



LETTER to EDITOR

Is preserving digital elements in post-corona still essential for students' courses?

Mousa Bamir^{1,*}, Shahryar Sanaee², Reza Sadeghi³

¹Social Determinant of Health Research Center, Institute for Future Studies in Health, Kerman

University of Medical Sciences, Kerman, Iran

²Department of Teaching English as a Foreign Language, Azad university, Sirjan Branch, Kerman, Iran

³Department of Public Health, Sirjan School of Medical Sciences, Sirjan, Iran

*Institute for Future Studies in Health, Ebnsina-badrad St. Kerman, 7816916338 Iran

Tel: +98 9108350520
Fax: +98 42340626-034
Email: bamir@ut.ac.ir

Dear Editor,

Medical ethics can be traced back to the Hippocratic Oath of antiquity, which in recent decades has shown much attention to medical ethics and its effects, making the medical ethics an essential part of medical education worldwide. In different courses, various educational methods have been used to teach this. However, during the COVID-19 epidemic, students faced numerous challenges due to limitations and cancellation or disruption of clinical education programs, especially medical ethics courses. (1, 2).

Scientific evidence also showed that Covid-19 has made medical ethics more vulnerable than before, since before the spreading of the virus, students learned their professional and moral values by interacting with professors, classmates, patients, as well as other health care providers (3).

Although altruism, responsibility, respect, and justice are better understood by students around the world during the catastrophic COVID-19 epidemic, but they forced universities to use alternative methods to teach values and medical ethics curriculum concepts. So, e-learning and online platforms became the most important alternative tools in to face-to-face teaching during coronavirus (4).

Scientific evidence showed that virtual technologies have been very helpful in teaching and learning medical ethics.

At the time of writing this article, more than 100 medical ethics articles have been published, which is a testament to the challenge of medical ethics during Covid-19 (5-8). But we did not find a study that consider the use of digital elements to teach medical ethics in the post-corona, therefore given the attractiveness of multimedia in online medical ethics education and its tremendous impact on learning relative to attendance, it is suggested in the post-Corona, the digital elements be used as a valuable contributor, either as a supplement or alone in medical ethics education. In addition to the ability to recover, digital education provides more educational value and helps to deepen the issue. In general, we support the preservation of the elements of digital education in medical ethics as a complement to face-to-face training or as a fully online training for post-corona, and consider it a necessity.

Ethical considerations

Ethical issues including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, redundancy, etc. have been completely observed by the authors.

Financial Support: None

Conflict of interest: We declare no competing interests.

REFERENCES

- Ekmeççi PE. MEDICAL ETHICS EDUCATION IN TURKEY; STATE OF PLAY AND CHALLENGES. *Int Online J Educ Teach*. 2016;3(1):54-63. PMID: 27213100; PMCID: PMC4871155.
- Ahmed H, Allaf M, Elghazaly H. COVID-19 and medical education. *Lancet Infect Dis*. 2020; 20(7): 777-8.
- Curkovic M, Kosec A (2020) The ethics (mis)used for filling the voids or harm of harm reduction ethics. *J Geriatr Oncol*. <https://doi.org/10.1016/j.jgo.2020.05.002>
- Mobasher M. Virtual learning for teaching medical ethics during COVID-19 pandemic. *J Med Ethics Hist Med*. 2020 Dec 19;13:25. doi: 10.18502/jmehm.v13i25.4956. PMID: 34055241; PMCID: PMC8141210.
- Rose S. Medical student education in the time of COVID-19. *JAMA*. 2020; 323(21): 2131-2.
- Perry J, Ruhaas R, Sakowsky R. Die COVID-19-Pandemie als Impulssetzer für die Lehrgestaltung: Reflexionen aus Lehrenden-Perspektive zur Online-Lehre in der Medizinethik. *Ethik Med*. 2021 Nov 3:1-4. German. doi: 10.1007/s00481-021-00669-4. Epub ahead of print. PMID: 34744318; PMCID: PMC8564586.
- Worthington RP, Madhok R, Heller RF. Improving global access to medical ethics education: a free self-paced online course on the Peoples-uni website. *Indian J Med Ethics*. 2020 Mar 28;(-):1-6. doi: 10.20529/IJME.2020.031. Epub ahead of print. PMID: 32546466.
- Hauschildt K, Paul TK, De Vries R, Smith LB, Vercler CJ, Shuman AG. The use of an online comment system in clinical ethics consultation. *AJOB Empir Bioeth*. 2017 Jul-Sep;8(3):153-160. doi: 10.1080/23294515.2017.1335808. Epub 2017 May 30. PMID: 28949894; PMCID: PMC5621479.