

3. SNAPPSS

SNAPPSS is a learner-centered technique that focuses on the clerk or first year resident who has a basic understanding of differential diagnosis & plan management, but needs to practice these skills. It takes 10-20 minutes of uninterrupted time, so only select one or two cases per meeting. The learner presents the patient in the following format, which they were given information on in the orientation.

Summarize the history & findings

- including physical exam & relevant test results
- level of detail expected depends on student's level
- the S & O of **SOAP** might be a useful presentation model

Narrow the differential

- learner lists 2-3 relevant possibilities
- may involve creating a problem list or illness script for complex patients

Analyze the differential

- learner uses evidence to compare & contrast possibilities
- allows learner to verbalize their problem solving process

Probe the preceptor by asking questions

- the learner is expected to ask questions about any areas they feel uncertain about, alternatives and management issues
- the learner uses this step to identify deficits in their learning

Plan management

- learner presents a plan for how they will/would manage the medical issues

Select a case-related issue

- learner identifies an area for further self-directed study

Solicit Feedback

- learner works with preceptor to identify areas of strength & areas for improvement

For More Information

SNAPPS: A Learner-centred Model for Outpatient Education. Wolpaw, Terry M MD; Wolpaw, Daniel R MD; Papp, Klara K PhD Academic Medicine. 78(9):893-898, September 2003.

Video: Introduction - teaching SNAPPS to a learner

Video: SNAPPS in action