

# **“R.I.M.E.” MODEL – A SYNTHETIC EVALUATION CONCEPT**

**R**eporter

**I**nterpreter

**M**anager-

**E**ducator

Pangaro LN. A new vocabulary and other innovations for improving descriptive in-training evaluations. Acad Med. 1999;74:1203 –7.

# OBJECTIVES

Describe RIME

RIME as a synthetic tool

Linking RIME to ACGME competencies



# FRAMEWORKS FOR GOALS

## Three useful models of expressing expectations :

1. Analytic
2. Developmental
3. Synthetic

# ANALYTIC EXPRESSION OF GOALS

- **“ana - lytic”**: takes the learner **“apart”**  
into domains, categories  
**“attitude”, “skills”, “knowledge”**  
domains = generic terms  
useful for discrete assessments

# USE OF ANALYTIC TO ENCOMPASS COMPLEX TASKS

managing Cardio-Pulmonary Resuscitation

Skills .....

Knowledge..

Attitude.....

Placing central line

Knowing the right drug

Confidence to “run” code

# 2. DEVELOPMENTAL DREYFUS AND DREYFUS

- Novice
  - Advanced beginner
  - Competent performance
  - Proficient performance
  - Intuitive expert
  - Master
- students**
- residents**
- faculty**
- 

Mind Over Machine (1986)

## THIRD, ALTERNATIVE MODEL :

### Framework that is

- **synthetic**
- **developmental**
- **behavioral**
  - **can visualize progress**

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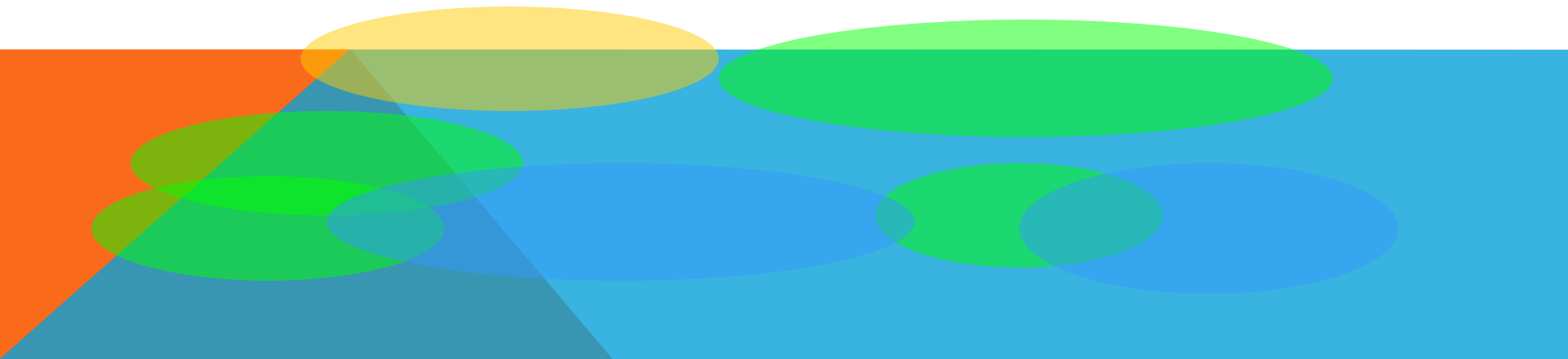
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# REPORTER

- Answers “What” questions
- Takes ownership of working in patient care and monitoring own patients
- Accurately, reliably assesses and communicates on one’s own
- Recognize normal from abnormal
- Complete, Honest
- Takes: knowledge, responsibility, hard-work, trust
- Consistent



# THE STANDARD

more than simple attendance  
("Observer")


more than repeater or reciter of others'  
work.

consistent, reliable data gathering is  
essential and must be directly  
observed, documented (DOC)


## INTERPRETER

- Ownership of the “Why” questions
- Prioritizes, analyzes, synthesizes
- Appropriate differential diagnosis
- Interprets test results
- Takes: more knowledge, confidence, greater independence
- Active participant in patient’s care
- “Explain your ideas, reasoning for me”

