Praxis: Ethical Issues in Medical Education and Training

CQ Sources/Bibliography

Journal Articles

Arda B, Ors Y. Teaching medical ethics with an ethics to teach. *Bulletin of Medical Ethics* 1996;No. 116:19–22.

Arlebrink J, Aspegren K, Almer LO, Nimby GT. Education by medical ethics: should be included close to the clinical reality. *Lakartidningen* 1997;94:2020–2. [Swedish]

Asai A, Kishino M, Fukui T, Masano T. Postgraduate education in medical ethics in Japan. *Medical Education* 1998;32:100–4.

Ashcroft RE. Teaching for patient-centred ethics. *Medicine, Health Care, and Philosophy* 2000;3:287–95.

Bebeau MJ. Designing an outcome-based ethics curriculum for professional education: strategies and evidence of effectiveness. *Journal of Moral Education* 1993;22: 313–26.

Bennahum DA. Committing medical students to the ethics of medicine. *Academic Medicine* 1997;72:425–6.

Blank L. Medical professionalism in the new millennium: a physicians' charter. *The Lancet* 2002;359:520–2. [Published simultaneously in *Annals of Internal Medicine* 2002;136:243–6.]

Bottiger LE. Introduction: new horizons for medical ethics. *Journal of Internal Medicine* 1995;238:509–11.

Brajenovic-Milic B, Ristic S, Kern J, Vuletic S, Ostojic S, Kapovic M. The effect of a compulsory curriculum on ethical attitudes of medical students. *Collegium Antropologicum* 2000;24:47–52.

Branch WT, Jr. Supporting the moral development of medical students. *Journal of General Internal Medicine* 2000;15:503–8.

Branch WT, Jr. The ethics of caring and medical education. *Academic Medicine* 2000;75:127–32.

Braunack-Mayer AJ, Gillam LH, Vance EF, et al. An ethics core curriculum for Australasian medical Schools. *Medical Journal of Australia* 2001;175:205–10.

Breen KJ. Professional development and ethics for today's and tomorrow's doctors. *Medical Journal of Australia* 2001;175:183-4.

Carson AM. That's another story: narrative methods and ethical practice. *Journal of Medical Ethics* 2001;27:198–202.

Chambers TS. No Nazis, no space aliens, no slippery slopes and other rules of thumb for clinical ethics teaching. *Journal of Medical Humanities* 1995;16:189–200.

Clouser KD, Hawkins AH. Literature and medical ethics. *Journal of Medicine and Philosophy* 1996;21:237–41.

Cohen R, Reches A, Steinberg A, Kedar H. Evaluation of a workshop to teach clinical bioethics in the clinical setting. *Medicine and Law* 2000;19:451–61.

Coughlin SS. Model curricula in public health ethics. *American Journal of Preventive Medicine* 1996;12:247–51.

Coulehan J, Williams PC. Conflicting professional values in medical education. *Cambridge Quarterly of Healthcare Ethics* 2002; 7–20.

Cambridge Quarterly of Healthcare Ethics (2003), **12**, 111–115. Printed in the USA. Copyright © 2003 Cambridge University Press 0963-1801/03 \$12.50

Sources/Bibliography

Crausman RS, Armstrong JD II. Ethically based medical decision making in the intensive care unit: residency teaching strategies. *Critical Care Clinics* 1996;12:71-84.

Edward C, Preece PE. Shared teaching in health care ethics: a report on the beginning of an idea. *Nursing Ethics* 1999;6: 299–307.

Erde EL. The inadequacy of role models for educating medical students in ethics with some reflections on virtue theory. *Theoretical Medicine* 1997;18:31–45.

Fox E, Arnold RM, Brody B. Medicalethics education: past, present, and future. *Academic Medicine* 1995;70:761–9.

Goldie J. Review of ethics curricula in undergraduate medical education. *Medical Education* 2000;34:108–19.

Goldie J, Schwartz L, McConnachie A, Morrison J. The impact of three years' ethics teaching, in an integrated medical curriculum, on students' proposed behaviour on meeting ethical dilemmas. *Medical Education* 2002;36:489–97.

Gross ML. Ethics education and physician morality. *Social Science and Medicine* 1999; 49:329–42.

Gross ML. Medical ethics education: to what ends? *Journal of Evaluation in Clinical Practice* 2001;7:387–97.

Hafferty FW, Franks R. The hidden curriculum, ethics teaching, and the structure of medical education. *Academic Medicine* 1994;69:861–71.

