

The SNAPPS Model



-  SUMMARIZE
-  NARROW
-  ANALYZE
-  PROBE
-  PLAN
-  SELECT



SUMMARIZE

- After learner obtains patient history and performs exam, a succinct summary with pertinent information is presented to preceptor
- Maximum length of 3 minutes; no more than half of learning encounter time



PROBE

- Learner initiates discussion
- Preceptor is questioned about areas of confusion, uncertainty, etc.



PLAN

- Learner discusses and commits to patient management or intervention plan with preceptor



SELECT

- Self-directed learning may include learner reading and focused questions to preceptor

REFERENCE

Wolpaw, T. M., Wolpaw, D. R., & Papp, K. K. (2003). SNAPPS: A learner-centered model for outpatient education. *Academic Medicine*, 78(9), 893-898.



SNAPPS LEARNER-CENTERED MODEL

What/Who:

Provides a structure for learners to deliver case presentations to preceptors

Where:

Outpatient, ambulatory care setting

When [Time]:

Learner case presentation length is 6-7 minutes



NARROW

- New patient encounter: learner presents 2-3 relevant diagnostic possibilities
- Follow-up/sick visit: learner's differential may highlight therapeutic intervention options, preventative health approaches, etc.
- Learner commitment made in differential presentation



ANALYZE

- Discuss differential possibilities and findings by comparing and contrasting
- Analysis varies with learner level and knowledge base

