

**Table 1 Problems facing postgraduate medical ethics education reported by the studied resident physicians (n = 128) according to sex**

Problem domain/statement <sup>a</sup>	Males <sup>b</sup> (n = 65)		Females <sup>b</sup> (n = 63)		Total <sup>b</sup>		$\chi^2$	P-value
	No.	%	No.	%	No.	%		
<b>Planning</b>								
Poor planning of curriculum	40	61.5	32	50.8	72	56.3	5.438	0.042
Course not tailored to specialty	55	84.6	54	85.7	109	85.2	0.142	0.893
Poor timing of course	48	73.8	45	71.4	93	72.7	0.296	0.782
Course too short	50	76.9	47	74.6	97	75.8	0.625	0.617
Course too theoretical	44	67.7	53	84.1	97	75.8	6.318	0.016
Lack of teaching resources	55	84.6	53	84.1	108	84.4	0.016	0.902
Overcrowded teaching sessions	58	89.2	57	90.5	115	89.8	0.295	0.836
<b>Teaching methods</b>								
Over-reliance on lectures	60	92.3	60	95.2	120	93.8	0.293	0.845
Lack of practical sessions	58	89.2	58	92.1	116	90.6	0.373	0.647
No teaching by simulation	53	81.5	55	87.3	108	84.4	0.491	0.527
<b>Assessment</b>								
Assessed knowledge only	50	76.9	60	95.2	110	85.9	5.813	0.017
No assessment at clinical rounds	59	90.8	58	92.1	117	91.4	0.198	0.893
Absence of feedback	41	63.1	58	92.1	99	73.3	7.953	0.008
<b>Staff</b>								
Staff to student ratio low	45	69.2	41	65.1	86	67.2	0.492	0.501
Staff inexperienced in medical ethics	14	21.5	11	17.5	25	19.5	2.947	0.197
Staff too busy	44	67.7	34	54.0	78	60.9	5.082	0.028
Staff lack motivation	43	66.2	37	58.7	80	62.5	3.419	0.059

<sup>a</sup>Statements are mutually exclusive; <sup>b</sup>Number and percentage of residents who agreed that this was a problem.