SOAP Note / Written Documentation Needs Assessment and Course Methodology Evaluation for an Online Course

Ann Snyder, PharmD, BCPS
Departments of Pharmacotherapy and Translational Research, University of Florida College of Pharmacy, Gainesville FL

ABSTRACT

Objectives
Primary objective was a needs assessment to develop and then evaluate an online learning methods for enhancing pharmacist SOAP progress note writing. The secondary objective was to establish a standard of validity for a rubric to guide grading and writing.

Methods
A SOAP note scoring rubric was developed. A progress note learning activity in an organ system course in Winter 2009 was implemented. Results at faculty workshop in Spring 2009 were presented with discussion and surveys. Fall 2009 foundation course was developed. The module included learner informed consent, pre-survey, graded sample note activity prior to and after lecture, 42 question multiple attempt self-assessment identifying proper category for S, O, A, P, and a post survey.

Results
A SOAP note rubric was prepared for the discussion at the workshops revealed 22 of the 25 faculty members indicated they would require the students to write the note. However, 14 of the 22 returned critiques had rubric passing scores. Surveys indicated agreed the rubric provided good direction and guidance about the qualities of a well written note. 14 of 25 respondents indicated the initial rubric was too complicated and too detailed for grading efficiently. A revised rubric was developed based on their input.

CONCLUSIONS
There is significant variation among a practice faculty when assessing a SOAP note. When implementing Skill deficiencies in the curriculum it requires baseline assessment of faculty knowledge and skill. A rubric can facilitate better understanding among faculty about the qualities of a well written note. Those faculty who used the primary trial analysis to further describe competency found it useful. A faculty workshop can lead to development of a rubric that is more practical for grading.

RESULTS
A rubric and primary trait analysis for grading progress notes was developed by the primary author. Face validity was then established by having 3 faculty members review it for usefulness and completeness. 40 affiliate faculty members were encouraged to use the rubric during a course which required students to write a progress note. A faculty workshop was then held where 25 participants scored a SOAP note and the group discussed the assigned ratings. The scores were analyzed to assess the rubric sensitivity.

METHODS
Currently the universal the standard for documentation is the SOAP note. The SOAP and FARM learning methods are the 2 most common methods that are combined nationally. Rubrics are used for learning and teaching in addition to grading. It can define a standard for learner and the grader to allow consistency and fair assessment. Providing a foundation for consistency and repetitive feedback to ensure the learner achieves a defined standard. The pharmacist documentation rubric is intended to be a criteria checklist for the learner and grading scale for educators.

INTRODUCTION
Training tools were developed and implemented but students still struggled with effective and efficient note writing in practice. Foundations is the first semester of nine in a blended distance learning program. In addition to the rubric a learning model was developed in Fall 2009. It has been identified that the students need repetition to learn effective note writing skills.

REFERENCES