

EPA Thinking - Module 3

Mentor supplement with examples and prompts

Mentor Briefing for exercise: It will be important to remind the students of the points below before you proceed with the module exercise so they will understand that the process they will follow gets more natural.

Students should keep in mind that they are evaluating thinking needed to learn clinical procedures. These procedures will require decisions.

Decisions can be pre-entrustable or entrustable. They cannot be memorized effectively nor are they acquired by experience alone.

The flipped classroom causes attention to be focused on comparing current decisions in studying vs. future decisions in the clinic.

Awareness of the EPAs and their understanding of how to acquire entrustability can be powerful in selling themselves to residency programs. Make them repeat this back and try to give their own explanation. Tell them not to worry, but just to focus on their own way of thinking.

Remember the following enhancements:

1. This supplement is composed of the materials that the students have with the enhancements added to provide an all-in-

- b. Next student: Where do you think the information for this EPA is addressed in the preclinical curriculum? (starter example: What anatomy/biocheeartbl64 (e)timymyt.005 Tc -0.011 T

4. attempts to place the patient's **risk factors** and clinical presentation in context;
5. can cite relevant information on the likelihood and **interpretation of a positive test**;
6. incorporates the patient's **demographics** and health behaviors;
7. **clear rationales** for her diagnostic recommendations;
8. methodically **reviews each test** and imaging result;
9. **seeking help** for interpretation of tests that are beyond her scope of knowledge;
10. attempts to interpret results that are **unexpectedly normal**.