

Teaching Professional Ethics and its Role in Improving the Health of Medical Staff: A Review Study

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Abstract

Background and Objectives: Professionalism is one of the major concerns of human beings in all sciences, especially in medical sciences, and observing this in various periods of human history is considered one of the most important crises of social life. Any negligence and failure to observe professionalism can affect the findings of the most scientific and best care. The present study aimed to examine the role of teaching professionalism in medical community health.

Methods: This review study searched English and Persian databases, including Scopus, Google Scholar, Web of Science, Magiran, Pubmed, and published studies relevant to the subject and library research via an analytical method. Researchers then explored the texts related to the keywords, such as "training", "professional ethic", and "medical staff health". In total, 320 articles related to the present study from 2000 to 2020 were selected and analyzed by purposive sampling based on input and output criteria.

Results: After examining the previous articles and studies related to the present study, the results of this study led to the extraction of key terms and their definitions, including components of professionalism, definition of ethics, and its sub-categories in the form of theoretical, practical, or scientific ethics.

Conclusion: The findings show that teaching professionalism has a significant role in the health of the medical community, and it is necessary for policymakers at universities, curriculum planners, and managers to incorporate principles of professional ethics in the curriculum. In order to institutionalize these principles in all educational periods, the principles of professional ethics should be taught and assessed constantly.

Keywords: Education, Health, Medicine, Professionalism.

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Introduction

Today, professional ethics is one of the most important issues in society which has drawn a lot of attention by many, including educational systems (1). Ethics in the world has a 2500-year-old history and is a branch of philosophy which is called ethical philosophy or ethics (2). Ethics is divided into

two areas of theory and practice. Professional ethics is considered the most important part of practical ethics which deals with ethical issues in each profession (3). Professional ethics is a process of rational thinking which aims at realizing what values should be preserved and disseminated in an organization. Therefore,

staff ethics, if guided, can create great opportunities for the realization of health in any organization (4). Furthermore, it is considered one of the principal issues in human society, and if there was a comprehensive definition of principles of ethics, anyone in any profession would be able to make a better decision and know that what behavior would be presumed rational or irrational and what behavior would be considered ethical or unethical. Professional ethics represent a set of rules and virtues, and these ethical rules are essential for the existence and continuity of any profession (5).

Although practical ethics is essential in all professions and occupations directly dealing with clients, in medical science, it is of paramount importance since ethical behavior along with the responsibility of the medical staff has a significant role in patients' recuperating (6). Today, medical universities apart from providing health services as one of the most crucial educational organizations have the onus of training skilled and specialized workforces required for different sections of society (7). Furthermore, it is the basis of the oath between the medical science profession and society which includes professionalism and professional ethics, providing the best services along with the professional commitment to patients. It also reminds the employees of the health centers that the employees are expected to be interested in their profession and analyze their profession and push the institutions toward excellence and institutionalize the professional development in given organizations (8).

As a result, incorporation of professional ethics in rules and regulations is a vital factor in the growth and development of ethics in the health and treatment of countries (9) since the ultimate goal of teaching medical ethics is to highlight the main purpose of the medical training that is "training qualified physicians who are able to observe justice, dignity, and rights of patients and improve the level of health in all members of the society" (10). Regarding the weakness in the system of health all around the world, teaching health technicians and patients and focusing more on this area, as well as the ability of assessment will help improve patients' health (11) because the ethical issues

resulted from diagnostic advancement and modern treatment in medical science raises the importance of dealing with professional ethics in this science. Although professional ethics is one of the main issues in ethics (12, 13), today, little attention is paid to ethics in the work environment (14). Therefore, any negligence in observing ethics can affect the most scientific and best care (15, 16). Observing or neglecting ethics can have a negative or positive impact on the quality of providing health service (17) and jeopardize the health of medical community. Accordingly, the present study aimed to investigate the role of teaching professional ethics in the health of the medical community.

Teaching Professional Ethics

As human is not born knowing ethics, they should be trained (18) and educated, as well as learn to observe the principles of professional ethics which is of significant importance in all professional aspects of education, research-based medical science, and its sub-categories. Therefore, the responsibility of the medical universities is training and educating physicians as well as medical staff who attempt to improve the health of society after graduation by fulfilling professional duties and complying with specific principles in this profession. However, medical education alone is not sufficient to educate decent and committed medical staff, and it seems there should be rooms for discussing ethics here (19).

