

EPA Thinking - Module 6 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

6: Provide an oral presentation of a clinical encounter .

AAMC description of activity: The goal is to be able to _____ of a clinical encounter to one or more members of the health care team (including patients and families) in order to achieve a _____ of the patient's current condition.

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

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.