Letter to the Editor

The necessity of revising the content of the "Persian Literature" course for medical students based on the outcome-based curriculum in the universities of medical sciences

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As an educational roadmap, the curriculum is of utmost importance; moreover, due to its flexible and dynamic nature (1), it must be given serious attention and revised if necessary. The "Persian Literature" course, which is one of the essential general courses in the curriculum of all medical sciences, including medicine, is also the same as others requiring revision. This course (3 theoretical credits) has been taught in the universities of medical sciences for many years (2). It should be mentioned that the reference or references are not mostly new and they are not associated with the needs expected of a medical student; moreover, they are repetitive and boring since all medical students studied them when they were in high school. In addition, the scope of the course content is broad, and fewer practical references are taught. It seems that most of the students' preference is to just study to get a grade and pass the course. Some can assist the students continue their studies; however, the fact is that these contents and subjects are entangled with many other subjects, such as poems, anecdotes, stories, and grammar. Therefore, it is difficult for the student to distinguish its importance from other subjects, or the student will realize their necessity after completing the course.

All students are required to pass this course (3 theoretical credits) and must dedicate a part of their energy and time to studying this course (equivalent to 51 theoretical hours). Moreover, even after spending a lot of time studying the literature course content, Persian Literature does not cover the contents and subjects that can help them fulfill their duties in the future. Accordingly, it is suggested that the Persian Literature course content be reviewed based on the outcomes expected from the medical students.

The most important goals of this review are as follows:

1. Making a relationship between the Persian Literature course and the educational needs of medical students, especially medicine
2. Making a connection between literary subjects and the needs of medical professions
3. Assisting the teachers to teach the "Persian Literature" course more easily and attractively.
4. Creating interest in Persian Literature courses among medical students

For this revision, it is suggested to practically follow the steps below:

1. In the first step, faculty members, teachers, students, and other staff involved in this field should be trained and justified.
2. After the orientation, in the second stage, a committee should be formed to assess and determine the needs and compile the required outcomes regarding “Persian Literature”. This committee

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consists of various faculty members and experts from the following fields:

- Medical Education
- Curriculum planning
- Persian Literature
- Persian Language
- Faculty members interested in this subject from various fields and disciplines of medical sciences
- Administrative officials and educational managers related to this subject
- Other disciplines and fields if needed.

3. The aforementioned committee reviews and exchanges opinions, and after the needs assessment, formulates and determines the required outcomes.

- The outcomes are reviewed and finalized during several meetings. Some of these outcomes are suggested as follows:
- The students can survey and examine the texts of Persian articles and identify their strengths and weaknesses in terms of scientific writing.
- The students can write all kinds of letters and administrative requests related to their profession.
- The students can use all kinds of writing and grammatical principles in writing (comma, full stop, colon, etc.)
- The students can understand some proverbs, metaphors, and, history related to their profession and use them when necessary.
- The students will get familiar with some articles about the relationship between medicine and Persian Literature.
- The students will get a preliminary familiarity with some poems about different diseases.

4. The contents should be compiled according to these outcomes.

5. Finally, it should be compiled and taught as a booklet, book, or educational product.

Due to the novelty of this revision, in the coming years, the feedback received from the educational system, teachers, and students can be used to improve the richness and standardized the contents, and if necessary, new items and revision can be added or unnecessary items can be removed.

It is expected that the implementation of this revision can include significant benefits for teachers, students, and the educational system, including:

1. Persian Literature course becomes more meaningful and attractive for students since they will be related and based on their interests and needs.
2. An important part of their curriculum will be modified due to this course, and the students can devote more time to studying the specific courses in his/her field.
3. This plan can become a model for other institutes and universities, and therefore, it can be generalized.
4. Some of the student's educational needs will be met in this regard, and in the future, they will have no concerns to worry about writing academically in the Persian language.
5. Students and teachers get interested in writing texts and articles in the Persian language.
6. By connecting medicine with literature, the students will enjoy and benefit more from medical sciences.
7. Learning literature can also help to learn medicine.

It is worth noting that there are various educational references and materials such as books, articles, and educational resources available to use for the committee members to formulate the outcomes.

With this background in mind, it is of crucial necessity to revise the "Persian Literature Course", which can bring about valuable achievements for the students, and consequently, the educational system in the universities of medical sciences. It should be mentioned that the present review is based on a strong scientific foundation and evidence; moreover, it has specific operational steps and educational resources that can be implemented, thereby leading to the accurate realization of this revision and early observation of its effective results in the educational system.

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