

Mentor Briefing: There will be some early confusion about the goals because this is not a course for taking a test. 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.
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- 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 needed to inform both history and physical**; 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 with robotic or integrated/anticipatory?

1. Errors of **omission or commission** in gathering information;
2. Limited ability to **filter, prioritize, and connect** pieces of information to each other;
3. Decisions based on intuition or a limited ability to develop **relevant mental models**;
4. Inadequate attention to the **patient's individual background**.

Entrustable sample responses:

1. Able to gather an accurate **complete history**;
2. Can gather a **focused history** in an urgent, emergent, or consultation setting;
3. Learner identifies and uses **alternative sources of information** beyond the patients themselves;
4. Ensures **appropriate communication** by using interpreter services when necessary to gather an accurate