

# Descriptive Writing and SOAP Activity

Objectives	Activities	Key Skills	Professional Application
Developing descriptive writing and observation skills and applying it to CHW-specific work.	Group “Banana Activity”; SOAP completion based on students’ viewing of a CHW home visit.	Descriptive writing, observation, awareness of audience, group collaboration.	SOAP notes are an authentic medium for practice as a CHW.

## Step 1

The class is divided into groups and each is assigned a single banana to describe in writing, using as much specific detail as possible.

### Banana Observation

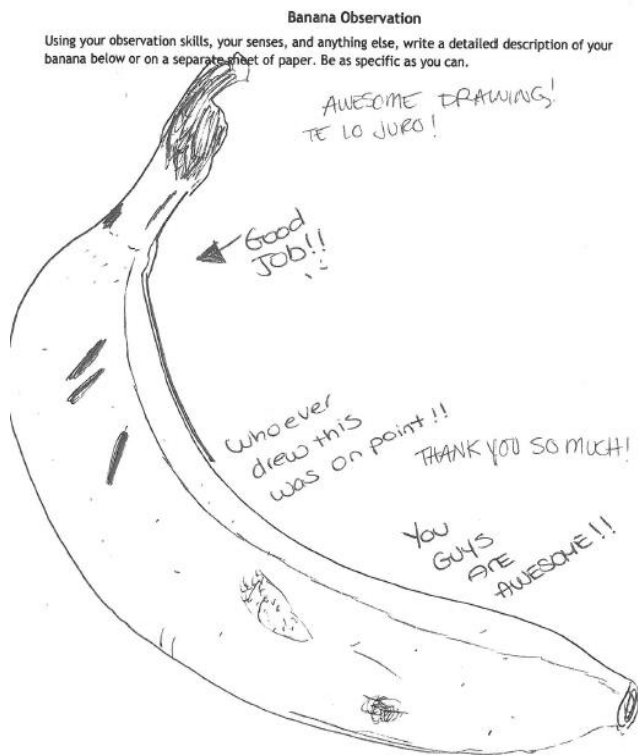
Using your observation skills, your senses, and anything else, write a detailed description of your banana below or on a separate sheet of paper. Be as specific as you can.

It's yellow / Green  
It's curved - crescent shaped.  
Smells sweet when peeled.  
Skin smooth  
Inside is textured  
Fresh  
about 6 1/2 inches long  
brown spots / lines  
brown spot on bottom tip.  
stem on top.  
~~edible~~ edible  
Fruit  
bitter skin



## Step 2

The bananas are placed back on a table and mixed together. Then groups must identify individual bananas, using the descriptive writing they and other groups have completed.



### Step 3

Students reflect on the activity: their writing and identification processes, their groups' collaboration and the possible rationale for the activity.



#### Banana Activity Reflection

Please answer the following questions:

1. What steps did you take and what considerations did you make in order to write your description?
2. Did you find the description of the other group effective? How could the description be improved to help you to find the banana faster? What would you add, delete, or change in the description?
3. Would have you changed anything about your banana description if you knew another group would be reading it?
4. Why do you think you were asked to complete this activity? How can this exercise help you with filling out the documentation needed for the work of a CHW?

### Step 3

Students watch a video of a home visit by a community health worker, consciously applying the same observation skills they used to describe the bananas.





## Step 4

Students fill out the SOAP note (Subjective Objective Assessment Plan, a method of documentation used by CHW's), using their notes from the video and applying the descriptive writing skills they practiced in the banana activity.



S. O. A. P. Note	
Date:	Type of Note
2/11/12	<input type="checkbox"/> IND Individual Session <input checked="" type="checkbox"/> GRP Group Session <input type="checkbox"/> FAM Family Session <input type="checkbox"/> COL Collateral Session
<b>S</b> = Subjective or summary statement by the client. Usually this is a direct quote. The statement chosen should capture the theme of the session.	
Derek is a middle aged man who suffers from asthma attacks. He said, "my lungs are actually like a rubber band. It's closes up really tight. It's hard for me to breathe." He also has a history of seizures. He puts crosses on the wall. He says, "I just start praying" when he has a seizure. It helps it helps.	
<b>O</b> = Objective data or information that matches the subjective statement. Description may include body language and affect.	
Derek appears energetic and in no distress. He seems comfortable with the visit. The examination of his lungs reveals no wheezing. He did not have his seizure attack for a week.	
<b>A</b> = Assessment of the situation, the session, and the client, regardless of how obvious it might be based on the subjective and/or objective statement.	
Derek's visits to ER decreased from 35 visits for the previous 6 months to only 2 visits for the last 6 months. He takes his medication regularly. He understands how his house, which is in the bad condition, contributes to his asthma attacks. He is feeling better, but needs further monitoring.	
<b>P</b> = Plan for future work. Should reflect interventions specified in treatment plan including homework assignments. Reflect follow-up needed or completed.	
#1 Visit back in one month #2 Meet with the insurance company to discuss his medication plan #3 Find a contractor to fix Derek's house	

Where did you see these elements embedded in the lesson just described?

