

INNOVATIVE STUDENT - CENTRIC METHOD FOR UNDERSTANDING THE ETHICAL VALUES OF AETCOM 1.5 MODULE FOR I MBBS STUDENTS

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ABSTRACT

Background: Anatomy forms a foundation stone for medical curriculum, learning anatomy by cadaveric dissection is a traditional and well established method. While dissecting the cadaver the students should not only get knowledge of human anatomy and real body experience but should also learn the ethics related to it.

Objective: Objective of our study is to make AETCOM 1.5 module more student-centric with active involvement of students.

Material Method: 157 I MBBS students were involved in the project for AETCOM 1.5 module. This module belongs to an affective domain. Hence for better understanding of ethics and attitude for cadavers as a first teacher, we have introduced an active method of learning involving students. Responses (Feedback) were collected from the students regarding the innovative, active teaching learning method.

Results : Students participated in competition in the form of Essay -3 students, Poem- 4 students, Poster -10 students, Roll play - groups of 5 students on cadaver as a teacher.

In responses for feedback forms, more than 90% of responses received were for learning method interesting, knowledge applicable in future, ethical concepts discussed in module relevant in future as a doctor, content of module easy to understand, method is student- centric, good learning impact, more effective than didactic lecture, agreed cadaver as a first teacher, as well as respect for cadaver during dissection and concepts learned in module helpful in dealing patients in future life.

Conclusion: Conducting the competition on AETCOM 1.5 Module was an innovative method, Students feedback on his method clearly indicate, there was an active involvement of students that helped them for better understanding of ethics which will help them in patients care in future with humanity.

KEYWORDS : Innovative, Student- centric, Ethics, Patient care.

INTRODUCTION

Anatomy forms the basic foundation for medical practice helping in accurate diagnosis, effective treatment as well as surgical precision. Though with advancement in technology, the dissection as a training method is still irreplaceable. (1) AETCOM module was introduced by National Medical Council in India as a part of new CBME in 2019-2020 is a step in imparting the values systems of IMG(Indian Medical Graduate). Hence to inculcate the ethical values needed for future doctor the AETCOM module 1.5 can be used from phase I of medical education. (2)

AETCOM 1.5 module plays vital role for making well – rounded medical professionals who are not only skillful in medical practices but also ethical, empathetic and effective communicators, prime important qualities in present era of medicine where doctors life is at stake due to increasing public outrage.

AIMS AND OBJECTIVES:

1. To make the students aware about importance of cadavers in understanding Anatomy.
2. To Emphasize in the minds of the students “How the dead teaches the living.”
3. To imbibe in the students that respect for cadaver as teacher, later translated into respect for patients and lifelong respect for learning.

METHODOLOGY:

- In this study 157 students I year MBBS students of SKNM&GH participated voluntary in a project as a part of CBME curriculum for AETCOM 1.5 module.
- Approval was taken from ethical committee.
- Students were given the cadaveric oath and were explained about cadaver as our first teacher(AETCOM 1.5 module) in didactic lecture and explained the importance of cadaver as our teacher in dissection hall in small groups .
- New student centric method with active involvement of students in form of competition on same module was announced 15 days prior and students were asked to participate voluntary either singly or in groups in this competition.
- In the competition students were told to express themselves in form of essay , poem , poster , role play or any other innovative method of their choice for which prizes were announced .
- Students were given guidance by faculty whenever required.
- Duration for presentation in competition was 5 to 7 minutes per participant and also questions from judges were also invited .
- Students were judged for their presentation on the following on the following points : presentation , content , communication, AV aids and innovation .
- At the end of session students feedback in form of Google form was taken.

T/L METHOD OF AETCOM 1.5 FEEDBACK

1. Do you think this method of learning interesting?
☐ Yes
☐ No
2. Do you think this knowledge is applicable in future?
☐ Yes
☐ No
3. Do you believe the ethical concepts discussed in this module are relevant to your future as a doctor?
☐ Yes
☐ No
4. Did you believe the content of the module easy to understand by this method ?
☐ Yes
☐ No
5. Do you find the method student centric ?
☐ Yes
☐ No
6. Did this method created a good learning impact?
☐ Yes
☐ No
7. Was the method more effective than didactic lecture?
☐ Yes
☐ No
8. Do you agree that cadaver is your first teacher for Anatomy?
☐ Yes
☐ No
9. Do you understand that you must pay respect for cadaver while you are dissecting?
☐ Yes
☐ No
10. Do you think the concepts learned in this module will be useful in dealing with patients in your future medical career?
☐ Yes
☐ No

RESULTS

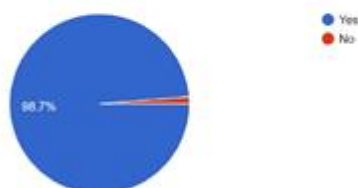
- Innovative student centric method with active student participation in form of competition on 1.5 module in form of essay , poem , poster , role play or any other innovative method was carried out . Poster was presented singly or in groups by 10 students , 3 students participated for essay and 4 students presented poem , group of 5 students demonstrated role play on cadaver as a teacher .
- 3 winners were awarded prizes on basis of presentation , content , communication, AV aids and innovation .
- Students were also given feedback forms. Total responses were 157. In responses for feedback forms, more than 90% of responses were received for learning method interesting, knowledge applicable in future, ethical concepts discussed in module relevant in future as a doctor, content of module easy to understand, students centric, good learning impact, more effective than didactic lecture, agreed cadaver as a first teacher, as well as respect for cadaver during dissection and concepts learned in module helpful in dealing patients in future life.

