

# SOAP Presentations: A Re-vamped Near-Peer TTC Session on Pre-Rounding

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## Background

- Transition to Clerkships (TTC) is a 1-2 month course that rising clinical trunk students take immediately prior to starting their clerkship year.
- In prior years, the SOAP Presentations session involved creating a SOAP presentation from a written HPI document. The re-vamped session utilizes the MiChart Practice Environment in order to simulate a realistic pre-rounding experience in order to formulate SOAP presentations.
- This session is a Near-Peer teaching session in which senior students facilitate the session for rising clerkship students.

## Session Outline

1. Introductions, review session objectives
2. Students log into the MiChart Practice Environment
3. Facilitator demonstrates where to find important pre-rounding information including overnight events, vital signs, ins/outs, imaging and labs.
4. Students practice pre-rounding on a fictitious patient and formulate a SOAP presentation.
5. Students deliver SOAP presentations to a partner.
6. Debrief as a group and answer any questions as time allows.

## Evaluation Objectives

- Assess the efficacy of the SOAP Presentation session in improving comfort with pre-rounding and knowledge of basic pre-rounding tasks for rising clerkship students.
- Assess areas for improvement in the SOAP Presentation session to increase efficacy in future years.

## Evaluation Methodology

The evaluation form for the SOAP Presentations Session was completed via Qualtrics. The survey was designed as a pre/post survey intended to evaluate students' knowledge of pre-rounding tasks and perception of pre-rounding before and after the session. Participants were asked to respond "strongly agree, agree, disagree or strongly disagree" regarding their perceptions (anxiety vs. comfort) and knowledge of the following tasks:

- Where to find vitals
- Where to find ins/outs
- Where to find and trend labs
- Order of presentation (SOAP)
- How to organize the plan
- Purpose of pre-rounding
- Time it takes to pre-round on one patient

## Results

Figure 1: Participant responses to statement "I feel anxious about pre-rounding before and after session"

