

Pocket Passport Increases Skills Logging for 3rd Year Physician Assistant Students

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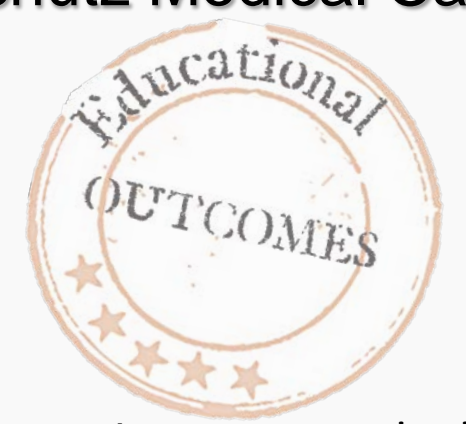
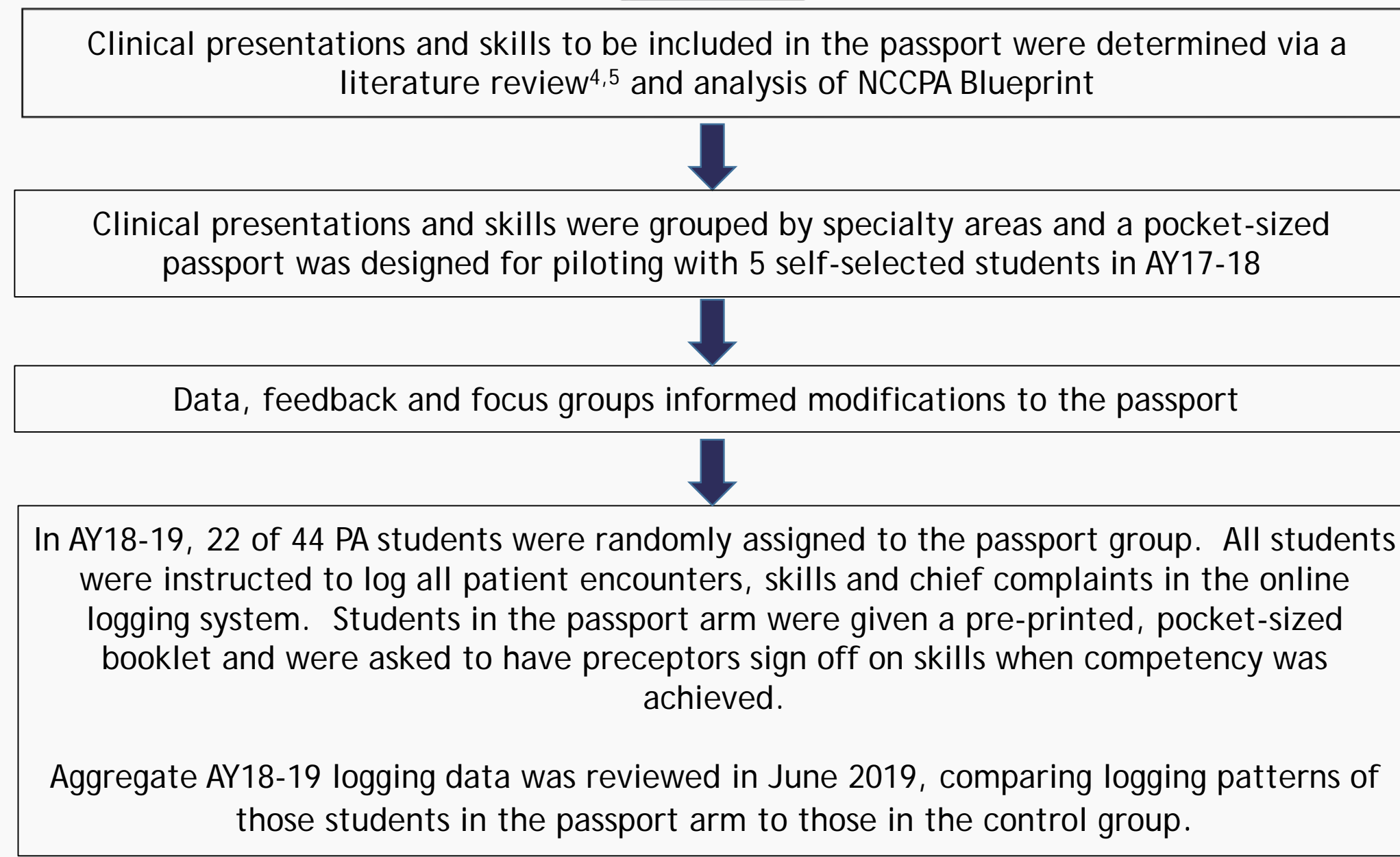


