

Methodologies applied in the teaching of Ethics, Bioethics and Deontology during the last decade: an integrative review


Metodologias aplicadas no ensino de Ética, Bioética e Deontologia da Saúde durante a última década: uma revisão integrativa (resumo: p. 16)

Metodologías aplicadas en la enseñanza de la Ética, Bioética y Deontología de la Salud durante la última década: una revisión integradora (resumen: p. 16)

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This integrative review maps out the scientific production of the last decade focusing on methodologies applied in teaching Ethics, Bioethics and Deontology, aiming to categorize and describe them. The review found thirty-four articles searching the keywords “teaching” and “health” and “ethics” or “bioethics” or “deontology” in the bases *Literatura Latino-Americana e do Caribe em Ciências da Saúde* (LILACS), Educational Resources Information Centre (ERIC), Medical Literature Analysis and Retrieval System Online (MEDLINE), Scientific Electronic Library Online (SciELO) and Google Scholar. The methodologies were organized into: active methodologies and traditional model. The synthesis of this review states that active methodologies offer more significant learning, when compared to the traditional model, especially due to technology. Moreover, transversal and interdisciplinary theoretical assumptions were also associated with methodological applicability in the teaching of the themes in question.

Keywords: Ethic. Bioethics. Deontology. Teaching. Health human resource training.

Introduction

The multiplicity of methodologies in the teaching of Ethics, Bioethics and Deontology are growingly attracting attention in the scope of scientific productions in parallel to the intellectual production of the learning contents¹. Currently, in a much more comprehensive way, it is possible to understand that the method used in the teaching-learning process has similar relevance as the object of study and has a decisive power in transformative learning, in other words, teachers who recognize the dialogical perspective of teaching have a more advanced view of the teaching-learning process².

In view of the various ethical problems and the growing use of technology in the Health Sciences area, there is an urgent need for training that is not only centered on isolated disciplines with no communication between them, as they are insufficient to deal with the problems that health professionals face on a daily basis^{3,4}. Moreover, the vertical transmission of knowledge (teacher to student), the overvaluation of technical training and the theoretical baggage dissociated from the social context of action configure a traditional teaching model still present in Health training^{1,3}.

From these situations, it is recognized the need to propose discussions about new practices and pedagogical models that stimulate the reconstruction of the social role of Higher Education Institutions (HEIs), as shapers of ethical, critical and reflective professionals, in order to act under the logic of quality care in health work, adopting such innovations, also called active methodologies^{1,5,6}. In this way, the student is the protagonist of his learning, called upon to participate by discussing problems, leaving a passive position, merely receiving information and developing his individual competencies⁷⁻⁹.

These teaching-learning methodologies, although they share the same assumption of joint participation between teacher and student, are not always uniform from the theoretical and methodological point of view, so that one can observe several models and strategies of constitution in the different educational levels¹.

Thus, this study aims to understand the use of teaching-learning methodologies for ethics, bioethics, and deontology in the context of higher education in the health professions in the last decade.

Methodology

This is an integrative literature review, a methodology capable of summarizing results in a comprehensive and ordered manner, with the possibility of including studies with diversified methodologies simultaneously, providing a synthesis of the production of knowledge on the subject in its entirety¹⁰⁻¹².

The guiding question “What methodologies have been used in teaching Ethics, Bioethics and Deontology in the last decade in health care?” used the PECO strategy (acronym for: population, exposure, control and endpoint/outcome)^{13,14}.



In the search phase the descriptors “teaching” and “health” and “ethics” or “bioethics” or “deontology” were applied, in the search in titles, abstracts and subjects, as presented in Chart 1. Data were collected using five informational resources: electronic health database (Latin American and Caribbean Literature on Health Sciences - LILACS), electronic database in the area of Education (*Educational Resources Information Centre* – ERIC), portal PubMed (*Medical Literature Analysis and Retrieval System Online* – MEDLINE), digital library (*Scientific Electronic Library Online* – SciELO) and Google Scholar. Inclusion criteria were: original article, full text, published between 2010 and August 2020, and no language restrictions.