Hayes RP, Stoudemire A, Kinlaw K, Dell ML, Loomis A. Qualitative outcome assessment of a medical ethics program for clinical clerkships: a pilot study. *General Hospital Psychiatry* 1999;21:284–95.

Hicks LK, Lin Y, Robertson DW, Robinson DL, Woodrow SI. Understanding the clinical dilemmas that shape medical students' ethical development: questionnaire survey and focus group study. *BMJ* 2001;322:709–10.

Holm S, Nielsen GH, Norup M, Vegner A, Guldmann F, Andreasen PH. Changes in moral reasoning and the teaching of medical ethics. *Medical Education* 1995;29:420–3.

Hope T, Fulford KWM. The Oxford Practice Skills Project: teaching ethics, law, and communication skills to clinical medical students. *Journal of Medical Ethics* 1994; 20:229–34.

Hughes J. Ultimate justification: Wittgenstein and medical ethics. *Journal of Medical Ethics* 1995;21:25–30.

Hundert EM, Douglas-Steele D, Bickel J. Context in medical education: the informal ethics curriculum. *Medical Education* 1996;30:353-64.

Iglesias T. Hippocratic medicine and the teaching of medical ethics. *Ethics and Medicine* 1996;12:4–9.

Irwin WG, McClelland RJ, Stout RW, Stchedroff M. Multidisciplinary teaching in a formal medical ethics course for clinical students. *Journal of Medical Ethics* 1988; 9:125–8.

Jaeger SM. Teaching health care ethics: the importance of moral sensitivity for moral reasoning. *Nursing Philosophy* 2001;2:131–42.

Jansen LA. The virtues in their place: virtue ethics in medicine. *Theoretical Medicine and Bioethics* 2000;21:261–76.

Jones AH. Narrative based medicine: narrative in medical ethics. *BMJ* 1999;318:253–6.

Kenny N, Sargeant J, Allen M. Lifelong learning in ethical practice: a challenge for continuing medical education. *Journal of Continuing Education in the Health Professions* 2001;21:24–32.

Kottow MH. In defence of medical ethics. Journal of Medical Ethics 1999;25:340–3.

Kottow MH. Theoretical aids in teaching medical ethics. *Medicine, Health Care, and Philosophy* 1999;2:225–9.

Latif DA. The relationship between ethical dilemma discussion and moral development. *American Journal of Pharmaceutical Education* 2000;64:126–33.

Layman E. Ethics education: curricular considerations for the allied health disciplines. *Journal of Allied Health* 1996;25:149–60.

Lazarus CJ, Chauvin SW, Rodenhauser P, Whitlock R. The program for professional values and ethics in medical education. *Teaching and Learning in Medicine* 2000; 12:208–11.

Levi BH. Four approaches to doing ethics. *Journal of Medicine and Philosophy* 1996;21: 7–39. Levine RJ. Some reflections on postgraduate medical ethics education. *Ethics and Behavior* 1997;7:15–26.

Li B. Ethics teaching in medical schools. *Hastings Center Report* 2000;30:S30–2.

Llano A. Medical ethics education in Colombia. *Medicine and Law* 2000;19:415–23.

London L, McCarthy G. Teaching medical students on the ethical dimensions of human rights: meeting the challenge in South Africa. *Journal of Medical Ethics* 1998;24:257-62.

Lynoe N. Medical ethics: an endeavour for social medicine? *Scandinavian Journal of Social Medicine* 1997;25:225–8.

Lynoe N, Sandlund M. Ethical and educational aspects of clinical training: a study in the experience and attitudes of medical students. *Scandinavian Journal of Social Medicine* 1995;23:216–9.

Malek JI, Geller G, Sugarman J. Talking about cases in bioethics: the effect of an intensive course on health care professionals. *Journal of Medical Ethics* 2000;26:131–6.

Marcoux H, Lamontagne C, Cayer S, Desrochers A, Gauthier D. The development of ethics: identifying what training in medical ethics is needed by family physicians. *Canadian Family Physician* 2001;47:1208–15. [French]

McElhinney TK. Medical ethics in medical education: finding and keeping a place at the table. *Journal of Clinical Ethics* 1993; 4:273–5.

Mordacci R. What can hermeneutics contribute to bioethics? *Bulletin of Medical Ethics* 1996;No. 123:13–5.

Musick DW. Teaching medical ethics: a review of the literature from North American medical schools with emphasis on education. *Medicine, Health Care, and Philosophy* 1999;2:239–54.

Musick DW. Medical ethics education must include students' moral dilemmas within the clinical setting. *Academic Medicine* 2000;75:215.

