

Evaluation of Teaching Methods for Pharmacist Documentation Abstract

Introduction

Documentation is a major component of the job of a pharmacist; therefore, it is a very important part of pharmacy education. Subjective, Objective, Assessment, and Plan (SOAP) notes are the traditional form of professional documentation taught at SIUE School of Pharmacy (SOP). Issues can arise for students when starting rotations because the way they are taught in the classroom does not match what is practical in real practice.

Methods

In Phase I of the study, a survey was distributed to faculty preceptors at SIUE SOP to gauge perceptions on SOAP note writing by SIUE SOP students. Information was gathered from this survey to create supplemental learning tools that were implemented into the P2 Fall Skills Lab course. In Phase II, a survey was sent to those students to gather their perceptions on SOAP note writing and their satisfaction with the learning tool.

Results

In Phase I, 94% of the faculty preceptors surveyed required students to complete documentation assignments on rotation, and 65% used SOAP note format. Most preceptors believed students to be somewhat prepared or adequately prepared to write SOAP notes at the beginning of the rotation (50% and 42%). Preceptors believed students struggled the most with the Assessment portion (52%). In Phase II, 66% of students felt adequately prepared to write SOAP notes after using the supplemental learning tool, compared to 45% with the traditional lecture. Students also believed the Assessment portion was the most difficult to complete (66%).

Conclusion

We are confident the results of the study showed a need for reevaluation of SOAP note teaching within the SIUE SOP. Faculty preceptors believed students were not as prepared as they should be when entering APPE rotations, and when our learning tool was implemented, students preferred the new learning method over the traditional lecture method alone.