Frame 1. Integrative Review Search Strategy

Base	Descriptors
Lilacs	tw:((tw:(teaching)) AND (tw:(ethics OR bioethics OR deontology)) AND (tw:(health))) AND (fulltext:(“1”) AND mj:(“Bioethics” OR “Teaching” OR “Professional Ethics” OR “Ethics”) AND la:(“en” OR “pt” OR “es” OR “fr” OR “ja”)) AND (year_cluster:[2010 TO 2020])
Eric	“teaching and ethics and health” AND “teaching and bioethics and health” AND “teaching and deontology and health”
PubMed	(((((teaching[MeSH Terms]) AND (ethic[MeSH Terms])) OR (bioethic[MeSH Terms])) OR (deontological ethic[MeSH Terms])) AND (health[MeSH Terms]))
SciELO	(ensino) AND (ética) OR (bioética) OR (deontologia) AND la:* AND year_cluster:* AND subject_area:(“Health Sciences”) AND wok_subject_categories:(“medical ethics” OR “ethics”) AND is_citable:(“is_true”) AND type:(“research-article”)
Google Scholar	“allintitle: Ensino and ética or bioética or deontologia and saúde” e “allintitle: Teaching and ethics or bioethics or deontology health” e “allintitle: Enseñanza de la ética or bioética or de la salud”

Source: prepared by the authors.

Initially, the titles and abstracts were analyzed from the criteria pre-established for the screening stage, involving thematic compatibility with the teaching of ethics, bioethics, and deontology. In the last step, reading the articles in their entirety, the eligibility criterion was the need to present methodologies for teaching Ethics, Bioethics and Deontology, in order to answer the guiding question of this integrative review. The studies found were imported into the Zotero reference manager (version 5.0.93).

The data extraction phase was organized following a pre-established instrument, automatically recorded in a spreadsheet independently by the researchers. The process allowed the identification of the authors, year of publication, country of origin, study design, population characteristics, and teaching methodologies. Extraction by reviewers followed the same logistics described above.

The synthesis of this integrative review was described from the grouping of teaching methodologies related to categories, aiming at better ordering and discussion of the data, and is presented in order of frequency.

Results

A total of 398 studies were identified which, after exclusion of duplicates, resulted in the screening of 373 articles. The analysis of titles and titles- abstracts, allowed the reading in full of 92 researches that, by the eligibility criteria, excluded 58 studies, as shown in Figure 1.