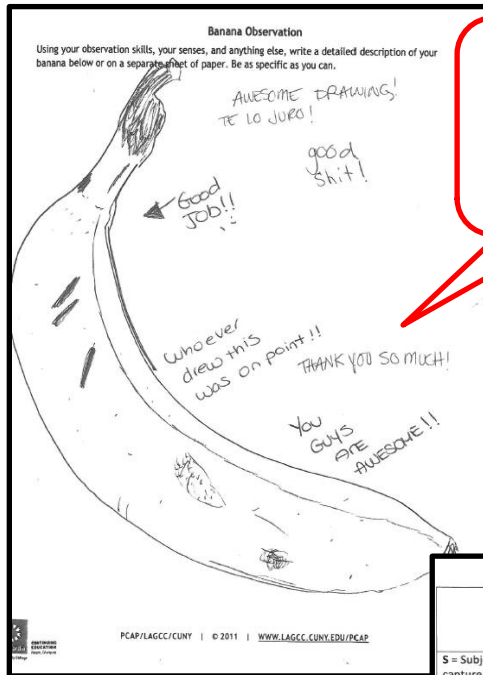
Career  
Preparation &  
Development

Supporting Key  
Content

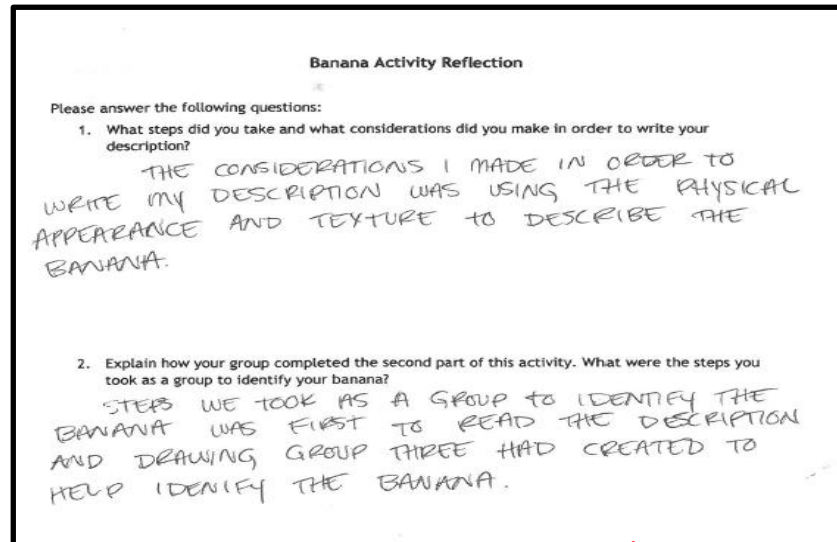
Developing  
Academic Skills  
& Routines

Assessment &  
Evaluation

# Career Preparation and Development



Students develop observation skills



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<p><b>S</b> = Subjective or summary statement by the client. Usually this is a direct quote. The statement chosen should capture the theme of the session.</p> <p>Deek is a middle aged man who suffers from asthma attacks. He said, "my lungs are actually like a rubber band. It's closes up really tight. It's hard for me to breathe." He has a history of seizures. He puts crosses on the wall. He says, "I just start praying" when he has a seizure. He says, "It helps it helps."</p> <p><b>O</b> = Objective data or information that matches the subjective statement. Description may include body language and affect.</p> <p>Deek appears energetic and in no distress. He seems comfortable with the visit. The examination of his lungs reveals no wheezing. He did not have his seizure attack for a week.</p> <p><b>A</b> = Assessment of the situation, the session, and the client, regardless of how obvious it might be based on the subjective and/or objective statement.</p> <p>Deek's visits to ER decreased from 35 visits for the previous 6 months to only 2 visits for the last 6 months. He takes his medication regularly. He understands how his heart, which is in the bad condition, contributes to his asthma attacks. He is following doctor's plan for his asthma.</p> <p><b>P</b> = Plan for future work. Should reflect interventions specified in treatment plan including homework assignments. Reflect follow-up needed or completed.</p> <p>#1 Visit Deek in one month #2 Meet with the insurance company to discuss his medication plan #3 Find a contractor to fix Deek's house</p>	

Students apply learned descriptive writing skills and awareness of audience to filling out a S.O.A.P. note

to your group. What was your role in the group? IN MY GROUP BY TING HELPED TAILS THE BANANA.

