

## EDITORIAL

## Contemporary bioethics challenges in medical education

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Medical education is undergoing a period of profound transformation. The accelerated scientific and technological development, the incorporation of artificial intelligence into healthcare processes<sup>1</sup>, the growing complexity of health systems, and changing social expectations regarding care all impose new challenges on the education of future professionals. In this context, bioethics reaffirms its importance not only as a field of theoretical reflection, but also as a structuring component of contemporary medical training<sup>2</sup>.

Discussions promoted at the VI Forum of the Commission for Integration of Young Physicians of the Federal Council of Medicine (CFM)<sup>3</sup> highlighted the need to strengthen ethical and humanistic commitment throughout the entire educational trajectory. Beyond mastering technical and scientific knowledge, physicians are expected to develop skills within the scope of bioethics related to prudent decision-making, recognition of human vulnerability, respect for patient autonomy, and the promotion of justice in healthcare<sup>4</sup>.

The incorporation of bioethics into medical education should not be restricted to isolated courses or specific contents. It represents a transversal perspective capable of dialoguing with the various stages of training and different practice settings. Issues related to the beginning and end of life, the allocation of healthcare resources, research involving human subjects, the protection of personal data, the use of new technologies, and the impacts of artificial intelligence require professionals prepared to deal with complex dilemmas, often without simple or definitive answers<sup>5</sup>.

In this context, the training of physicians capable of articulating scientific knowledge, human sensitivity, and social responsibility becomes increasingly relevant. The development of such ethical competence requires permanent spaces for critical reflection, interdisciplinary dialogue, and engagement with the concrete experiences of patients, families, and communities<sup>1</sup>. Medical education must recognize that healthcare involves not only procedures and diagnoses, but also values, rights, expectations, and life projects<sup>6</sup>.

The growing presence of digital technologies and intelligent systems in healthcare further amplifies the need for bioethical reflection<sup>7</sup>. Although they offer significant opportunities to improve diagnosis, treatment, and management processes, these tools also raise concerns related to privacy, transparency, professional responsibility, and preservation of the human dimension of care. Medical training must prepare future professionals to use such resources in a critical, ethical, and socially responsible manner.

At the same time, it is essential to reaffirm the commitment of medical education to human rights and the dignity of the individual. In societies marked by persistent inequalities, ethical training should encourage the recognition of individual and collective vulnerabilities, contributing to the development of professional practices guided by equity, solidarity, and respect for diversity.

Bioethics therefore occupies a strategic position in the training of new generations of physicians. By promoting critical reflection on contemporary healthcare challenges, it contributes to the development of technically competent professionals who are morally committed to the defense of life, human dignity, and social justice<sup>8</sup>.

May the debates promoted by the VI Forum of the Commission for Integration of Young Physicians of the CFM reinforce the importance of bioethics as a transversal element of medical training and professional practice, encouraging educational institutions and medical entities to promote a culture of care based on responsibility, human dignity, and sensitivity to the demands of contemporary society<sup>9</sup>. In this way, medicine will be able to respond in a more ethical, humane, and socially committed manner to the challenges of our time.

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**Data availability:** All data used or generated in this study are described and presented in full in the body of the article.

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