Myser C, Kerridge IH, Mitchell KR. Teaching clinical ethics as a professional skill: bridging the gap between knowledge about ethics and its use in clinical practice. Journal of Medical Ethics 1995;21:97-103.

Neitzke G. Teaching medical ethics to medical students: moral, legal, psychological, and philosophical aspects. *Medicine and Law* 1999;18:99–105.

Newell C. The ethics of narrative ethics: some teaching reflections. *Health Care Analysis* 1998;6:171–4.

Nicholas B. Power and the teaching of medical ethics. *Journal of Medical Ethics* 1999; 25:507–13.

Nicholas B, Gillett G. Doctors' stories, patients' stories: a narrative approach to teaching medical ethics. *Journal of Medical Ethics* 1997;23:295–9.

Nilstun T, Cuttini M, Saracci R. Teaching medical ethics to experienced staff: participants, teachers, and method. *Journal of Medical Ethics* 2001;27:409–12.

Oguz NY. The narrative approach in teaching medical ethics: the Turkish experience. *Medicine and Law* 2000;19:421–31.

Olick RS. It's ethical, but is it legal? Teaching ethics and law in the medical school curriculum. *Anatomical Record* 2001;265:5–9.

Parker M. Autonomy, problem-based learning, and the teaching of medical ethics. *Journal of Medical Ethics* 1995;21:305–10.

Parker MH, Price DA, Harris PG. Teaching of medical ethics: implications for an integrated curriculum. *Medical Education* 1997;31:181-7.

Pellegrino ED. Teaching medical ethics: some persistent questions and some responses. *Academic Medicine* 1989;64: 701–3.

Perkins HS, Geppert CM, Hazuda HP. Challenges in teaching ethics in medical schools. *American Journal of the Medical Sciences* 2000;319:273–8.

Ravindran GD, Kalam T, Lewin S, Pais P. Teaching medical ethics in a medical college in India. *National Medical Journal of India* 1997;10:288–9.

Satterwhite RC, Satterwhite WM III, Enarson C. An ethical paradox: the effect of unethical conduct on medical students' values. *Journal of Medical Ethics* 2000;26:462–5. Sources/Bibliography

Savulescu J, Crisp R, Fulford KW, Hope T. Evaluating ethics competence in medical education. *Journal of Medical Ethics* 1999; 25:367–74.

Schneider GW, Snell L. C.A.R.E.: an approach for teaching ethics in medicine. *Social Science and Medicine* 2000;51:1563-7.

Self DJ, Baldwin DC. Does medical education inhibit the development of moral reasoning in medical students? a cross-sectional study. *Academic Medicine* 1998;73:S91–3.

Self DJ, Baldwin DC, Wolinsky FD. Further exploration of the relationship between medical education and moral development. *Cambridge Quarterly of Healthcare Ethics* 1996;5:444–9.

Self DJ, Davenport E. Measurement of moral development in medicine. *Cambridge Quarterly of Healthcare Ethics* 1996;5:269–77.

Self DJ, Olivarez M. Retention of moral reasoning skills over the four years of medical education. *Teaching and Learning in Medicine* 1996;8:195–9.

Self DJ, Olivarez M, Baldwin DC. Clarifying the relationship of medical education and moral development. *Academic Medicine* 1998;73:517–20.

Self DJ, Skeel JD, Jecker NS. The influence of philosophical versus theological education on the moral development of clinical medical ethicists. *Academic Medicine* 1993;68:848–52.

Self DJ, Skeel JD, Jecker NS. A comparison of the moral reasoning of physicians and clinical medical ethicists. *Academic Medicine* 1993;68:852–5.

Self DJ. Teaching medical ethics to firstyear students by using film discussion to develop their moral reasoning. *Academic Medicine* 1993;68:383–5.

Shelton W. Can virtue be taught? *Academic Medicine* 1999;74:671–4.

Singer PA, Pellegrino ED, Siegler M. Clinical ethics revisited. *BMC Medical Ethics* 2001;2:1.

Stephenson A, Higgs R, Sugarman J. Teaching professional development in medical schools. *The Lancet* 2001;357:867–70. Stern DT. The development of professional character in medical students. *Hastings Center Report* 2000;30:S26–9.

Sulmasy DP, Marx ES. Ethics education for medical house officers: long-term improvements in knowledge and confidence. *Journal of Medical Ethics* 1997;23:88–92.

Swenson SL, Rothstein UA. Navigating the wards: teaching medical students to use their moral compasses. *Academic Medicine* 1996;71:591–4.

