

The Need to Continue the Education of Medical Doctors in Medical Basic Science: Existing Obstacles

In recent years, many prominent professors of basic sciences in Iranian medical schools had entered basic sciences from the field of medicine. This would facilitate the connection between basic and clinical sciences, providing a more attractive educational field for medical students in basic sciences^{1,2}. Of course, this does not mean that all professors of basic sciences must have a medical background. Maybe during my studies in the pharmacy field of Tehran University, Dr. Adibfar, Dr. Maleknia, Dr. Jahanghiri, Dr. Abdulwahabi and Dr. Shadan were all examples of that period. Also, many professors of basic sciences came from pharmacy, the best examples of which were Dr. Zarrindast and Dr. Dehpour.

In those years, there was no empty place for Dr. Dehpour's classes even to sit on the corridors of the salon. In the past two decades, when the salary of an assistant professor with a medicine or pharmacy background became half the average salary of a general practitioner or pharmacist, only the love of the principle of science was no longer enough to attract doctors and pharmacists in basic sciences. Maybe if a student of medicine saw Dr. Farrokh Shadan's old age and retirement period and never be interested in continuing his/her education in basic sciences. I hope that the new Minister of Health and Medical Education, Dr. Zafarqandi, who is a graduate of Tehran Medical School and has seen all these professors, and most importantly, was a biology teacher in high school, will urgently think about reviving basic medical sciences.

In the scientific and career history of Dr. Zafarqandi, especially in 8 year-imposed war, the term of triage is very repeated. Mr. Minister, based on the triage, one of the first problems that your Excellency and the vice minister of education should urgently address, are the revival of basic medical science, the maintenance of the living conditions of basic science professors, and the renovation of teaching and research laboratories of basic science departments.

References

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