Therefore, in order to improve professional ethics in medical science, it is necessary to prepare educational plans, assessments, and interventions from the first years of medical education and present a plan to ensure its continuity in the following years (20). The purpose of this plan is to ensure the competence of the medical graduates as well (21). Therefore, the onus is on medical universities shoulder to institutionalize the ethical principles in students on the one hand and preparing them for professional life and executing these ethical principles in educational-clinical environments on the other hand, and it seems that these days, these responsibilities are almost forgotten and lost their importance (23). This negligence can have a negative impact on the health and

treatment sector in the long run because students as the recipients of the educational services are the best source of identifying clinical education problems and drawbacks since they directly interact and deal with this process, and making students insensitive to ethical principles is actually destroying the main basis of treatment (24).

Many medical students have received theoretical training in terms of professional ethics, and indeed, distinguished professors explained the theoretical basis of professional ethics and many books on this issue; moreover, relevant educational programs have only focused on the theoretical aspects, and the practical aspect was neglected (25, 26). As students practically involve in this profession, they face various problems. Accordingly, education should cover all phases that help improve abilities, skills, and other positive behaviors in society (27). Therefore, education at university can present the best opportunity for students to grow ethically and professionally. Students should be able to enhance their behavior and make the right ethical decisions during the training and as a result, have an appropriate model in their workplace to follow (28).

According to the findings of various studies, including SASO systematic review, nurses (who are important members of the health sector and the largest staff of hospital) have little information on how to interact with patients, and they even do not know how to treat patients properly (29) although the most major impediment to observe professional ethics criterion in nurses' performance is a dearth of personnel and inappropriate work shifts (30). With respect to nursing ethics and teaching ethics, there is no specific strategy to teach nursing ethics (31). Therefore, in order to improve professional ethics and raise employees' awareness of principles of professional ethics, education and specific attention on the part of top managers are necessary (32). All medical staff should be completely familiar with the principles of professional ethics since delivering timely and appropriate care to patients is considered the most important outcome of observing patients'

rights (33).

This care is in line with professional ethics which boost patients' welfare (34). Therefore, to promote professional ethics, it should be educated practically, and learners are required to be assisted to gain skills necessary for ethical judgments and the ability to analyze ethical aspects (35). This can maximize the efficiency and quality of health care through training medical staff and raising their awareness in terms of professional ethics (36). As a result, health care systems and administrators are responsible for creating a suitable environment via applying constant practical training with respect to professional ethics and moral virtues (37). In fact, education and passing the moral and cultural values to medical students should take place with the help of curriculum and professors (38, 39) since students perceive universities and educational settings as a holy place, and complying with ethics is considered of paramount importance. Moreover, witnessing abnormal behavior not only questions students' dignity but also marginalizes the training atmosphere that results in a different perception of the educational setting (40).

As Siegler states, professional ethics in medicine is ethics in practicing medicine (41). Medical students in their senior years of training fully understand the importance of this subject which is one of the most debated and important discussions in medical ethics. Teaching professional ethics in medical science at ethical workshops and only at the beginning of clinical courses does not suffice. Moreover, training should take place actively and constantly at hospitals and at patients' bedsides (42).

Thomasma and Pellegrino argue that one of the reasons that moral virtues are not revived at medical training centers is the lack of moral content and practical guidelines or certain professional rules and regulations (43). Therefore, the whole educational system as a unified system should come up with the solution to this problem; in addition, compiling a comprehensive plan for the development of practices and ethical competencies turn decent ethical ideas into beneficial ethical

performances with the help of the development of innovative content (44).

This fact should be considered in all sub-groups of medical sciences, especially those groups who directly deal with patients in clinical environments, such as medical students who, during their education, subconsciously form a certain view of patients and diseases which stays with them throughout their professional practice. This subconscious is formed during clinical training (45).

