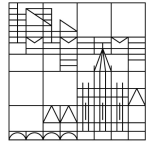




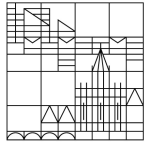
Universität
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Reversing Moral Regression in Medical Education with the *Konstanz Method of Dilemma-Discussion* (KMDD)®

Prof. Dr. Georg Lind
Department of Psychology
University of Konstanz, Germany

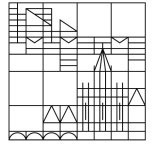
<http://www.uni-konstanz.de/ag-moral/>



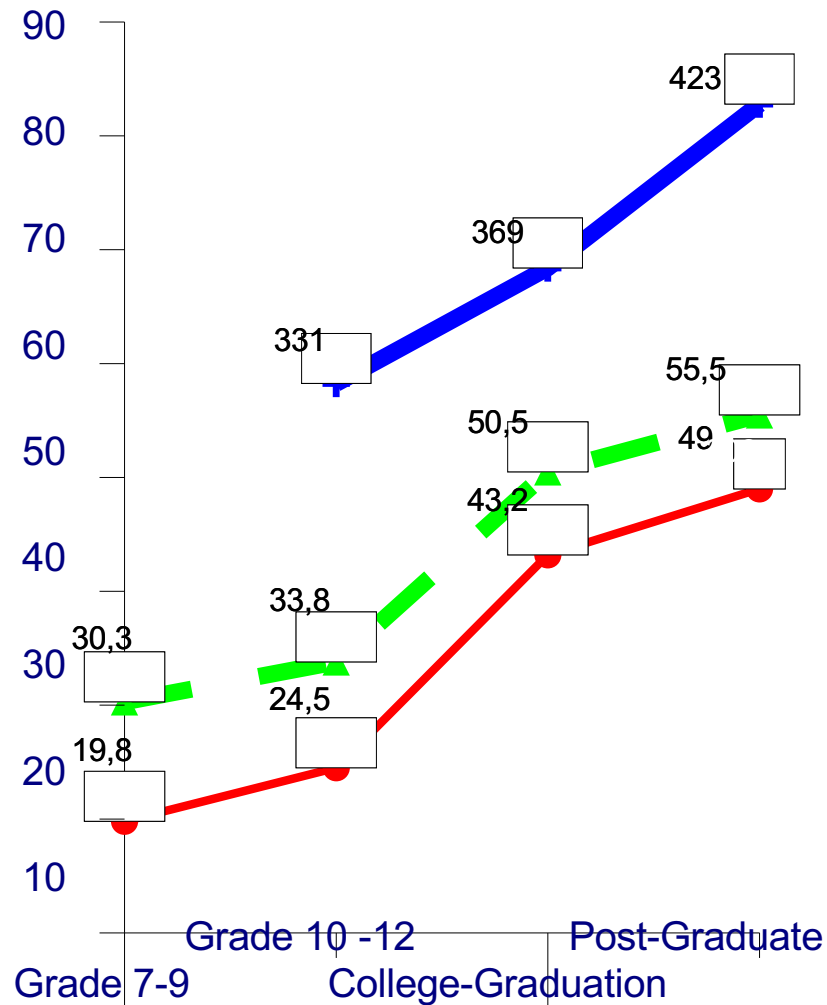
A Puzzling Paradox

In no field do we have more ethics teaching, books on (bio-)ethics, ethics committees etc. as in medicine and medical education.

Yet, in spite of this medical education seems to undermine the development of moral-democratic competence.



Good Education Fosters Moral Competence



Sources:

Colby, Kohlberg et al (1987). The measurement of moral judgment...

Rest (1986). Moral development...

Lind (2002). Ist Moral lehrbar?...

Note: The longitudinal findings by Rest

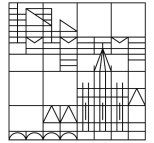
and by Lind are supplemented by cross-sectional data.

Study

USA, MJL, Kohlberg (y2)

