

AQUIFER EDUCATOR CONNECTION PODCAST

Episode 2: Teaching and Assessing SOAP Notes with Preclinical Learners

Guest: Ronda Mourad, MD, Associate Professor of Medicine, Case Western Reserve University School of Medicine, Louis Stokes Cleveland Department of Veterans Affairs Medical Center, Cleveland, OH.

Host: Lynne Robins, PhD, Professor Emerita, Department of Biomedical Informatics and Medical Education, University of Washington School of Medicine, Seattle, WA.

Description: Teaching and evaluating pre-clinical students' SOAP notes with some consistency across different clinical settings and preceptors can be challenging. Students' learning experiences are highly dependent on their assigned preceptorships, the pace of the clinical venue, how much time they are given to complete patient encounters, and how much time a preceptor has to observe their encounters or to give feedback while juggling their own clinical responsibilities. If a patient encounter isn't observed in its entirety, it is difficult to assess whether pertinent information is missing from the student's SOAP because they failed to take a thorough history, lacked time to complete the physical exam, or were unable to recognize what was pertinent to include in the SOAP note. Ronda Mourad, MD describes how she uses Aquifer patient cases to standardize the processes of both teaching and assessing this critical skill.

Ronda's Lessons Learned:

Using a single Aquifer patient case to teach and assess pre-clinical students' SOAP note skills standardizes the process and affords the following benefits:

- Levels the educational playing field for students whose opportunities for learning interactions with preceptors are variable due to the focus or pace of their assigned clinical venue.
- Improves the quality of feedback to students about their SOAP notes by providing certainty about the information available in the patient encounter and a framework for assessment.
- Allows students to achieve mastery by focusing them on just what is needed in the case and providing access to online materials for self-paced review
- Allows preceptors to point students to teaching materials that touch on important topics that they might not get to in busy clinical settings.
- Provides an opportunity for an expanded evaluator pool to include less experienced faculty, advanced students since the cases, and assessment, can be standardized.

Additional Resources:

- See Ronda's 6 minute presentation as part of the Lessons Learned from COVID: [Best Practices for Using Aquifer in Virtual Courses webinar](#) (starting at 32:30)

Theme Music: "Little Idea" by scottholmesmusic.com