*It is necessary that the course is equipped with spaces and general educational facilities such as: dedicated classroom, conference hall, specialized bookshelf in the department (group), a public library, a computer center equipped with a high-speed Internet and specialized software, a department-specific website and an educational archiving system.

\*It is necessary that the educational department provides the required special spaces, including: specialized laboratories, hospital and social areas based on the provisions of the educational program.

\*It is necessary for the educational department to provide the curriculum with the required welfare and cultural spaces, including: professors' rooms, students' rooms, self-service, prayer halls, dormitories, and cultural and sports facilities.

\*It is necessary that the training areas outside the rotation courses of the department be conclusively approved by the assessment team.

\*It is necessary that populations and specific materials required for education, including: patient, under-hospital active beds, laboratory samples, food samples, medicine or cosmetics be accessible to the learners based on the needs of the training program in sufficient numbers and acceptable diversity.

\*It is necessary that the required capital and consumption equipment in the program is provided to the program executors and their quality is approved by the assessment team.

\*It is necessary that the necessary facilities for training exercises and related research, in accordance with the field being evaluated, are available to the faculty and students, and being approved by the evaluators.

\*It is necessary that the evaluated education department has the required faculty based on the items in the training program and the approvals of the Development Council and its documents are provided to the evaluation team.

\*It is necessary that the training department has the required trained staff available in order to train the learners, according to what is stated in the educational program.

\*It is necessary that the educational program (Curriculum) is available to all audiences. \*

\*It is necessary that the bylaws, instructions, guidelines, rules and regulations be available to all audiences. Learners should be informed about them at the beginning of the course and their documentation should be provided to assessors.

\*It is necessary that the course materials such as books and journals required by learners and faculty members be available on the department bookshelf.

\*It is necessary that learners are actively present at their workplace during the week, according to the number of days in the current rules, to perform their duties under the supervision of professors or senior learners, and the weekly or monthly schedule of the department should be available.

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\*It is necessary that the content of the syllabus in theoretical courses be compatible with at least 80% of the topics in the curriculum.

\*It is necessary that learners be actively involved in all the department educational and research programs, such as in-group conferences, seminars, practical work, research work, and lower-level training, according to the department regulatory program, and the documentation should be provided to the evaluators.

\*It is necessary that the training process during the course be relatively satisfactory to the learners and approved by the evaluators.

\*It is necessary to inform the learners about the dress code at the beginning of the course and to monitor it, there should be appropriate executive mechanisms approved by the evaluators in the department.

\*It is necessary that learners are aware of the ethical codes in the curriculum and act upon it, and their action should be approved by the evaluators.

\*It is necessary that in the educational group, a training portfolio be formed for all learners and the results of evaluations, certificates of educational activities, inside and outside the educational group, incentives, reminders and other necessary documents should be kept in it.

\*It is essential that learners have an acceptable log book in accordance with the general and specific competencies contained in the program under evaluation.

\*It is necessary that learners in each academic year develop adequate exclusive interventional skills based upon the points in the curriculum and record it in their log book and get it signed by the supervising professors.

\*It is necessary the log book be continuously completed by the learners and monitored by the relevant professors and they should be provided with the necessary written feedback.

\*It is essential that learners participate in the department research projects throughout their course and that documentation is available.

\*It is necessary that the learners have passed the units outside the educational department (if any) according to the academic year and have received a certificate from the person in charge of the relevant field and its documents should be presented to the evaluation group.

\*It is necessary that there is pre-planned and determined interdisciplinary scientific collaborations between the main department and other departments, and that documents indicating these collaborations be available.

\*It is necessary that instructions utilize at least 70% of the methods and techniques stipulated in the curriculum.

\*It is necessary that learners be evaluated during the course using the methods outlined in the program and the documentation will be provided to the assessment team.

\*It is necessary that the evaluated university or educational centers has adequate criteria stipulated in the educational program.

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**Chapter 5**  
**Educational Program Evaluation**  
**Specialized Doctoral Program (Ph.D.)**  
**Medical Ethics Field**

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## Program Evaluation

The evaluation will be in the forms of *Formative Evaluation* and *Summative Evaluation*. A unit responsible for conducting the evaluation of the faculty evaluation committees and under the supervision of the central evaluation committee of the university will be determined.