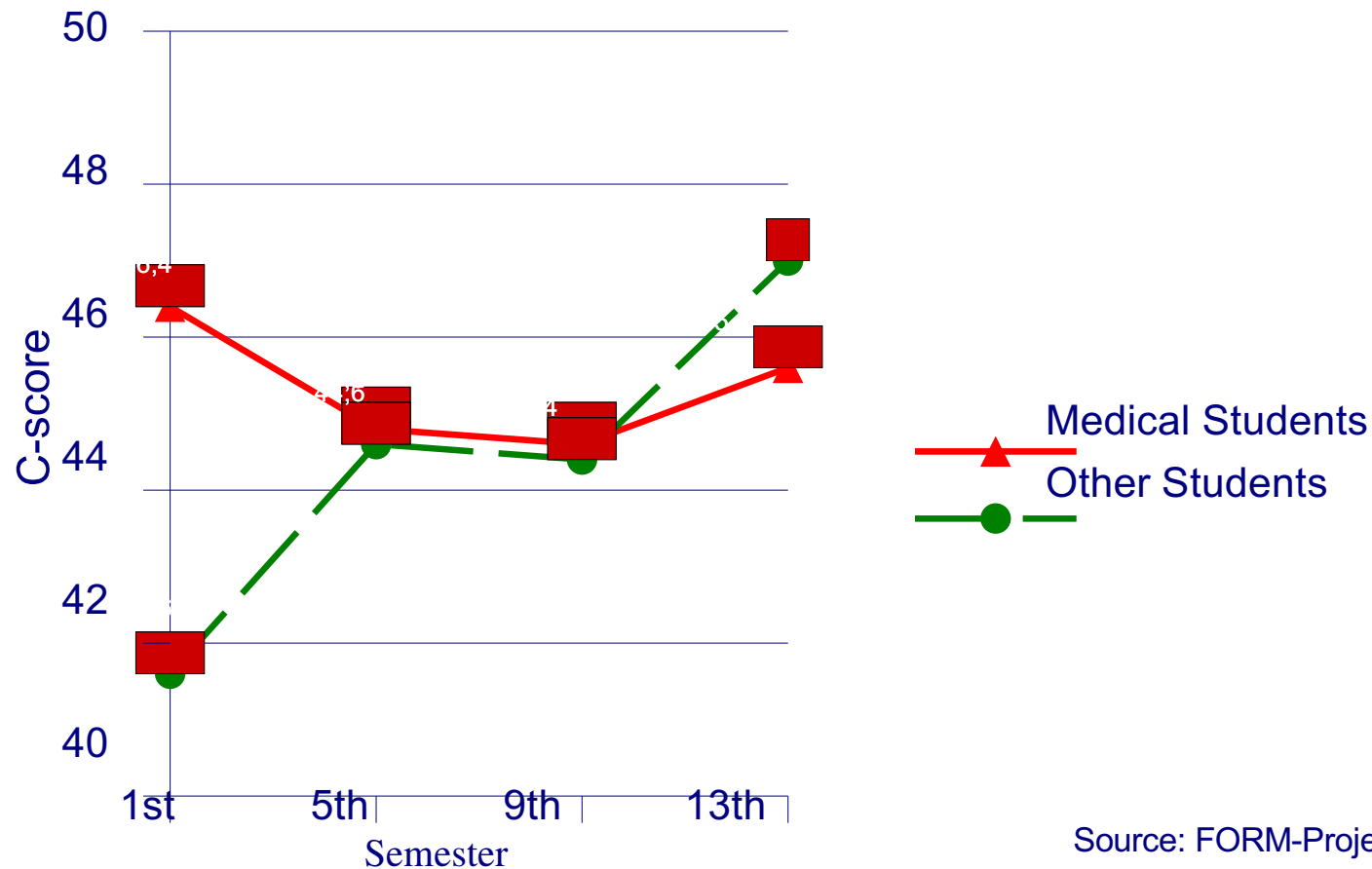
USA; DIT, Rest (y1)

D, MJT, Lind (y1)