As a result, the clinical environment plays an integral role in the process of training medical professions (46), and training at the patient's bedside is one of the important parts of clinical training because the time spent with patients is full of visual, auditory, and tactile experiences. Accordingly, one should try hard to maximize the improvement of this type of education as most learners believe that real learning takes place in clinical environments (47). Clinical professors play a significant role in shaping the moral and professional personalities of the students and cultivate moral virtues in them (48). As clinical professors are fundamental elements in the process of clinical training, they are regarded as important players in planning and gaining clinical experiences (ibid). However, according to previous studies, observing professional ethics on the part of professors in clinical areas is at an unsatisfactory level and is a way far from the desired expectations (48, 49). Therefore, the creation of a general framework for improving ethical culture in the organization, regulating formal educational programs for professors, constant training and updating principles of professional ethics, paying more attention to medical staff, and training during in-service are necessary (50). Accordingly, special attention should be given to professional ethics and its challenges from the students' and faculty members' perspectives (51), as well as university administrators' treatments and faculty members' professional ethics which play an important role in the improvement of educational performance (52).

Topics that are of high importance with respect to this subject include the concept of medical ethics and medical rights which encompasses the

following terms as professionalism, informed consent, independence, confidentiality, and confidence in the doctor-patient relationship in terms of legal and ethical aspects (53). In recent studies, researchers defined eleven components in this area which include conscientiousness, professional excellence, decency, respect to others, altruism, commitment to social justice, time management, emotional intelligence, confidentiality, ethical knowledge, and ethical sensitivity (54). Since confidence is an influential factor in people's view and attitude toward their own ability and capacity which determines the types of individual behavior, in order to increase solidarity and integration, culture of confidence should be institutionalized in hospitals so that in addition to improving the quality of individual and organizational relationships and purposive processes, accountabilities increase (55). As a result, extensive studies on the identification and teaching principles of ethics are essential (56). Teaching professional ethics in organizations and its observance are necessary to prevent the society from experiencing conflict on the one hand and ensure the long-term benefits by making rational and wise decisions on the other hand (57). Therefore, it is necessary to conduct studies on professional ethics to identify ethical failures, organize educational programs, and set up an evaluation system as well as self-reports of errors (58). These factors are justifiable to pay more attention to reviewing and teaching professional ethics and institutionalizing principles of ethics in all sciences and organizations, especially the medical community.

In the research area, observing principles of professional ethics plays an important role in a way that knowing and observing these principles and ethical codes in research is the building block and basic principle of the study. One should consider this point that one of the important challenges of ethics in research is scientific misconduct. In fact, scientific misconduct is considered the lack of observing common principles and ethical codes in conducting scientific studies and publication of the findings. Different types of scientific misconduct include forgery, distortion, and

plagiarism (59) that is the most common misconduct in medical sciences (60). Therefore, teaching professional ethics in three areas of treatment, education, and research immensely contribute to the health of the medical community.

Methods

This review study searched English and Persian databases, including Scopus, Google Scholar, Web of Science, Magiran, Pubmed, and published studies relevant to the subject and library research via an analytical method. Following that, the researchers explored the texts related to the keywords of "training", "professional ethic", and "medical staff health". In total, 320 articles related to the present study from 2000 to 2020 were selected and analyzed by purposive sampling based on input and output criteria. The criteria for selecting were empirical studies and review studies that emphasized providing teachings of professional

ethics. Non-scientific articles without authors and dates were removed from the search process. In the end, 70 articles that were completely relevant were examined thoroughly. In order to extract and synthesize the data, one of the researchers examined the texts of the articles thoroughly and extracted the most important points pertinent to the purpose of the study. For this purpose, data were categorized narratively, and narrative summaries were arranged. In order to increase the accuracy of the study, three other researchers reviewed and analyzed the resulted data via reexamining the process of texts analysis.

Result

After reviewing previous articles and studies pertinent to the subject of the study, the key concepts were extracted, and their definitions (definition of ethics, its subcategories, as well as theoretical and practical ethics) were examined in Table 1. Moreover, the effects of