### The conditions for final evaluation of the program:

The program will be evaluated based on the following conditions:

1. Four years after the implementation of the program
2. Major technological changes which necessitate the review of the program
3. The decision of the main policy makers related to the program

### Criteria for Program Evaluation:

#### Criteria:

- \*Degree of satisfaction of graduates with the program (65%)
- \*Degree of satisfaction of faculty members with the program (30%)
- \*Degree of satisfaction of health system managers with the results of the program (5%)
- \*Degree of needs assessment and solving health problems by graduates of the field (According to the evaluators)
- \*Quantity and quality of intellectual and research products by graduates of the field (According to the evaluators)

### Program Evaluation Method:

- A survey on the faculty members involved in the program, assistants and graduates with pre-revised questionnaires
- Using the existing questionnaires in the evaluation and accreditation unit of the Secretariat

### Program Evaluation Supervisor:

The one in charge of the evaluation of the program is the Council for the Development of Medical Science Universities in cooperation with the program development or review group and other educational secretariats and other faculty members.

### Program Review Method:

#### The steps of reviewing this program are as follows:

- \*Gathering information obtained from surveys, comparative and field research, suggestions and opinions of experts
- \*Request from the Secretariat to form a committee to review the program
- \*Introducing the collected information in the review committee of the program
- \*Review in the required parts of the program and presenting the draft of the revised educational program to the Secretariat of the High Council of Medical Sciences

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## **Appendices**

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## **Appendix No. 1 Charter of Patients' Rights in Iran**

1- Optimal receipt of health services is the patient's right.

- Presenting health services should be:

1-1) Worthy of human dignity and respect values, cultural and religious beliefs;

1-2) Based on honesty, fairness, politeness and kindness;

1-3) Free from any discrimination, including ethnic, cultural, religious, type of disease and gender;

1-4) Based on updated knowledge;

1-5) Based on the superiority of the patient's interests;

1-6) Fair and based on patients' treatment priorities as regards the distribution of health resources;

1-7) Based on the coordination of care elements including prevention, diagnosis, treatment and rehabilitation;

1-8) With the provision of all basic and essential welfare facilities and away from imposing suffer and unnecessary restrictions;

1-9) Pay special attention to the rights of vulnerable groups in society, including children, pregnant women, the elderly, the mentally ill patients, prisoners, mentally and physically disabled, and unaccompanied persons;

1-10) In the fastest possible time and with respect to the patient's time;

1-11) Considering variables such as language, age and gender of service recipients;

1-12) In necessary and urgent cases (emergency), services should be provided regardless of the cost. In case of non-urgent cases, it should be defined according to the standard terms;

1-13) In necessary and urgent cases (emergency), if it is not possible to provide appropriate services, it is necessary to provide the necessary services and necessary explanations in order to transfer the patient to an equipped unit;

1-14) In the final stages of life, when the patient's condition is irreversible and death is imminent, the goal is to maintain the patient's comfort. Comfort means reducing the patient's pain and suffering, paying attention to the psychological, social, spiritual and emotional needs of him and his family at the time of death. The dying patient has the right to be with the person he wants in the last moments of his life.

2- The information should be provided to the patient in a satisfactory and sufficient manner.

2-1) The information needs to cover the following content:

2-2-1) The content of the charter of patients' rights at the time of admission;

2-1-2) Standards and predictable costs of the hospital such as treatment and non-treatment costs, insurance rules and introducing supportive oppression at the time of admission;

2-1-3) Name, responsibility and professional rank of members of the medical team responsible for providing care, including doctors, nurses and students and their professional relationship with each other;

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2-1-4) Diagnostic and therapeutic methods and the strengths and weaknesses of each method and its possible side effects, diagnosis of the disease, prognosis and its side effects, as well as all the information influencing the patient's decision-making process;

2-1-5) How to access the treating physician and key members of the medical team during treatment;

2-1-6) All actions with a research nature.

2-1-7) Provide necessary training to continue treatment

2-2) Presenting information should be provided as follows:

2-2-1) Information should be timely and appropriate to the patient's condition, including anxiety, pain and his characteristics including language, education, and comprehension, unless:

-Delay in initiating treatment by providing the above information is considered harmful to the patient; (In this case, the transfer of information after the necessary action, should be done at the first appropriate time.)

-Despite being informed of the right to receive information, the patient refuses to do so, in which case the patient's request should be respected; unless not being informed put the patient at serious risk with others;

2-2-2) The patient can access all the information recorded in his clinical file and receive its image and request the correction of errors contained in it.

3- The patient's right to choose and decide freely in receiving health services must be respected.

