

## Introduction

- Clinical documentation is an expectation of practicing pharmacists and a skill addressed in pharmacy curricula (Medina, et al. 2023).
- Utilization of the subjective, objective, assessment, and plan format, or SOAP notes, is widely accepted in health professions.
- Writing a SOAP note requires learners to collect, analyze, and synthesize patient information to formulate evidence-based recommendations for care.
- Pharmacy programs teach SOAP note writing in diverse ways.
- Auburn University Harrison College of Pharmacy (AUHCOP) has a fully integrated curriculum that introduces SOAP note writing early in the P1 professional year and exposes students repeatedly throughout all three years of the didactic curriculum.
- AUHCOP utilizes a standardized rubric to teach and assess SOAP note writing skills consistently throughout the didactic curriculum (Andrus, et al. 2018).

## Objective

- To evaluate SOAP note writing performance throughout the P1 through P3 didactic years at AUHCOP to determine overall performance and progression throughout the curriculum

## Results

- A total of 69 assignments were analyzed (P1: n=32, P2: n=20, P3: n=17).
- 51 assignments consisted of only an assessment and plan, 3 assignments consisted of only subjective and objective, and 15 were full SOAP notes.

### OVERALL MAJOR DOMAIN PERFORMANCE SCORES

- There were no statistically significant differences in performance scores of the major domains between didactic years (Figure 1).
- There was a drop in averages that trended across major domains from the P1 to P2 year. These scores increased in the P3 year but were also not statistically significant (Figure 1).
- There were no significant differences in normalized performance scores of major domains between didactic years (Figure 2).

## Materials and Methods

- Summary reports of all P1-P3 SOAP assignments utilizing AUHCOP's standardized, validated rubric from the graduating classes of 2022-2026 were analyzed.
- Data collected included graduating class, course, semester of completion, total assignment points, grading scale, average overall assignment grade, minimum grade, maximum grade, and average item performance for each subdomain under the major domains (Subjective, Objective, Assessment, Plan, and General).
- Average item performance scores for the five major domains were calculated and compared to determine differences between didactic years (P1 vs P2 vs P3).
- To account for differences in grading scales, overall performance scores were normalized based on the three performance categories: below mid-performance (no credit), mid-performance (partial credit), and above mid-performance (full credit).
- To account for differences between classes, average item performance scores for each major domain were also compared for individual graduating classes of 2022-2024.

