

The need for medical disciplines to be inspired by the basics of medical education during the COVID-19 pandemic

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To Editor,

Healthcare, a crucial sector in any country's infrastructure, is responsible for ensuring the physical and psychological well-being of society. Within this expansive field, a variety of basic sciences and clinical disciplines exist, each contributing to the overall image of health within the scope of its expertise. Education serves as the common thread that links different disciplines together. Education is often referred to as the missing link in the health education system by scholars.¹ Medical education has only emerged in the past few decades. Although a relatively new field, medical education is crucial and effective, with the potential to bring about a significant paradigm shift in healthcare. Beyond the immediate outcomes and effects, which are evident in the form of significant documents affirming the importance of this discipline and advocating its incorporation into high-level documents and large-scale policies, the success of this discipline's graduates serves as compelling evidence for its application. It also offers hope for addressing the challenges encountered by education in basic and clinical sciences. In today's world, we confront both communicable and non-communicable diseases. The nature and treatment methods for these diseases have evolved alongside changes in our lifestyles. Medical education plays a crucial role in addressing these changes, helping to overcome the challenges faced by basic and clinical science education. By doing so, it enhances the effectiveness and efficiency of the health system. Medical education, underpinned by a robust philosophical foundation and diverse methodologies, spans a broad spectrum from care and prevention to treatment and recovery. It encompasses both basic and clinical sciences. Experts in basic and clinical science should be motivated by this advantageous and practical discipline to address their educational gaps. While these

experts may have much to offer in their respective fields, it does not necessarily equate to success in education. Medical education, a reliable and transformative tool, can alleviate the challenges associated with learning and guide professionals in their respective fields.² This discipline strives to advance the fields of science and health by applying the essential principles and practices of education and learning, as well as the minor but significant factors. The crucial factors in the field of education include professors and doctors, students, patients, the hospital and university environment, society, the psychology of learning and teaching, curricula, educational planning, educational technology, leadership and educational management, assessment, evaluation and accreditation, social responsibility, education research, millennial learners, lifelong learning.³ These factors emphasize the domains of knowledge, attitude, and skills along with various teaching and learning strategies. Health policymakers and administrators should prioritize this discipline and incorporate it into medical and educational centers.

The advent and proliferation of the novel coronavirus could potentially serve as a pivotal moment for the integration of these sciences into medical education. The application of this discipline's foundational philosophies, principles, and materials in healthcare centers and society at large can significantly affect the prevention, care, and treatment of COVID-19. COVID-19 is neither the first nor the last pandemic, and the world may encounter the potential threat of even more devastating disasters. Therefore, by accumulating experience and knowledge, we should outline strategies to combat these pandemics and minimize their potential losses. This goal cannot be achieved without the application of scientific teaching methods that are integral to medical education. Medical

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education can inform various aspects including the approach of doctors and society towards patient care, the integration of social responsibility in the curriculum, the importance of compassion, resident education, general societal education, and the roles of mentors and preceptors in clinical education.

Without the presence of medical education, the teachings in the health domain may not be effective or efficient. In other words, the growth and development of the medical education system necessitate evolutions in its broader structure, management, and policies. These changes should particularly address the immediate and future needs of society.

While clinical and basic science experts may cite obstacles such as perceived lack of necessity and time constraints in adopting and utilizing medical education, robust scientific evidence consistently underscores its acceptability and value.

Undoubtedly, this discipline should be accentuated in large-scale policy-making, high-level documents, and management. Its implementation principles should be introduced to both basic and clinical sciences. With the support of this discipline, we can look forward to a brighter future.

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