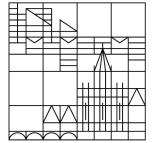


Moral Regression In Medical Education

Longitudinal Study of German Medical Students, N = 592, 1977 -1983

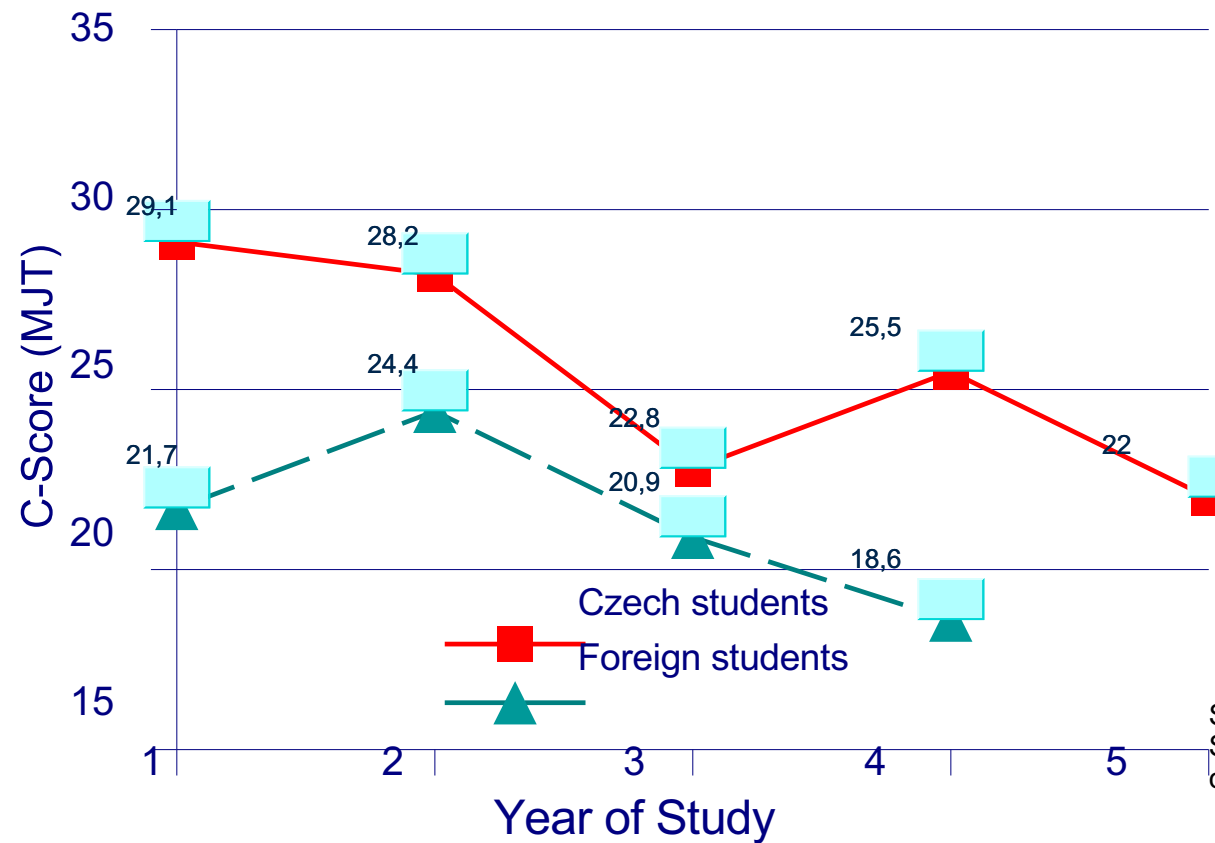


Source: FORM-Project, Lind, 2000

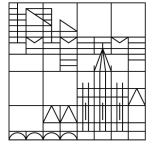


Moral Regression in Medical Education

Czech Republic, N = 380, 1998



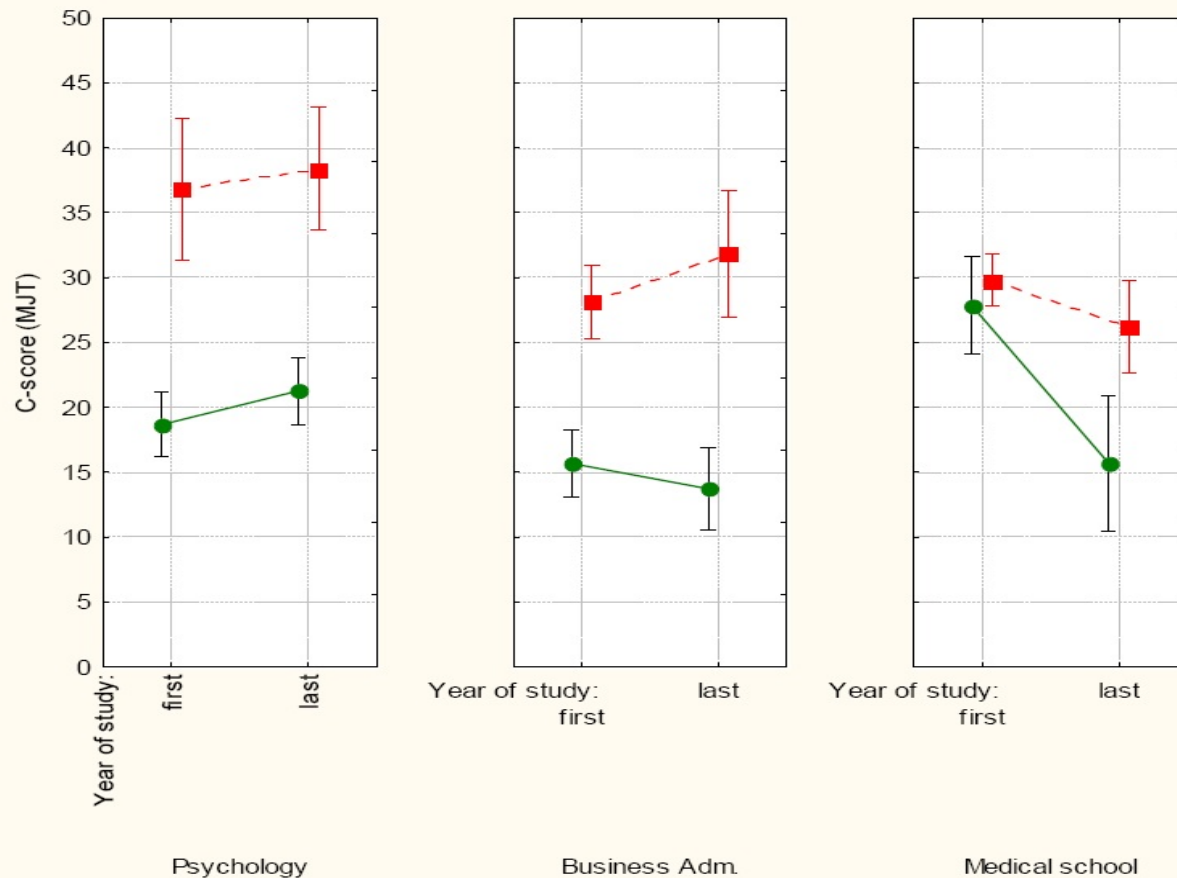
Source:
Slovackova, 1999, personal
communication



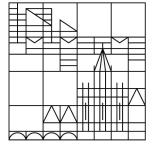
Moral Regression in Medical Education

Germany and Brazil

1) MJT C-Scores by area, year of study and culture (Cross-sectional study; N= 1153)

