



A six-step model for case presentations that encourages learner verbalization of their critical thinking and clinical reasoning.

S

Summarize Clinical Case

Ask the learner to provide a summary of the patient history and physical examination.

"Briefly summarize relevant aspects of the patient's history and physical findings."

N

Narrow the Differential

Ask the learner to provide 2-3 reasonable diagnostic possibilities for the patient presentation.

"What are your top three diagnostic possibilities?"

A

Analyze the Differential

Ask the learner to verbalize their thinking process by comparing and contrasting diagnostic possibilities.

"What makes your diagnostic possibilities most likely?"

P

Probe the Preceptor

Have the learner question the preceptor to address uncertainties or difficulties with the case.

"What else should I include in my differential?"

P

Plan Patient Management

Have the learner outline a plan to further investigate or manage the patient's diagnosis or problem.

"What is your management plan and what are the next steps for the patient?"

S

Select a Learning Issue

Have the learner identify a learning gap or patient case related issue to look up or read about.

"What question or patient related issue would be important for you to read about?"

Benefits of the SNAPPS Model for Case Presentation

- Develops differential diagnosis
- Supports critical thinking
- Encourages self-directed learning
- Verbalizes clinical reasoning
- Identifies learning gaps

Reference: Wolpaw, T. M., Wolpaw, D. R., & Papp, K. K. (2003). SNAPPS: a learner-centered model for outpatient education. *Academic medicine : journal of the Association of American Medical Colleges*, 78(9), 893–898.
<https://doi.org/10.1097/00001888-200309000-00010>

