

SNAPPS

- This is student directed learning. Student takes a more active role by presenting, analyzing, reasoning, questioning, and follow up on identified needs of a patient encounter. The preceptor takes the role of facilitator and consultant while encouraging critical thinking. This method is best for 2nd and 3rd semester students.

Summarize: Student provides brief, concise summary of history & findings.

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

Analyze differential: Student analyzes differentials by comparing and contrasting the choices. Determines most likely diagnosis. Preceptor can assess student's clinical reasoning during this section.

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

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

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