Students learn how to work cooperatively



## Supporting Key Content

S. O. A. P. Note	
Date:	Type of Note
2/11/12	<input type="checkbox"/> IND Individual Session <input type="checkbox"/> FAM Family Session <input checked="" type="checkbox"/> GRP Group Session <input type="checkbox"/> COL Collateral Session
<p><b>S</b> = Subjective or summary statement by the client. Usually this is a direct quote. The statement chosen should capture the theme of the session.</p> <p>Deek is a middle aged man who suffers from asthma attacks. He said, "my lungs are actually like a rubber band. It's closes up really tight. It's hard for me to breathe." Also, Deek has a history of seizures. He puts crosses on the wall. He says, "I just start praying" when he has a seizure.</p>	
<p><b>O</b> = Objective data or information that matches the subjective statement. Description may include body language and affect.</p> <p>Deek appears energetic and in no distress. He seems comfortable with the visit. The examination of his lungs reveals no wheezing. He did not have his seizure attack for a week.</p>	
<p><b>A</b> = Assessment of the situation, the session, and the client, regardless of how obvious it might be based on the subjective and/or objective statement.</p> <p>Deek's visits to ER decreased from 35 visits for the previous 6 months to only 2 visits for the last 6 months. He takes his medication regularly. He understands how his house, which is in the bad condition, contributes to his asthma attacks. He is feeling better, but needs further monitoring.</p>	
<p><b>P</b> = Plan for future work. Should reflect interventions specified in treatment plan including homework assignments. Reflect follow-up needed or completed.</p> <p>#1 Visit Deek in one month            #2 meet with the insurance company to discuss his medication plan            #3 find a contractor to fix Deek's house</p>	

Students learn how observation and descriptive writing skills are necessary for CHW work.

The SOAP note activity emphasizes the importance of written communication for CHW.



Students practice negotiating with colleagues and making objective decisions about patients.

## Developing Academic Skills and Routines

### Banana Observation

Using your observation skills, your senses, and anything else, write a detailed description of your banana below or on a separate sheet of paper. Be as specific as you can.

It's yellow/Green  
It's curved - crescent shaped.  
Smells sweet when peeled.  
Skin smooth  
Inside is textured  
Fresh  
about 6 1/2 inches long  
brown spots/lines  
brown spot on bottom tip.  
Stem on top.  
~~edible~~ edible  
Sweet  
bitter skin

Students  
develop  
descriptive  
writing  
skills

4. Would have you changed anything about your banana description if you knew another group would be reading it?

I WOULD JUST ADD A MORE DETAILED DESCRIPTION  
TO HELP ANOTHER GROUP FIND THE BANANA  
MUCH FASTER.

5. Why do you think you were asked to do this activity?

WE WERE ASKED TO COMPLETE THIS TASK  
TO HELP EXERCISE OUR MINDS IN WRITING  
AND TO USE OUR WRITING SKILLS TO HELP  
DESCRIBE A OBJECT.

Students  
establish  
awareness of  
audience

## Assessment & Evaluation

**Banana Activity Reflection**

Please answer the following questions:

1. What steps did you take and what considerations did you make in order to write your description?  
THE CONSIDERATIONS I MADE IN ORDER TO WRITE MY DESCRIPTION WAS USING THE PHYSICAL APPEARANCE AND TEXTURE TO DESCRIBE THE BANANA.
2. Explain how your group completed the second part of this activity. What were the steps you took as a group to identify your banana?  
STEPS WE TOOK AS A GROUP TO IDENTIFY THE BANANA WAS FIRST TO READ THE DESCRIPTION AND DRAWING GROUP THREE HAD CREATED TO HELP IDENTIFY THE BANANA.
3. Explain how you contributed to your group. What was your role in the group?  
I CONTRIBUTED IN MY GROUP BY WRITING THE DESCRIPTION OF THE BANANA AND HELPED POINT OUT THE DETAILS THE BANANA HAD.

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Students reflect on their group's process.

Students complete metacognitive reflection

4. Would have you changed anything about your banana description if you knew another group would be reading it?  
I WOULD JUST ADD A MORE DETAILED DESCRIPTION TO HELP ANOTHER GROUP FIND THE BANANA MUCH FASTER.
5. Why do you think you were asked to do this activity?  
WE WERE ASKED TO COMPLETE THIS TASK TO HELP EXERCISE OUR MINDS IN WRITING AND TO USE OUR WRITING SKILLS TO HELP IDENTIFY THE OBJECT.

Students participate in a final discussion to review key questions about documentation and language use.

The skills instructor provides written feedback for the students' SOAP notes posters.