

Original Article

Evaluation of Handson Workshop in AETCOM Modules for Faculty in a Teaching Medical College

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Background : Graduate medical regulation guidelines and NMC has made it mandatory for MBBS students to be trained in Attitude, Ethics and Communication domains. With the introduction of Attitude, Ethics and Communication (AETCOM) classes in the Medical curriculum of an Indian Medical Graduate, there is a need for medical teachers to get trained in AETCOM modules.

Materials and Methods : A one day workshop was conducted for medical faculty on planning and execution of phase 3 and phase 4 AETCOM modules. Analysis of feedback taken from the faculty delegates was done.

Results : 73.3 % to 83.3 % of delegates opined that content was adequate and informative. 70-83.3% of delegates felt that AETCOM topics were well delivered. The Use of AV aids was appropriate as per the perception of majority of the faculty delegates. Majority of delegates were impressed by group teaching.

Conclusion : AV aids play an effective role in enhancing the quality of workshop especially a day long workshop in medical education. Group teaching is a complimentary method for the training of medical faculty in AETCOM workshops

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Key words : AETCOM Modules , Workshop, Feed back.

Faculty development programmes and workshops have always proven to be pivotal in improving faculty teaching skills, whether be it in medical subjects or medical education¹. The new MBBS Curriculum has a course called Attitude, Ethics and Communication (AETCOM), which runs across various phases of the curriculum. Our GMR guidelines emphasise that the Indian medical graduate, on completion of MBBS course should have been well trained in Attitude, Ethics and Communication domains. The New NMC regulations also mandate not only teaching of AETCOM competencies through 27 modules but also assessment in these modules for Medical students^{2,3}.

With the introduction of AETCOM classes in the Medical curriculum of an Indian Medical Graduate, it has become mandatory for medical teachers to be trained in the AETCOM module formulated by MCI. The faculty teachers trained in medical education before 2017 were not trained in Attitude Ethics and Communication domains. Hence, we felt the need to conduct a hands on workshop for the teaching faculty in our Medical College in AETCOM.

MATERIALS AND METHODS

A one day AETCOM workshop was conducted in

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Editor's Comment :

- Quality content and good delivery of content are the requisites for the conduction of AETCOM workshops.
- Appropriate use of AV aids and group teaching can be regarded as complimentary methods for training medical faculty in AETCOM modules.

AIMSR in April, 2023 which included an exposure of the faculty delegates to the phase 3 and phase 4 AETCOM modules of MCI. The topics covered in the AETCOM workshop workshop were "Introduction to AETCOM", "Why AETCOM", "Teaching methodologies and assessment in AETCOM", "Use of narrative reflections.", "Planning and execution of phase 3 modules" and " Planning and execution of phase 4 modules". A Feedback questionnaire was administered to 30 delegates of AETCOM workshop .

The faculty perception regarding content, delivery, Handson method of the workshop, use of AV aids and general comments about the workshop were noted and analysed.

RESULTS

When the content of the workshop was analysed 83.3%of the delegates felt that the content pertaining to planning and execution of phase 3 module was sufficient 80% of delegates felt that the content of the topics. "Teaching methodologies and assessment in AETCOM" and "Planning and execution of phase 4 modules" was adequate. 76.6% of the delegates felt that the content of "Introduction to AETCOM" and "Use of narrative reflections" was apt. 73.3% felt that the

content of "Why AETCOM" was informative.

The study of the delivery of the topics in the workshop revealed that 83.3% of the delegates felt that the delivery of "Planning and execution of phase 3 modules" was delivered excellently. In 70 to 73.3% of the delegates felt that the delivery of "Teaching methodologies and assessment in AETCOM", "Use of narrative reflections", "Planning and execution of phase 4 modules" was impressive. 76.6% felt that the topics "Why AETCOM" was delivered well.

When the hands on method for the various topics of the workshop was assessed, 70-76% of the faculty felt that the method was useful for all the topics in the workshop.

The faculty perception of use of AV aids in the workshop revealed 60 to 73.3% felt that the use of AV aids was appropriate and effective .

General comments of the workshop included that the workshop was well planned, executed, interactive, practical, enthusiastic, engaging, amazing, explicit, elaborate and would form an effective base for planning future AETCOM sessions . Majority of faculty were impressed by group teaching.

DISCUSSION

The success of a Medical Education workshop depends mainly on its content and delivery. In our study about 73.3 to 83.3% of delegates felt that the content in the 6 topics of AETCOM workshop was apt, informative, and adequate and in about 76.6 to 83.3% of delegates felt that all the topics were well delivered and the delivery was so impressive that they lost track of time⁴. Delivering content in Medical education workshop by a resource person requires resource person to be enthusiastic able to engage listeners and start discussions and have proper knowledge on the topics of the workshop. It is also required that the resource person makes the group of learners feel comfortable, using good humour and Ice breakers appropriately. Moreover ,the facilitator should support learners for their active participation in completing their task in the workshop⁵. Since the delivery and content of the topics were well appreciated by the delegates ,we can extrapolate that our workshop had been successful in training our faculty delegates.

The purpose of Faculty development programs/ workshops in medical education is to develop strength and skills⁶. Hands on workshop especially goes a long way in improving the teaching skills particularly pertaining to AETCOM. Our study reveals that 70-76% of the delegates found that the hands on methods used in the workshop very useful for their future AETCOM classes⁷. Participants in the study of Shaifaly, *et al* also opined that Hands on workshops

are very effective in Medical education. Hence, we infer that an effective hands on workshop would be very useful for faculty for conduction of AETCOM classes.

The faculty perception on the use of AV aids in the workshop revealed that 60-73.3% of the delegates felt that the AV aids were appropriate and effective AV aids improve critical and analytic thinking which in turn improves the interest in the presentations⁸ and also clarifies the topics and engages the trainees. . Prem Sunder, *et al's* study also put forth that any content can be made more relevant , effective and easy to understand by use of AV aids and play an effective role in enhancing the quality of workshop especially a day long workshop⁹. So we infer that the workshop was interesting and effective.

In our study the delegates felt that the workshop was very interactive, enthusiastic, engaging, amazing, explicit because of group teaching. Niharika, *et al*/also opined that group teaching is an effective method for an interactive and engaging experience to the learners with similar learning needs to master the content and skills covered in a particular topic¹⁰. We recommend group teaching as a complimentary method for the training of medical faculty in AETCOM workshops.

CONCLUSION

Hands on workshop especially goes a long way in improving the teaching skills particularly pertaining to AETCOM. Group teaching can be used as an effective tool for the training of medical faculty in AETCOM workshops.

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