

EPA Thinking - Module 8

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 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.

You, the mentor, will be aided by several enhancements:

1. This supplement is composed of the materials that the students have with the enhancements added to provide an all-in-one document.
2. [brackets] are used to provide notes or suggestions.
3. Highlighting is used for faster reference on the page.
4. The sample responses in the section following the discussion questions are excerpted from the reading materials to help you prompt the students as needed.
5. Additional background material is also included in the sample responses.

EPA 8 Flipped Classroom Exercise

EPA 8: Give or receive a patient handover to transition care responsibility.

AAMC description of activity: The goal is to

- 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 ins

3. awareness of established characteristics of high-quality handover communication;
4. when a receiver, demonstrates active listening and asks clarifying questions;
5. uses summarizing and repeat-back techniques to ensure closed-loop communication
6. Provides standardized format for each patient: 1) illness severity, 2) action planning, and 3) contingency planning;