

Supporting Learner's Patient Care Process and Clinical Reasoning in Clinical Placements using the SNAPPS Approach

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Introduction

- The ability to succinctly present a patient case is an important skill to acquire while learners develop patient care skills in experiential learning placements and begin to take on responsibility under the guidance and supervision of pharmacist preceptors.
- The SNAPPS approach has been widely used in medicine and has been shown to facilitate concise patient summaries, clinical reasoning and case-based uncertainties.¹ This approach has also been suggested to support building robust illness scripts required for clinical reasoning in Advanced Beginner learners.²
- The ability to deliver an effective oral presentation to a supervisor has also been reported to be important to determine entrustment.³

Goal

The goals of this educational initiative are to:

- Use the SNAPPS approach to support learners in succinctly presenting patient care workups to preceptors in experiential placements to foster development of patient care and clinical reasoning skills.
- To evaluate implementation of this rotation activity.
- To modify implementation as needed based on evaluation feedback.

Description

Development

- The SNAPPS approach by Wolpaw et al.¹ was adapted to the pharmacist's patient care process. See Figure 1.

Introduction to Students (2022-2023)

- Introductory materials were developed and shared with learners.
- Learners participated in an interactive lab station in Skills Lab simulating a conversation with a preceptor.
- Students were prompted to review available patient information for a pregnant patient presenting with a minor aliment complaint, identify potential drug therapy problems and management options and present the case using the SNAPPS approach.
- Individual formative feedback for the lab station was provided.

Clinical Rotation Activity

- Learners present assigned patient cases using the SNAPPS approach as a rotation activity during their second-year introductory pharmacy practice experience (IPPE) in hospital.
- Preceptors are provided with introductory information about the approach in the rotation manual.

Evaluation

Implementation of the SNAPPS approach has been evaluated by collecting learner and preceptor satisfaction in IPPE rotation course end of rotation evaluation feedback and comments received over the first two course iterations.

Evaluation Results

Evaluation question: The SNAPPS approach to informal case presentations supported presenting a patient case in an organized, concise way to demonstrate clinical decision-making. (Likert scale: strongly disagree to strongly agree)

	Students (2022)	Preceptors (2022)	Students (2023)	Preceptors (2023)
% agreement on Likert scale	53% (39/73)	80% (56/70)	48% (31/64)	58% 37/63

Open text comments: Both students and preceptors suggested more training and practice using the approach would be beneficial.

Conclusion and Next Steps

The SNAPPS approach has been implemented in the pharmacy practice experience program curriculum, however more work is needed to train learners and preceptors and to better understand potential challenges to using this approach during clinical placements.

Next Steps Undertaken in 2024 Iteration:

- Development of introductory videos to orient students and preceptors to the approach (See Figure 2).
- Modelling of the approach for students in a Skills Lab Lecture was added.
- Modification of the lab station to a low stakes summative activity that assesses students' ability to communicate the patient case using the structured format and their clinical reasoning process (See Figure 3).
- Integrating a collaborative debrief in conjunction with a faculty member in the Critical Appraisal Series curriculum stream to discuss resource use and clinical reasoning strategies.
- Plan to continue to monitor student and preceptor satisfaction of using the approach in practice experience program course evaluations.

References

- Wolpaw T, Wolpaw D, Papp K. SNAPPS: A learner-centered model for outpatient education. *Academic Medicine*. 2003; 78(9): 893-898.
- Carraccio CL, Bradley BJ, Nixon J, Derstine PL. From the educational bench to the clinical bedside: Translating the Dreyfus developmental model to the learning of clinical skills. *Acad Med* 2008; 83:761-67.
- Gin, B.C., ten Cate, O., O'Sullivan, P.S. et al. Assessing supervisor versus trainee viewpoints of entrustment through cognitive and affective lenses: an artificial intelligence investigation of bias in feedback. *Adv in Health Sci Educ* (2024).

Figure 1: Adapted SNAPPS Approach

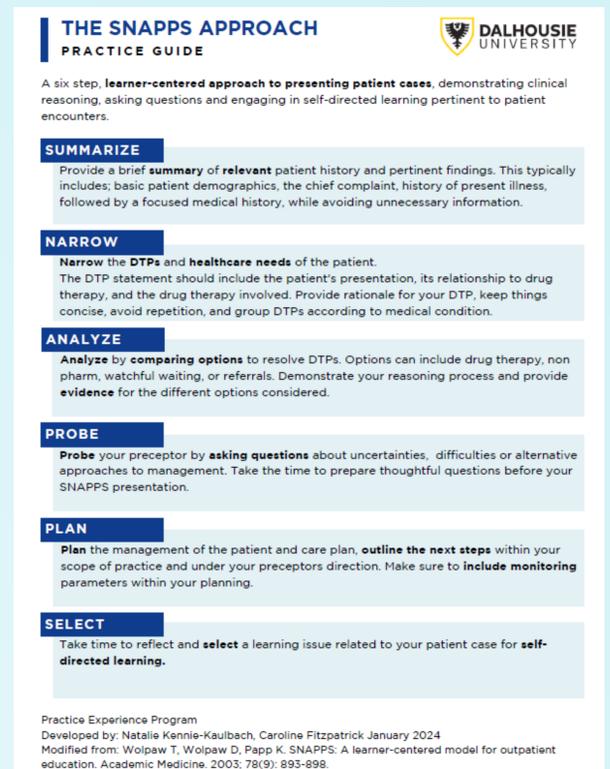
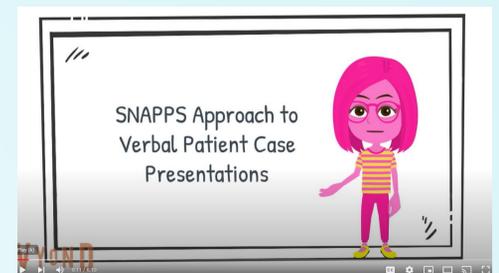


Figure 2: Introductory Videos



Student video narrated by 'PEP-to Knows All' character https://youtu.be/_jYcr8N-7n0



Preceptor video narrated by preceptor character <https://youtu.be/7Y38VIRpjo>

Figure 3: Lab Station Evaluation Form

SNAPPS Approach Evaluation Form			
Student Name: _____		Group #: _____	
Assessor Name: _____			
Structure of Consultation			
Section	Student's Score	Available Score	Comments
S - Summarize (briefly summarizes the history and findings and presents only relevant patient information)		1	
N - Narrow (identifies the DTPs to provide initial impression of actual health care needs for patient)		1	
A - Analyze (compares and contrasts the various options that can be used to manage the DTP; thinks out loud)		0.5	
P - Probe (asks the preceptor an insightful question about uncertainties, difficulties or alternative approaches)		1	
S - Select (identifies their own learning issues related to the patient encounter and suggests self-directed learning)		0.5	
Total Checklist Score		/5	
Clinical Reasoning*			
Parameter Evaluated	Student's Score	Available Score	Comments
Evidence that the student consulted appropriate resources, compared and contrasted different recommendations between primary and tertiary literature		2	
Student's ability to present the various therapeutic options and narrow those down to a single recommendation that solves the DTPs		2	
Confidence as a preceptor for student to consult the patient and offer a therapeutically appropriate recommendation on their own		1	
Total Checklist Score		/5	
*Please note that this is a subjective score for each parameter evaluated based on your clinical judgement as a pharmacist. It is encouraged to give partial marks (0.75/1) based on the student's ability to meet each standard.			
Total Score:			
Structure of Consultation	/5		
Clinical Reasoning	/5		
TOTAL Score	/10		