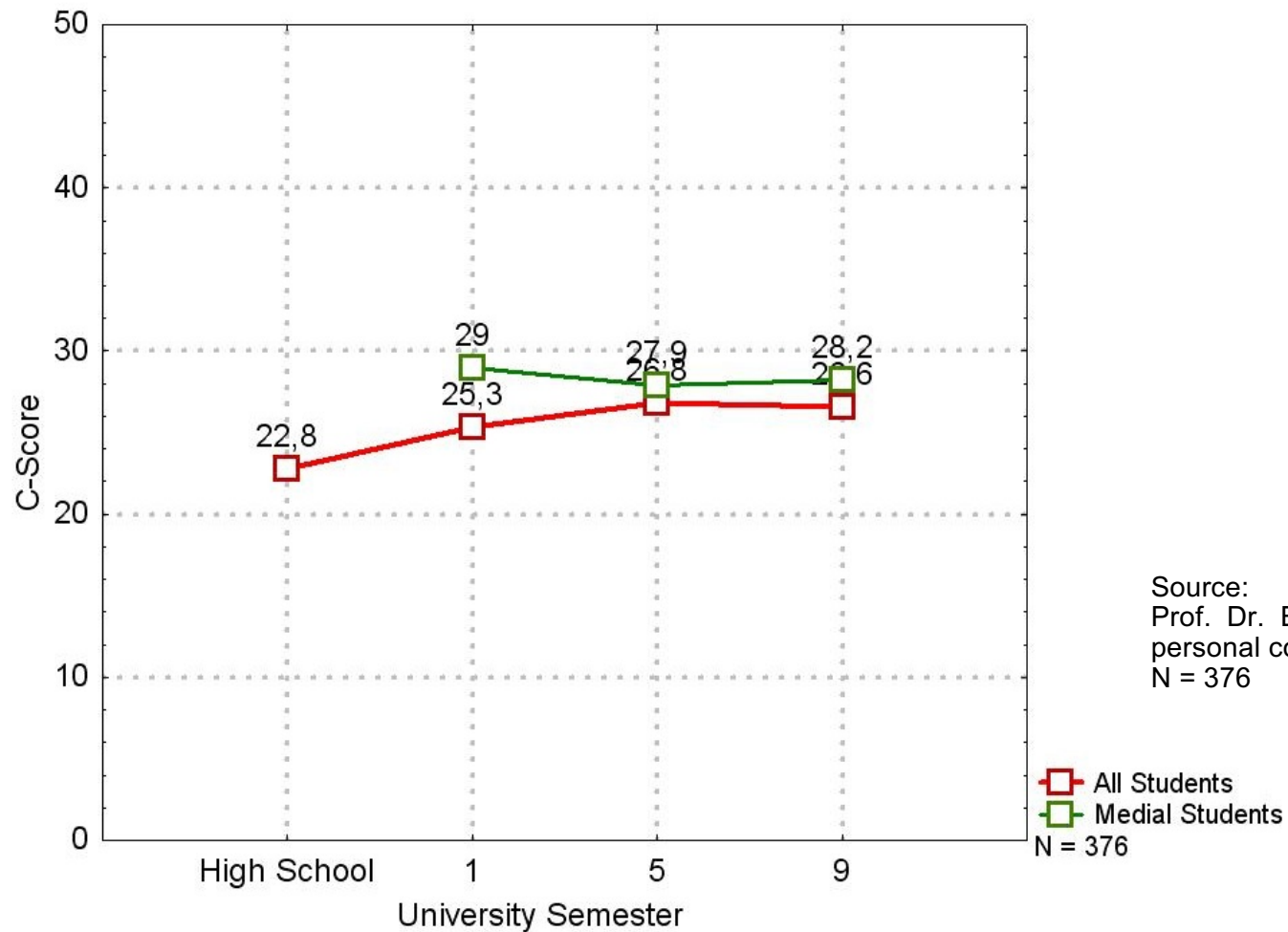


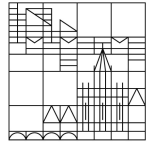
Schillinger, M. (2006). Learning environments and moral development: How university education fosters moral judgment competence in Brazil and two German-speaking countries. Aachen: Shaker



