

SNAPPS

This is student-directed learning. The student takes a more active role by presenting, analyzing, reasoning, questioning, and following up on the identified needs of a patient encounter. The preceptor takes the role of facilitator and consultant while encouraging critical thinking. This method is best for second —and third-semester students.

Summarize: The student provides a brief, concise summary of history & findings.

Narrow differential: Student presents 2-3 differentials for the case.

Analyze differential: The student analyzes differentials by comparing the choices. The student determines the most likely diagnosis. During this section, the preceptor can assess the student's clinical reasoning.

Probe preceptor: Students use preceptors as a knowledge resource and ask about uncertainties. Review possible alternative approaches with the preceptor. Can prompt preceptor to give clinical pearls.

Plan management: The student discusses a management plan and/or next steps with reinforcement/input from the preceptor.

Select case-directed learning: The student self-identifies a learning need related to the case and later discusses findings with the preceptor.

Adapted from: Wolpaw, T., Wolpaw, D., & Papp, K. (2003). SNAPPS: A learner-centered model for outpatient education. Academic Medicine, 78(9), 893-898