

EPA Thinking Journal Documentation for the Match

Overview

This document has two parts:

- 1) an introductory explanation with directions for building your own EPA Thinking Journal
- 2) a blank EPA Thinking Journal template (EPA Thinking Journal Critical Incident Form) facilitate documenting your

A critical incident always has an expected outcome, e.g. studying for an evening or presenting a patient case to a clerkship team. Each of your journal entries will evaluate the outcome, i.e. "How did things go in this particular situation?" In the EPAThinking Journal, you will answer specifically by recalling the type of thinking that you used in each situation, i.e. you will reflect on how you used what you have learned.

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microbiology from the way it learns surgery. Everyone starts as a novice and progresses only as fast as skill develops.

- x A novice may not always complete a learning cycle in everything they study, but an entrustable student always does. This development requires the practice that journaling provides.
- x The fastest skill development has been shown to occur when the student is aware of their own strengths and weaknesses in the learning cycle. Learning cycle outcomes can be evaluated by how decisions are reached and what actions resulted and you can include how future decisions could be improved.

Do the critical incidents include clinical procedures along with thinking skills?

The EPA Thinking Journal Critical Incident Form is a checklist with prompts for both cognitive learning and clinical procedure learning.

- x Cognitive learning prompts, i.e. learning that is assessed by exams, will help you think through the way you spend your study time. This is a form of practice since you tend to repeat the process the same way for different subjects.
- x Clinical procedure learning i.e. learning that is assessed by activity, e.g. procedures that involve data collection with various examination tools such as a stethoscope or activities that involve repair such as surgical procedures

How are the activities and the prompts organized?

The attached EPA Thinking Journal Critical Incident Form includes the following categories:

1. Learning activity:

- a. Exam preparation (this is most of years 1 & 2)
- b. Simulation exercises and lab experiences
- c. Patient and/or case presentation
- d. Other patient related dialogue

2. Type of thinking used

- a. Reading for understanding; recognition
- b. Flash cards, retrieval practice, other memory enhancers
- c. Organizing for grouping categories, cause and effect relationships, similarities and differences. (concept mapping, tables)
- d. Explaining out loud

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