



Teaching SOAP Note Documentation Skills: Comparison of Two Pedagogies for Individualized and Group Formative Feedback



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BACKGROUND

- Clinical pharmacy documentation is often taught through the completion of SOAP notes.
- Early learners require **repetitive practice** and **individualized feedback** to master techniques necessary to effectively and efficiently write patient care notes.

OBJECTIVE

- To compare the impact of two formative feedback pedagogies on student self-confidence, satisfaction, and performance when writing SOAP notes.

METHODS

Milestone strategy (Fall 2021)

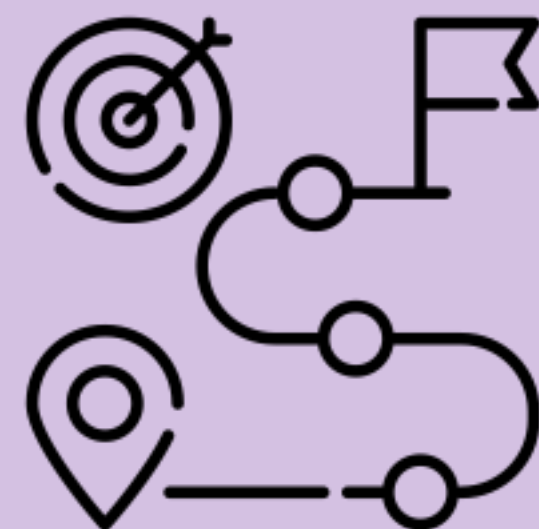
- Individual submission of portions of a SOAP note with individualized instructor feedback before submitting the next milestone.
 - SOAP Note 1:** four milestones (S/O; Problem list; Assessment; Plan) + full note
 - SOAP Note 2:** three milestones (S/O/Problem List; Assessment; Plan) + full note
 - SOAP Note 3:** full note submission

Whiteboard strategy (Fall 2022)

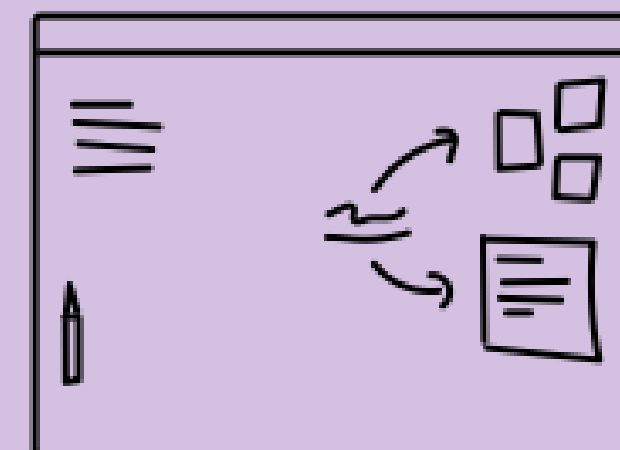
- Group brainstorming session on a whiteboard with faculty observation followed by individual submission of a milestone
 - SOAP Note 1:** group whiteboard session (S/O/A) + individual milestone (S/O/A) + group whiteboard session (P) + individual full note
 - SOAP Note 2:** group whiteboard session (S/O/A) + individual milestone (S/O/A) + group whiteboard session (P) + individual full note
 - SOAP Note 3:** full note submission

RESULTS

Milestones
(individualized feedback)



Whiteboard
(group visualization)



	Milestone Strategy (mean)		Whiteboard Strategy (mean)		p-value (difference between strategies)
	Pre	Post	Pre	Post	
SOAP Note 3 Grade (scale 0-100)	82.69		87.46		0.086
Self-Confidence (scale 0-100)	67.33	84.87*	74.52	87.15*	0.101
Satisfaction (scale 0-100)	68.99	77.40*	79.13	77.03	0.006**
Attitudes (scale 0-5)	3.29	3.24	3.62	3.43*	0.241
Anxiety¹ (scale 6.5-32.5)	17.33	18.81*	16.65	17.12	0.326
Work Ethic² (scale 1-5)	4.00	4.10	3.96	3.99	0.085

* Statistically significant difference from Pre- to Post- survey

** Statistically significant difference in change between the two intervention groups

DATA ANALYSIS

- Student self-confidence, satisfaction and attitudes (investigator-developed); anxiety (Worry and Anxiety Questionnaire);¹ and work ethic (Multidimensional Work Ethic Profile)² were measured in pre- and post-surveys. Additionally, scores from SOAP Note 3 were collected.
- Paired t-tests compared within-group and independent t-tests compared between-group differences.
- Data included 44 (71.0%) and 42 (80.8%) students from 2021 and 2022, respectively.

CONCLUSIONS

- Both interventions improved self-confidence.
 - Higher satisfaction with milestone format but also increased anxiety, likely due to consistent individualized feedback.
 - Trend of improved performance with the whiteboard intervention (not significant).
- Future pedagogies will combine positive elements of both interventions to provide opportunities for both group learning and individualized feedback.

REFERENCES

- Dugas MJ et al. The Worry and Anxiety Questionnaire: Validation in nonclinical and clinical samples. *J Ther Comput Cogn* 2001; 11(1), 31-36.
- Meriac JP et al. Development and validation of a short form for the multidimensional work ethic profile. *J Vocat Behav* 2013; 82(3):155-164.
- Images: <https://thenounproject.com>

CONTACT & DISCLOSURES

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- No conflicts of interest or disclosures