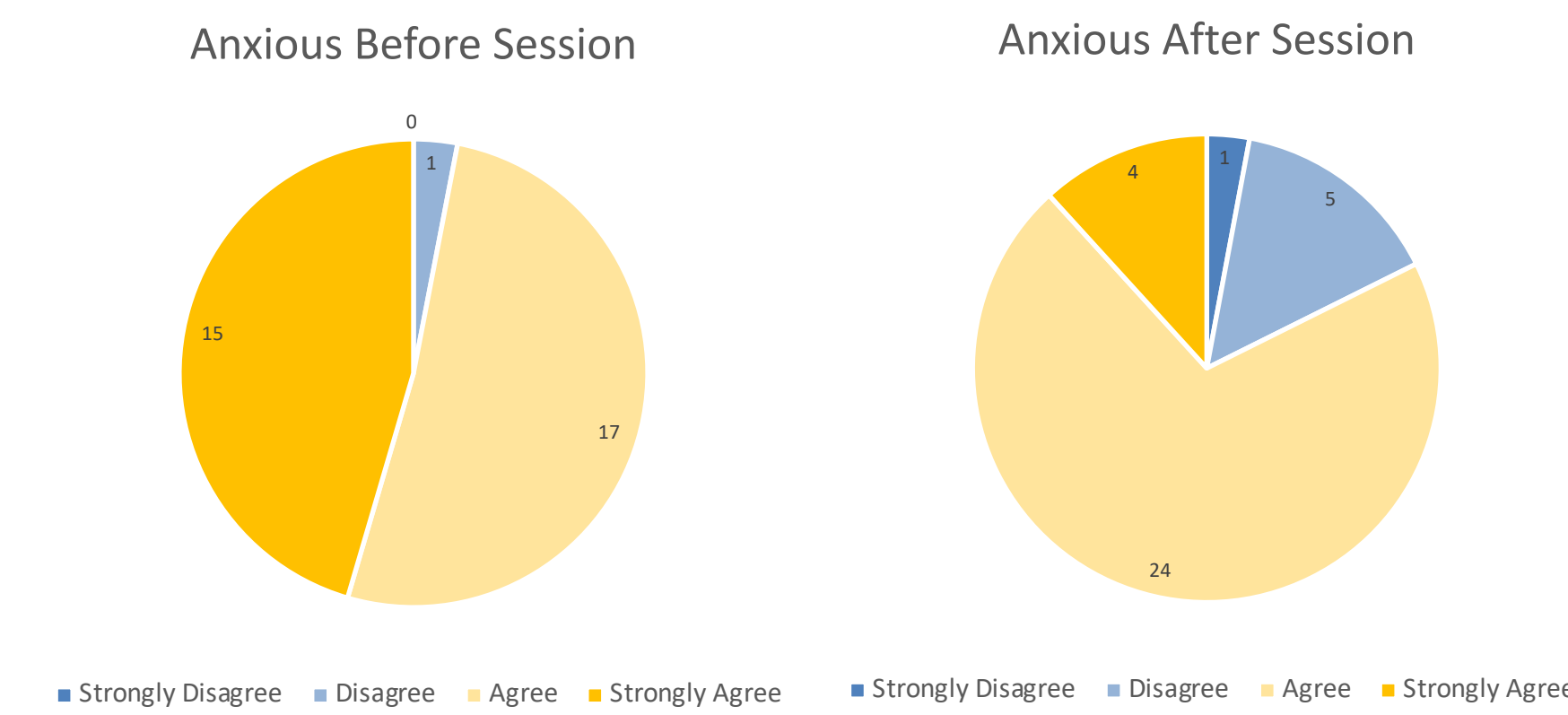


Figure 2: Participant responses to statement "I feel comfortable with pre-rounding before and after session"

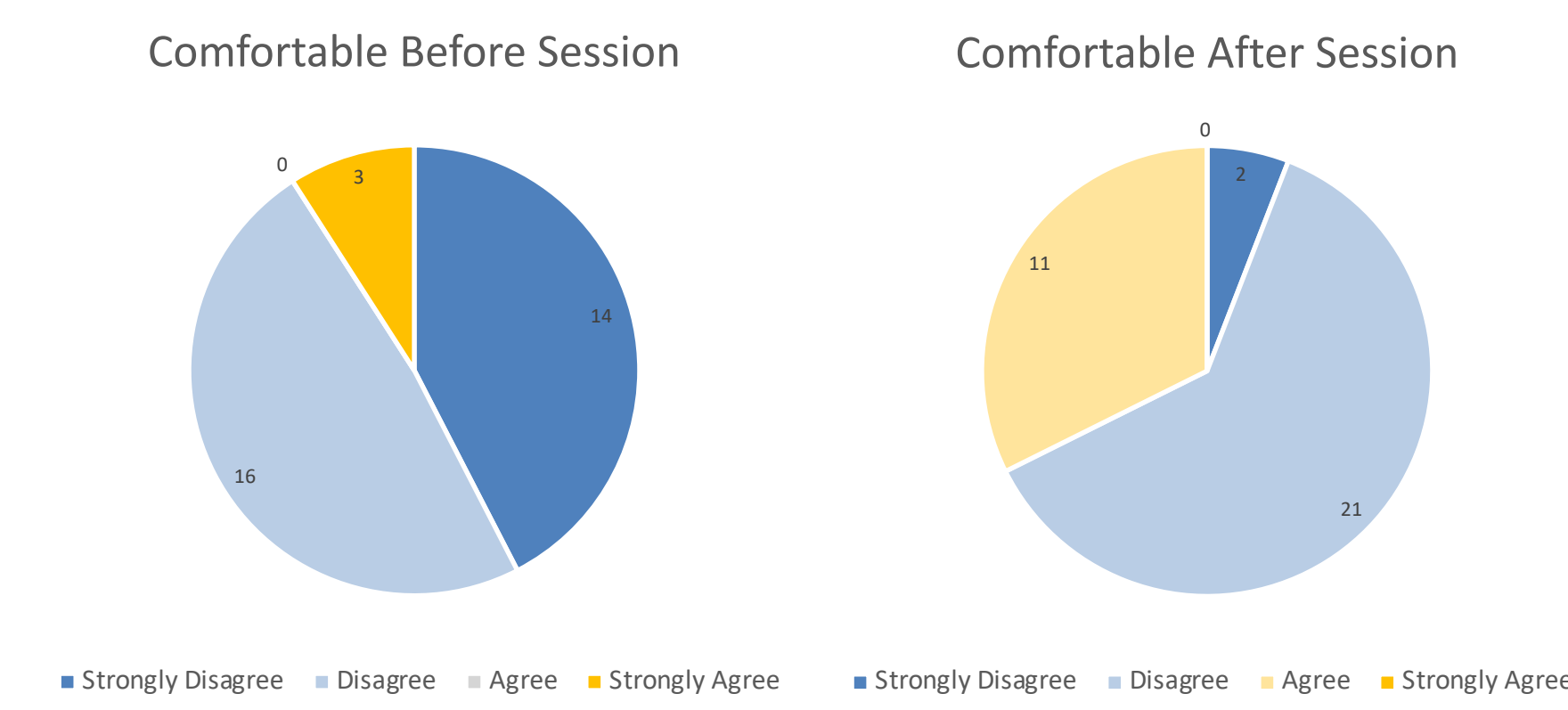


Table 1: Examples of Post-Session Feedback from 9/2020

I feel like the students didn't have a great grasp of what they were supposed to be teaching us. We got sucked down MiChart rabbit holes and didn't get to practice pre-rounding

Excellent session, please continue. I thought it was very helpful to have a the session led by an M4 going into that field

