How to Implement SNAPPS into Clinical Education

Marie Meckel PA-C MPH Masters in Medical Education (Course work completed)
Objectives

• Understand SNAPPS as an educational tool
• Appreciate how SNAPPS can transform the learning experience into a student centered learning environment
• Understand how to use SNAPPS in clinical education in the outpatient setting
• Discuss its potential use in NP and PA education
• Discuss its potential use in Dentistry/ Oral health
• Discuss its potential use in Mental Health
SNAPPS is a valuable teaching tool that can be used in the clinical training of Physician Assistant students.

- **SNAPPS** is an acronym that stands for the following:
  - **Summarize** the case
  - **Narrow** the differential to 2 or 3 relevant possibilities
  - **Analyze** the differential by comparing and contrasting the possibilities
  - **Probe** the preceptor by asking questions about uncertainties, difficulties, or alternative approaches
  - **Plan** the management for the patient’s medical issues, and
  - **Select** an issue for self-directed learning
SNAPPS- Referenced in Academic Medicine 2003

• SNAPPS: a learner centered model for outpatient education

SNAPPS

- Summarize the case
- Narrow the differential to two or three relevant possibilities
- Analyze the differential by comparing and contrasting the possibilities
- Probe the preceptor by asking questions about uncertainties, difficulties, or alternative approaches
- Plan the management for the patient’s medical issues
- Select an issue for self-directed learning
What is it?

- It is a guide to help in patient presentations
- The first part of SNAPPS serves as a guide in patient presentation
- The last two elements of the SNAPPS tool help the learner identify their clinical uncertainties and help them identify a learning need.
- The last two elements creates a more student centered learning environment - creating more control over the educational process
What is SNAPPS?

- The first part of SNAPPS serves as a guide in patient presentation S N A P
- The last two elements of the SNAPPS tool help the learner identify their clinical uncertainties and help them identify a learning need. PROBE AND SELECT
- The last two elements of the creates a more student centered learning environment - creating more control over the educational process
- PROBE AND SELECT
- Summarize the case
- Narrow the differential to two or three relevant possibilities
- Analyze the differential by comparing and contrasting the possibilities
- Probe the preceptor by asking questions about uncertainties, difficulties, or alternative approaches
- Plan the management for the patient’s medical issues, and
- Select an issue for self-directed learning
Why use it?

• The teaching and learning generally occurs during the 3 to 5 minutes between appointment slots after the student has taken a history, examined, and then presents the case to the preceptor.

• Student and preceptor both feel pressured to move quickly because of patients waiting

• One of the aspects of it that can be changed is using a system that helps students have their learning needs addressed during this brief student-preceptor interaction.
Example:

- If the student is very knowledgeable in asthma and the patient seen was an asthma patient it will be more beneficial for the student to ask questions about the patient and the case that might not have to do with asthma management.

- The student might have excellent knowledge on asthma thus asking questions about asthma are not time efficient for the learner.

- They might have a question in regards to the drugs chosen for hypertension because they are the least knowledgeable on this topic.

- SNAPPS give students control over their learning versus relying on the preceptor to control the learning environment.
But how do you use it?

- Students can be trained to use the SNAPPS tool in their clinical outpatient settings and preceptors can be trained as well.

- Training takes about an hour for students and preceptors.

- The training is done separately. The first step is training the preceptors. The second step is the preceptor training the student.
That is nice - but why use it?

- Improved student patient presentation
- Creates a student centered learning environment
- SNAPPS helps students identify clinical uncertainties
- Promotes the development of clinical reasoning
- Increases the number of differential diagnoses
How is SNAPPS used in different disciplines

- Behavioral health
- Oral Health / Dentistry
- Nurse practitioner/ Physician Assistant
A study done in India in 2018 evaluated SNAPPS use in oral medicine. 40 students - 2 groups - conventional versus SNAPPS. Post survey feedback from students and mini medical examination assessment methodology. Results indicated that 80% of students “new method helped them increase their confidence in diagnosis as well as narrowing the differential diagnosis.” Students perceived that SNAPPS “helped them to improve their skill in differentiating between similar conditions with justification as well as to improve knowledge.”
SNAPPS in Dentistry - Study continued

**Graph 1.** Assessment of clinical reasoning and understanding of the students on the basis of variables.
Dentistry/ oral health

• But how can it be utilized in dentistry????
Mental Health
Sources


References continued


Questions ??????