



## ROLE OF CASE SCENARIO BASED MCQ IN UNDERGRADUATE TEACHING CURRICULUM

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### KEYWORDS :

#### OBJECTIVE:

During MBBS, case scenario based MCQ problems can prove to be a better understanding of students knowledge than conventional methods of assessment. Therefore, this letter to editor has been written in the view of throwing light, stimulating and encouraging case based learning amongst undergraduate medical students .

The whole aim of medical education in an undergraduate teaching curriculum is to impart basic science knowledge and develop clinical skill to direct the knowledge gained for a better application . Assessment of the education system in a curriculum thus plays a pivotal role in determining whether the goals of education are met or not<sup>[1]</sup>.

Out of the various methods for assessing competency and credibility of application of such skills, the case based MCQ assessment takes an upper hand over other ways of assessment .Questions which are rich in context regarding the condition to be treated or questions describing the whole case scenario invite the more complex cognitive processes that are characteristic of clinical practice. In comparison to short answer questions, simple quick response questions or long essay type questions which assess the strength to recollect data and test only the superficial knowledge (for e.g., “what” information), the case scenario based MCQ teachings. Case scenario based MCQ creates a real life medical situation where the student has to react keeping in mind his basic medical concepts and apply them judiciously, taking into consideration how his decisions to curtail one and begin other treatment plan may affect the overall outcome of the patient(for e.g., “why” and “how”)<sup>[2]</sup>. On being presented with a clinical situation the student has time to struggle , define and then find solutions to the problem using their clinical reasoning. Such teaching assessment system inculcates in the students self directed learning, clinical reasoning, skills for clinical problem solving and increases decisiveness.

In conclusion it can be said that the case based learning will foster in the students an increased associative (association among the theoretical , practical and clinical), critical thinking and integrative approach towards real life situations.

#### REFERENCES :

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2. Jill Elizabeth Thistlethwaite :The effectiveness of case-based learning in health professional education. A BEME systematic review: BEME Guide No. 23