



Case Presentations Part 1

SNAPPS



Case Presentations Series

Part 1 – SNAPPS

Part 2 – One Minute Preceptor

Part 3 – Five Micro-Skills



Case Presentations

What are your expectations for case presentations?

What information are you looking for from your students?

Please pause the video to consider

Case Presentations - Goals

Pertinent information:

- Chief complaint
- Patient history
- Physical findings
- Labs or other additional data
- Possible differential diagnoses
- What is most important?
- What is patient seeking?



Case Presentation - Goals

What most physicians want:

- Big picture
- Concise summary
- At least two differentials with comparisons
- Learner driven presentation

SNAPPS Model – Evidence

- Study of 60 female undergraduate pediatric students
- Compared SNAPPS, One Minute Preceptor and traditional teaching
- SNAPPS significantly more effective in improving clinical reasoning

Ali S, Jamil B, Ali L. Effectiveness of various teaching methodologies in developing clinical reasoning skills in undergraduate female medical students. *Khyber Med Univ J* 2018;10(2):71-75

SNAPPS Model

- **S**ummarize history and findings
- **N**arrow differential to 2-3 possibilities
- **A**nalyze by comparing and contrasting
- **P**robe preceptor by asking questions
- **P**lan management for patient
- **S**elect case-related topic for study

Wolpaw, Wolpaw & Papp (2003). SNAPPS: A learner -center model for outpatient education. *Academic Medicine*, Sept. 78 (9); 893-8

SNAPPS

Advantages to model:

- Learner has responsibility for learning
 - Identifies at least 2 differential diagnoses
 - Identifies areas of confusion and seeks help
 - Identifies areas of research needed
- Learner takes lead in discussion
- Students demonstrate clinical reasoning by thinking aloud



SNAPPS – Step 1: Summarize

What is the critical information you need from a patient presentation?

How much time do you have available for this summary?

Please pause the video to consider



SNAPPS Model - Student

SUMMARIZE

- Focus on information regarding chief complaint
- Describe critical details from history
- Describe important findings from physical
- Identify relevant information to complaint

SNAPPS – Step 2: Narrow

How many differentials do you want your students to consider?

How would you like these presented?

Please pause the video to consider



SNAPPS Model - Student

NARROW differential possibilities

- Identify key elements related to complaint
- Hypothesize possible explanations
- Develop 2 to 3 differentials to explain findings

SNAPPS Model – Step 3: Analyze

- How much time do you want students to spend on explaining their thinking?
- How much information do you want them to include?

Please pause the video to consider



SNAPPS Model - Student

ANALYZE identified possible differentials

- Compare and contrast each differential
- Think aloud so preceptor see evidence of critical thinking and correct misconceptions
- Identify factors that negate or support each possibility
- Choose a differential that best fits evidence

SNAPPS Model – Step 4: Probe

- What types of questions do you expect students to ask?
- What do you expect them to know?

Please pause the video to consider



SNAPPS Model - Student

PROBE preceptor with questions

- Identify uncertainties
- Ask for clarification in thinking
- Question preceptor to allay doubts and confirm chosen differential

SNAPPS Model – Step 5: Plan

- Do you want the student to discuss the plan with the patient to get his/her input before meeting with you?
- Do you want students to present a possible plan to you first before talking with patient?

Please pause the video to consider



SNAPPS Model - Student

PLAN management for patient

- Ask for input from patient
- Discuss treatment options with preceptor
- Work with patient to create an acceptable plan



SNAPPS Model – Step 6: Select

- How many topics for additional learning do you expect your students to select in a day?
- Will those students report back? When and to whom?
- Will the students decide what topics are most important – or will you?

Please pause the video to consider



SNAPPS Model - Student

SELECT case-related topic for self-directed learning

- Identify points from case where additional knowledge is needed
- Research topic for understanding
- Present findings informally to preceptor or cohort
- Possibly prepare more formal presentation

Example of SNAPPS Delivery

- [Example of a SNAPPS Presentation](#)



SNAPPS Model - Preceptor

- Make expectations clear
 - Train students during orientation
 - Give case examples of your priorities
- Give students a card with steps outlined for referral
- Allow students 30 to 40 seconds to collect their thoughts before presenting

SNAPPS Model - Preceptor

- Do not take over with teaching too early
 - give students time to explain
- Entire process should take no more than 5 minutes
- Not for every patient every time
 - Can give entire presentation 2-3x daily
 - Can give a modified presentation at other times

Resources

- Ali S, Jamil B, Ali L. Effectiveness of various teaching methodologies in developing clinical reasoning skills in undergraduate female medical students. *Khyber Med Univ J* 2018;10(2):71-75
(PDF) *Teaching modalities*. Available from:
https://www.researchgate.net/publication/327209085_Teaching_modalities [accessed Aug 27 2020].
- Wolpaw, Wolpaw & Papp (2003). SNAPPS: A learner – center model for outpatient education. *Academic Medicine*, Sept. 78 (9); 893-8



CME Credit Opportunities

DO Physicians: The West Virginia School of Osteopathic Medicine is accredited by the American Osteopathic Association to sponsor continuing medical education for physicians. WVSOM designates this program for a maximum of .5 AOA Category 1-B credits and will report CME and specialty credits commensurate with the extent of the physician's participation in this activity pending approval from the AOA CCME.

MD Physicians: WVSOM designates this learning module for a maximum of .5 AMA PRA Category 1 Credits. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

Questions or Comments?

- Contact the Office of Assessment and Educational Development at

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