- Patient logging is a main stay in medical education, as it helps ensure students receive adequate exposures to select patients, procedures and presentations.
- Students' patient and skill logs are also a means of documenting equivalency for student experiences, maintaining some form of quality control for inherently variable clinical experiences.¹
- Patient logging often serves as an initial data point for entry-level PAs when undergoing the credentialing and privileging process.
- Students are known to underreport clinical encounters.²
- Clinical passports show promise as a means to increase students' skills acquisition and logging efforts.³

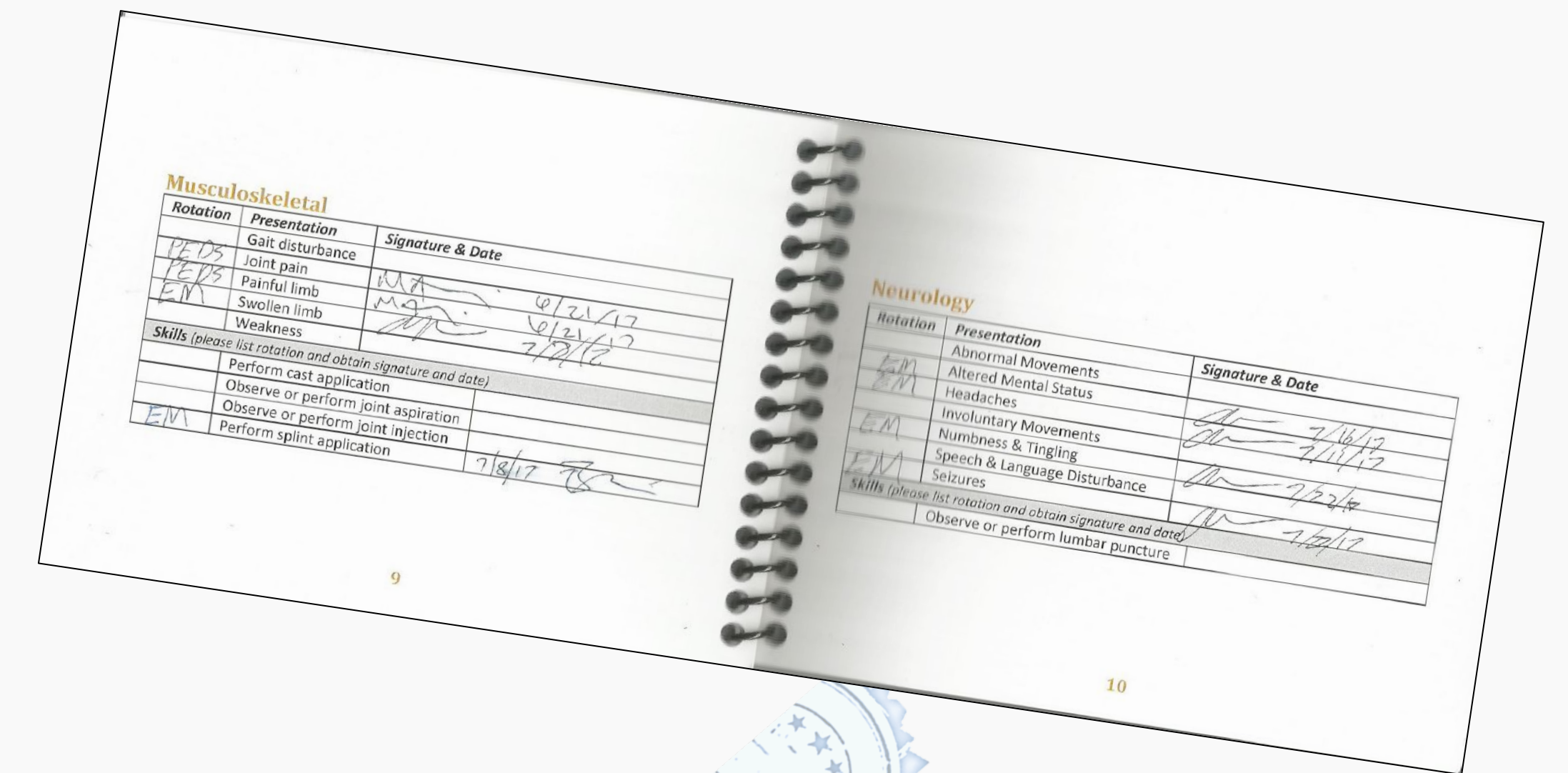
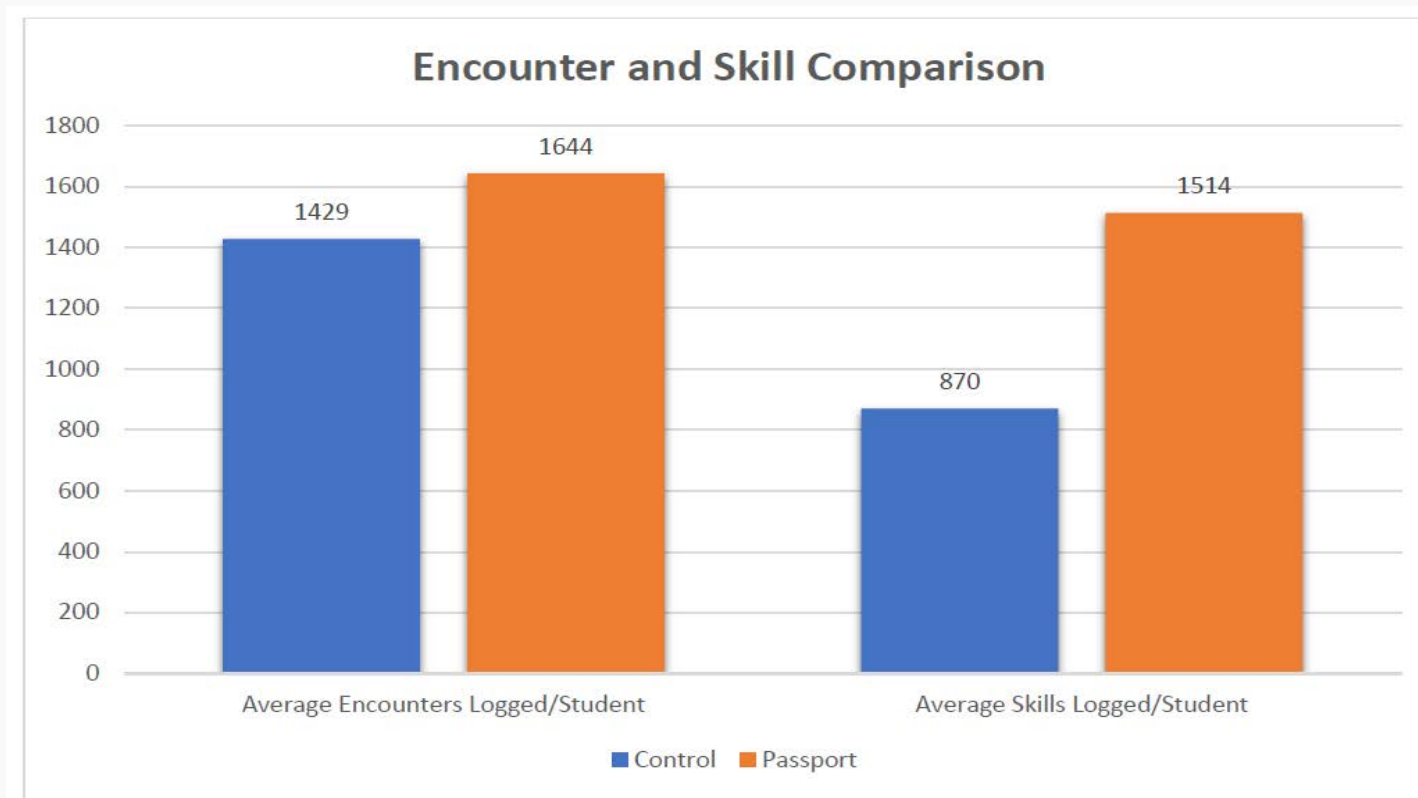


