

BACKGROUND

- Appropriate documentation is vital to achieving better patient health outcomes and a key component to the Pharmacists' Patient Care Process.¹
- SOAP note documentation is the traditional form of professional documentation taught within most pharmacy school curricula.²
- Issues can arise for students when there is inconsistency with faculty or preceptor expectations for documentation assignments in regard to length and time spent on the note.
- Previous studies have shown the need for improvement in student SOAP note writing, specifically in the Assessment section.³
- Within the SIUE curriculum, students experience a comprehensive approach to documenting SOAP notes; however, a need for how to make these more concise has been identified.

OBJECTIVE

- To determine the areas in which students at SIUE School of Pharmacy struggle with the most when completing documentation assignments
- Use the information gathered to create and implement a learning tool to supplement SOAP note teaching
- To reduce time spent completing documentation assignments and improve student performance in this area

METHODS

Study Design

- Retrospective, observational, cross-sectional survey study
- Phase I
 - Preceptor Survey Design: 14-question survey that gathered information and perspectives from faculty internal medicine and ambulatory care preceptors about how they use documentation at their practice sites, perceptions of documentation performance among students, and expectations for students regarding time spent and performance.
- Learning Tool Development:
 - Information gathered from the Preceptor Survey was used to develop 4 short videos on Subjective and Objective information, creating a problem list, and writing the Assessment and Plan. The videos provided information on how to complete each section of a SOAP concisely and efficiently.
- Phase II
 - Student Survey Design: 9-question survey that gathered perspectives from students in the P2 class about their confidence in writing SOAP notes, which sections they find the most difficult, and which learning method they preferred (either traditional lecture or the learning tool).

Study Population

- Phase 1: SIUE SOP preceptors in internal medicine or ambulatory care who precept students for Advanced Practice Pharmacy Experience (APPE) rotations
- Phase 2: SIUE SOP students in the P2 class

Study Measures

- Phase 1: The primary outcome of this phase was which SOAP note section(s) students need the most improvement on based on preceptor perceptions
- Phase 2: The primary outcome of this phase was which learning method students preferred.