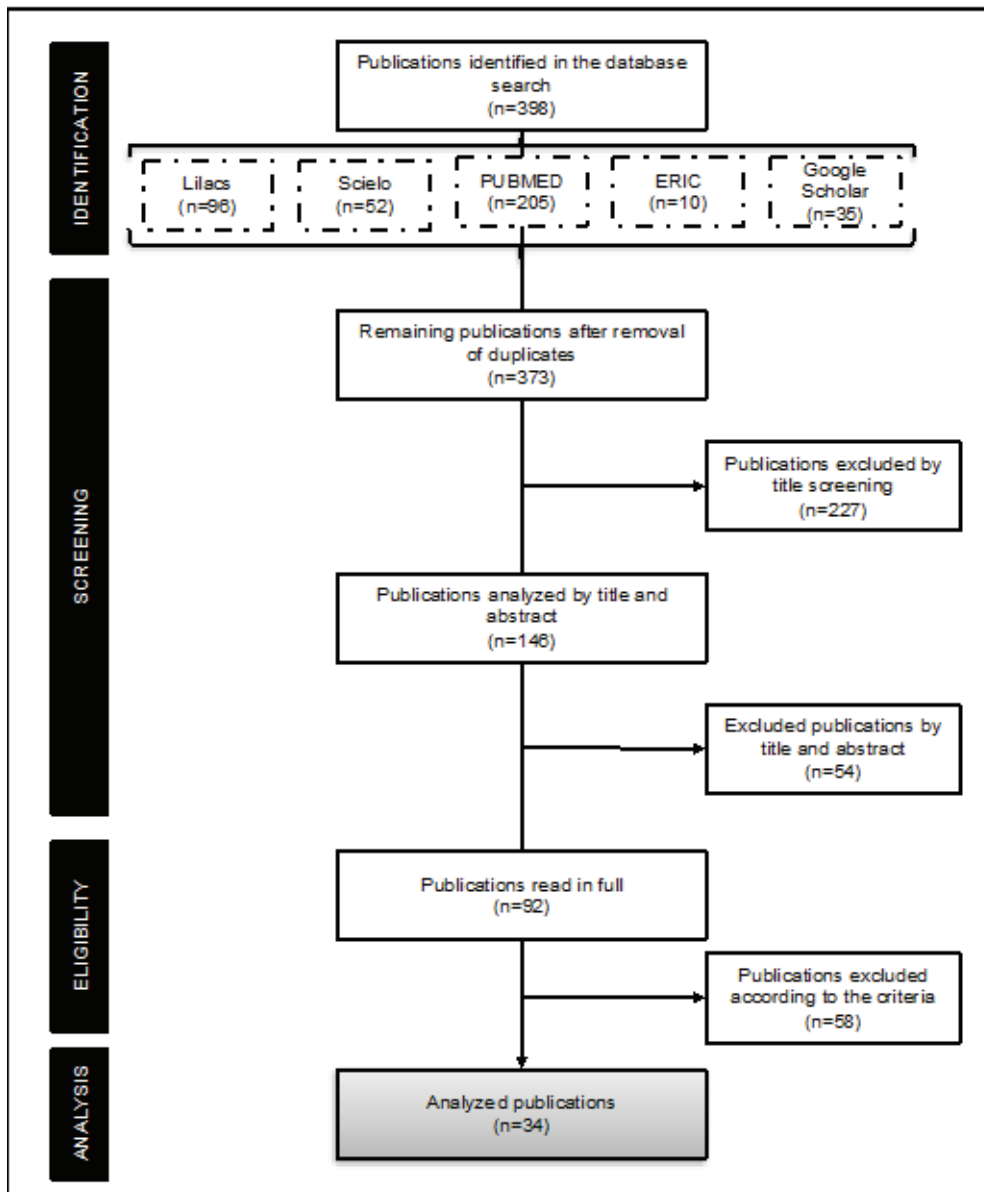


Figure 1. Flowchart of integrative review results.



The bibliographic survey resulted in a final sample of 34 articles (Table 2). In the results, initially, the characterization of the review studies will be presented regarding the data found, the description of the population studied, distributed among undergraduates, graduate students, professionals and professors, and later, the categorization of the teaching methodologies for ethics, bioethics and deontology

Frame 2. Characterization of the selected publications

Author	Year	Country	Method	Population (Health area)*	Teaching Methodology
Santos <i>et al.</i>	2018	Brazil	Qualitative	Medical Undergraduates	Active methodologies: Art-based methods (Literature).
Lin <i>et al.</i>	2010	Japan	Qualitative	Nursing Undergraduates	Traditional model; Active methodologies: problem-based learning (PBL).
Teixeira <i>et al.</i>	2019	Brazil	Qualitative	Medical Undergraduates	Traditional model; Active methodologies:
Nery Filho <i>et al.</i>	2013	Brazil	Qualitative; Analysis of the training;	Medical Undergraduates	Active methodologies: Art-based methods (Literature).
Vedavathi <i>et al.</i>	2013	India	Qualitative	Medical students and residents, nurses and laboratory technicians	Traditional model; Active methodologies: casuistic; Art-based methods (Cinema).
Simón-Lorda <i>et al.</i>	2015	United States of America (USA)	Quali-quantitative; Training analysis;	Postgraduates	Traditional model; Active methodologies: casuistry;
Cañete <i>et al.</i>	2013	Cuba	Qualitative; Analysis of the training;	Professionals in Medicine, Nursing, Dentistry, and Laboratory Science	Traditional model; Active methodologies: casuistic; Art-based methods (Cinema).
Nunes	2017	Portugal	Qualitative	Nursing Undergraduates	Active methodologies:
Warmling <i>et al.</i>	2016	Brazil	Quali-quantitative	Undergraduates of Dentistry and Speech Therapy	Active methodologies: casuistry.
Silva <i>et al.</i>	2013	Brazil	Qualitative; Analysis of the training;	Medical Undergraduates	Active Methodologies: Art-based methods (Cinema and Theater).
Peluso <i>et al.</i>	2018	USA	Quali-quantitative; Training analysis;	Medical Undergraduates	Active methodologies: casuistry.
Hellmann e Verdi.	2014	Brazil	Qualitative; Analysis of the training;	Ethics, Bioethics and Deontology Teachers	Traditional model; Active methodologies: casuistry; Art-based methods (Theater).
Ladeira <i>et al.</i>	2017	Brazil	Qualitative	Physiotherapy Undergraduates	Active methodologies: casuistry.
Ghias <i>et al.</i>	2011	Pakistan	Experience report; Analysis of the training	Medical Undergraduates	Active methodologies: PBL; casuistry; Art-based methods (Cinema).
Johnson <i>et al.</i>	2014	USA	Qualitative	Postgraduates	Active methodologies: casuistry.
Daniel <i>et al.</i>	2016	Brazil	Qualitative	Undergraduate Nursing and Medical students	Traditional model; Active methodologies;
Savaris <i>et al.</i>	2013	Brazil	Qualitative	Medical Undergraduates	Active Methodologies: Art-based methods (Theater).
Dantas <i>et al.</i>	2011	Brazil	Qualitative; Analysis of the training;	Medical Undergraduates	Active Methodologies: Art-based methods (Cinema).
Menezes <i>et al.</i>	2019	Brazil	Qualitative	Medical Undergraduates	Active methodologies: casuistry;
Ferreira <i>et al.</i>	2016	Brazil	Qualitative	Faculty of Medicine graduation	Active methodologies.
Cotta <i>et al.</i>	2013	Brazil	Qualitative	Undergraduate Nursing and Nutrition students	Active methodologies.
Rates e Pessalacia.	2010	Brazil	Qualitative	Nursing Undergraduates	Active methodologies: casuistry.
Burgatti <i>et al.</i>	2013	Brazil	Qualitative; Analysis of the training;	Undergraduates, faculty, and nursing professionals;	Active methodologies: problematization methodology;
Chilengi <i>et al.</i>	2013	United Kingdom	Experience report; Analysis of the training	Ethics Faculty	Traditional Model;