Table 1. Parts of the studied articles

No	Author (s)	Year	Title	Population and research place	Number of samples	Research method and type of study	Tools	Results
1	Monavar M Ajzadeh, Reza Hoveida, and Saeed Rajaeepour	2019	Structural model of ethical leadership relationship of university administrators with an educational performance of faculty members with their professional ethics as a mediator	All faculty members of Azad universities in northern, southern, eastern, central, and western areas	400	Descriptive-correlation and factor analysis	SPSS 23 and Amos Graphic	Observance of principles of professional ethics by leaders, administrators, and faculty members has an important role in improving the performance of the educational system
2	Carla Sanderz, Deborah Palesi, and Jhom Luis	2018	A systematic review and conceptual framework for teaching health in health-related occupations	Bachelors' students majoring in professional health Australia	28	Review and systematic content analysis	Not mentioned	Future research should focus on identifying and agreeing upon the definition of health literacy to create suitable structure and opportunities for the education process among health literacy professionals. It is also necessary to have a better understanding of the effect of teaching health literacy on specific health students in a specific period curriculum planning and training workforce
3	Omid Yaghini, Aidin Parniya, Alireza Monajemi, and Saeedeh Daryazadeh	2018	Designing a tool for evaluating clinical qualifications among medical students in pediatrics wards	Medical students during internship and faculty members of pediatrics wards from Isfahan, Shahrekord, and Hamadan Universities	77	Cross-section	SPSS	Preparing content of clinical interns' competency evaluation 1.The content they should learn 2.Content that learners would better know

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4	Noori Kaab Omair, Montahi Mousavi, and Abdolzahra Na'ami	2018	The relationship between effective internal factors in organizations and nurse's observance	All the nurses of Imam Khomeini and Ayatollah Karami hospitals in Ahvaz	196	Descriptive-analytical or simple random sampling Multiple regression analysis	SPSS (version 22)	Promotion and demonstration of ethical behaviors by nurses' managers can result in an increase in showing ethical behavior among nurses
Table 1. Continued								
5	Shirin Ghazi, Hossein Mehrdad, and Mehri Darabi	2018	Designing professional ethics for physicians : Delphi model	Documents of previous studies and 14 members of ethic specialists	14	Qualitative Delphi method	Not mentioned	Using ethical treatments model including 11 components of conscientiousness, professional excellence, decency, respect to others, altruism, commitment to social justice, time management, emotional intelligence, confidentiality, ethical knowledge, and ethical sensitivity
6	Hadi Poursahafei and Kheironesa Ramzanzadeh	2018	Examining desired ethics and ethics of status quo Observance of professional ethics of professors from a viewpoint of students at Birjand University of Medical Sciences	Students of Birjand University of Medical Sciences	302	Quantitative cross-sectional and analytic	SPSS (version 19)	Teaching ethics status quo compared to the desired situation is a way behind and components of professional ethics are: 1. Individual values; accountability, intimacy, sacrifice, loving science 2.Social values: justice, freedom of speech, freedom of choice, paying attention to criticisms, team spirit 3.Religious-ethical values; adherence to religious beliefs, confidentiality and self-control and courage 4.Professional values: knowledge and professional competency, punctuality and discipline
7	Hossein Jafari, Morteza Khaghanizadeh, Jamileh Mokhtari Nouri, and Masood Siratinayer	2017	Strategies for developing the teaching of nursing ethics	Undergraduate and graduate students from universities all around the world	1648	Review with an eclectic approach	Not mentioned	An important impact of novel methods of teaching professional ethics on the growth of professional behavior among nurses
8	Tayebeh Hafgparastlari, Ezatola Naderi and Maryam Seifnaraghi	2017	Designing the desired model for primary school curriculum incorporating spiritual concepts and evaluation the viewpoint	All curriculum experts and Gilan primary school teachers	8686	quantitative	Descriptive and inferential statistics	We can use the desired model of the curriculum in the social study courses to cultivate spirituality in primary school students
9	Hye-A Yeom, Sung-Hee Ahn, and Su-Jeong Kim	2017	The effect of teaching ethics on nursing students' ethical sensitivity	Undergraduate students nursing in Seoul	70	Interventional	Not mentioned	There is a need for constant attempt to develop creative content, educational structure, and methods for teaching ethics of nurses in the bachelor degree
10	Siroos Asadian and Vahideh Rahimzadeh	2017	Reflection of professional ethics in nursing major curriculum	Third, fourth, and fifth-year students of nursing at Tabriz Azad University	150	Survey-analytical	T-tests of one sample and Freedman rank tests	The ethical components with the greatest reflection in the curriculum: loyalty, accountability, and honesty
11	Alberto Giubilini, Sharyn Milnes, and Julian Savulescu	2016	Medical ethics curriculum at medical colleges; now and future	Medical colleges of England, the US, and Australia	Not mentioned	Review	Not mentioned	Teaching ethics of pre-clinic in medical universities of the US and Canada: informed consent, issues related to the end of the life, confidentiality, telling the truth, specifying rare resources, evaluation of patient's competency, and access to care
12	Saeed Khayatmoghadam and Seyyedeh Mahdieh Tabatabaeneasab	2016	Components of professional ethics in management	All managers of Kimia Tose Sandbad housing cooperative	31	Qualitative	Freedman test	Components of professional ethics: accountability, confidence in God, honesty, and justice
13	Adel Zohdbabelan et al.	2016	The role of cognitive ability in building a relationship between professional ethics and professional eagerness on nurses part	Nurses working at state-run hospital in Urmia	300	Descriptive-correlational	SPSS 16 & Lisrel 8.8	Observing professional ethics contributes to enabling the nurses professional ethics with the following components: accountability, honesty, justice, fairness, loyalty, empathy, and compliance with social norms
14	Zohresadat Mirmoghtadaee, Soleyman	2013	Explaining the process of professionalism of	Students and professors of medical major	32	Qualitative Content analysis	Struss and Corbin Method in	The close relationship of the concept of professionalism and students' treatment, preparing

