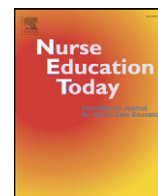


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Letter to the Editor



Keywords:
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Dear Editor,

I and my colleagues in the Department of Health and Emergencies Journal Club would like to raise to you some scholarly concerns following a presentation and discussion of an article titled "*Effects of constructivist teaching methods on bioethics education for nursing students: A quasi-experimental study*" published and registered under 34 (2014) 848–853 in your journal.

While we strongly support the authors' efforts to identify the valuable results, our concern is on the method expressing that the students consisted of different grades (freshmen, sophomores, and juniors). In this regard, it seems that the homogenization between three groups was not considered since the authors didn't mention about how different grades among groups were divided. The authors noted that the respondents selected by themselves to which group they liked to participate in. This said, assuming that all the sophomores wished to

be in the same group, won't it create a misbalance between the action learning group and cross-examination debate group? Unfortunately, this gap was not at all addressed in the article methodology nor in the limitation.

Still, since the juniors did not have any prior practical nursing experience, we questioned how possible their findings could be relied on. It should be noted that, for anyone to have versed or experienced any issues pertaining to ethics, he or she must at least have physically or practically encountered them either on-the-job or in the field, etc. Unless otherwise, we quite deem that the findings that were aligned to the juniors' feedback without any nursing experience might have been obsessed with some biases.

I therefore wish to raise the above issues for possible clarification or future wide and critical view.

With Regards

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