Case Presentations Series

Part 1 – SNAPPSS
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

SNAPPS Model

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

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


• Wolpaw, Wolpaw & Papp (2003). SNAPPSS: 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.

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Questions or Comments?

- Contact the Office of Assessment and Educational Development at
  
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