

At present, medical year 4 students become the junior medical clerkships in the clinical curriculum. Besides of the adaption of the transition period for the new study environment, they are also required to sit for the Objective Structural Clinical Examinations (OSCEs) for the day-one professional competence. With such high stress levels, they are anxiety to have the negative impact on their studies.

Current MBChB programme integrates the concept of the flipped classroom in the teaching curriculum, where students receive exposure of basic knowledge before the didactic practicums. There are plenty of teaching tools in the learning of science but lack a cognitive integration in critical connections to clinical signs and symptoms for differential diagnosis of the diseases.

Our team has been built up an interactive mobile application entitled *mPACS* (mobile Pass A+ in Clinical Studies) to facilitate the development of critical thinking in clinical practice among clerkship training. The pilot study of the project aims to develop micro-modules related to bedside physical examination, chronic liver diseases and its clinical signs for training the ability to think critically, where students acquire skills in the differential diagnosis as such logistic connection is no rules or textbook to define, quantity or teach. It is helpful in preparing students in the transition period on clinical clerkship training and reinforce the commitment to professional principles on health care teams with less anxiety levels.

Project outcome has been evaluated by anonymous survey and focus group study among students for the trial run. From the overall experience survey, the total feedback score of the 5-point Likert scales was 4.85 which fell between the categories of agree (4) and strongly agree (5). The According to the data analysis, our team conclude that the *mPACS* is the innovative and interactive courseware that can engage students learning experience via mobile devices in combination of traditional face-to-face delivery learning, reinforce their cognitive connections in foundational knowledge and clinical skills through case scenarios studies exercise for differential diagnosis of the diseases for experiential learning; and deepen the clinical skill by on-line formative assessment by personalized instruction study approach in the sophistication of professional knowledge. More importantly, the *mPACS* may help to relief the preparation of OSCEs.