Teaching medical ethics and law within medical education: a model for the UK core curriculum. *Journal of Medical Ethics* 1998;24:188–92.

ten Have H, Heubel F. Teaching ethics in the new millennium. *Medicine, Health Care, and Philosophy* 1999;2:217.

ten Have HA. Ethics in the clinic: a comparison of two Dutch teaching programmes. *Medical Education* 1995;29:34–8.

Thomasma DC. Assessing bioethics today. *Cambridge Quarterly of Healthcare Ethics* 1993;2:519–27.

Tovey P. Narrative and knowledge development in medical ethics. *Journal of Medical Ethics* 1998;24:176–81.

Tysinger JW, Klonis LK, Sadler JZ, Wagner JM. Teaching ethics using small-group, problem-based learning. *Journal of Medical Ethics* 1997;23:315–8.

Wear D, Castellani B. The development of professionalism: curriculum matters. *Academic Medicine* 2000;75:602–11.

Yarborough M, Jones T, Cyr TA, Phillips S, Stelzner D. Interprofessional education in ethics at an academic health sciences center. *Academic Medicine* 2000;75:793–800.

Books

American Medical Association. *Professing Medicine: Strengthening the Ethics and Professionalism of Tomorrow's Physicians.* Chicago: American Medical Association; 2002.

Edwards RB. *Bioethics for Medical Education.* Greenwich, Conn.: JAI Press; 1999. Advances in bioethics; v.5.

Grafius LC. Ethics for Everyone: A Practical Guide to Interdisciplinary Biomedical Ethics

Sources/Bibliography

Education. Chicago, Ill.: American Hospital Pub.; 1995.

Greenberg JS. *The Code of Ethics for the Health Education Profession: A Case Study Book*. Boston: Jones and Bartlett; 2001.

Haddad AM. *Teaching and Learning Strategies in Pharmacy Ethics*. 2nd ed. New York: Pharmaceutical Products Press; 1997.

Kanoti GA. *Ethical Dilemmas: A Values Guide for Medical Students*. Thousand Oaks, Calif.: Sage Publications; 2000.

Kushner TK, Thomasma DC. Ward Ethics: Dilemmas for Medical Students and Doctors in Training. New York: Cambridge University Press; 2001.

Pellegrino ED, Thomasma DC. *The Virtues in Medical Practice*. London: Oxford University Press; 1993.

Pellegrino ED, Thomasma DC, Kissell JL. The Health Care Professional as Friend and Healer: Building on the Work of Edmund D. Pellegrino. Washington, D.C.: Georgetown University Press; 2000.

Radest HB. From Clinic to Classroom: Medical Ethics and Moral Education. New York: Praeger; 2000.

Book Chapters

Coulehan J. Being a physician. In: Mengel MB, Holleman WL, eds. *Fundamentals of Clinical Practice: A Textbook on the Patient, Doctor, and Society.* New York: Plenum; 1997: 73–102.

Dreyfus HL, Dreyfus SE, Benner P. Implications of the phenomenology of expertise for teaching and learning everyday skillful ethical comportment. In: Benner PA, Tanner CA, Chesla CA, eds. *Expertise in Nursing Practice: Caring, Clinical Judgment, and Ethics.* New York: Springer Pub.; 1996: 258–79.

Evans M. "Learning to see" in medical ethics education. In: Evans M, ed. *Critical Reflection on Medical Ethics*. Greenwich, Conn.: JAI Press; 1998:99–111. Advances in bioethics; v. 4.

Giannetti VJ. Experiential approach to teaching ethics. In: Haddad AM, ed. *Teaching and Learning Strategies in Pharmacy Ethics*. 2nd ed. New York: Pharmaceutical Products Press; 1997:87–99.

Montello M. Medical stories: narrative and phenomenological approaches: using literature to teach moral reasoning in medical education. In: Grodin MA, ed. *Meta Medical Ethics: The Philosophical Foundations of Bioethics*. Dordrecht: Kluwer; 1995:109–23.

Moskop JC. "The more things change ...": Clouser on bioethics in medical education. In: Kopelman LM, ed. *Building Bioethics: Conversations with Clouser and Friends on Medical Ethics.* Dordrecht: Kluwer; 1999:109– 19. Philosophy and medicine; v. 62

Myser C. How bioethics is being taught: a critical review. In: Kuhse H, Singer P, eds. *A Companion to Bioethics*. Oxford: Black-well; 1998:484–500.

These CQ Sources were compiled by Bette Anton.