The SNAPPS presentation model: student perspectives on a learner-centric technique

Denise Pong, MPH, MS4
Javier Galán, MS3

Duke University School of Medicine
Disclosures

We have no disclosures or conflicts of interest.
Learning Objectives

1) Describe SNAPPS and model an example

2) Describe the use of SNAPPS in the Duke Primary Care Leadership Track (PCLT) curriculum

3) Reflect on the student experience utilizing SNAPPS

4) Identify strategies to maximize the benefits of using this technique
Patient Presentation Background

- Traditional patient presentations
  - Extensive H&P
  - Data
  - Assessment/Plan

- Limitations
  - More a test of student’s memory than clinical understanding
  - Greater tendency to include irrelevant information
  - Variability in faculty expectations and student presentation format
  - Limited opportunity to ask clinical questions
  - Lack of direction to help focus student learning
  - Limited resident/attending involvement
What is SNAPPS?

S - Summarize patient history and exam findings
N - Narrow the differential to 2 to 3 possibilities
A - Analyze the differential by comparing and contrasting the possibilities
P - Probe the preceptor about questions, uncertainties, and other approaches
P - Plan management
S - Select a case-related issue for self-directed learning
### SNAPPS Example

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<thead>
<tr>
<th>Step</th>
<th>Summarize</th>
<th>Analyze the differential</th>
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<tbody>
<tr>
<td></td>
<td><strong>Student Presents:</strong></td>
<td>“Well, I think pharyngitis can be caused by a variety of respiratory viruses, but</td>
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<td>“This is a 20 year old college student with sore throat and fever for one week. He was in clinic four days ago and had a negative rapid test for Group A Strep. He says he feels worse now. There is no cough or other symptoms. He is otherwise generally healthy. His temperature is 39, HR 90, RR 16 and BP 100/70. His pharynx is erythematous and there is white exudate on his tonsils. Several cervical lymph nodes are enlarged. I couldn’t feel his spleen or liver and the rest of his examination was normal. “I suppose this could be a routine viral sore throat, or maybe a Strep infection despite the lab result. What I really think he has, though is Mono...”</td>
<td>usually there are other symptoms and the sore throat is better in less time. Even untreated Strep throat is usually better within a week, though I’m not sure about that...the exudate and ongoing symptoms sound most like infectious mono...</td>
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<td><strong>Narrow the possibilities</strong></td>
<td><strong>Probe the preceptor</strong></td>
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<td>“I suppose this could be a routine viral sore throat, or maybe a Strep infection despite the lab result. What I really think he has, though is Mono...”</td>
<td>“I’m not sure about finding an enlarged spleen on physical examination. Can you show me how you perform that part of the exam?”</td>
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<td><strong>Plan management</strong></td>
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<td>“I think we should send a throat culture, obtain a CBC and a serological test for mono. I would encourage him to drink more but avoid alcohol.”</td>
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<td><strong>Select a case-related problem for further study</strong></td>
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<td>“I want to learn more about the role of different tests for identifying infectious mononucleosis”</td>
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SNAPPS in PCLT

- Faculty preparation
  - Overview provided during faculty development sessions
- Students
- Student preparation
  - Overview provided during PCLT class, with opportunity to practice examples
- SNAPPS pocketcard
- Use in clinic
  - PCLT students rotate through 5-7 weekly clinics during which they see 4-8 patients per clinic
  - SNAPPS allows at least 1-2 chances per clinic to discuss a case
Student Reflections

- **Benefits**
  - Encourages critical thinking
  - Creates a flexible and efficient framework for presenting and learning
  - Allows students to ask questions that develop clinical reasoning skills
- **Challenges**
  - Time constraints
  - Patient expectations
  - Selection of high-yield cases, learning topics, and questions
Pearls for Instructors and Students

- For Instructors
  - Familiarize yourself with the technique
  - Help students choose appropriate patients, questions, learning topics
  - Be prepared to answer/follow-up on student questions
- For Students
  - Feel comfortable minimizing irrelevant data
  - Be able to justify your differential
  - Ask questions that develop clinical reasoning skills
  - Choose self-directed learning topic wisely and follow-up
Summary

- SNAPPS is a technique in which students are required to consolidate patient data into focused, clinically relevant, and brief presentations.
- Helps preceptors guide student learning in a more effective and interactive manner.
- Facilitates development of diagnostic skills, encourages students to ask questions, and promotes individualized learning.
References

