

EPA Thinking - Module 2 Instructions

Student Briefing for exercise:

- 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 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.

EPA 2: Prioritize a differential diagnosis following a clinical encounter

AAMC Description of Activity: The goal is to be able to integrate patient data to *formulate an assessment, developing a list of potential diagnoses* that can be *prioritized* and lead to *selection of a working diagnosis*.

Discussion Questions:

1. First student: Identify a behavior from the pre-entrustable description for this EPA in the AAMC Faculty and Learners' Guide.
 - a. Next student: What type of thinking is associated, novice/robotic or integrated/anticipatory?
 - What is novice thinking?
 - What is the corresponding study behavior?
 - b. Where do you think the information for this EPA is addressed in the preclinical curriculum? (starter example: What courses show the cause and effect relationships needed for this EPA?) Also, how does it match your own study emphasis?
2. Next student: Identify another behavior from the pre-entrustable description. What type of thinking is associated?
 - a. Next student: What type of thinking is associated, novice/robotic or integrated/anticipatory?
 - b. Next student: Where is this EPA 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?
 - 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 ESpeak Mapping helps to develop the skills needed for this EPA. (Example: could you illustrate a cause and effect relationship in a concept map?)
7. Next student: How does deliberate practice apply to this skill development [self-reflection is encouraged but generalization may be more comfortable during early discussion]?
8. Next student(s): How does Jungian type apply to this EPA?
 - a. Limit discussion to intuitive and sensing preferences. How does each preference prefer to think?
 - b. Discussion should involve reflection on what preference requires most effort and is least trusted.
9. Pursue additional interests or need for clarification as they arise.