

EPA Thinking Module 10 Instructions

Student Briefing for exercise

- x Students should keep in mind that they are evaluating thinking needed to learn clinical procedures. These procedures will require decisions.
- x Decisions can be pre-trustable or entrustable. They cannot be memorized effectively nor are they acquired by experience alone.
- x The flipped classroom causes attention to be focused on comparing current decisions in studying vs. future decisions in the clinic.
- x Awareness of the EPAs and your understanding of how to acquire entrustability can be powerful in selling yourself to residency programs. Try to give your own explanation as someone who is aware of entrustable thinking.

EPA10: Recognize a patient requiring urgent or emergent care and initiate evaluation and management

AAMC description of activity. The goal is to be able to promptly recognize a patient who requires urgent or emergent care, initiate evaluation and management, and seek help

Discussion Questions:

1. First student Identify a behavior from the pre-trustable description for this EPA in the AAMC Faculty and Learners' Guide
 - a. Next student What type of thinking is associated with novice/robotic or integrated/anticipatory?
 - What is novice thinking?
 - What is the corresponding study behavior. how do robotic thinkers study
 - b. Next student Where do you think the information for this EPA is addressed in the preclinical curriculum? (starter example: What anatomy/biochemistry/physiology content is needed for this EPA?) Also, how does it match your own study emphasis?
2. Next student Identify another behavior from the pre-trustable description.
 - a. Next student What type of thinking is associated with novice/robotic or integrated/anticipatory?
 - b. Next student Where is this type of thinking addressed in the preclinical curriculum?
3. Continue this analysis until there is general agreement that at least three examples have been identified. [Note: Inclusion of at least three ensures an appreciation of the variety of behaviors observed.]
4. Next student Identify a behavior from the entrustable vignette.
 - a. Next student What type of thinking is associated with novice/robotic or integrated/anticipatory?
 - b. Next student Where is this EPA thinking addressed in the preclinical curriculum? Also, in your own study skills?
5. Continue this questioning until there is general agreement that all have been identified.

6. Next student Show how ES Peak Mapping helps to develop the skills needed for this EPA. (Example: could you organize the physical examination in a concept map?)
7. Next student How does deliberate practice apply to this skill development - reflection is encouraged but less personal generalizing may be more comfortable during early discussion?
8. Next student(s): How does Jungian type apply to this EPA?
 - a.