The study aims included:

- Investigate whether a pocket-sized clinical passport that listed the key clinical presentations and skills necessary for a graduate PA would alter online logging patterns
- Determine whether there were specific trends in logging habits by specialty

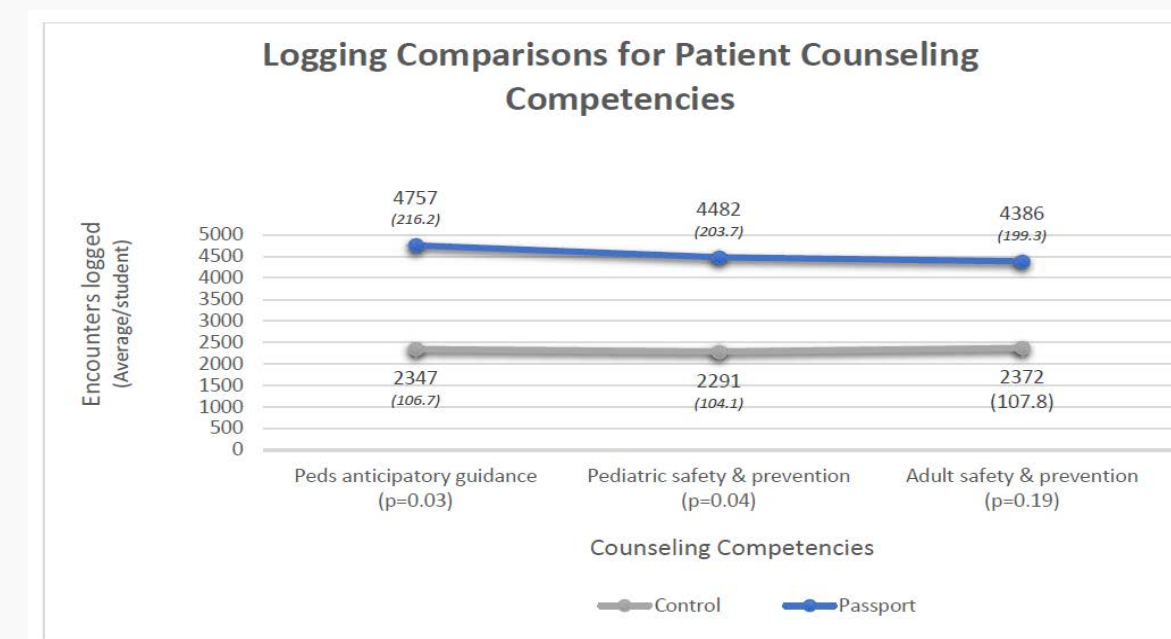
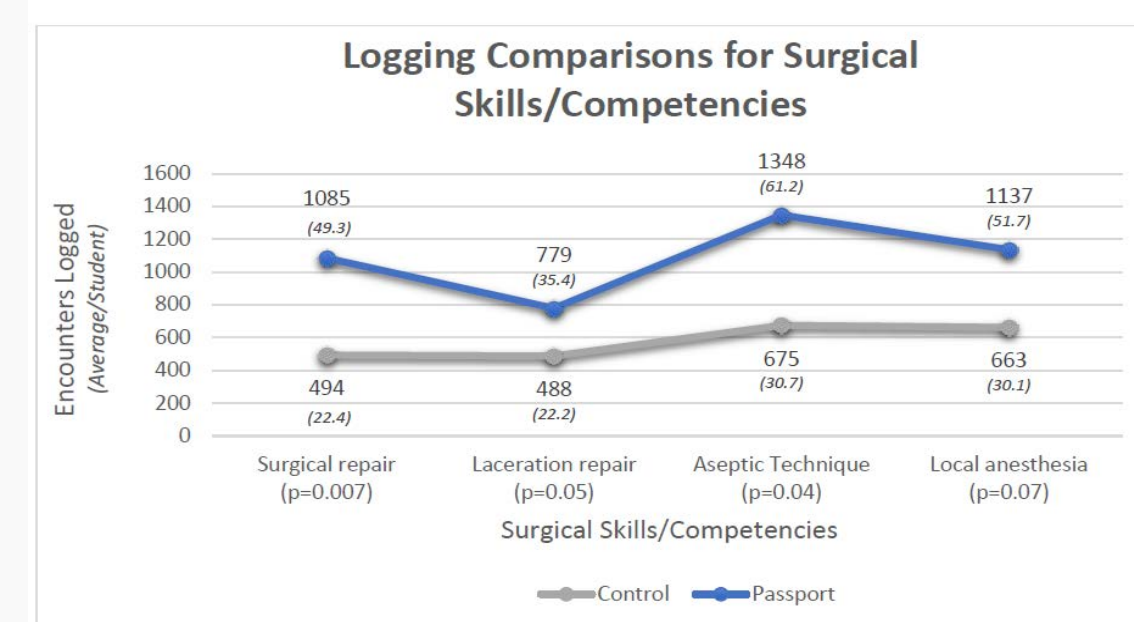


