

Evaluation

RIME with Reasons

The R-I-M-E model developed by Pangaro is a proven and reliable way to descriptively evaluate medical students.¹ RIME is a classification measure of a student's progression from that of a

Reporter to Interpreter, to Manager/Educator.

- Reporters can accurately gather information through history taking and physical exam, and can accurately report the information through presentations or write-ups. This is generally at the third and fourth year level.
- Interpreters understand the clinical significance of the information obtained, and can generate a short differential diagnosis and prioritize problems. This is generally at the advanced medical student/intern level.
- Managers can generate a reasonable diagnostic plan to deal with outstanding questions, and a therapeutic plan to solve problems. Finishing interns are typically proficient and handling common problems, with residents able to manage more complex problems.
- Educators have risen to the level where they can identify knowledge gaps in others and effectively fill those gaps. Chief residents and fellows are typically at this level.

Most medical students should be able to demonstrate they can reliably gather the facts on patients and present this information in an organized manner.

It is expected that the students will progressively synthesize this information, learning to connect signs and symptoms with tests, and to develop a differential diagnosis.

The RIME model has particular merit for providing feedback to medical students on their performance. Certainly, all clerkships should customarily give students an opportunity to assess their own performance and to receive feedback from their teachers, notably near the midpoint of the clerkship, such that students know how they are doing, and have the time and specifics for improvement.

The RIME model can also change the teaching culture as we get in the habit of asking questions of medical students that will identify where they are on this learning continuum. Questions that prompt students to think about what they are reporting will encourage them to recognize what is important and to make the learning connections.

*Students value questioning, especially when we ask their opinion and ask them to formulate a plan. Active questioning will give them the opportunity to demonstrate their knowledge, reasoning and management skills.*³

Sources

¹ Pangaro L. A new vocabulary and other innovations for improving descriptive training evaluations. *Acad Med.* 74:1203-7.

² Ogburn T, Espey E. The R-I-M-E method for evaluation of medical students on an obstetrics and gynecology clerkship. *Am J Obstet Gynecol.* 189:666-9, 2003.

³ Alguire P, Dewitt D, Pinsky L, Ferenchick G. Teaching in your office: A guide to instructing medical students and residents, p.48. Philadelphia: American College of Physicians; 2001.