Advanced Clinical Practice Program - Patient Case Logs Guidelines

**ASSIGNMENT OBJECTIVES**

- Demonstrate advanced clinical practice, integrating effective communication, knowledge, skills, and clinical reasoning, professionalism, and self-reflection in daily practice.

**ASSIGNMENT DETAILS**

Throughout the semester, students are required to reflect on individual patient encounters in order to identify specific characteristics of their own clinical practice. This self-reflection occurs through the completion of Patient Case Logs within the AHST System (Typhon). The following guidelines should be used when completing the Patient Case Logs:

- **Student Information.** These fields include Semester, Course, Preceptor, and Clinical Site. Defaults for these fields can be selected from your account settings page, and will generally not need to be changed in individual logs.

- **Patient Demographics.** These fields include Age, Gender, and Race. All fields are required to be completed.

- **Clinical Information.** These fields include Time with Patient, Consult with Preceptor, Student Participation, and Patient Education.
  - *(Student participation)* can be set to a default value in account settings. Please be sure to select the appropriate choice based on the patient encounter. Not all encounters will involve complex skills being used.
  - *Patient Education* should include any activities that relate to educating the patient. This may include home care programs, self-taping, use of equipment, etc.
  - Time with Patient and Student Participation fields are required.

- **Medical Diagnosis/ICD Codes.** At least one ICD code is required for each patient encounter. Please be as specific as possible in your ICD code selection. Select the code that most closely corresponds to your final diagnosis for box #1. The remaining boxes should be used for any differential diagnoses or secondary diagnoses you developed during the encounter. For example, if you suspect an ACL and MCL sprain, enter both codes, with the primary in box #1. You may also enter other codes when you are unsure of your final diagnosis – i.e. lateral ankle sprain vs. distal fibular fracture.

- **Other Questions About This Encounter**
  - *Rate Confidence with Encounter* – This field asks you to rate your overall confidence with the patient encounter. It is a 1-5 scale, with 5 being the most confident. Please be honest in your answers.
  - *Gained New Knowledge* – select this field if you learned something new from this patient encounter.
  - *Case Presentation was New or Different* – select this field if this patient encounter was a new injury, or an injury that presented in a different or novel way. This should be related to the key features and features that don’t fit – were they new or different?
  - *New Classroom Knowledge was Used* – select this field if the patient encounter involved using any new information that you have learned in the classroom. This should be related...
to graduate classes, and may be as broad as re-enforcing materials from class, or as specific as performing a new treatment technique.

- **EBP was used** – select this field if you utilized some form of evidence based practice principles during this encounter. This may include active use of a clinical question during patient management, previous information gained from EBP techniques, or other methods that integrate the best evidence into your patient care.

- **Outcomes Data was Collected** – select this field if you engaged in some form of outcomes assessment with your patient. Please only select this field if outcomes data was patient oriented. This can include single and multi-item outcomes data.

- **Types of Outcome** – select the types of outcomes that were used, if any. Choices include single item (e.g. global rating of change or function), multi-item generic (e.g. PedsQL, SF-12), or multi-item specific (e.g. LEFS, DASH, IKDC)

- **Competencies (Observed/Assisted/Performed)**. This selection identifies tasks and skills that students should be proficient with upon graduation from the AT program. Skills are categorized based on the identified domains of athletic training, as well as an additional category for Professional Behaviors.
  - Based on the type of patient encounter, select the appropriate domain to see a list of all tasks. Select each task or skill that was performed during this encounter, and indicate whether it was observed, assisted, or performed. Most patient encounters will involve skills from multiple domains and professional behaviors. Please be as complete as possible in your competency selections.

- **Clinical Notes**. This section must include a differential diagnosis list for the patient encounter (when applicable) and a description of the reasoning processes that were used during the encounter. DO NOT summarize the evaluation or interaction or enter in treatment notes such as exercises or interventions.

**ASSIGNMENT GRADING (75 POINTS)**

Grading for Patient Case Logs is based on the quality and timeliness of each individual log in addition to the total number of patient encounters recorded. The following criteria will be used to determine assignment grades at the end of the academic session:

- **Total number of Patient Case Logs Completed** (up to 60 points possible) 60 points
- **Quality of Patient Case Logs** 20 points
- **Timeliness of Patient Case Logs** 20 points

**TIPS FOR SUCCESS**

Self-reflection is a key behavior among advanced clinicians. The Patient Case Log assignment is designed to engage students in regular self-reflection of their own clinical practice and to help guide students towards identifying areas of strength and areas for improvement. As such, it is important that students select a variety of patient interactions to reflect upon, not just those that are unique or interesting.

Regular self-reflection is important, so students should complete Patient Case Logs each week during their clinical experiences and should complete logs as soon as possible after the encounter. Waiting until the end of the academic session to complete case logs will not meet the timeliness criteria listed above, nor will weeks in which the student did not reflect on their practice and complete case logs.
The CEC will provide feedback initially on the first several case logs that are completed. Students should use this feedback to ensure that they are completing quality logs in a timely manner.