- The number of encounters logged by the passport group was significantly more than the control group using the Student's t-test ($p=0.03$).
- The average passport student logged 1,643 encounters during the 3rd Year (range 1,229-2,134), while the control group averaged 1,429 encounters during the 3rd Year (range 820-2,029).

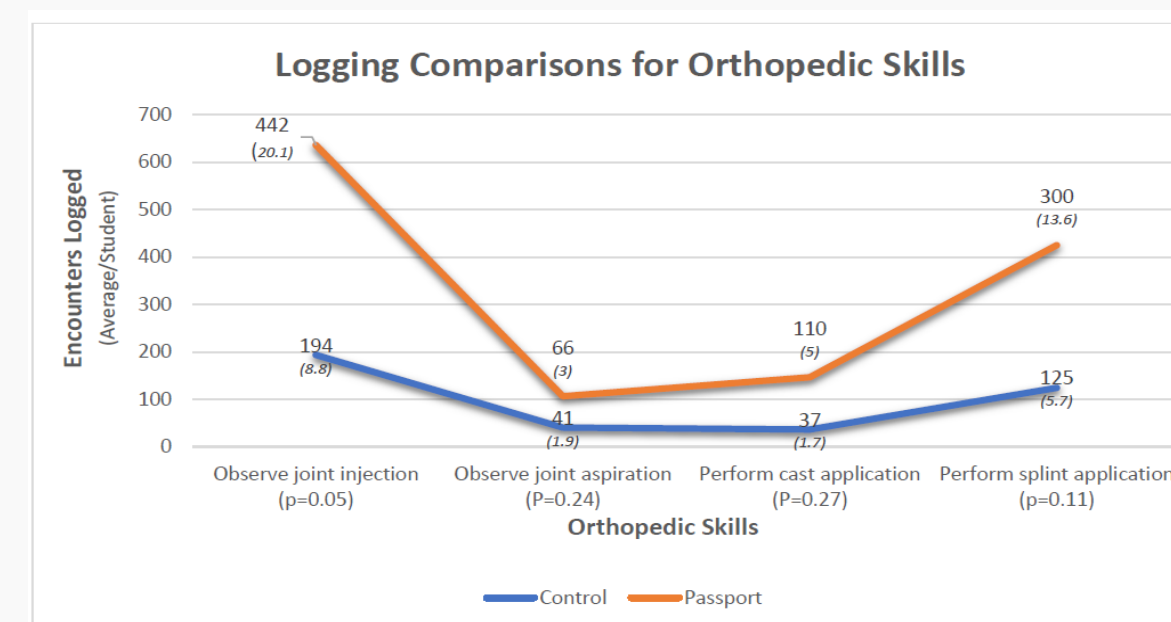
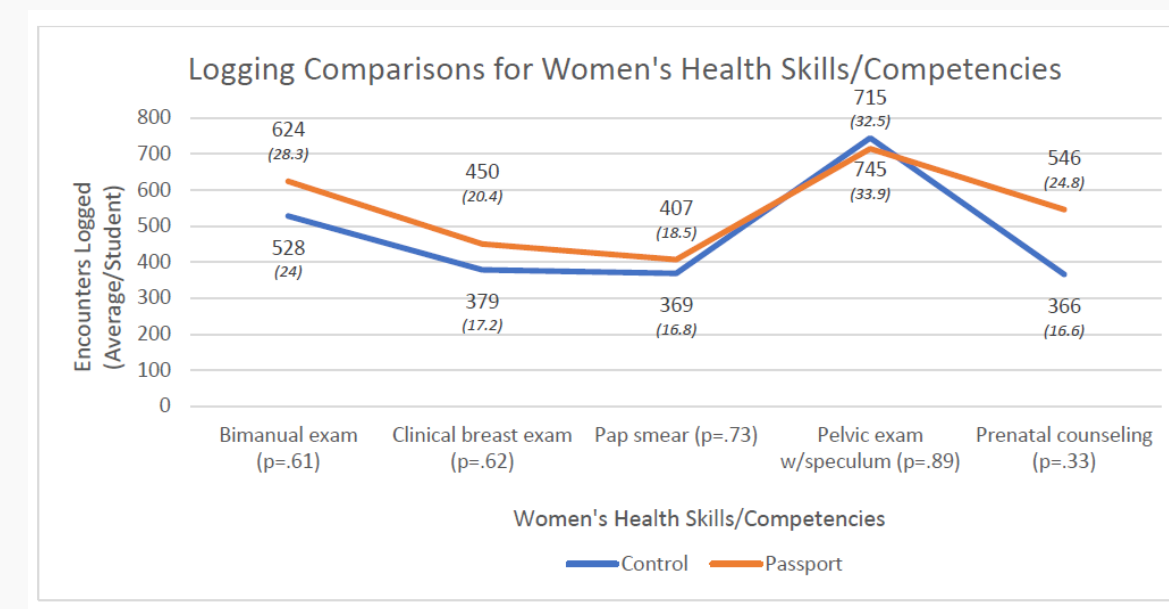


- Skills logged by students in the passport group were also statistically higher than the control group ($p=0.05$).
- Nine of the 60 skills were found to be statistically increased in the passport group, with surgical skills ($p=0.01$), pediatric communication skills ($p=0.003$) and diagnostic interpretation ($p=0.04$) topping the list.

- Consistent with clerkship clinical passport studies, PA students using a pocket-sized, hand-held clinical passport logged more encounters and skills throughout the year than those without a physical prompt.⁶
- The varied ranges within each group suggest that the logging data recorded is likely still not completely accurate, but the use of a passport clearly is a way to improve the input of data, even if it is still not perfect.
- We have expanded on this work with students in AY 19-20, using an electronic passport, looking to see if there is a difference in logging between those using an electronic or a paper passport. Preliminary data has not yet been analyzed.
- Focus groups with students in both arms may provide insight into the influence the passport has on logging as well as how logging influences a student's awareness of their own gaps and ultimate generation of learning goals.
- Investigating the usefulness of external reminders and their efficacy compared to a pocket passport are also under consideration.



- Even for those skills that were not found to be statistically significant, the passport group routinely outperformed the control group as demonstrated in the graphics below.



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