T/L Method of AETCOM 1.5 Feedback

1 Do you think this method of learning was interesting?
157 responses



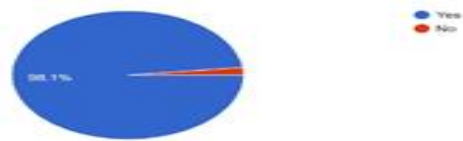
2 Do you think this knowledge is applicable in your future life?
157 responses



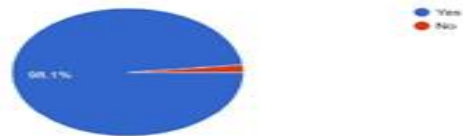
3 Do you believe the ethical concepts discussed in this module are relevant to your future as a doctor?
157 responses



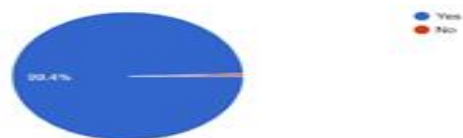
4 Did you find the content of the module easy to understand by this method ?
157 responses:



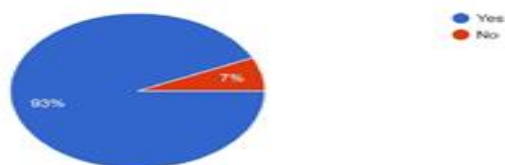
5 Do you find the method student centric ?
157 responses:



6 Did this method created a good learning impact ?
157 responses:



7 Was the method more effective than didactic lecture ?
157 responses:



8 Do you agree that cadaver is your First teacher for Anatomy?
157 responses



9 Do you understand that you must pay respect for cadaver while you are dissecting ?
157 responses



10 Do you think the concepts learned in this module will be useful in dealing with patients in your future medical career?
157 responses



DISCUSSION

- AETCOM Module was introduced by National Medical Council of India as a part of new CBME in 2019-2020 is a accomplishment in inculcating the values systems of IMG.(2)
- Shankar, N.,et al in2023 have mentioned various assessment tools for affective domain of overall AETCOM module. (8)
- AETCOM Module 1.5 The cadaver as our first teacher has discussed AETCOM competencies for IMG 2018 to imbibe humanism qualities in I year MBBS students at the beginning of the course . (2)
- It is important to provide circumferential learning event to I year students to study AETCOM , combine it in daily patient care , use of multiple teaching experiences and changes in TL methods. (4)
- Because of cadaver, I year MBBS Students are introduced to complicated human body . Finally it is essential for Indian Medical Graduate to work as medical practitioner to have good command and expertise skills .The physician should have good professional attitude ,ethics and nobility for his occupation .(5)
- By using AETCOM module methodically during medical curriculum , medical students will become dedicated , proficient and trust worthy in their future medical practice . (6)
- In our study , the competition was conducted not only for active participation but also for re emphasizing and re enforcement of importance of cadaver as a teacher . Innovative part of study was competition on same topic . Students expressed themselves in form of essay , poem, poster , role play . Winners were judged on basis on content , presentation , communication and innovation , feedbacks were also collected .
- In (CrAFT) module known as Cadaver as a First Teacher , worked in 3 stages . In this module students were enervated , single and group discussions , appreciation and contemplation. This module gives emphasis on humanism, sympathy and professional proficient(7)
- Gadre Netra H, et al , in their study got pre and post statistically remarkable results and also received significant feedback from students in concluding activity in form of poems or small chat . students also mentioned that because of cadavers learning was effortless and they also commented that from cadaver they have learnt important things like empathy , surrender, thoughtfulness.(3)
- Our study aimed at to make AETCOM 1.5 module more student centric and involved active participation of students for better understanding and imbibing good qualities in students
- Our study have included didactic lecture about cadaver as a first teacher and also explained importance of cadaver as a first teacher in small group sessions in dissection hall .
- Innovative part of study was competition on same topic . The competition was conducted not only for active participation but also for re emphasizing and re enforcement of importance of cadaver as a teacher . . Students expressed themselves in form of essay , poem, poster , role play . Winners were judged on basis on content , presentation , communication and innovation , feedbacks were also collected.
- In the feedback majority of students found the learning method more student centric , more effective than didactic lecture . They also agreed for respect for cadaver and utilization of concepts learnt to be helpful in dealing with patients in fu Innovative part of study was competition on same topic future professional life .
- One student have mentioned in essay “I cannot even put into words the amount of respect I have gained for the cadaver and their loved ones . I hope I never forget this”
- Posters threw light on Anatomy of Gratitude , Cadaver as our Mentors and also sacrifice of cadaver and knowledge imparted .



- This poem expresses aptly on the topic :

When we first met that day,
In the dissection hall where you lay,
We were so grateful to you,
But just couldn't say.

You have not lost your life
But gave us new life to us,
So we could study and learn
With enthusiasm and fun.

We gathered around you,
With scalpels and forceps,
After the teacher taught us
We were eager to dissect.

Each day, we dissected and learnt something new
From muscles to bones,
By just looking at you.

Thank you.

CONCLUSION:

- These finally conclude feedbacks of the student received after competition clearly states that conducting such competition was immensely helpful to them for better understanding the ethics while dissecting the cadaver which is helpful for them in having human values when dealing with patients in future.

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