Average Performance Scores for Major Domains

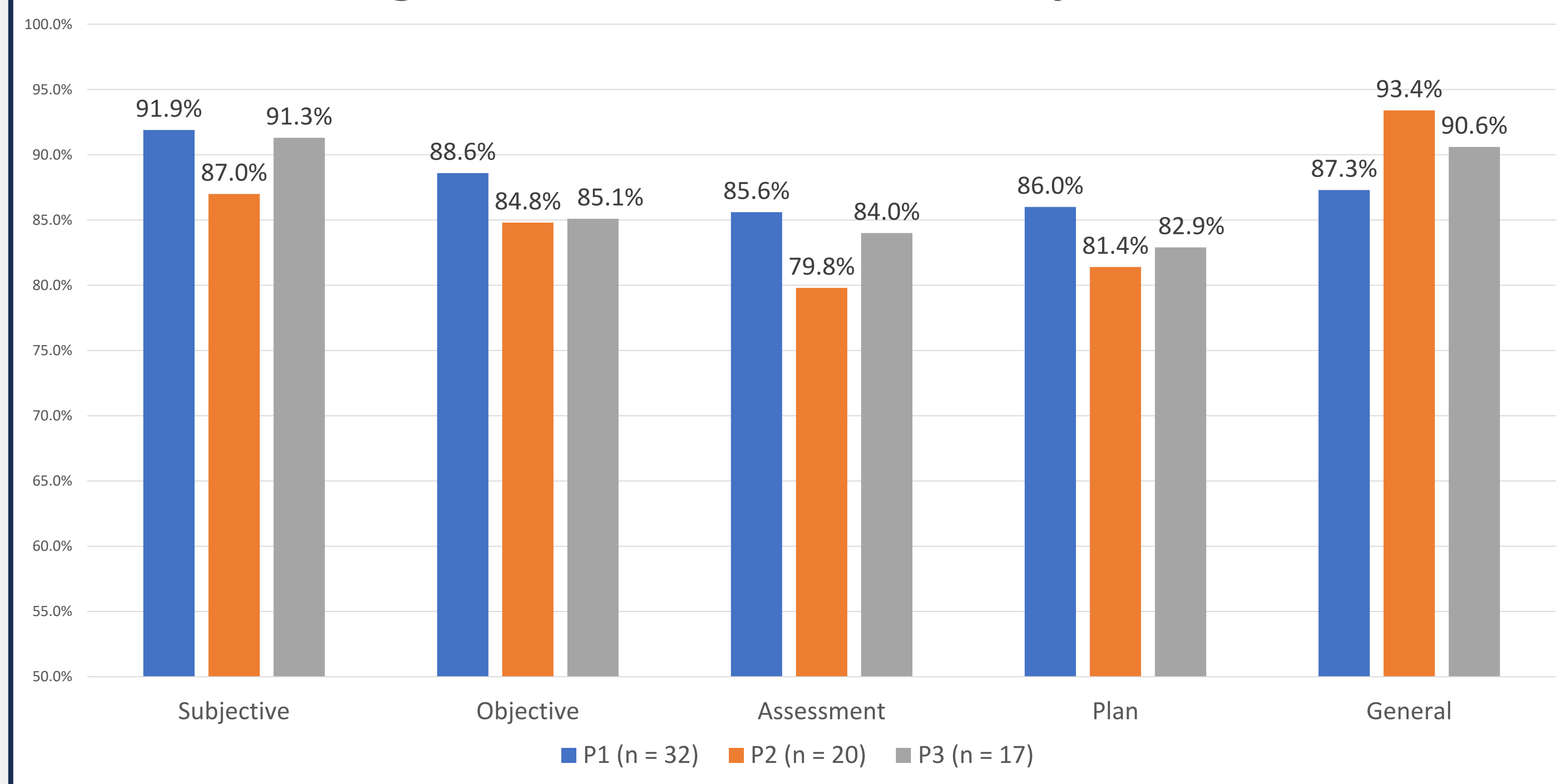


Figure 1: Average Performance Scores per Major Domain for Combined Graduating Classes

