



Teheran University of Medical Sciences

International Campus

School of Medicine

Title:

Medical Ethics Fellowship's curriculum Development

**A dissertation submitted as partial fulfillment of the requirements for
Doctor of Philosophy (PhD) Degree**

By

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Year: 2021

Register number:25

Abstract:

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Introduction: Medical faculty members in all their functional areas need medical ethics and therefore teaching medical ethics to faculty experts is inevitable, but so far there has been no written and appropriate program in this area. For a successful training, a useful training program should be developed based on a real needs assessment of the existing ethical challenges and priorities required in relation to professionals. The purpose of the study was to assess the educational content of faculty members on medical ethics so that a comprehensive program could be developed for them.

Methods: The study was conducted in three stages using a combination of library study, qualitative study and small-scale quantitative study.

Library study: At this stage, the keywords related to teaching ethics to individuals after graduation were searched in the first step, and in the next step, medical ethics or bioethics fellowship courses in the databases of the world's prestigious universities were reviewed.

Qualitative study: In the first stage, with 14 members of clinical faculty and medical ethics of several universities of medical sciences, semi-structured individual interviews on the challenges of medical ethics in the country, the need to teach ethics to faculty members, roles and competencies expected from ethics graduates Faculty special medicine was performed and the findings were evaluated by guided content analysis. In the next stage, the results of analyzing the content of these interviews were presented in a meeting that was held with the presence of 16 experts in clinical and medical ethics, students and supervisors, and the necessary priorities were obtained. In the second part of this panel, professors were asked to review the tables related to the roles, competencies and knowledge expected of graduates of the postgraduate course in medical ethics, to vote based on their mental priorities. Then, reliable competencies and professional activities were designed by the research team and a questionnaire was given to a group of faculty members, students and medical ethics graduates to vote on their importance, appropriateness and transparency based on the Likert scale.

Quantitative study: In the next step, the relationship between competencies and professional activities was assessed and the extent of this relationship was obtained.

Findings: The definition of fellowship courses and types of medical or biomedical ethics fellowship courses were obtained and the results of the analysis of the content of interviews as four main categories of medical ethics challenges in the country, the need to teach ethics to faculty members, expected roles of graduates The Medical Ethics Fellowship course and the expected competencies were categorized. Also, in the panel of experts, the necessity and how to hold the course were examined and the priorities of

the expected roles and the necessity of the necessary knowledge and skills to play the roles were obtained. Then, the content validity ratio and content validity index related to all competencies and professional duties were obtained. Except for the ethical management capability, all competencies obtained the necessary points in terms of content validity ratio. They obtained the ratio and content validity index and in the last stage, the relationship between competencies and professional tasks was examined. The highest level of relationship was related to ethical reasoning competencies and all tasks had a positive relationship with at least one of the competencies.

Conclusion: After analyzing all the data, a list of competencies and professional activities and knowledge required to design a medical ethics fellowship training program was prepared and a draft curriculum was written based on it

Keywords: Medical Ethics, Medical Ethics Education, Curriculum, Fellowship Course