Moral Regression in Medical Education

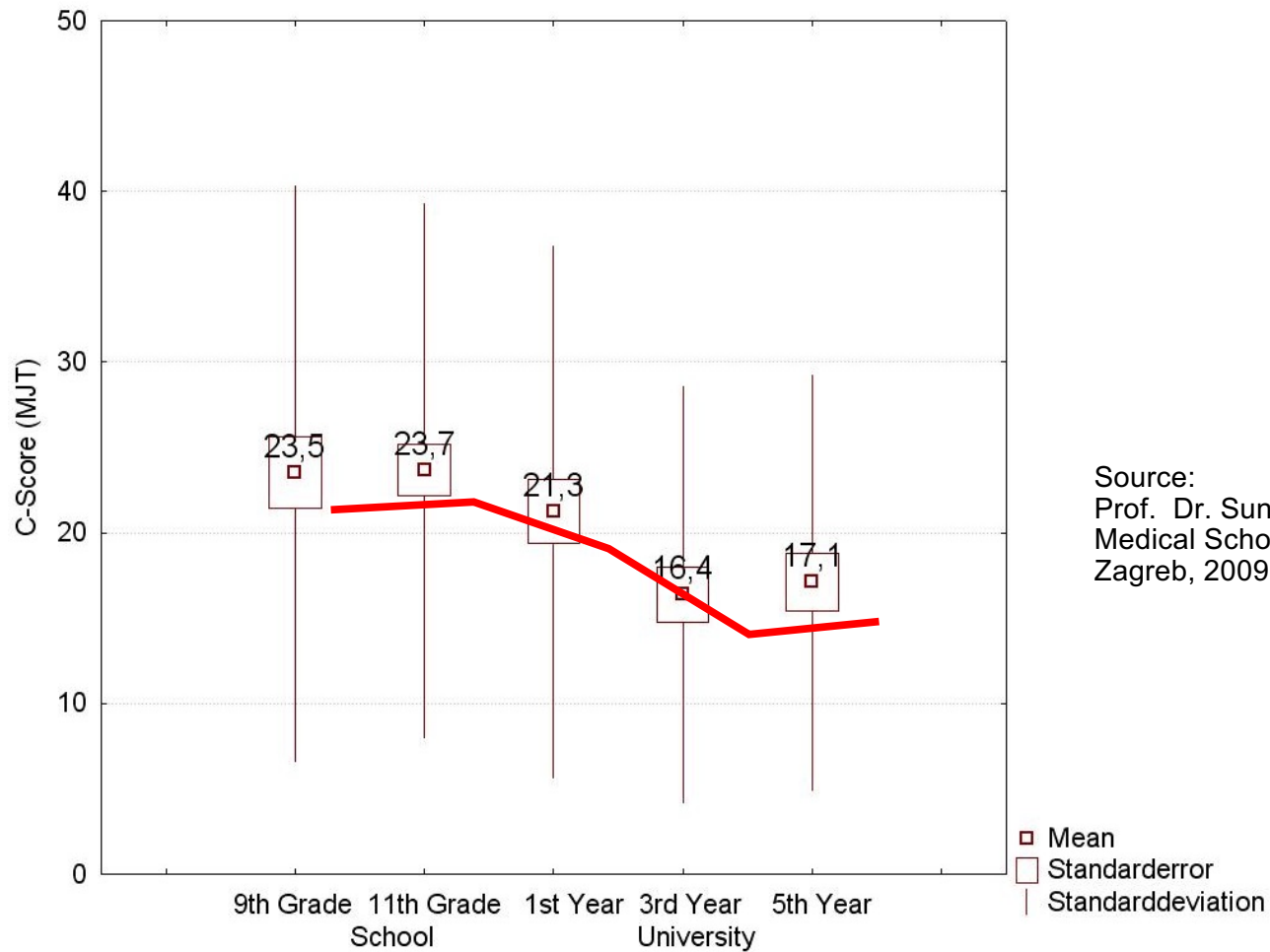
In Poland

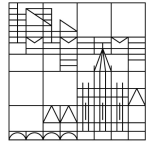




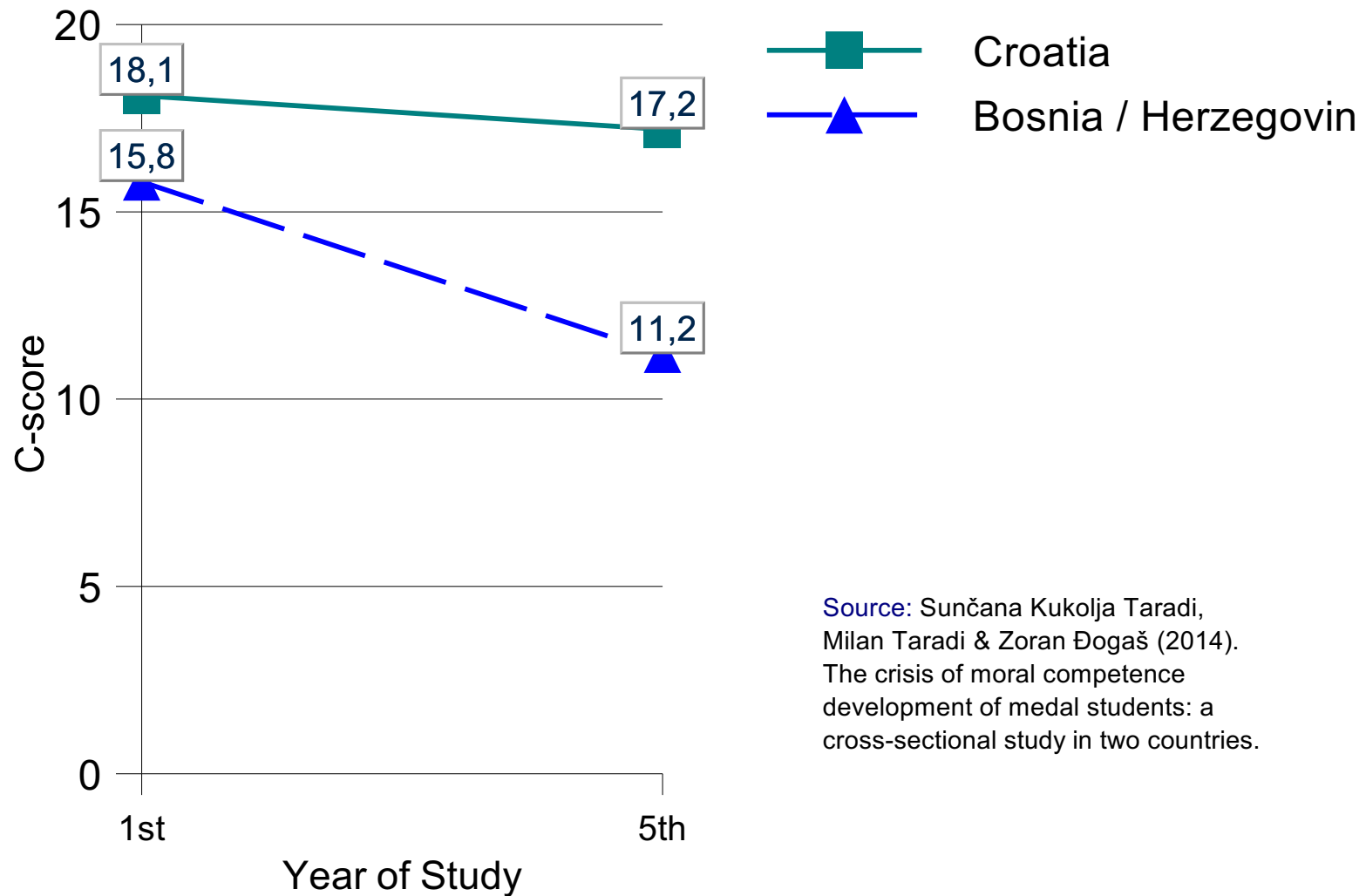
MoralRegressioninMedicalEducation

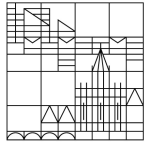
In Croatia





Moral Regression in Medical Education

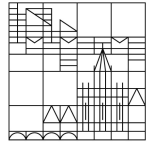




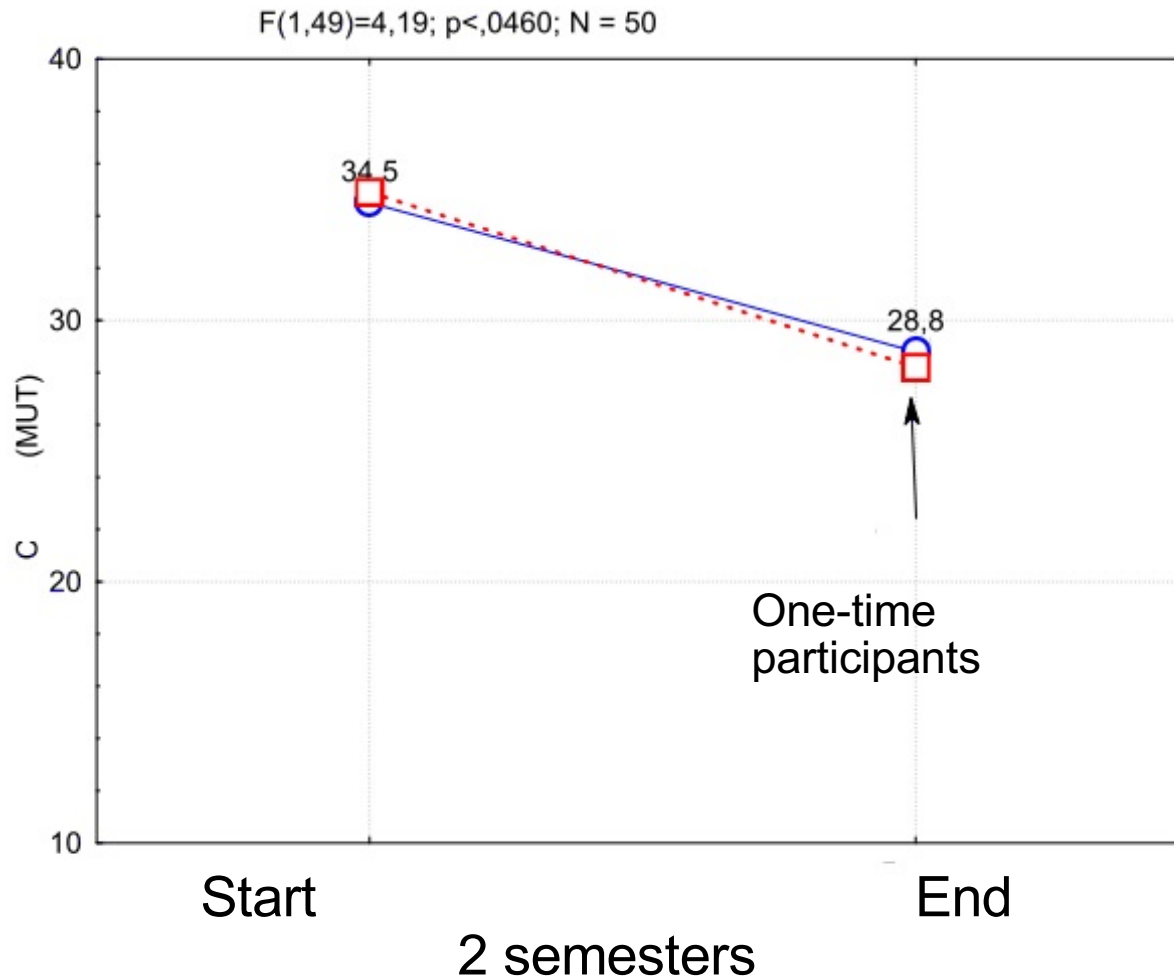
Ineffective Methods of Ethical Education

- Reading moral stories
- Lectures about moral values and ethics ("direct methods")