Data Analysis

- Survey data were analyzed and summarized using frequencies/percentages

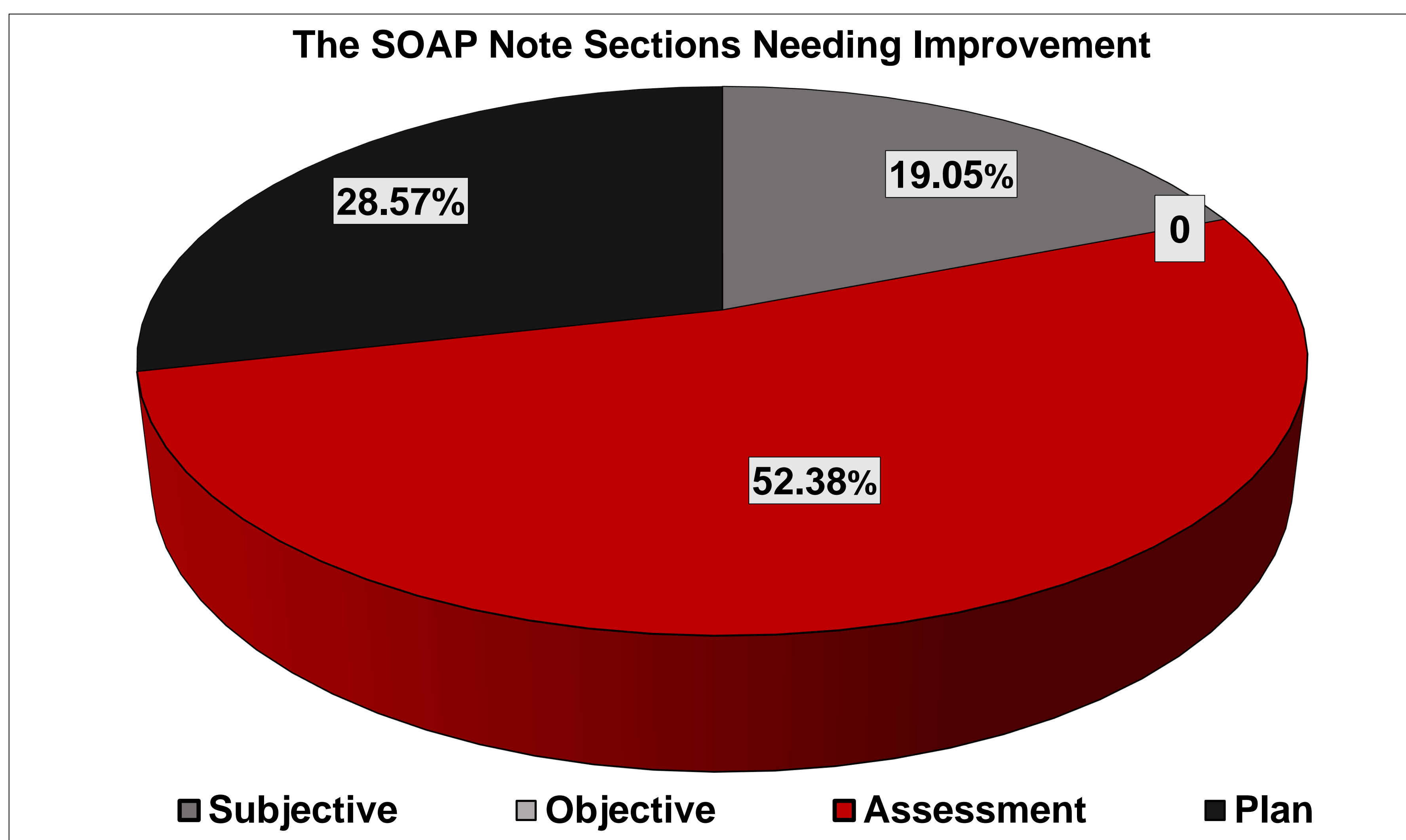
RESULTS

Phase I:

Table 1: Student Preparedness at the Beginning of APPE Rotations

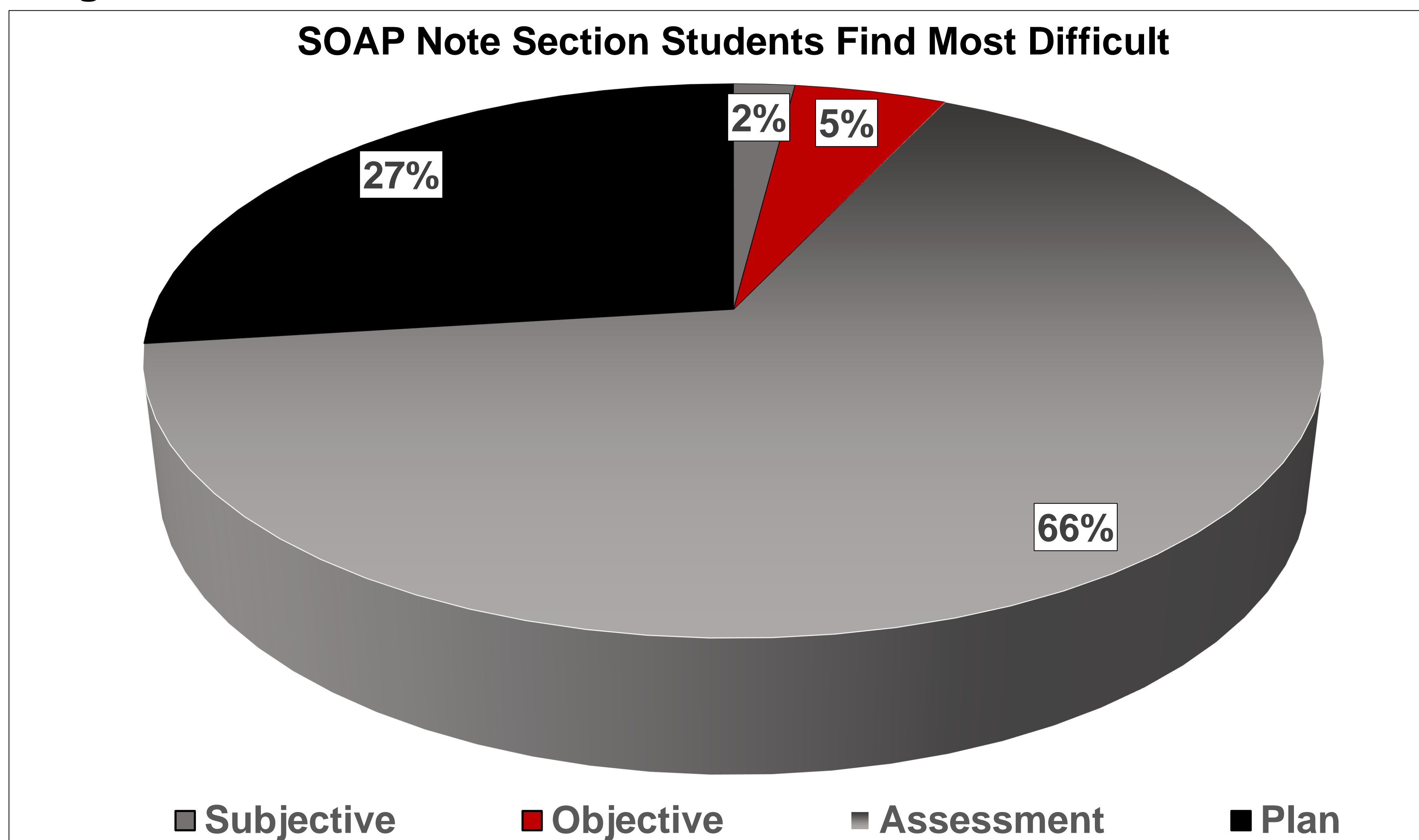
How prepared are students to write SOAP notes at the beginning of your rotation?	Faculty Preceptor Response N = 17 N (%)
Under prepared	8.33%
Somewhat prepared	50%
Adequately prepared	41.67%
Very prepared	0%
Over prepared	0%

