“Traditional” Presentation Format

Subjective: History of Present Illness
This is a ___ year old ____ with history of _____ who presents with chief complaint of ______. Don’t forget to include quality, locations, severity duration, timing, context, modifying factors and associated signs and symptoms.

Review of Systems: (can also be given before the Objective section)
Constitutional, Eyes, Ears/Nose/Mouth and Throat Cardiovascular, Respiratory, Gastrointestinal, Genitourinary, Musculoskeletal, Integumentary, Breast, Neurological, Psychiatric, Endocrine, Hematologic, Lymphatic, Allergic, Immunologic

Past Medical and Surgical History

Current Medications with Dose and Frequency
Pertinent Past medications
Medication Allergies and Adverse reactions

Immunizations
Social History
Family Medical History

Objective: Vitals
Eyes      Ears      Nose
Mouth     Throat (including thyroid)
Cardiovascular Respiratory Gastrointestinal
Genitourinary Musculoskeletal Skin
Neurologic Psychiatric Lymphatic

Assessment: This is a ___ year old . . . .

Plan: Propose a plan for further evaluation and/or treatment.

“SNAPPS” Presentation Format

Summarize
- Present only the pertinent facts from the HPI, ROS, Past Medical History, Medications, Family History, Social History, and Physical exam.

Narrow Differential Diagnosis
- State a Problem Representation using medical term(s) and Semantic Modifiers
- Offer three (3) possible Diagnoses [and 1 “do not miss”]

Analyze the Differential
- Rank your Diagnoses by reviewing what information supports or goes against each (demonstrate your knowledge and you analytical skills). Commit to a Diagnosis if you can.

Probe the Preceptor (at any time in the presentation)
- Identify your gaps, points of confusion or dilemmas and ask questions to tap into the preceptor’s knowledge base.
- Preceptors like you to ask questions: it shows them what to teach you, and personalizes your instruction.

Plan Management
- Propose a Diagnostic Plan to sort out the Problem and/or confirm the Diagnosis
- Propose a Therapeutic Plan to manage the Problem
- Preceptors will give you feedback regarding what you did well and what you could improve upon.

Select an Issue for Self-directed Learning
- Think about your performance. What knowledge would have helped you do a better job in evaluating this patient?
- Select a source of information and review it. Consider giving the preceptor a paragraph summary of what you learned from your reading.

Adapted from Wolpaw et al.