- Values clarification exercises (Simon)
- Problem-based learning

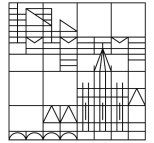
Lind, G. (2003). Ist Moral lehrbar? Ergebnisse der modernen moralpsychologischen Forschung. [Can morality be taught? Research findings from modern moral psychological research.] Berlin: Logos-Verlag.



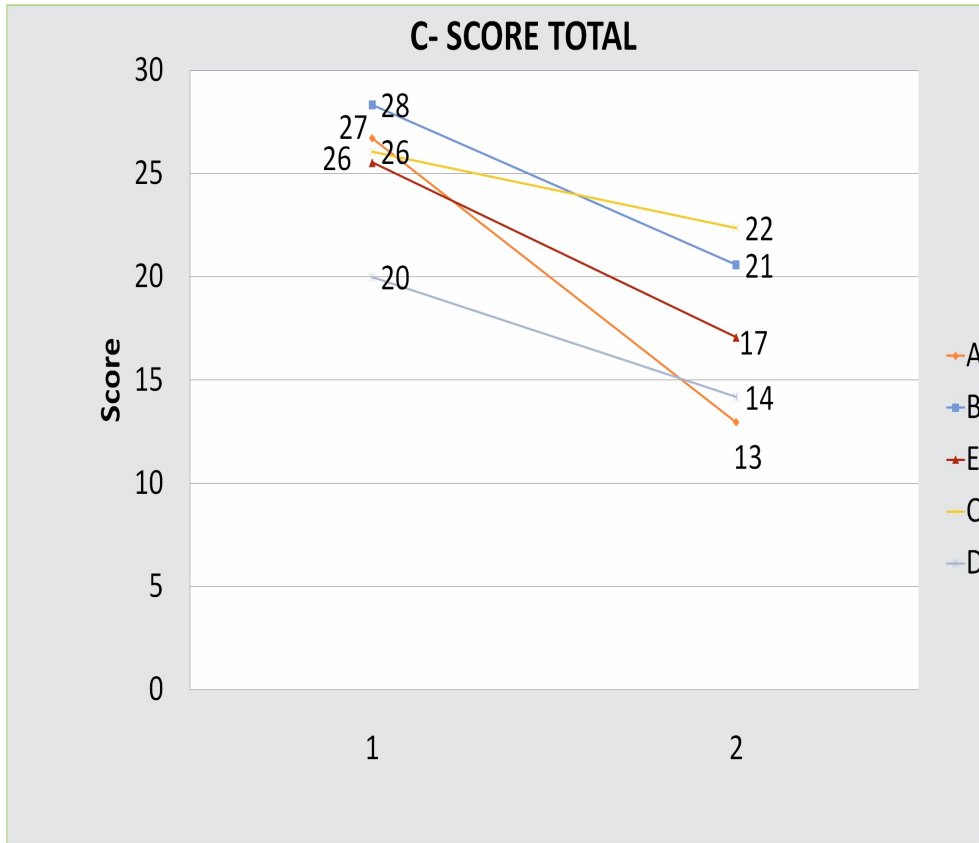
Effect of Problem-based Ethics Teaching



Gommel, M. & Kessler, H.
(2006), Medical Ethics
Seminars, Moral Judgement
Competence and
Authoritarianism.
Presentation at the AME
conference in Fribourg.