Normalized Average Performance Scores for Major Domains

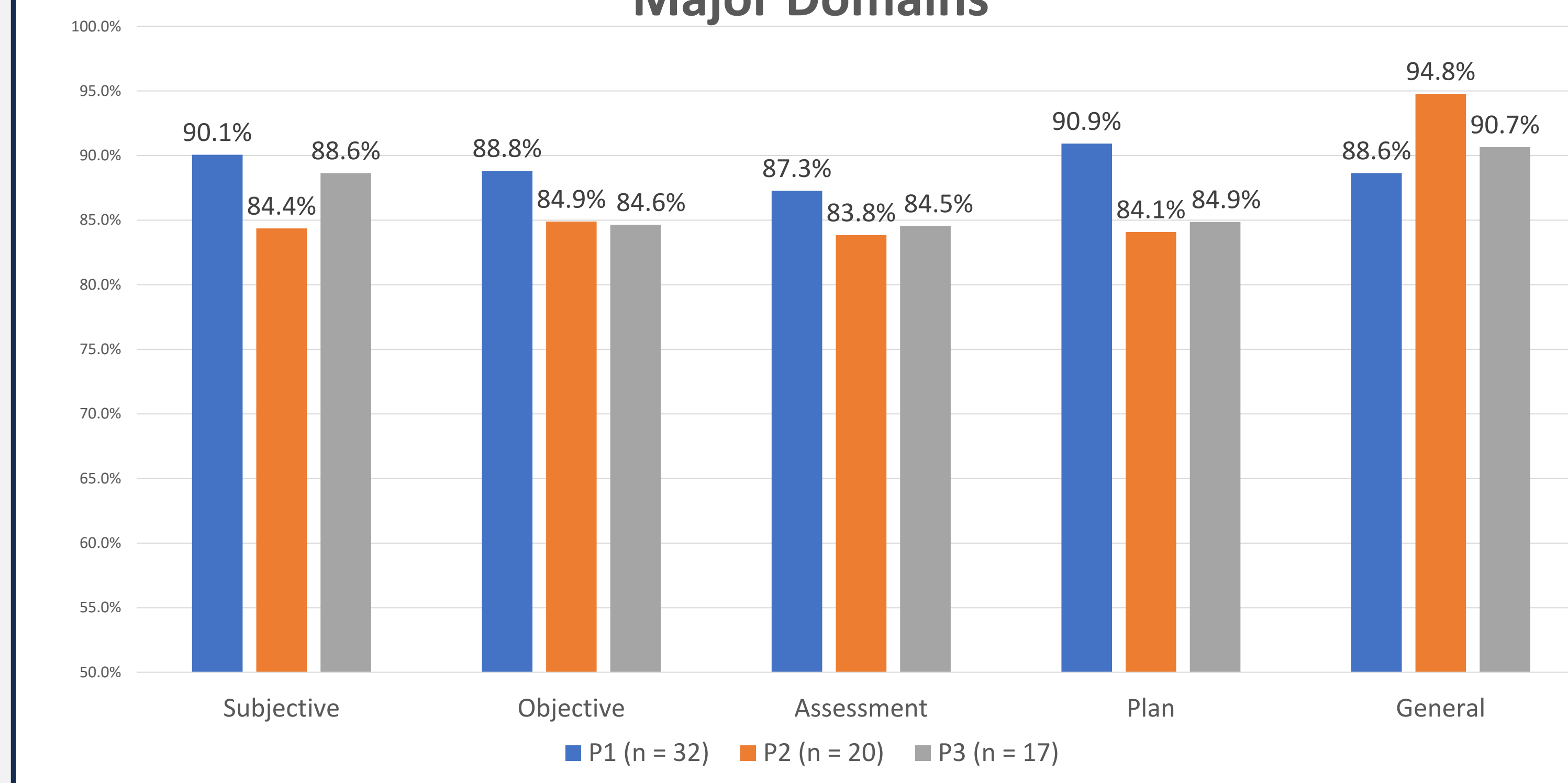


Figure 2: Normalized Average Performance Scores per Major Domain for Combined Graduating Classes

## Conclusion

- Overall, students performed well on SOAP assignments during all didactic years in the AUHCOP curriculum.
- There was no consistent evidence of progressive improvement in performance as assessed by both overall item performance scores and normalized scores for the five major domain categories.
- Further discussion is needed as to whether these findings suggest that introducing the concept of writing SOAP notes early in the didactic curriculum (i.e., P1 year) builds a strong foundation for students or additional efforts are needed to improve performance in the P3 year.

## References

- Andrus MR, McDonough SLK, Kelley KW, et al. (2018). Development and Validation of a Rubric to Evaluate Diabetes SOAP Note Writing in APPE. American Journal of Pharmaceutical Education, 82(9): 6725.
- Medina MS, Farland MZ, Conry JM, et al. (2023). The AACP Academic Affairs Committee's Guidance for Use of the Curricular Outcomes and Entrustable Professional Activities (COEPA) for Pharmacy Graduations. American Journal of Pharmaceutical Education, 87(8): 100562

