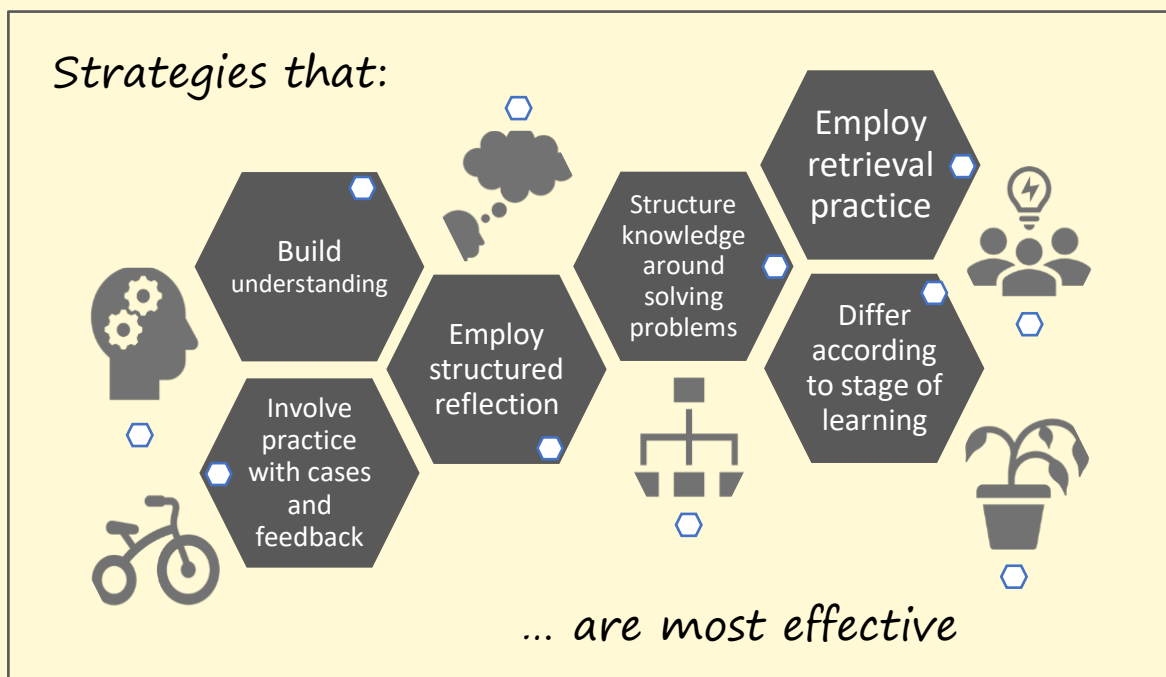


Consensus statement on the content of clinical reasoning curricula: **HOW** to teach



Educational approaches aimed at teaching the general thinking processes involved in clinical decision-making are largely ineffective, whereas teaching strategies aimed at building knowledge and understanding lead to improvements.



Elaboration is one of the best ways to build understanding: self-explanation and dual coding are examples. Structured reflection is one way of building illness scripts which are vital for developing clinical reasoning ability. Deliberate practice with cases is important because clinical reasoning cannot be taught separate from content. For more information see the 2nd edition of the ABC of Clinical Reasoning, Wiley, 2022.

Adapted from: Cooper N, Bartlett M, Gay S, Hammond A, Lillicrap M, Matthan J, Singh M. Consensus statement on the content of clinical reasoning curricula in undergraduate medical education. *Medical Teacher* 2021; 43(2): 152–159.