Ahmadi, and Mohammadali Hosseini	medical students on patients' bedside	studying or teaching at Isfahan University of Medical Sciences	three phases	formal curriculum for the teachers and constant teaching and updating More attention to health staff and the necessity of in-practice teaching, and creating a framework to increase the ethics culture in the organization
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teaching principles and components of professional ethics on improving the health of the medical community were analyzed in this study. Components of professional ethics include conscientiousness, professional excellence, decency, respect to others, altruism, commitment to social justice, time management, emotional intelligence, confidentiality, ethical knowledge and ethical sensitivity, intimacy, making sacrifices, freedom of speech, loving science, freedom of choice, paying attention to criticism and bearing criticism, team spirit, self-control, intimacy, courage, believing in religions, confidentiality, punctuality, and discipline.

Those curricula are one of the most important tools for achieving the general goals and missions of educational systems in the world (61) because the curricula and education are important tools by which human health is maintained in social, physical, mental, and spiritual dimensions (62) and as health care practices become more and more scientific and sophisticated, most experts reach an agreement that raising professional ethics competencies are needed to provide a non-violent and ethical care program. Therefore, professional ethics must be included in the curriculum in some way (63), and officials, as well as managers, should periodically evaluate the observance of principles and ethical standards among employees (64) because the lack of attention to the principles and foundations of value and ethics will have an irreparable impact on society (65).

Discussion

The present study investigated the role of professional ethics education in the health of the medical community. The results showed that the teaching of the principles of professional ethics from the early years of study until the student enters the field of practice and workplace is necessary to continue since this continuity in teaching and observing these

principles play an important role in students and staff behavior. The present findings are in line with the results of a study conducted by Foroughi, which show that professional ethics education has a positive effect on moral performance (66). They are also consistent with the results of a study performed by Mehrgan indicating that promoting a sense of responsibility and accountability in the workplace provides the basis for institutionalizing the values of professional ethics in performing duty (55). The obtained results are also in line with the findings of a study carried out by Yeom which examined the impact of ethics on the moral sensitivity of nursing students based on the fact that ethics education and improving the learning effects of nursing ethics course have improved the level of health and patient care, and effective strategies of nursing ethics education are needed to develop ethical programs with innovative learning content and training (67). In 2019, a study was conducted by Mahdieh on the effectiveness of ethical values in the quality of working life of nurses with the mediating role of professional ethics. The results of this study showed that concerning the positive effect of organizational ethical values on professional ethics, the provision of different methods to answer questionable and ambiguous issues related to ethical values and informing employees about the results of these measures could be fruitful (68), which is consistent with the results of the present study.

Furthermore, Vahedian et al. in their study entitled "Educational Challenges in Ethical Decision Making" suggested that clinical educators, nurses, and students should all be continuously trained in professional ethics so that professionalism would be implemented institutionally in society (69). Their findings are consistent with the results of the present study that in order to institutionalize ethical principles in the medical community, professional ethics education should be continuous and regarded in

all courses of study to achieve the ultimate goal which is community health.