## INDIVIDUAL GRADUATING CLASSES

Class of 2022

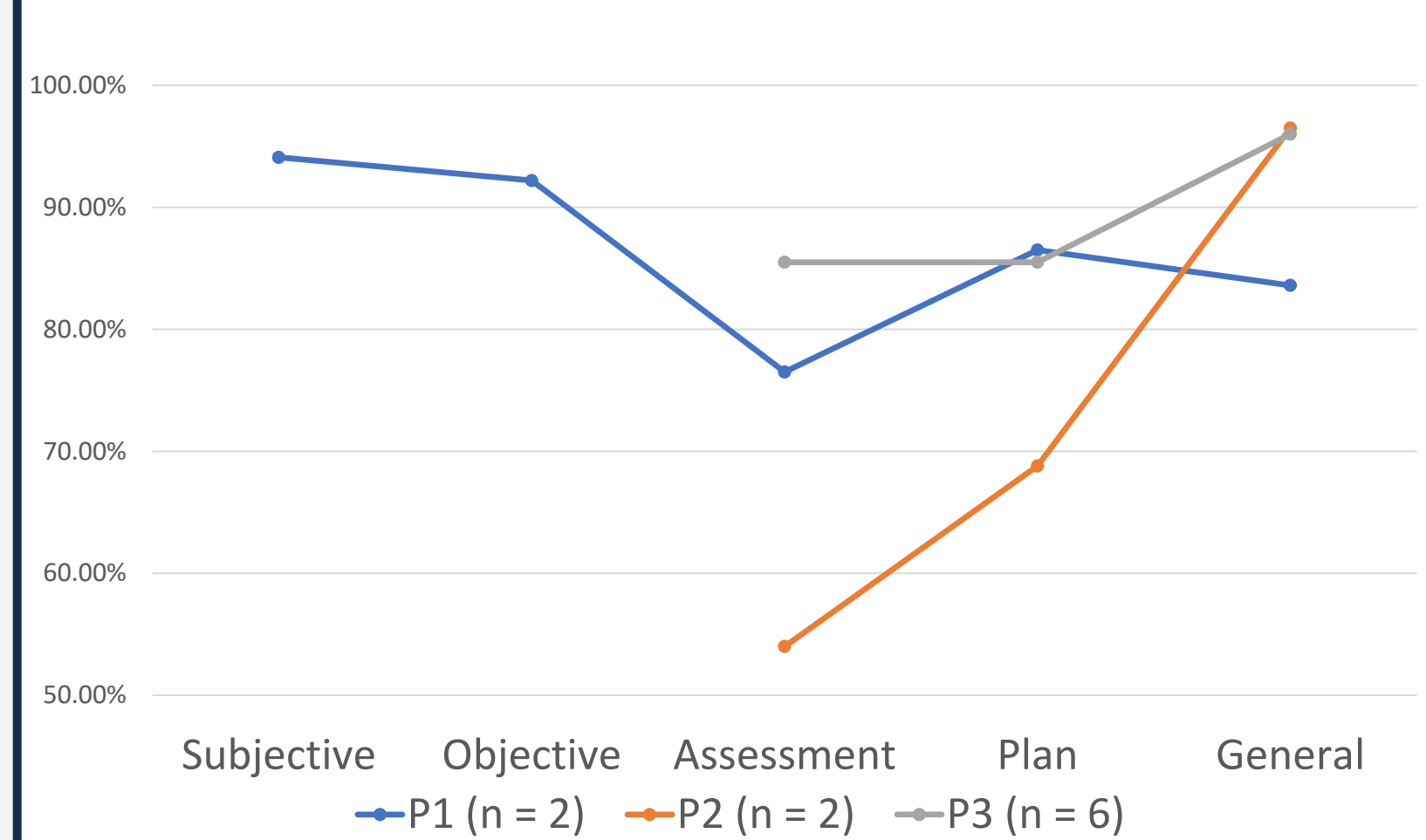


Figure 3: Class of 2022 Average Performance Scores for Major Domains

Class of 2023

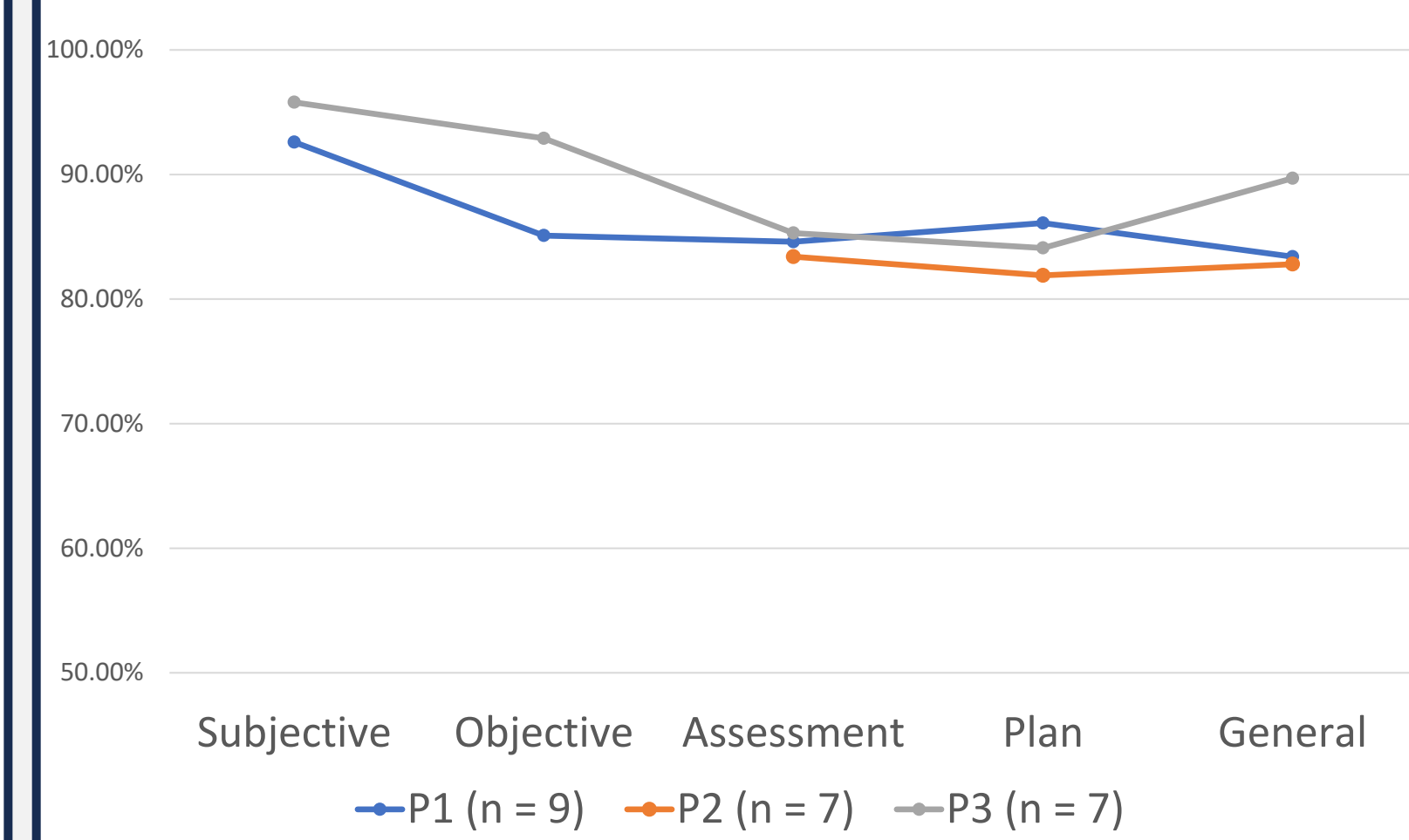


Figure 4: Class of 2023 Average Performance Scores for Major Domains