Figure 1: SOAP Note Content Sections Needing Improvement



Phase II:

Figure 2: SOAP Note Section Students Find Most Difficult



RESULTS

Figure 3: Which Teaching Technique Helped Students Learn Best

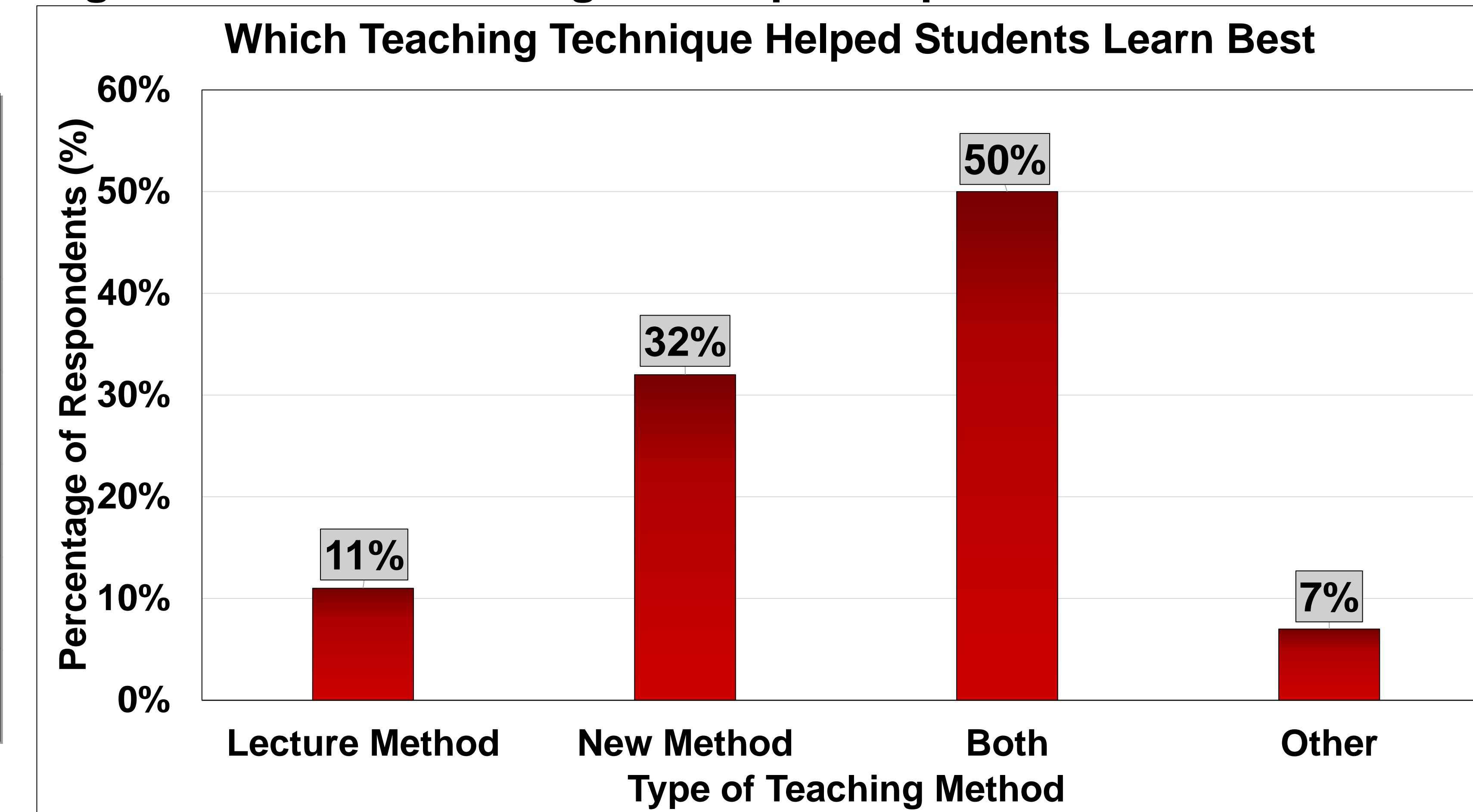


Table 2: Student Preparedness after learning via the new learning tool

How prepared students feel after learning via the new learning tool when writing SOAP notes	Student Response N = 29 N (%)
Under prepared	3%
Somewhat prepared	24%
Adequately prepared	66%
Very prepared	7%
Over prepared	0%

CONCLUSION

- Phase I study results indicated students at SIUE SOP would benefit from a supplemental learning tool to enhance development in the area of documentation and SOAP note writing prior to APPEs
- Phase II of the study showed students preferred the new learning method over the traditional lecture method alone
- The student survey also confirmed that students find the Assessment section the most difficult to complete
- This information coincides with the results from the preceptor survey that preceptors believe students struggle with the Assessment section the most
- Further studies could build off of this one in regard to assessing student performance on SOAP note documentation assignments in correlation with performance-based assessment results
- Additional studies related to SOAP note teaching may also find other beneficial teaching methods to enhance student learning and confidence levels

REFERENCES

1. Joint Commission of Pharmacy Practitioners. Pharmacists' Patient Care Process. May 29, 2014. Available at: <https://jcpp.net/wp-content/uploads/2016/03/PatientCareProcess-with-supporting-organizations.pdf>.
2. Andrus, M. R., McDonough, S. L., Kelley, K. W., Stamm, P. L., McCoy, E. K., Lisenby, K. M., Whitley, H. P., Slater, N., Carroll, D. G., Hester, E. K., Helmer, A. M., Jackson, C. W., & Byrd, D. C. (2018). Development and validation of a rubric to evaluate diabetes soap note writing in APPE. *American Journal of Pharmaceutical Education*, 82(9), 6725. <https://doi.org/10.5688/ajpe6725>
3. Lisenby, K. M., Andrus, M. R., Jackson, C. W., Stevenson, T. L., Fan, S., Gaillard, P., & Carroll, D. G. (2018). Ambulatory care preceptors' perceptions on SOAP note writing in Advanced Pharmacy Practice Experiences (appes). *Currents in Pharmacy Teaching and Learning*, 10(12), 1574–1578. <https://doi.org/10.1016/j.cptl.2018.09.002>