



SNAPPS: AN INNOVATIVE METHOD TO FACILITATE CLINICAL JUDGEMENT SKILLS AMONG UNDERGRADUATE NURSING STUDENTS

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ABSTRACT

Clinical Judgement skills play a pivotal role in the professional journey of nursing students, enabling them to communicate effectively with both healthcare teams and patients. However, conventional teaching approaches tend to emphasize memorization rather than fostering critical thinking and clinical reasoning abilities. The SNAPPS (Summarize, Narrow, Analyze, Probe, Plan, Select) method, initially designed for medical education, presents a structured framework for case presentations, encouraging active learning and introspection. **Objective:** To determine the student perception on SNAPPS method to enhance clinical judgement **Design:** Non-experimental Descriptive Design. **Settings:** Selected Nursing College of Metropolitan city **Methods:** Before the clinical placement, students underwent training in the SNAPPS method. Following this student chose a clinical case from their assigned area (Eye/Burns/ENT) and applied the SNAPPS format during their Clinical Presentation. Subsequently, feedback regarding students' perception of the SNAPPS method was collected through a Google Form. **Results:** Descriptive Statistics used for data analysis. Students perception on SNAPPS method collected using 5-point Likert Scale. Majority of the students gave positive response. Overall rating of the Likert scale was 4.74. **Conclusion:** The structured framework of SNAPPS facilitates active learning, critical thinking, and reflection, essential for nursing practice.

KEYWORDS : Clinical Judgement, SNAPPS, Nursing Students

INTRODUCTION:

As Nursing students prepare to enter professional practice, the importance of sharpening their clinical judgment skills cannot be overstated, as they are crucial for delivery safe patient care. Unfortunately, conventional teaching approaches tend to prioritize memorization over fostering critical thinking and clinical reasoning skills. In response to this challenge, the SNAPPS (Summarize, Narrow, Analyze, Probe, Plan, Select) method, initially developed for medical education, presents a structured approach to case presentations. By emphasizing active learning and reflection, SNAPPS offers nursing students a valuable framework to enhance their clinical judgment skills as they navigate the complexities of patient care.

PROBLEM STATEMENT:

A Descriptive study to determine students' perception on SNAPPS as an Innovative Teaching Method to enhance Clinical judgment skills among under graduate Nursing students in a metropolitan city

OBJECTIVES:

To determine the student perception on SNAPPS as an Innovative Teaching Method to enhance Clinical judgment skills among under graduate Nursing students.

MATERIALS AND METHODS

Research Approach: Quantitative Research Approach
Research Design: Non-experimental Descriptive Design
Setting: Selected Nursing College of Metropolitan city
Sample: 28 Undergraduate Nursing Students
Sampling Technique: Non-Probability, Convenient Sampling
Tool: Self-Reported Structured Questionnaire

DATA COLLECTION

Step 1: Electronic consent was obtained from the students.
Step 2: Prior to their clinical placement of Adult Health

Nursing II, students were provided training on the format of SNAPPS method, which entails:

- Summarizing the patient encounter to provide a concise overview.
- Narrowing down key clinical issues or diagnoses for further investigation.
- Analyzing collected data to understand underlying factors.
- Probing uncertainties and seeking feedback for deeper understanding.
- Planning comprehensive management tailored to patient needs.
- Selecting appropriate next steps in patient management.

Step 3: Students selected a clinical case corresponding to the area of their clinical placement (Eye/Burns/ENT) and applied the SNAPPS format during their clinical presentation.

Step 4: Feedback on students' perception of the SNAPPS method was collected via a Google Form containing 10 items. Students rated their agreement on a scale from Strongly Agree (5) to Strongly Disagree (1) for each item. Average scores were calculated for each item.

RESULTS:

Perception of the students on SNAPPS method obtained using 5-point Likert scale. Overall rating of the Likert Scale was 4.74.

Sr. No	Students Perception	Strongly Agree		Agree	
		F	%	F	%
1.	Improve retention of clinical information	21	75%	7	25%
2.	Enhance understanding of patient presentations	20	71.4%	8	28.6%

3.	Facilitate integration of theoretical knowledge into practice	21	75%	7	25%
4.	Provide a structured approach to case analysis and discussion	22	78.5%	6	21.5%
5.	Increase confidence in presenting cases to peers or supervisors	21	75%	7	25%
6.	Help to identify knowledge gaps for further study	22	78.5%	6	21.5%
7.	Encourage the active engagement during patient rounds or case discussions	20	71.4%	8	28.5%
8.	Foster collaboration and knowledge sharing among team members	20	71.4%	8	28.5%
9.	Support reflective practice and self-assessment	20	71.4%	8	28.5%
10.	Promote critical thinking and clinical reasoning skills development	22	78.5%	6	21.5%

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DISCUSSION:

In a randomized controlled study conducted by Vishakh Jain et al., findings revealed that the SNAPPS method serves as a learner-centered technique for case presentations, fostering the articulation of clinical diagnostic reasoning and uncertainties within the inpatient setting. Notably, this approach effectively facilitated student expressions without extending the typical length of case presentations. Moreover, the study highlighted that SNAPPS also promoted enhanced self-directed learning among participants.

The findings of this study underscore the significance of implementing innovative teaching methods, such as the SNAPPS approach, in Nursing Education to enhance clinical judgement skills among undergraduate students. The high overall rating of 4.74 on the Likert scale indicates a positive perception among students regarding the effectiveness of SNAPPS in enhancing clinical judgement. These results suggest that SNAPPS not only provides a structured framework for organizing case presentations but also promotes active learning, critical thinking, clinical judgement and reflection, aligning well with the demands of modern nursing practice.

CONCLUSION:

The structured framework of clinical presentation to enhance clinical judgement not only enhances active learning and critical thinking but also encourages reflection, all of which are essential competencies for nursing practice. Integrating SNAPPS into the nursing curriculum can further amplify student engagement and readiness for professional practice in dynamic healthcare environments.

By incorporating SNAPPS, educators can provide students with a robust framework for organizing and presenting clinical cases, thereby equipping them with the skills and confidence needed to navigate the complexities of patient care effectively. This integration aligns with the evolving demands of the healthcare landscape, ensuring that nursing graduates are well-prepared to deliver high-quality, patient-centered care in diverse clinical settings.

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