Continua.

Author	Year	Country	Method	Population (Health area)*	Teaching Methodology
Teichholtz <i>et al.</i>	2015	Israel	Experience report; Analysis of the training	Medical Undergraduates	Active methodologies: PBL; casuistry; Art-based methods (Theatre).
Stewart	2015	USA	Experience report; Analysis of the training	Postgraduates	Active methodologies: casuistry.
Johnston	2010	United Kingdom	Experience report; Analysis of the training	Medical Undergraduates	Active Methodologies: Art-based methods (Theater).
Dimaano e Spigner	2017	EUA	Qualitative	Postgraduates	Active methodologies: Art-based methods (Literature).
Shoeb <i>et al.</i>	2014	EUA	Qualitative	Postgraduates	Active Methodologies: Art-based methods (Theater).
Pati <i>et al.</i>	2014	India	Qualitative; Analysis of the training;	Undergraduate Health Graduates	Active methodologies: casuistry;
Schröder-Bäck <i>et al.</i>	2014	Germany	Experience report; Analysis of the training	Public Health Undergraduates	Active methodologies: casuistry.
Gillam <i>et al.</i>	2014	Australia	Qualitative	Ethics Teachers in Health graduations	Active methodologies: PBL.
Leite <i>et al.</i>	2017	Brazil	Qualitative	Undergraduate Nursing, Biochemistry and Pharmacy students Master's student in Nursing	Metodologias ativas: casuística.
Muniz <i>et al.</i>	2018	Brazil	Qualitative	Medical Undergraduates	Metodologias ativas: métodos baseados na Arte (Cinema).

Note: some articles cover other areas of knowledge. These data were not considered in this analysis because they were not part of the guiding question of the integrative review.

Source: prepared by the authors.

The country with the most publications was Brazil with 17 (50%), followed by the United States of America (USA) with six (17.6%), India and the United Kingdom with two (5.8%) each, and the other countries appeared in the table with one article (2.9%). The periods presenting higher number of publications were: 2013 with eight (23.52%), 2014 with six (17.6%) and 2017 with four (11.7%). Regarding the approach used, the predominant type of study was qualitative 15 (44.1%), followed by quantitative studies with 10 (29.4%), quali-quantitative with three (8.8%), and experience reports with six (17.6%). A large part of the sample, more specifically 15 publications (44.1%), was composed of studies that analyzed training processes in Ethics, Bioethics and Deontology, nor analytically or comparatively addressing teaching methodologies, but addressing and describing the topic in their content, which justifies their inclusion according to the criteria of this integrative review.

The main focus of studies on Ethics, Bioethics and Deontology is concentrated on the Undergraduate teaching process with 24 publications (70.5%), of which Medicine with 13 (38.2%), Nursing with seven (20.5%), have the largest number of related studies, in addition, the other mentioned Undergraduate courses have one article each (2.94%). The graduate level, with five (14.7%), represented the second largest number of studies, followed by the category of professionals and technicians with three (8.8%), with emphasis on nurses with the largest number of specific articles. Four studies (11.7%) addressed teachers, through studies that, for the most part, did not specify which area they taught, with the exception of one, which included Medicine faculty members. The total number of studies in the analyses above exceeds 100%, since the same article could address different levels of training and profession.