The results of the present study are also consistent with the findings of a study conducted by ZahedBabelan in which the observance of professional ethics with the components of responsibility, honesty, justice, fairness, loyalty, excellence, empathy, and compliance with social norms empowers nurses (12). According to the results of a study performed by Saunders, future research should focus on identifying an agreed-upon definition of health literacy to create the appropriate structure and opportunities for the inter-profession education process of health literacy. There is also a need for a better understanding of the impact of health literacy training on the occupational health of specific students over time, which is also needed for targeted curriculum planning and workforce training planning (9). According to the result of a study by Majdzadeh, the observance of the principles of professional ethics by leaders, administrators, and faculty members has a significant role and importance in developing the performance of the educational system (65).

Conclusion

The results showed that teaching the principles of professional ethics in the medical sciences is directly related to the health of the medical community. To make the teaching of ethical principles more effective, these teachings should be done by professors who consider themselves obliged to observe these principles both in the practical environment and in the teaching and learning environment. Attention to the continuation of professional ethics, training in all courses of study in students, especially in clinical and practical settings, as well as in-service courses for medical staff, are all pre-requisites that management-academic policymakers, officials, and curriculum managers need to train; moreover, the promotion of professional ethics are required to include the components and principles of professional ethics in the curriculum of all sciences, especially medical sciences. To be institutionalized, these ethical principles should be taught and evaluated

continuously in all academic courses. Therefore, teaching and evaluating the principles and standards of professional ethics by exemplary and experienced professors for students and staff of the medical community with up-to-date teaching methods and evaluations based on practical and scientific-educational content, attention to the sensitivity of health issues, optimal use of professional ethics principles in health organizations, and the importance of paying attention to these issues are inevitable which play a significant role in developing ethics and improving the health level of the medical community.

Conflict of interest

The authors state that there is no conflict of interest in this study.

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آموزش اخلاق حرفه‌ای و نقش آن در ارتقاء سلامت شاغلین حُرَف پزشکی؛ مطالعه مروری

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چکیده

سابقه و هدف: اخلاق حرفه‌ای یکی از عمده‌ترین دغدغه‌های جامعه بشری در علوم مختلف به ویژه علم پزشکی است و رعایت آن در دوره‌های مختلف تاریخ بشر، از جمله مهم‌ترین بحران زندگی اجتماعی به شمار می‌آید و هرگونه اهمال‌کاری در رعایت اخلاق، می‌تواند نتایج علمی‌ترین و بهترین مراقبت‌ها را تحت تاثیر قرار دهد. مطالعه حاضر با هدف نقش آموزش اخلاق حرفه‌ای در سلامت جامعه پزشکی انجام شد.

روش کار: در این پژوهش مروری، به شیوه تحلیلی، در پایگاه‌های داده انگلیسی و فارسی از جمله اسکوپوس، وب‌آوساینس، پاب‌مد، مگیران، گوگل اسکولار و تحقیقات منتشر شده مرتبط با موضوع و مطالعات کتابخانه‌ای، به جستجوی متون مرتبط با کلیدواژه‌های آموزش، اخلاق حرفه‌ای، سلامت و جامعه پزشکی پرداخته شد. از ۳۲۰ مقاله‌ی مرتبط با موضوع پژوهش در طیف سال ۲۰۰۰ تا ۲۰۲۰، به شیوه‌ی نمونه‌گیری هدفمند و بر اساس معیارهای ورود و خروج، انتخاب شدند و مورد تحلیل و بررسی قرار گرفتند.

یافته‌ها: دستاوردهای حاصل از این مطالعه، پس از بررسی مقالات و پژوهش‌های قبلی مرتبط با موضوع مطالعه، استخراج مفاهیم کلیدی و تعریف آنها از جمله؛ مولفه‌های اخلاق حرفه‌ای، تعریف اخلاق و زیرشاخه‌های آن بصورت اخلاق نظری و اخلاق کاربردی یا عملی بود.

نتیجه‌گیری: نتایج نشان داد که آموزش اخلاق حرفه‌ای در سلامت جامعه پزشکی نقش بسزایی دارد و لازم است که سیاستگذاران مدیریتی - دانشگاهی، مسئولان و مدیران برنامه‌ریزی‌درسی، به منظور آموزش و ارتقاء اخلاق حرفه‌ای، اصول اخلاق حرفه‌ای را در برنامه‌های درسی بگنجانند و جهت نهادینه شدن، در تمام دوره‌های تحصیلی و بصورت مستمر، این اصول اخلاقی، آموزش داده شوند و ارزیابی شوند.

واژگان کلیدی: آموزش، اخلاق حرفه‌ای، سلامت، پزشکی

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