# Article information:

IJERPH | Free Full-Text | Medical Education: Patients&rsquo; Perspectives on Clinical Training and Informed Consent  
<https://www.mdpi.com/1660-4601/19/13/7611>

# Article summary:

1. Bedside teaching in medical education has numerous benefits, but it also poses ethical dilemmas and professional demands that need to be addressed.

2. Patients' perspectives on medical students' involvement in their care vary, with some feeling uncomfortable and others willing to participate as long as they are informed and their rights are respected.

3. The department from which patients come influences their perceptions, with obstetrics/gynecology patients being less accepting of student participation compared to general practice patients.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "Medical Education: Patients' Perspectives on Clinical Training and Informed Consent" discusses the ethical dilemmas and professional demands associated with medical education involving actual patients. While the article provides some valuable insights into patients' perspectives, there are several areas where critical analysis is warranted.

One potential bias in the article is the lack of a balanced discussion on the benefits and drawbacks of medical students' involvement in patient care. The article primarily focuses on the potential negative impacts, such as patients feeling uncomfortable or their rights being disrespected. However, it fails to adequately address the benefits that medical students can bring, such as fresh perspectives, enthusiasm, and increased access to healthcare providers.

Additionally, the article relies heavily on anecdotal evidence and lacks empirical data to support its claims. The study conducted for this article only includes 131 patients from a single hospital in Portugal, which limits its generalizability. Furthermore, there is no mention of any control group or comparison with patients who did not have medical students involved in their care. Without a comprehensive analysis of different patient experiences, it is difficult to draw definitive conclusions about the impact of medical students' presence.

The article also overlooks important considerations regarding patient autonomy and informed consent. While it briefly mentions that Portuguese law requires consent for interventions related to someone's health, it does not delve into how this requirement is implemented in practice or whether patients fully understand their rights. Additionally, there is no discussion about how medical students are trained to obtain informed consent or handle situations where patients refuse their involvement.

Furthermore, the article does not explore potential solutions or strategies for addressing the ethical dilemmas associated with medical education. It merely highlights the issues without providing any recommendations for improving patient experiences or ensuring that their rights are respected.

Overall, while the article raises important questions about medical education and patient perspectives, it falls short in providing a comprehensive analysis of these issues. It lacks empirical evidence, presents a one-sided view, and fails to explore potential solutions. A more balanced and evidence-based approach would strengthen the article's arguments and provide a more nuanced understanding of the topic.

# Topics for further research:

* Benefits of medical students in patient care
* Empirical evidence on patient experiences with medical students
* Implementation of informed consent in medical education
* Training of medical students in obtaining informed consent
* Strategies for improving patient experiences in medical education
* Ethical dilemmas in medical education and potential solutions

# Report location:

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