The studies were classified into two categories presented in order of decreasing frequency in relation to the total number of articles:

a) Active methodologies with 33 studies (97.5%), subdivided into casuistry with 16 publications (47%), Art-based methods with 14 publications (41.1%) and problem-based learning - problematization methodology with five publications (14.7%); (b) traditional model with eight studies (23.5%);

In this analysis, it is also possible to observe that the sum exceeds the total number of articles, a fact explained because the same study could address different teaching methodologies.

Discussion

Contextualizing the Teaching of Ethics, Bioethics and Deontology

The scientific literature that analyzes the learning processes of the themes discussed here indicates the preponderance of the traditional teaching model associated with biomedical and strictly deontological practices, to the detriment of ethics and bioethical reflection in the observation of reality^{5,15-17}. In addition, it is necessary to dissociate the bioethics and deontology subjects, traditionally linked in the curriculum, because they cause distortions in the concepts and understanding of the students in relation to their contents^{18,19}.

In general terms, ethics provides potential reflection on morality, based on models that seek the best for the subjects and for the collectivity^{5,20,21}. The normative dimension of ethics, which originates its prescriptive sense, is related to the gathering of values and duties in a systematic way, following the example of religious dogmatism or even the creation of professional codes of ethics. This sense can be considered the embryo of the “theory of duty and obligation”, which contemporary moral philosophy calls deontology^{5,15,21}.

Thus, it may be understood that ethics, as an expanded concept, acts in the interrelation between prescription, by defining the behavioral norms of specific groups²², and reflection, when critical thinking and decision making are required, and can be understood contextually, being subject to the social modifications arising from the man-environment relationship²³. Specifically in the area of health, bioethics serves as a tool that studies questions concerning human life in the field of ethics^{6,24}.

It is emphasized that training in the health area sometimes contributes to the trivialization process of these concepts (ethics, bioethics and deontology), when it minimizes the critical work to a merely prescriptive application^{16,19}. The teaching of ethics and bioethics in health care, associates the practice of care with the recognition of rights as citizens, so that if this education is minimized or suppressed, the training contributes to the dehumanization of assistance, absence of empathy and precariousness of care^{19,25}.

In other words, the debate around ethics and bioethics under the light of deontological codes makes problematization unfeasible to the detriment of normative characteristics, a situation that diminishes the space and visibility for reflection, reinforcing the need to link deontology to references in the social and human sciences²⁵. Moreover, an important opportunity to contribute to the moral and political formation of the undergraduate is lost by focusing on the conception of the known, of what is safe, “correct” and uncritical from the point of view of the rules or even by the incessant search for the convergence of thoughts¹⁹.

Essential theoretical assumptions for the teaching of ethics, bioethics, and deontology are brought up in this discussion in order to propose a basic curricular contribution to training. Firstly, transdisciplinary teaching is highlighted as an axis of fundamental importance for educational practice, as it represents, *a priori*, social and collective interest. Just like Ethics, transdisciplinarity is organized from the co-participation of all, so that every teacher ends up becoming a Bioethics teacher^{3,26-29}.

Studies defend that teaching should crosscut in the process of subjects’ formation, so that the topic should be included in the curricula since its conception in an orderly and continuous manner^{3,6,30}.

Another theoretical assumption highlighted as essential in the training process in the themes studied is interdisciplinarity^{28,31,32}, which leads us to think about the need to rethink the practices, postures and concepts of teachers³ and overcome the barriers presented by the students who, even though they have greater possibilities to experience this conciliation between theory and practice, are still unable to exercise it, for lack of maturity, dedication, among others³³.

Interdisciplinarity provides the interlocution of knowledge and the socialization of knowledge and takes place between different fields of practice³⁴. The purely deontological, prescriptive, and theoretical methodologies need critical reflections to break with the traditional model and incorporate into their pedagogical practice, interdisciplinary and transversal assumptions^{3,35}.