Class of 2024

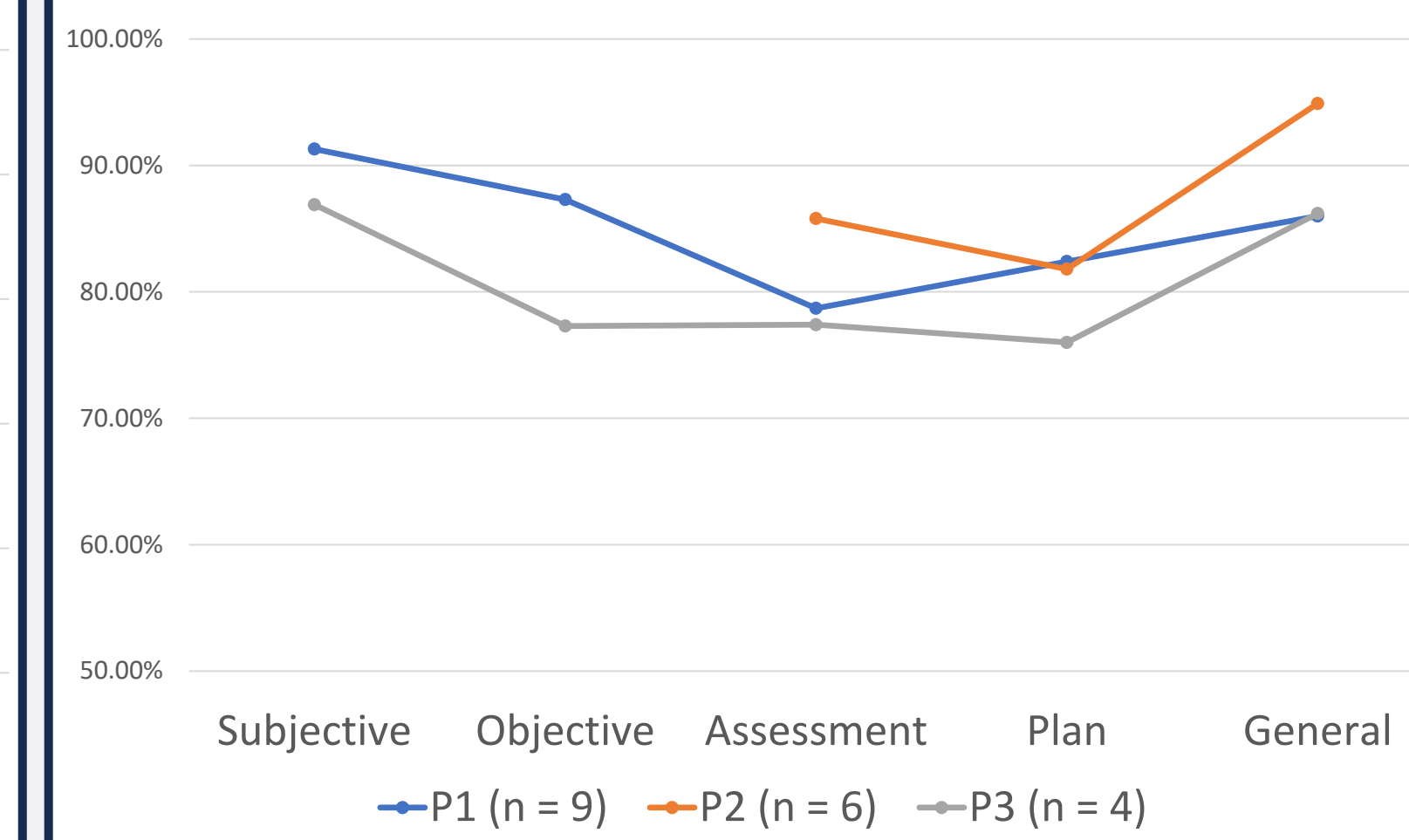


Figure 5: Class of 2024 Average Performance Scores for Major Domains

- There was a 31.5% improvement in performance in the "Assessment" domain for the class of 2022 from the P2 to P3 year ( $p < 0.001$ ) (Figure 3).
- There were no statistically significant differences in overall average performance scores between didactic years for the Class of 2023 or 2024 (Figures 4 & 5).

## SOAP Rubric



Scan the QR code to access SOAP rubric subdomains

## Contact

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