

EPA Thinking Course Syllabus

Course description:

The Course is designed to place early emphasis in the curriculum on the type of

This course takes advantage of the Expert Skills Program to teach students how to acquire EPA thinking. The overarching goals are:

1. To teach the difference between the thinking that leads to either entrustable behavior or pre-entrustable behavior.
2. To learn and apply principles of metacognition necessary to build the learning skills that underlie the EPAs.

This course is an innovation in clinical teaching by introducing the necessary skills in cognitive function ahead of the procedural skills learned in the clinic. The discussion in a flipped classroom helps students to identify and strengthen the thinking skills that underlie entrustable clinical behavior. This is expected to meet long range goals of teaching self-directed, self-regulated learning.

Course implementation:

1. to inspect both the AAMC descriptions of the expected behaviors and the accompanying vignettes and then compare the differences in pre-entrustable thinking and entrustable thinking that accompanies the EPA for that module.
2. to identify the concepts in the ESP (deliberate practice, learning style, ELC)(bl)]TJ-0.011 T4.070 Td()Tj0.0

In addition to in-class activities, three portfolio entries can be required:

1. A preliminary reflection on expectations based on prior educational experience and the