Another important aspect to be questioned is focused on the application of the traditional teaching method. If we understand ethics not only as a set of moral values, but also as an exercise of skills and attitudes, its construction would be more related to experience than to the transmission of content *per se*^{19,35,36}. Thus, it would be incompatible with this traditional teaching proposal that, historically, centralizes the teacher as the absolute holder of knowledge, sustained by the retention of information, rigid systems, isolated disciplines and evaluations by memorization, that is, it hinders the possibility of developing critical sense derived from the professional reality³⁷⁻³⁹. Thus, in order to deepen the concepts previously demonstrated in the results and discussion, the two categories of analysis will be presented individually, discussing them with other publications in the literature that address the theme.

Active methodologies

The concept of active methodologies is not configured as a specific way of teaching, but rather as an educational conception that encourages teaching-learning relationships in a critical and reflective way^{7-9,40}. From this principle, some articles made links of the concept to the teaching of Ethics, Bioethics and Deontology, highlighting it through research as to its applicability in practice.

It creates educational situations capable of providing the learner's critical thinking, simultaneously with reality, besides enabling means to carry out research on problems and solutions, to recognize and have the most adequate hypothetical designs for the conjuncture, guaranteeing the use of these propositions in practice. It is worth pointing out that the teacher is not the only determinant for the successful execution of learning, with the student having an active and decisive role in this process, corroborating the reflexive conception of ethics^{1,23,35,40}. In this sense, the use of casuistry, art, and problematization has proven to be a great alternative to encourage this participation, both in the construction of collective discussion spaces, and in breaking away from the traditional teaching model, as we see below.

Use of casuistry

Most of the articles in this integrative review addressed, analyzed or compared the application of case studies in the teaching of Ethics, Bioethics and Deontology. Historically, the casuistic paradigm emerges in the 16th and 17th centuries, as a response to the moral problems of the modern world and its transitions, analyzing concrete circumstances and proposing comparative solutions with cases already experienced⁴¹⁻⁴³, following the paradigms of Problem-Based Learning and Problematization Methodology, which will be presented and discussed further below^{40,44}.

The main difference in the casuistic perspective in comparison with applied ethics lies in the fact that the former prioritizes practice over theoretical references, while the latter proposes a theoretical advance that justifies and/or criticizes the choices of individuals^{42,45}. In general, casuistry serves as a starting point for the construction of new theoretical paradigms and the articulation of possible reformulations of principles, a proposal that is not compatible with the mere reproducibility of content in the traditional teaching model or in the application of strictly prescriptive ethics^{37-39, 42,46}.

As a teaching model, the casuistic involves the students in an active and critical way, so to confronting their ideas and positions through reflections derived from practice, demonstrating greater effects in comparison with traditional classes, since it proposes reflection on values, culture and decision-making in a real context^{3,42,47}.



Art-based Methodology

This subcategory encompasses active methodologies that use alternative resources of Art in the teaching-learning process, therefore aiming at the interrelation between subjectivity and objectivity as possibilities for education, contradicting the passivity attributed to the student in the traditional model and the lack of interest in detriment of other forms of stimuli such as audio, video, internet, theater, among others⁴⁸. It proposes such a meaningful experience, capable of making the learner give new meaning to his experiences, create and apply concepts, and understand the social representations around him^{35,49}.

Cinema emerges as an alternative for teaching Ethics, Bioethics and Deontology in studies that have demonstrated experiences in the application of videos, films and documentaries, highlighting the importance of recognizing the other, sharing affections, feelings, emotions and needs, to understand the importance of cinematographic language in the construction of the cognitive process and its relations with teaching⁵⁰⁻⁵⁴.

The dramatization, pointed as a strategy through the simulated jurisprudence and theater techniques, enhances the experiences, reflections and learning of content, providing satisfaction in acquiring knowledge by the experience of inter and intra group contact^{48,55,56}. Another didactic resource mentioned in this subcategory was literature. The use of this methodology provides self-reflection, analysis of values, human relations, socio-political understanding, besides enabling the student to improve clinical skills (observation, imagination and linguistic fluency) rather than merely deontological approaches^{25,57}.

Problem-based learning and problematization methodology

Active methodologies are based on problems^{7,40}. Its practices are commonly related to problem-based learning and problematization methodology. The former is related to tutorials presenting problems predetermined by the teacher in a fictitious way, that is, not always representing a concrete reality, as in the use of case studies and Art resources, for example^{43,56}. It fulfills a curriculum that seeks the aptitude for professional exercise, with reflections either collective or individual⁵⁸.

The problematization methodologies, on the other hand, are linked to unleash ways of education that dialogue, demystify and transform thought and society through reflections on real problems, which can also be presented by the casuistry, producing the construction of knowledge from significant experiences, a methodology that opposes the unidirectional proposals centered on the teachers' knowledge^{2,59,60}.



