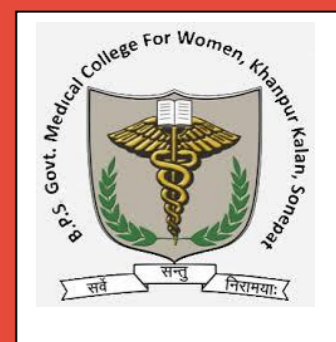


Six Thinking Hats approach for teaching learning of AETCOM competencies in undergraduate medical education

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Introduction

- AETCOM competencies in medical education are best achieved through self-directed learning.
- There is not much literature on the various methods which can be used to promote self-directed learning for AETCOM competencies.
- The 'six-thinking hat' (6-TH) model, proposed by Edward De Bono in 1994 and the related idea of 'parallel thinking' builds on adult learning theory and has been accepted as a teaching method for developing self-directed learning.
- The study was done to utilize the 6-TH technique for teaching learning of AETCOM competencies through self-directed learning in medical undergraduate students

Methodology

- AETCOM Module 3.1 that deals with Medical Error Disclosure was identified
- Module was developed in accordance to the 6-HT taking into consideration the definite thinking system which is **symbolized by the respective hat**.
- Resource material was provided beforehand
- Students discussed the identified topic in alignment with the competency in accordance with module developed as per the 6HT technique and **presented in form of role play**.
- After the session, **Student Evaluation of Educational Quality Questionnaire (SEEQ)** was utilized on a 5-point scale about the effectiveness of the session in different dimensions
- Students also wrote **reflections/narrations** about their perceptions for the technique of 6HT as a teaching learning method which were qualitatively analyzed.
- Mixed method analysis was used for evaluation

Results

- Over 5 years (2020-2024), 418 students of phase-3 (part-1) participated. 407 students participated in the evaluation (response rate 97.4%). The overall mean score was 4.87 ± 0.42 .
- The highest appreciated dimension was that of Examination (Roleplay) followed by Group interaction (4.90 ± 0.98).

	Very poor n (%)	Poor n (%)	Average n (%)	Good n (%)	Very Good n (%)	Mean \pm SD
Overall	Nil	Nil	Nil	10 (2.4)	397 (97.6)	4.87 ± 0.42

	Strongly Disagree n (%)	Disagree n (%)	Neutral n (%)	Agree n (%)	Strongly Agree n (%)	Mean \pm SD
Learning	Nil	Nil	Nil	13 (3.2)	394 (96.8)	4.88 ± 0.34
Enthusiasm	Nil	Nil	4 (0.9)	16 (3.9)	387 (95.1)	4.56 ± 0.26
Organization	Nil	Nil	Nil	9 (2.2)	398 (97.7)	4.84 ± 0.44
Group Interaction	Nil	Nil	Nil	6 (1.5)	401 (98.5)	4.90 ± 0.98
Individual rapport	Nil	Nil	8 (1.9)	13 (3.2)	386 (94.8)	4.54 ± 0.43
Breadth	Nil	Nil	5 (1.2)	56 (13.7)	346 (85.0)	4.39 ± 0.38
Examination	Nil	Nil	Nil	4 (1.0)	403 (99.0)	4.92 ± 0.32
Assignment	Nil	Nil	19 (4.6)	76 (18.6)	312 (76.6)	4.24 ± 0.37

- **New learning activity:**..... For the first time we have done this type of session;innovative learning method
- **Confidence building:** Overall Good experience...build confidence in myself
- **Improved learning of the topic:** It was so helpful and all the aspects of the topic was covered individually so it was a great knowledge session;It was so helpful we learn a lot new things; .. I would certainly remember the details more that from the regular sessions.
- **Development of Empathy:**I could understand what the patient go through...it must have been so difficult to the patient.....For the first time, I could understand how it feels to be on the other side of table
- **Need of similar technique for other topics:**.... More sessions like this should be taken;This method should be applied in some other topics also for a long time learning
- **Development of self-directed learning skills:**these types of sessions make us self-directed learner, increase self-confidence , and improve communication skills...Helped me think critically.
- **Interesting and creative mode of learning:** We learnt the topic in a better way and we enjoyed the session a lot; ...Very beneficial, learned the topic in a creative way; ...This self-directed leaning helped us in learning more creative way.
- **Time consuming:** It was a good session but don't deserve this much time and efforts; ...interesting

Conclusion

- This study explored the time tested 6 –TH approach for its applicability for learning AETCOM competencies through self-Directed learning in medical undergraduates.
- The method was well accepted by participants as an effective mode for promoting self-directed learning skills.
- Participants had a positive attitude towards the technique because their thinking skills, critical thinking, and empathy were promoted.
- Participants' unfamiliarity with the approach and the limited time they had to apply the technique for their role play affected their ability to use it to its full potential.