

Innovations in Medical Education
EXAMPLE ABSTRACT
375 WORDS

SNAPPS: A LEARNER CENTERED MODEL FOR OUTPATIENT EDUCATION. T. WOLPAW¹; K. PAPP²; D. WOLPAW³. ¹*University Hospitals of Cleveland, Cleveland, OH;* ²*University Hospitals of Cleveland, Cleveland, OH;* ³*Veterans Affairs Medical Center, Cleveland, OH.*

STATEMENT OF PROBLEM/ QUESTION: The fast-paced ambulatory teaching environment often results in passive learners who depend on preceptors to drive learning encounters. Encounters focus on factual information, frequently without promotion or expression of thinking and reasoning behaviors. Can a learner-centered model for case presentations to out patient preceptors promote expression of clinical reasoning by learners?

OBJECTIVES OF PROGRAM/ INTERVENTION: 1) to change the focus of case presentations from predominant reporting of factual information to expression of thinking behaviors and expression of uncertainties; 2) to teach 3rd year medical students a learner-centered method for case presentations; 3) to determine if learning can be made more effective in the out patient setting.

DESCRIPTION OF PROGRAM/ INTERVENTION: We propose a collaborative model for outpatient education that links learner initiation and preceptor facilitation in an active learning conversation. This learner-centered model, SNAPPS, consists of six steps: 1) Summarize briefly history and findings, 2) Narrow the differential to 2 or 3 relevant possibilities, 3) Analyze the differential by comparing and contrasting possibilities, 4) Probe the preceptor by asking questions about uncertainties or alternative approaches, 5) Plan management for patient's medical issues, and 6) Select a case-related issue for self-directed learning.

FINDINGS TO DATE/ EVALUATION TO DATE: The model has been piloted on 50 third year medical students rotating on ambulatory medicine blocks. Students indicate that they: 1) Feel capable of assuming an active role and identifying learning points uniquely helpful to them; 2) Feel the model is intuitive and easy to learn; 3) Appreciate the unique approach of questioning the preceptor and selecting a focused issue for self-directed learning. Key aspects of faculty feedback are: 1) In contrast to traditional office interactions, students readily come up with questions for preceptors; 2) Questions are appropriate to the case, generating an interactive discussion; 3) Preceptors enjoy teaching engaged students; 4) Preceptors feel relieved of the pressure of thinking up learning points and instead respond to the student's questions.

KEY LESSONS LEARNED: We believe SNAPPS represents a shift in ambulatory education from a more passive, preceptor driven approach to a collaborative learning conversation in the context of patient care.

UNANSWERED QUESTIONS: 1) What is the best way to teach the model to preceptors and learners? 2) How can learner outcomes be measured?