Negative Effects of Medical Education, intensive Pedagogy and Problem-based teaching: Brazil

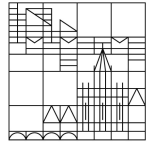


C-scores of 1st and 6th year medical students;

N = 451

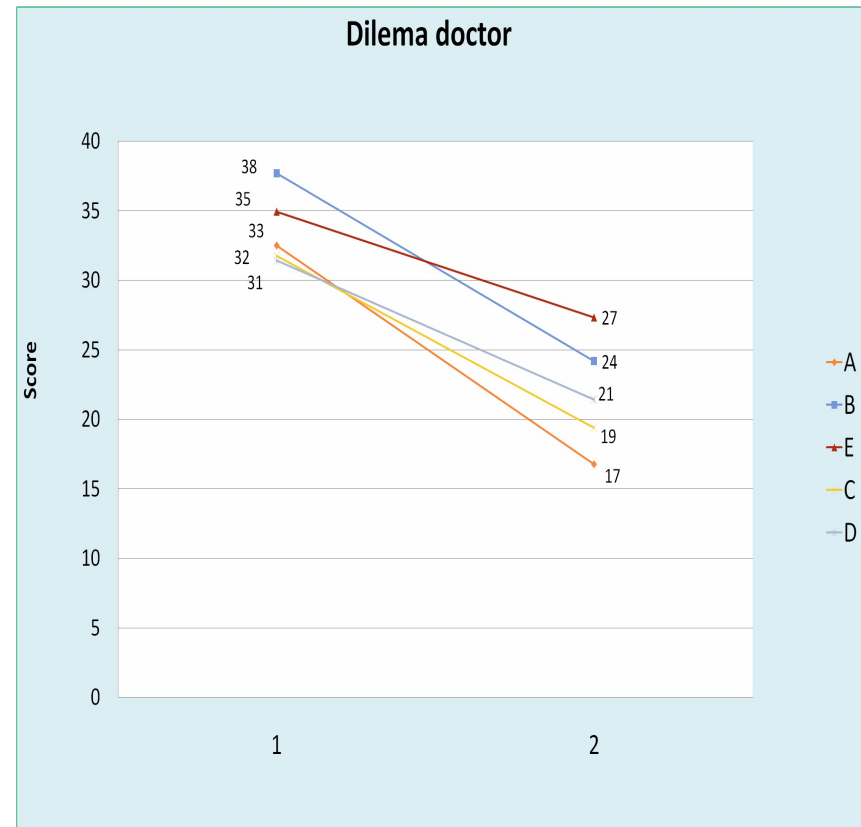
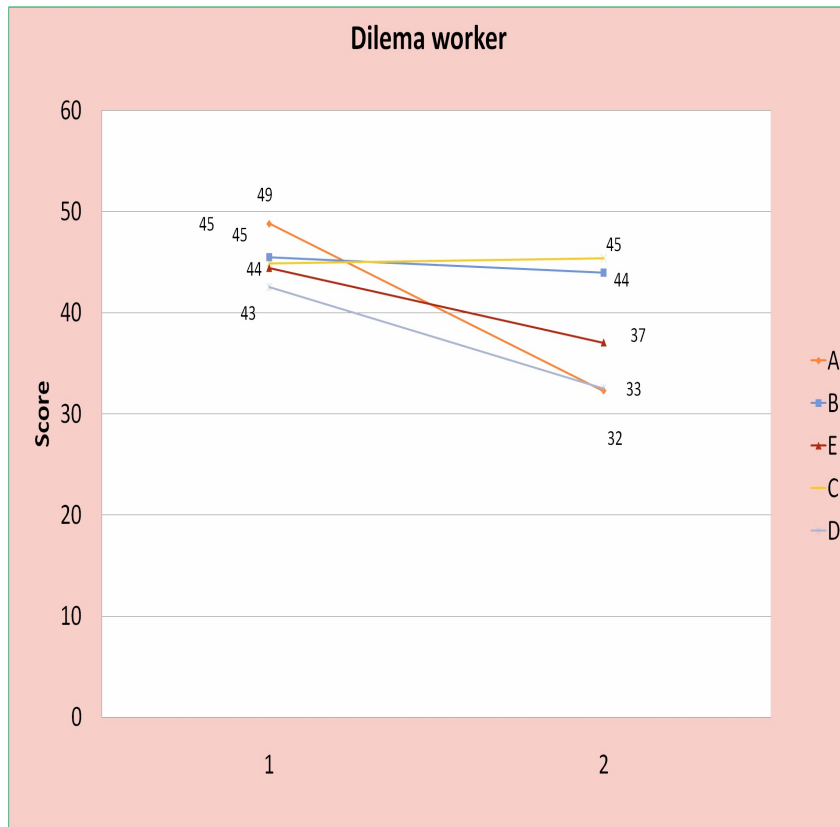
- A A unidade de ensino **A** cujo modelo pedagógico é de forte inserção pedagógica
- B As unidades de ensino **B**, **C** e **D** possuem currículos tradicionais
- E A unidade **E** de ensino tem seu aprendizado baseado em problemas

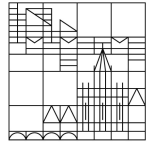
Rego, S., Palacios, M., Martins, C.D., Bataglia, P., Silva de Oliveira, M., & Bernardino, M., (2011). Avaliação da competência moral entre estudantes de medicina e ambiente de ensino na graduação em medicina: estudo comparativo entre três escolas -Resultados parciais II.