3-1) The scope of selection and decision-making needs to be about the following:

3-1-1) Selection of the treating physician and the center providing health services within the framework of the criteria;

3-1-2) Selection and conference with the second physician as the consultant;

3-1-3) Participation or non-participation in any research, with the assurance that his decision will not affect the continuity of how to receive health services.

3-1-4) Accepting or rejecting the proposed treatments after being aware of the possible side effects of accepting or rejecting it, except in cases of suicide or in cases where refusing to treat would put another person in serious danger;

3-1-5) Announcing the patient's previous opinion about future treatment measures when the patient has the capacity to make decisions and as a guide to medical procedures in the absence of his decision-making authority in accordance with legal standards considered by health care providers and the decision maker replaces the patient.

3-2) The conditions for selection and decision-making include the following:

3-2-1) The patient's choice and decision-making should be free and informed, based on receiving sufficient and comprehensive information (mentioned in paragraph 2);

3-2-2) After providing information, the patient should be given the necessary and sufficient time to make a decision and select.

4- The provision of health services should be based on respect for the patient's privacy (right to privacy) and the principle of confidentiality.

4-1) Observance of the principle of confidentiality regarding all information about the patient is mandatory, except in cases where the law has excluded it;

4-2) In all stages of care, both diagnostic and therapeutic, the patient's privacy must be respected. It is necessary for this purpose to provide all the necessary facilities to ensure the privacy of the patient;

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4-3) Only the patient and group therapy and authorized persons on behalf of the patient and persons who are considered authorized by law can access the information;

4-4) The patient has the right to be accompanied by a trusted person in the diagnostic process, including examinations. Accompanying one of the child's parents in all stages of treatment is the child's right, unless it is contrary to medical necessities.

5. Access to an efficient complaints system is the patient's rights.

5.1) Every patient has the right to file a complaint to the competent authorities in the event of a violation of his or her rights, which is the subject of this charter, without interfering the quality of health services;

5.2) Patients have the right to be informed of the procedure and the results of their complaint;

5.3) Damage resulting from the error of health care service providers must be compensated as soon as possible after review and proof in accordance with regulations.

In the implementation of the provisions of this charter, if the patient for any reason does not have the capacity to make decisions, the exercise of all the rights of the patient - mentioned in this charter - will be the responsibility of the alternative legal decision maker. Of course, if a substitute decision-maker obstructs the patient's treatment, contrary to the physician's opinion, the physician can appeal to review the decision through the relevant authorities.

-If a patient is without required qualities to make decisions, but can make a reasonable decision in a part of the treatment, his decision must be respected.

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## **Appendix No. 2**

### **Executive Regulations for Dress Code and Students' Professional Ethics In Laboratory-Clinical Environments**

The dress code and behavior of all the staff in the professions related to medical sciences department needs to be in a way that besides maintaining the professions' dignity, provides effective professional communication with patients, patients' companions, colleagues and others in educational settings.

Therefore, it is morally necessary for all ones who are studying or providing services in clinical and laboratory educational settings to observe the following rules.

#### **Chapter 1: Dressing and Dress Code**

The students' clothes to enter educational environments, especially clinical and laboratory environments, should be uniform and include the following set of features:

- 1-White knee-high non-stick cape with long sleeves
- 2- The cape must be sealed with the logo of Medical Sciences University and the relevant medical health services.
- 3- All buttons on the cape must be completely closed during the entire period of attendance in educational environments.
- 4-Using a valid identification card (ID) with a photo attached (containing first name, last name, faculty name, field of study) on the cover, in the left chest area during the entire period of attendance in educational environments is mandatory.
- 5-Female students should cover the entire head, neck, under the neck and hair with a suitable cover.
- 6-Pants should be long, conventional, plain, and non-stick; use of ripped jeans and the like is not appropriate for the medical dignity.
- 7-It is essential to wear simple socks that cover the entire foot and leg.
- 8-It is forbidden to wear lace socks with embellishments.
- 9- Shoes should be comfortable and appropriate, there should be no noise when walking.
- 10-The cape, dress, and shoes must be comfortable, clean, neat, and conventional, and they should not have sharp and inappropriate colors.
- 11- It is forbidden to use inappropriate badges for the medical field and hang them on the cape, pants, and shoes.
- 12- It is forbidden to use and expose any ring, bracelet, necklace, and earrings (except wedding ring) in educational environments.
- 13- The use of slippers and sandals in educational environments except in operating room and delivery room is prohibited.

