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Rural and Community Care & Adult Ambulatory Care Clerkship Clinical Faculty

T.O.M.E. Newsletter

"Teacher Oriented Medical Education" Newsletter

Notes: Learners use a variety of techniques when they are presenting a patient case to their instructors. The directors of the Year III Clinical Clerkships have endorsed the **SNAPPS** format, a method that makes the student more responsible for demonstrating not only their collection of data but more importantly their clinical reasoning, their gaps in knowledge and plans for self improvement. Students are oriented to this format just before their clerkships begin. Please think about using this format in your clinical teaching.

Clinical Teaching Tip

Using S.N.A.P.P.S. For Student Presentations

When presenting a patient to you have your student use this format.

S-The learner obtains a history, performs an appropriate examination of a patient, and presents a concise summary to the preceptor.

N-The learner verbalizes what he or she thinks is going on in the case, narrowing down on the most likely possibilities rather than on "zebras." For a new patient encounter, the learner may present two or three reasonable diagnostic possibilities.

A-The learner analyzes the differential by comparing and contrasting the relevant possibilities and discriminating findings.

P-The learner initiates an educational discussion by probing the preceptor with questions rather than waiting for the preceptor to initiate the probing of the learner.

P-The learner initiates a discussion of patient management with the preceptor and must attempt to commit to either a brief management plan or suggest specific interventions.

(P)-(Don't forget your patient's perspective!)

S-This final step encourages the learner to read about focused, patient-based questions. The learner selects a learning issue at the end of the patient presentation or after seeing the patient with the preceptor.

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