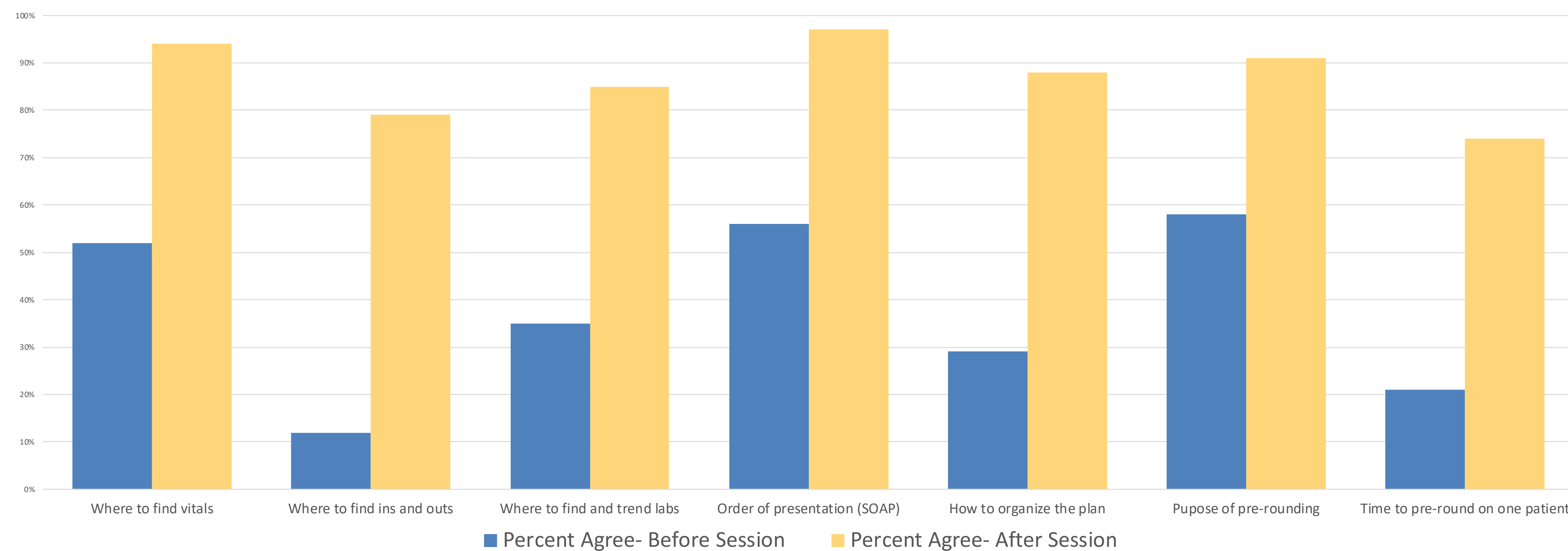
The session was great - a more structured exercise to find information on MiChart and simulate pre-rounding might be more helpful in the future

This was very helpful. I think at the end of the day my comfort will come from experience, but this was a great start to helping me get there!

Do a quick overview of a typical day on service (i.e. explain the obvious stuff that isn't actually obvious to M2s -- like the fact that you only preround on patients AFTER they have been to the OR)

Figure 3: Participant reported knowledge/understanding of various pre-rounding skills and concepts

Note: Response options included "strongly agree", "agree", "disagree", "strongly disagree". In the following figure, results are categorized as either "agree" (includes agree and strongly agree responses) and "disagree" (includes disagree and strongly disagree responses).



## Discussion

Overall, the results indicate that the SOAP Presentations session increased the number of students who knew/understood key pre-rounding concepts and how to perform key pre-rounding tasks.

- 94% of survey participants reported knowledge of where to find vital signs after the session as compared to 52% before the session.
- 78% reported knowledge of where to find ins and outs following the session as compared to 12% prior to the session.
- 88% reported knowing how to formulate a plan after the session as compared with 29% before.

The results also indicate a slight increase in the number of students who report feeling comfortable with pre-rounding following the session and a slight decrease in the number of students who report feeling anxious following the session.

- 42% strongly disagreed with feeling comfortable prior to the session vs. 6% following the session.
- 45% strongly agreed with feeling anxious prior to the session vs. 12% following the session.
- 90% either strongly disagreed or disagreed with feeling anxious prior to the session vs. 70% following the session.
- 97% either strongly agreed or agreed with feeling anxious prior to the session vs. 85% following the session.

## Lessons Learned

We learned that a near peer pre-rounding session may improve comfort with pre-rounding tasks and concepts. Based on feedback, the following need to be addressed to improve for next year:

- Clearly state session objectives to students.
- Include a more thorough training session for facilitators and standardize content covered in each session in order to better ensure quality across all groups.
- Consider including pre-work to minimize wasted time and/or extend session length to allow for completion of objectives.

## Future Steps

1. Consider the role of formalized training for facilitators in improving session outcome metrics.
2. Find ways to improve survey distribution in order to collect more representative data.
3. Evaluate utility of Near Peer teaching in other areas of the curriculum.

## Contact

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