

EPA Thinking - Module 7 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 7: Form clinical questions and retrieve evidence to advance patient care.

AAMC description of activity: The goal is to be able to *identify key clinical questions* in caring for patients, identify information resources, and *retrieve information and evidence*. Skill in *critiquing the quality of the evidence* and assessing applicability to their patients. A required skill set is the *foundational knowledge* an individual has and the *self-awareness to identify gaps and fill them*.

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, i.e. how do robotic thinkers study?
 - b. Next student: Where do you think the information for this EPA is addressed in the preclinical curriculum? (starter example: What anatomy/biochemistry/physiology content is needed for this EPA?) Also, how does it match your own study emphasis?
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?

- 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 organize the physical examination in a concept map?)
7. Next student: How does deliberate practice apply to this skill development [self-reflection is encouraged but less personal generalizing 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 of the group or needs for clarification as they arise.