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## **Executive Regulations for Dress Code and Students' Professional Ethics In Laboratory-Clinical Environments**

### **Chapter 2: Personal hygiene and make-up standards in educational environments of the country**

Those related to the medical professions are models for personal cleanness and hygiene. Thus, cleanness in appearance and hygiene are essential in medical science educational environments. 2- Nails should be short and clean. Using nail polish and nail stickers in any form is prohibited. The use of artificial nails and long nails increases the chances of transmitting the infection and the possibility of damage to others and medical equipment.

3- Unconventional make-up of the head and face is far from the practice of the medical profession. 4- It is forbidden to show any make-up in the form of a tattoo and using a ring with a jewel in the nose or any part of the hands and face.

### **Chapter 3: Criteria for students' behavior in medical education environments**

1- Observance of the principles of professional ethics, humility and modesty in dealing with patients, patients' companions, professors, students and staff is mandatory.

2- Speaking in educational settings should be accompanied by calm and courtesy, and making any loud noise or uttering words that are not appropriate in the medical profession is prohibited.

3- Smoking at all times when a person is present at educational environments is prohibited.

4- Chewing gum and the like is prohibited in laboratories, conference halls, patient rounds and in the presence of professors, staff and patients.

5- When attending classes, laboratories and rounds of patients, the mobile phone should be turned off and at other times, its use should be reduced as necessary.

6. Any discussion or joke in related public places such as elevators, coffee shops and restaurants is prohibited.

### **Chapter 4: Supervising the administration and follow-up cases of violations of regulations**

1- Supervising the principles of this regulations in educational hospitals and other clinical education medical environments is the responsibility of the deputy of the hospital, director of the department, chairman of the department, and educational and student experts.

2- People who do not observe the professional ethics and principles of this regulation will be warned first and if they insist on committing a violation, they will be referred to the Student Disciplinary Council.

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## Appendix No. 3

### Rules of Working with Laboratory Animals

Animals have a very important role in promoting and expanding medical research, and the ethical principles and instructions of the divine religions dictate that we adhere to their rights. Therefore, researchers are required to observe the relevant ethical principles in the researches they conduct on animals. Consequently, according to the approvals of the Publications Commission, it is mandatory to mention the code of the Ethics Committee in research articles submitted to scientific journals. The following are the principles and rules of working with laboratory animals:

- \*The storage space and building have the necessary facilities for animal health.
- \*Before the arrival of the animals, depending on the type and species, the necessary conditions should be provided for keeping them.
- \*Cages, walls, floors and other building parts should be washable and disinfectable.
- \*In Indoor conditions, the required conditions such as light, oxygen, humidity, and temperature should be provided.
- \*If kept outdoors, the animal should have a shelter.
- \*The space and cage should fit the animal species.
- \*Cages allow the animal to rest.
- \*In animal transportation, the heating and cooling conditions, light and breathing air from the place of purchase to the permanent place of the animal need to be observed.
- \*The animal transport vehicle has appropriate conditions and has the necessary license.
- \*The health of the animal should be monitored by the recipient.
- \*The quarantine of the newly arrived animal should be observed.
- \*Animals should not be placed near their predators.
- \*Cages should be kept at the sight of the observer.
- \*\*There should be no possibility of animal escape from the cage.
- \*Remove extra noises from the environment that annoy the animal.
- \*There should be no possibility of injury to the animal as a result of movement.
- \*The bed and resting place of the animal should be cleaned regularly.
- \*Storage space should be regularly washed and disinfected.
- \*Use standard disinfectants to clean the environment and sanitize work equipment.
- \*The animal's food and water should be appropriate and hygienic.
- \*Ventilation and evacuation of excretion should be done continuously so that there is no annoying odor and no possibility of allergens and disease transmission to staff, as well as laboratory animals.
- \*There should be a suitable space for disposal of corpses and carcasses of animals.
- \*There should be adequate, comfortable and hygienic space for office staff, technicians, and caregivers.

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\*Do not use sick animals or animals with special conditions such as pregnancy and lactation in research.

\*Before conducting any research, the necessary opportunity should be provided for the animal to adapt to the environment and the people.

\*Employees must have received training in working with animals.

### **Conditions for Conducting Animal Research**

- ✓ The specific animal species selected needs to be appropriate for testing and research.
- ✓ The minimum animal required be used for statistical and true research accuracy.
- ✓ It should not be possible to use optimal replacement programs instead of using the animal.
- ✓ Minimal harassment should be used in different stages of research and in the method of animal death after research.
- ✓ Observe animal labor codes throughout the study.
- ✓ The results should lead to improving the health of the community.

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