CPD Scholar: Medical Hub

Selection of Ethics CEU Articles

CPD Scholar - Medical Hub (Journal Articles on Ethics)

No:	Journal Article	Total Pages	Summary	Learning Outcomes	Average read time (min)	CEU's
1	[Evaluating the impact of a standardised intervention for announcing decisions of withholding and withdrawing life-sustaining treatments on the stress of relatives in emergency departments (DISCUSS): protocol for a stepped-wedge randomised controlled trial](#)	8	This study protocol outlines a stepped-wedge cluster randomized controlled trial, named **DISCUSS**, designed to assess the impact of a standardized intervention for announcing decisions on withholding or withdrawing life-sustaining treatments in emergency departments (EDs). This intervention targets the stress experienced by relatives, aiming to reduce symptoms of post-traumatic stress disorder (PTSD). The intervention is co-designed with partner families and involves healthcare professionals (HCPs). It includes human simulation training for HCPs and strategies to provide more structured communication with relatives. The trial will measure PTSD symptoms, anxiety, depression, and satisfaction with the communication process. The main goal is to compare PTSD symptoms between families who received the intervention and those who received standard care.	Upon completion of this activity, learners should have an understanding of: 1. **Communication Strategies in End-of-Life Care:** How standardized interventions and structured communication can reduce stress and PTSD symptoms in families involved in decisions about withholding or withdrawing life-sustaining treatments. 2. **The Ethical Considerations in EDs:** The ethical challenges and emotional toll involved in communicating end-of-life decisions in emergency settings, and how simulation-based training can help healthcare providers manage these situations effectively. 3. **Impact on Healthcare Providers:** The importance of human simulation training for HCPs to improve their confidence, reduce real-life stress, and enhance communication assertiveness with families during critical medical decisions.	40	2
2	[Ethics of care in technology-mediated healthcare practices: A scoping review](#)	13	The article titled **"Ethics of Care in Technology-Mediated Healthcare Practices: A Scoping Review"** investigates how the theoretical framework of the ethics of care has been applied in empirical studies of technology-mediated healthcare. The study shows that the implementation of technology in healthcare challenges traditional care cultures and introduces new ethical dilemmas. Using a scoping review methodology, the authors	1. **Understand the Role of Ethics of Care in Healthcare Technologies:** Learners will grasp how the ethics of care can be applied in technology-mediated healthcare, addressing ethical dilemmas caused by the integration of new technologies. 2. **Explore the Impact of Technology on Healthcare Relationships:** Learners will be able to assess how technologies like eHealth, care robots, and ICU technologies affect the relationships	65	2

			found that while ethics of care is mentioned in some studies, it is often not integrated into research frameworks. The article highlights the importance of relational ethics and suggests expanding the ethics of care to include the role of technology in contemporary care.	between healthcare professionals and patients. 3. **Identify Ethical Challenges in Technology-Mediated Healthcare:** Learners will understand the new ethical challenges that arise from using technology in care practices, such as depersonalization, power imbalances, and the shift from human-centric care to technologically mediated care.		
3	**Inconsistency between the Circulatory and the Brain Criteria of Death in the Uniform Determination of Death Act**	12	This article, titled **"Inconsistency between the Circulatory and the Brain Criteria of Death in the Uniform Determination of Death Act"**, explores the conceptual inconsistencies present in the Uniform Determination of Death Act (UDDA). The UDDA defines death using two criteria: the irreversible cessation of circulatory and respiratory functions, or the irreversible cessation of all functions of the brain. However, the article argues that these criteria are inconsistent because they rely on different interpretations of the "cessation of functions." One criterion considers only the cessation of spontaneous functions, while the other includes both spontaneous and artificially supported functions. The authors suggest that this inconsistency creates ethical and philosophical challenges in medical practice and propose potential solutions to reconcile the two criteria.	Upon completion of this activity, learners will understand: 1. **The ethical and philosophical implications of defining death** based on circulatory-respiratory versus brain-based criteria in the UDDA. 2. **How medical technology challenges traditional concepts of death** by allowing for artificial maintenance of circulatory, respiratory, and brain functions. 3. **Potential solutions to address the inconsistencies** in the criteria for death determination, including the ethical consequences of using one criterion over another.	60	2

4	Ethics education to support ethical competence learning in healthcare: an integrative systematic review	26	This article, titled **"Ethics Education to Support Ethical Competence Learning in Healthcare: An Integrative Systematic Review,"** explores the available literature on ethics education that promotes ethical competency learning for healthcare professionals and students. It highlights that ethical problems in healthcare arise for many reasons, including moral conflicts, chaotic work environments, and limited resources. The article stresses the importance of ethics education to help healthcare professionals and students manage ethical dilemmas effectively. It outlines various teaching methods, such as simulation-based learning and small group discussions, as effective tools to support ethical competency development.	Upon completion of this activity, learners will: 1. **Understand the importance of ethics education** in preparing healthcare professionals and students to address ethical problems and dilemmas in clinical practice. 2. **Recognize the role of ethical competence** in managing morally challenging situations while maintaining patient care standards and professional integrity. 3. **dentify the most effective teaching methods for ethical competency learning,** such as problem-based learning, simulations, and group discussions, to foster moral reflection and ethical decision- making.	130	2
5	The anatomy of electronic patient record ethics: a framework to guide design, development, implementation, and use	14	The article presents a framework designed to identify and assess ethical challenges associated with electronic patient records (EPR) throughout their life cycle. This framework aims to help healthcare professionals, software engineers, and health service managers ensure responsible, reliable, and ethical use of EPR systems. The framework focuses on two main areas: understanding the context of EPRs (the purpose, interested parties, and the regulatory framework) and addressing core functions such as data collection, data access, and digitally enabled healthcare. The authors argue that the framework should not be viewed merely as a risk management tool but rather as a guide to creating value and ensuring ethical responsibility in the healthcare system.	Upon completion of this activity, learners should have an understanding of: 1. **Ethical Implications of EPRs:** Learners will understand the ethical challenges that arise from collecting, accessing, and sharing health information digitally. 2. **Role of EPRs in Healthcare Delivery:** The critical role of EPRs in improving the quality, safety, and efficiency of healthcare by facilitating better information access and sharing. 3. **Framework for Ethical EPR Implementation:** Learners will be equipped to apply an ethical framework to ensure responsible design, development, and use of EPRs in their respective fields.	70	2