MoralRegression&SegmentationinMedicalEducation

Fostering Moral Competence in Medical Education





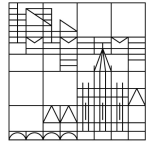
KMDD in the Medical School of Monterrey



Educative activities



In order to acquire the [moral competencies related with ethical basis](#) we have implemented across the curriculum, amongst other activities, the educative Moral Dilemmas using the methodology created by [Dr. George Lind at the University of Konstanz](#)



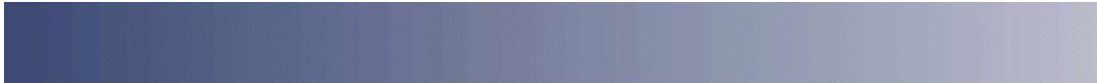
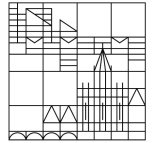
Medical Students' Feedback





The Relative Effect Size r of the KMDD in Comparison to Other Methods and Other Fields

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Medical students feedback about moral dilemmas

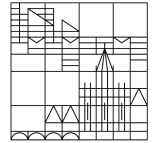
"It's one of the best learning activities for us"

"It's an activity that should be applied each semester"

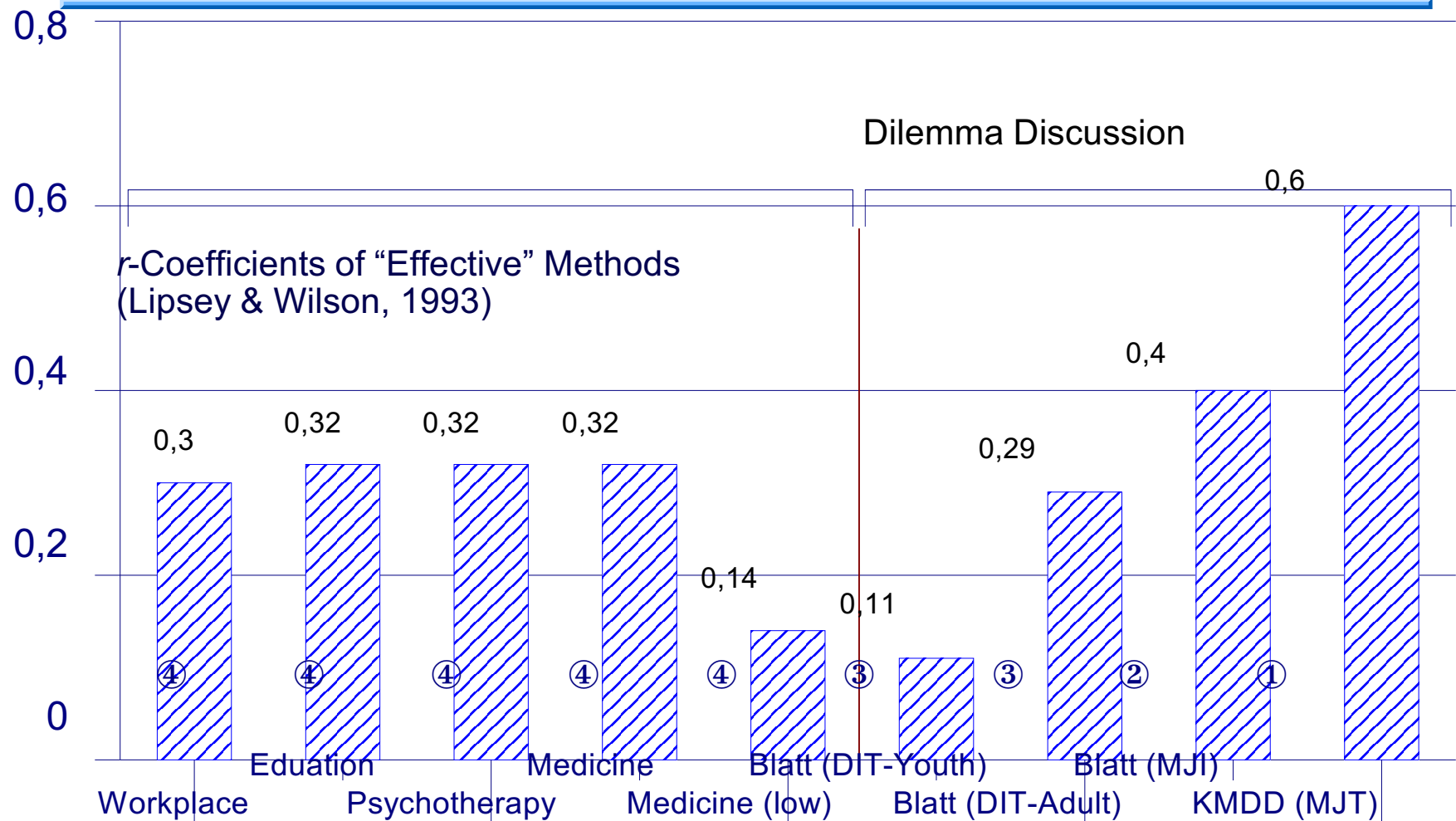
"The time of discussion should be prolonged to let express the arguments of all the participants"

"The lecture at the end of the discussion about some ethical, legal and medical issues has a great value for us"

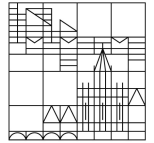




Summary



See next slide for the references ① to ④



References

- Lerkiatbundit, S., Utaipan, P., Laohawiriyanon, C., & Teo, A. (2006). Randomized controlled study of the impact of the Konstanz method of dilemma discussion on moral judgement. *Journal of Allied Health*, 35(2), 101-108.
- Lind, G. (2000). The importance of role-taking opportunities for self-sustaining moral development. *Journal of Research in Education* 10(1), 9-15.
- Lind, G. (2000). Moral regression in medical students and their learning environment. *Revista Brasileira de Educacao Médica*, 24(3), 24-33.
- Schillinger, M. (2006). Learning environments and moral development: How university education fosters moral judgment competence in Brazil and two German-speaking countries. Aachen: Shaker-Verlag.
- Lind, G. (2007). La moral puede enseñarse. Manual teórico-práctico de la formación moral y democrática. México: trillas. Traducción Alfonso Meijía Casas, Liliana Cadena Restrepo, Adriana María