

Table 3 Problems facing postgraduate medical ethics education reported by the studied resident physicians (n = 128) according to postgraduate year

Problem domain/statement ^a	Postgraduate year ^b										χ^2	P-value
	1st year (n = 17)		2nd year (n = 44)		3rd year (n = 36)		4th year (n = 31)		Total			
	No.	%	No.	%	No.	%	No.	%	No.	%		
Planning												
Poor planning of curriculum	14	82.4	24	54.5	18	50.5	16	51.6	72	56.3	5.923	0.029
Course not tailored to specialty	15	88.2	37	84.1	31	86.1	26	83.9	109	85.2	0.284	0.742
Poor timing of course	13	76.5	33	75.0	25	69.4	22	71.0	93	72.7	0.263	0.684
Course too short	16	94.1	36	81.8	25	69.4	20	64.5	97	75.8	5.024	0.017
Course too theoretical	12	70.6	28	63.6	27	75.0	20	64.5	97	75.8	0.495	0.641
Lack of teaching resources	17	100.0	38	86.4	27	7.0	26	83.9	108	84.4	0.752	0.294
Overcrowded teaching sessions	16	94.1	40	90.9	34	94.4	25	80.6	115	89.8	1.834	0.083
Teaching methods												
Over-reliance on lectures	16	94.1	42	95.5	36	100.0	26	83.9	120	93.8	0.825	0.363
Lack of practical sessions	17	100.0	38	86.4	34	94.4	27	87.1	116	90.6	1.023	0.094
No teaching by simulation	15	88.2	36	81.8	32	88.9	25	80.6	108	84.4	0.934	0.584
Assessment												
Assessed knowledge only	16	94.1	43	97.7	34	94.4	27	87.1	110	85.9	0.592	0.503
No assessment at clinical rounds	15	88.2	43	97.7	34	94.4	25	80.6	117	91.4	2.853	0.062
Absence of feedback	15	88.2	43	97.7	33	91.7	28	90.3	99	77.3	0.035	0.746
Staff												
Staff to student ratio low	14	82.4	29	65.9	23	63.9	20	64.5	86	67.2	3.856	0.062
Staff inexperienced in medical ethics	2	11.8	10	22.7	7	19.4	6	19.4	25	19.5	2.853	0.092
Staff too busy	9	52.9	27	61.4	26	72.2	16	51.6	78	60.9	5.041	0.038
Staff lack motivation	9	52.9	30	68.2	22	61.1	19	61.3	80	62.5	0.963	0.138

^aStatements are mutually exclusive; ^bNumber and percentage of residents who agreed about the problem.