"Canadian Medical Association Journal" (CMAJ) between 1996-1998. This series were edited by Dr. Peter A. Singer and is intended to elucidate key concepts in bioethics and to help clinicians to integrate bioethical knowledge into daily practice. We translated 17 articles and brought them in 17 separate chapters. The original articles are available at www.cmaj.ca as free full text. We wish to extend our thanks to Dr. Peter A. Singer, the editor of these articles and the director of the university of Toronto Joint Center for Bioethics, and to Mr. John Hoey, the editor of CMAJ, who gave us permission to translate and publish this series. We would like to give our thanks to Dr. Shirzad, Dr. Jafarian, Dr. Kazemian and Dr. Sadr Hosseini for translation of these articles. Given the Islamic culture of our country, an attempt has been made to present the Islamic perspective as brief notes in some cases where there are disagreements on ethical decision-making.

We would also like to thank Dr. F. Zahedi who has assisted in compiling part one of the book, and Dr. Alireza Parsapoor for his valuable editorial support.

We hope that this book will improve the quality of medical ethics education in our universities by increasing moral reasoning skills of students and health care professionals to resolve the ethical problems that arise in the practice of clinical medicine. We are looking forward to opinions of all those interested in this field.

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ethics education, thus helping them to bridge the gap between theory and practice. Problem-based ethics education or case-study approach should encourage students to explore their moral feelings, analyze relevant ethical and moral values and identify the position and meaning of their own standards with respect to their professional behaviors.

This book is intended to impart basic principles of modern medical ethics and is a step towards new approach in medical ethics education via case presentation. The book consists of a preface, followed by two volumes, addressing principles of medical ethics, and case presentation and discussion respectively. Volume one consists of seven chapters that covers definition of medical ethics (chapter 1), important issues of medical ethics (chapter 2), medical ethics philosophy (chapter 3), education and medical ethics (chapter 4), research and medical ethics (chapter 5), history of medical ethics in the world and in Iran, medical ethics activities in recent decade in Iran, and strategic planning of medical ethics programs in the country (chapter 6).

The emphasis on the basic medical ethics sciences and increasing awareness of Iranian students and health care professional about bioethics is the main goal of this part of the book. In chapter 2 of this part, issues of professional relationship in medicine, human body, consent, confidentiality, issues before birth, ethical issues in children, organ transplantation, end of human life, biotechnology and genetic dilemmas, new methods for infertility treatment, aging, dementia, and medical law and ethics are reviewed and Islamic viewpoints are addressed.

Volume two is the translation of the “Bioethics for Clinicians Series”. These articles were published on a monthly basis in
IN THE NAME OF GOD

HEALTH CARE PROFESSIONAL AND ETHICAL CONSIDERATIONS

Preface
Biomedical advances of the past decades have stimulated a renewed interest in medical ethics. New technologies in medicine in areas such as sustaining life support systems, organ transplantation, and biotechnology, have presented new questions, dilemmas, and affected our outlook on medical ethics. During the past decade, medical advancements and public concerns about medical ethics have led medical schools to change their formal teaching programs. There is no doubt anymore that the conventional medical ethics education fails to foster development of moral competencies that medical doctors and other health care professionals will need in practice. All health care professionals face ethically problematic situations in their practice; therefore they need to update their current knowledge and moral perspective in latest areas related to health care. The way medical ethics is presently taught in medical schools needs reform. More emphasis should be given to the moral dilemmas that students personally face during their training, particularly their clinical training and in future years as professionals. It is envisaged that working with realistic cases encourages practicing nurses and physicians to apply their previous knowledge and new concepts learned during medical
Health Care Professional and Ethical Issues

Vol. II: Classic Cases

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