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# VALUED INFORMATION RESOURCES WHEN MAKING DIAGNOSES: THE EXPERIENCES OF MEDICAL STUDENTS IN A CLINICAL REASONING COURSE

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## OBJECTIVE

The clinical reasoning process aimed at making an accurate diagnosis represents a complex activity. No studies to date have reported on how medical students harness existing information resources in their clinical reasoning courses to arrive at correct diagnoses.

## METHODS

Cross Sectional Study. An anonymous survey asked students first to recall their most useful information resources halfway through their three clinical reasoning courses. Students then were asked to evaluate the comparative usefulness of these selected resources. Finally, students reported on those resources that they no longer found useful. This survey sought to learn what information resources medical students value so that librarians can provide the best possible instructional and collection resources.



## RESULTS

69 of the 107 students enrolled in the Clinical Reasoning 2 course completed the three-part survey (64.5% response rate). Students frequently mentioned finding point-of-care tools, general web browsers, journal articles, course materials, and textbooks to be useful. When forced to rank their preferences students added medical society websites and the diagnostic tool Diagnosaurus in AccessMedicine. Student halfway through their three courses no longer found medical licensure exam review guides, patient-oriented sources, or course lecture notes to be helpful.

TABLE 1 Resources Students Listed

Information Resource	#	%
UpToDate	61	88%
General Web Browsers	42	61
Journal Articles	40	58
Block or Course Materials	33	48
Textbooks	28	41
General Medical Websites	28	41
Diagnosaurus	27	39
Visual Dx	27	39
Medical Societies' Websites	24	35
DynaMed	17	25

TABLE 2 STUDENTS' RANKED PREFERENCES

Rank	Information Resource	%
9.4	UpToDate	60
9.2	DynaMed	17
9.1	Gen Med Websites	36
8.1	Journal Articles	37
7.9	Diagnosaurus	27
7.8	Textbooks	27
7.7	Visual Dx	30
7.1	Gen Web Browsers	36
6.2	Block or Course Materials	33

## CONCLUSION

Medical students halfway their three clinical reasoning courses provided surprising results as well as some expected results in this cross sectional study. Please contact the principal investigator, Dr. Jon Eldredge, at email <jeldredge@salud.unm.edu> for details.