EPA Thinking - Module 6
Mentor supplement with examples and prompts

Mentor Briefing: It will be important to inform 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 acq[illegible]

AAMC Faculty and Learners' Guide.

a. Next student: What type of thinking is associated, novice/robotic or integrated/anticipatory? [novice]
   - What is novice thinking? [direct recall; absence of awareness of significance]
   - What is the corresponding study behavior, i.e. how do robotic thinkers study? [emphasis on recognition of facts; absence of personal organization of facts]

    b. Next student: Where do you think the information for this EPA is addressed in the preclinical curriculum? (starter example: What anatomy content is needed for this EPA?) [anatomy provides insight into function and relationships; physiology and biochemistry provide insight into normal communication between tissues, etc.]
2. Next student: Identify another behavior from the pre-entrustable description.
    a. Next student: What type of thinking is associated, 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 assures 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, novice/robotic or integrated/anticipatory? [integrated/anticipatory]
    b. Next student: Where is this type of thinking addressed in the preclinical curriculum? Also, in your own study skills? [As above, but disciplines are related to each other by the student, e.g. heart anatomy is reviewed during cardiovascular physiology.]
5. Continue this questioning until there is general agreement that all have been identified.
6. Next student: Show how ESPeak Mapping helps to develop the skills needed for this EPA. (Example: could you organize this topic in a concept map?)
7. Next student: How does deliberate practice apply to this skill development [self-reflection is encouraged along with review of deficiencies]?
8. Next student: How does Jungian type apply to this EPA?
    a. Limit discussion to intuitive and sensing preferences. How does each preference prefer to think? [Sensing types: linear, memorization, recognition-based. Intuitive types: big picture, relationships, comparison-based.]
    b. Discussion should involve reflection on what preference requires most effort and is least trusted. [Sensing types tend to focus on… ; intuitive types tend to focus on…]
9. Pursue additional interests of the group or needs for clarification as they arise.

Sample excerpts from description and vignettes

Pre-entrustable sample responses:

1. follows a rigid template when presenting, failing to take cues from the receiver of information;
2. fails to pause in the presentation at appropriate inflexion points to allow for input or discussion;
3. include extraneous information that is not immediately relevant;
4. learner can become defensive or can sometimes even confabulate information in order to cover his uncertainty;
5. tends to accept information contained in the medical record and include it in the presentation without personally verifying it;

6. does not ensure that there is closed-loop communication

Entrustable sample responses:

1.