

Table 2 Problems facing postgraduate medical ethics education reported by the studied resident physicians (n = 128) according to specialty

Problem domain/statement ^a	Specialty ^b										Monte-Carlo test	P-value		
	Family medicine (n = 20)		Internal medicine (n = 31)		Paediatrics (n = 8)		Psychiatry (n = 4)		Other (n = 65)				Total	
	No.	%	No.	%	No.	%	No.	%	No.	%			No.	%
Planning														
Poor planning of curriculum	16	80.0	11	35.5	5	62.5	3	75.0	37	56.9	72	56.3	6.841	0.007
Course not tailored to specialty	18	90.0	26	83.9	6	75.0	4	100.0	55	84.6	109	85.2	1.963	0.495
Poor timing of course	16	80.0	22	71.0	8	100.0	3	75.0	44	67.7	93	72.7	3.961	0.059
Course too short	17	85.0	25	80.6	8	100.0	3	75.0	44	67.7	97	75.8	3.863	0.051
Course too theoretical	9	45.0	21	67.7	6	75.0	4	100.0	47	72.3	97	75.8	6.031	0.008
Lack of teaching resources	18	90.0	27	87.1	8	100.0	3	75.0	52	80.0	108	84.4	2.093	0.472
Overcrowded teaching sessions	16	80.0	26	83.9	8	100.0	4	100.0	61	93.8	115	89.8	1.429	0.603
Teaching methods														
Over-reliance on lectures	20	100.0	28	90.3	8	100.0	4	100.0	60	92.3	120	93.8	1.682	0.428
Lack of practical sessions	20	100.0	28	90.3	6	75.0	4	100.0	58	89.0	116	90.6	1.820	0.492
No teaching by simulation	19	95.0	28	90.3	6	75.0	4	100.0	51	78.5	108	84.4	2.963	0.395
Assessment														
Assessed knowledge only	20	100.0	30	96.8	8	100.0	4	100.0	58	89.2	110	85.9	0.453	0.681
No assessment at clinical rounds	19	95.0	31	100	8	100.0	4	100.0	55	84.6	117	91.4	0.896	0.193
Absence of feedback	19	95.0	31	100	8	100.0	4	100.0	57	87.7	99	77.3	0.295	0.738
Staff														
Staff to student ratio low	15	75.0	21	67.7	4	50.0	3	75.0	43	66.2	86	67.2	5.932	0.028
Staff inexperienced in medical ethics	4	20.0	4	12.9	1	12.5	0	0.0	16	24.6	25	19.5	6.082	0.019
Staff too busy	9	45.0	21	67.7	2	25.0	3	75.0	43	66.2	78	60.9	6.987	0.001
Staff lack motivation	11	55.0	24	77.4	7	87.5	2	50.0	36	55.4	80	62.5		0.002

^aStatements are mutually exclusive; ^bNumber and percentage of residents who agreed that this was a problem.