Session 9

Case-taking skills & SOAP algorithm: Models for organizing information & making informed decisions
Session 9 Overview

Case-taking skills & SOAP algorithm: Models for organizing information & making informed decisions

- Introduction to SOAP note documentation
- Subjective vs Objective information (S vs OAP, symptoms versus signs), how to differentiate data
- Professional communication & interaction
- Building patient/practitioner rapport
- Asking the right questions (leading, open-ended)
- Prioritising information
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- In the last session you deconstructed a consultation, exploring the framework, using the forms and practicing your medical shorthand.

- In this session you will define the S and O in the SOAP model, discuss how this is the basis for inter-professional communication, and continue exploring questioning to extract quality data from a client.
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Introduction To SOAP Note Documentation

The first 2 phases of the 5 phase holistic client-centred consultation framework requires the practitioner to:

1. Explore the range of problems
2. Understand each problem

This information is the basis for assessing and planning the treatment of the case. (Sarris & Wardle, 2014)

The SOAP model is a way of categorising data, aiding clinical reasoning and supporting communication between healthcare practitioners. (Holle, 2014)
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Introduction To SOAP Note Documentation

Subjective & Objective data (phase 1 & 2) is Analysed to create a treatment Plan

\[ S + O = A \Rightarrow P \]

(Lloyd, 2009; Holle, 2014)

The Assessment and planning stage will be introduced in session 21-24 and expanded in clinical skills 2 units.

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Subjective vs Objective information (S vs OAP, symptoms versus signs), how to differentiate data

- **S** (Subjective) data is essentially the client's experience.
- **O** (Objective) data is what we (the practitioner) can measure or assess (signs). (Holle, 2014)

Class Discussion

Give some examples of:

- Subjective data that you may gather in a consult
- Objective data that you may gather in a consult
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Professional Communication & Interaction

- **S**(ubjective) & **O**(bjective) data can be used to deliver case information to other healthcare providers and support integrative healthcare for clients.

- A way to deliver information about conventional and CAM treatments, supporting client safety.

- This standardised format minimises barriers and improving communication.

(Pierantozzi, 2013)
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Building Patient/Practitioner Rapport Skilled Questioning:

1. Provides a framework to guide/direct the session, keeping it flowing & on track
2. Open up new areas for discussion, enhancing client self-exploration
3. Assist in focussing and clarifying client concerns
4. Increases practitioner understand the problems (Ivey & Ivey, 2007)
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Asking The Right Questions:
Initial Question(s)

○ You want the client to describe their presenting problem(s) in their own words, with detail.

○ Open ended questions are a good way to allow the client the time and space to ‘present’ their problems.

(Goldberg, 2004)
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Asking The Right Questions: Initial Question(s) Activity

- Revisit your introduction narrative that you created in session 4 and the statements that you created in session 6 that covered key barriers.
- Create an initial introduction question.
- Discuss this with the class.
- Add this to the beginning of the ROS worksheet for future reference.
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Asking The Right Questions:

Open Questions: Receive extended, more detailed answers. They start with *what, why, how, describe.*

Class Discussion

- What are the advantages of open questions?
- What are the disadvantages of open questions?
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Asking The Right Questions

Closed Questions

- Can be answered in a single word or a short phrase.

Class Discussion

- What are the advantages of closed questions?
- What are the disadvantages of closed questions?

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Prioritizing Information

- Document the presenting complaint/s or acute problem first
- Recognise symptoms/responses that demand an urgent assessment as compared to lower priority (triage).
- All client complaints are carefully considered as they may be markers of something more serious or underlying. (Goldberg, 2004)
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Log onto the Clinic Hub S1 19 & click on the **Outcome Measures** tab

- Watch the [Janet Schloss PROMS Presentation](#) explaining the PROMs used in clinic.
- Before completing quiz 1 (in session 10) complete the [GAD-7](#). Please keep your results so that you may reference these at a future point.

- Note: If this activity has caused you emotional stress, feel free to contact the [Student assistance program](#) or call 1800 33 62 07 for confidential counselling support.
Session 9 Readings

Review of Systems Activity

- In class, open the session 4 document “Review of Systems”, and begin compiling questions that explore the respiratory system.
- Complete the respiratory system review as homework.

Read:


References


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