Traditional model

The presence of the traditional model in the studies that evaluated training processes shows that even with the advent of research that proves the failure of this method, it is still of utmost importance to discuss the ways of training and qualifying, based on the assumptions of Ethics, Bioethics and Deontology^{61,62}. In this sense, the articles that aimed to compare teaching methods came to the conclusion that innovative pedagogical practices, also called active methodologies, provide better results when compared to traditional lectures, strictly theoretical content, lecture classes and slide shows^{35,36}.

Conclusion

Based on the present integrative review, it was possible to categorize two teaching methodologies (active and traditional) and three subcategories (casuistry, art and problems) presented in scientific productions of original articles, national and international, in the period from 2010 to August 2020.

The discussion of the literature presented indicates that the use of active methodologies has greater applicability and better results than the traditional model of teaching. Moreover, reflections based on problem situations (PBL and MP), methods based on Art and the casuistry used as an application tool in the learning practice, enable subjects to learn in a significant way. It also points out that the theoretical and methodological references demonstrated as indispensable were crosscutting and interdisciplinary in the curricula.

The selected sample identified that Brazil was the country that produced the most studies in the area of Ethics, Bioethics and Deontology, enabling reflections through qualitative designs, in the educational process at the Undergraduate level in Medicine and its relationship with the active methodologies and the traditional model. These configurations appeared to be different from the international publications.

The US studies prioritized the post-graduate population, in articles that analyzed training processes, through quali-quantitative research and experience reports. The European and Asian research are mostly experience reports at the Undergraduate level, the peculiarity lies in the fact that the Asian studies focused on studies that presented, in a larger number, art-based methodologies. Latin America, South America (with the exception of Brazil, already mentioned) and Australia presented qualitative and quantitative studies analyzing training in Ethics, Bioethics and Deontology, applying active methodologies.



Authors' contribution

All authors actively participated in all stages of preparing the manuscript.

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Conflict of interest

The authors have no conflict of interest to declare.

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Esta revisão integrativa realiza um mapeamento da produção científica da última década com vistas às metodologias aplicadas no ensino de Ética, Bioética e Deontologia, objetivando categorizá-las e descrevê-las. Na busca pelos descritores “ensino” *and* “saúde” *and* “ética” or “bioética” or “deontologia”, nas bases de Literatura Latino-Americana e do Caribe em Ciências da Saúde (LILACS), Educational Resources Information Centre (ERIC), Medical Literature Analysis and Retrieval System Online (MEDLINE), Scientific Electronic Library Online (SciELO) e Google Acadêmico, foram encontrados 34 artigos. As metodologias foram organizadas em: metodologias ativas e modelo tradicional. A síntese desta revisão afirma que as metodologias ativas oferecem aprendizagens mais significativas se comparadas ao modelo tradicional, sobretudo associadas ao uso da tecnologia. Além disso, pressupostos teóricos transversais e interdisciplinares também foram associados à aplicabilidade metodológica no ensino das temáticas em questão.

Palavras-chave: Ética. Bioética. Deontologia. Ensino. Capacitação de recursos humanos em Saúde.

Esta revisión integradora realiza un mapeo de la producción científica de la última década, con relación a las metodologías aplicadas en la enseñanza de la Ética, Bioética y Deontología, con el objetivo de caracterizarlas y describirlas. En la búsqueda por los descriptores “enseñanza” *and* “salud” *and* “ética” or “bioética” or “deontología” en las bases Literatura Latinoamericana y del Caribe en Ciencias de la Salud (LILACS), *Educational Resources Information Centre* (ERIC), *Medical Literature Analysis and Retrieval System Online* (MEDLINE), *Scientific Electronic Library Online* (SciELO) y Google Académico se encontraron treinta y cuatro artículos. Las metodologías se organizaron en: metodologías activas y modelo tradicional. La síntesis de esta revisión afirma que las metodologías activas ofrecen aprendizajes más significativos si comparadas al modelo tradicional, principalmente asociadas al uso de la tecnología. Además, presuposiciones teóricas transversales e interdisciplinarias también se asociaron a la aplicabilidad metodológica en la enseñanza de las temáticas en cuestión.

Palabras clave: Ética. Bioética. Deontología. Enseñanza. Capacitación de recursos humanos de Salud.