Content available at: https://www.ipinnovative.com/open-access-journals

Indian Journal of Clinical Anatomy and Physiology

Journal homepage: https://www.ijcap.org/

Editorial

Critical thinking: An aid to Problem/Case based learning in Phase I

Jasveen Kaur[1]*, **Ambica Wadhwa**[1]

[1] *Dept. of Anatomy, Punjab Institute of Medical Sciences, Jalandhar, Punjab, India*

ARTICLE INFO

Article history:
Received 26-12-2023
Accepted 02-01-2024
Available online 20-01-2024

After clearing the MCQ based NEET, for a new entrant Phase I curriculum is a paradigm shift. The student has to cope up with both descriptive and problem/ Case based learning. It has been observed that many times they are caught fumbling if 4 options are not given during assessments. Students often mug up the subject which will not help them to apply the concepts in real life scenario. To build a conceptual basis the role of critical thinking comes into play.

By definition, critical thinking is an ability to identify and analyse problems, seek and evaluate relevant information, and then reach an appropriate conclusion.[1] Philosophical view is that critical thinking is rational/logical thought. It can be taught and learnt as a cognitive skill.[2] In medical field it will be relevant in making better decisions to solve problems and increasing the competency. But it cannot be developed automatically. It has been estimated that over 10years or 10,000 hours of practice is required to think critically without conscious effort.[3]

ECE sessions are a potential platform for fostering critical thinking skills. The case based scenario can be given without any probable diagnosis. The students can comprehend, analyze and decide with the help of modern tools and social media. They can further be assessed on the Holistic critical thinking skills. This will hone the ability to gather and select the right information; data analysis and solve the problem.[4] With every passing sessions the students will become Critical Thinkers from Phase I and keep on building it over the years. Their competence will improve both in patient care and personal life.

References

1. Zayapragassarazan Z, Menon V, Kar S, Batmanabane G. Understanding Critical Thinking to Create Better Doctors. *J Adv Med Educ Res*. 2016;1(3):9–16.
2. Facione PA, Sanchez CA, Facione NC, Gainen J. The disposition toward critical thinking. *J General Educ*. 1995;44(1):1–25.
3. Persky AM, Medina MS, Castleberry AN. Developing Critical Thinking Skills in Pharmacy Students. *Am J Pharm Educ*. 2019;83(2):7033.
4. Hussin W, Harun J, Shukor N. Problem Based Learning to Enhance Students Critical Thinking Skill via Online Tools. *Asian Soc Sci*. 2019;15(1):14–23.

Author biography

Jasveen Kaur, Associate Professor (PIMS, Punjab) https://orcid.org/0009-0000-3253-2966

Ambica Wadhwa, Professor and Head (PIMS, Punjab)

Cite this article: Kaur J, Wadhwa A. Critical thinking: An aid to Problem/Case based learning in Phase I. *Indian J Clin Anat Physiol* 2023;10(4):200-200.

* *Corresponding author*.
E-mail address: jsvn.kr@gmail.com (J. Kaur).

https://doi.org/10.18231/j.ijcap.2023.046