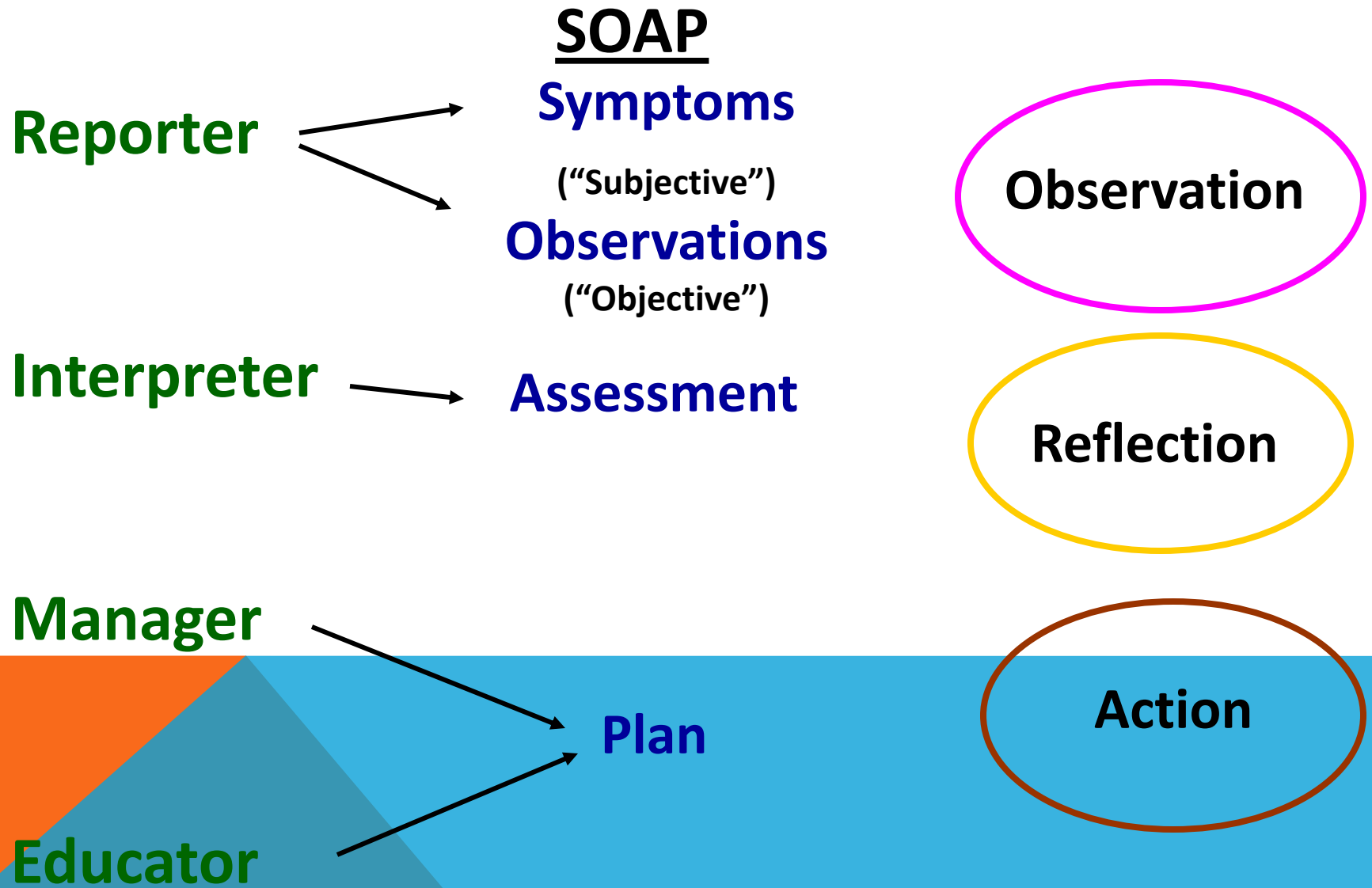
## MANAGER

- Ownership of the “How” questions
  - Proposes actions and options tailored to their patient
  - Makes independent decisions
  - Has maturity, skill, and knowledge to negotiate with patients/team on plans
- 

## EDUCATOR

- **Owning the growth toward expertise**
  - **Poses questions, independently seeks answers**
  - **Shares new knowledge, teaches others, becomes a leader**
  - **Goes beyond the basics**
  - **Looks for hard evidence on which clinical practice is based**
- 

# The Rhythm of RIME



# LINK RIME WITH ACGME

## PATIENT CARE

<b>Reporter-Interpreter (PGY-1)</b>	<b>Manager (PGY-2)</b>	<b>Educator (PGY-3)</b>
<p>Develops an appropriate initial management plan that starts to include appropriate clinical guidelines</p>	<p>Begins to manage the conflicting needs of patients with multiple chronic illnesses or multiple co-morbidities</p>	<p>Leads care teams to consistently and appropriately manage patients with chronic illnesses and co-morbidities</p>
<p>Knows the indications, contraindications, complications, how to obtain informed consent, procedural technique, post- procedure management, and interpretation of results of the procedures they perform</p>	<p>Uses appropriate resources to counsel the patient on the indications, contraindications, and complications of procedures</p>	<p>Counsels the patient regarding indications, contraindications, and complications of procedures commonly performed by other specialties</p>

# LINK RIME WITH ACGME PRACTICE BASED LEARNING AND IMPROVEMENT

<b>Reporter-Interpreter (PGY-1)</b>	<b>Manager (PGY-2)</b>	<b>Educator (PGY-3)</b>
<p>Formulates a searchable question from a clinical question (e.g. using the PICO format)</p>	<p>Critically evaluates information from others: colleagues, experts, pharmaceutical representatives, and patient-delivered information</p>	<p>Incorporates principles of evidence-based care and information mastery into clinical practice</p>
<p>Continually assesses performance and contributes to a learning plan by addressing feedback and assessments</p>	<p>Has a self-assessment and learning plan that demonstrates a balanced and accurate assessment of competence and areas for continued improvement</p>	<p>Consistently evaluates self and practice, using appropriate evidence-based standards, to implement changes in practice to improve patient care and its delivery</p>



# DESCRIBING (MINIMAL) SUCCESS

- **Incoming intern :**

- *every day owns*

- how patient feels

- important findings (about patient and underlying disease)

- reasonable understanding when asked

- **reliable reporter; moving to interpreter**

# Describing (minimal) success

- **End of PGY1 year: resident can**
- pro-actively explain new findings,
- give a “differential”,
- prioritize urgency
- implement diagnostic plan
- suggest therapy
- **interpreters and early managers**  
**for common, acute problems**

# Describing (minimal) success

## ➤ finishing residents can also:

➤ on ward, clinic

➤ work with patients on plans

➤ able to give to all usual, even complex, situations all that belongs to those situations

➤ are self-correcting, learn quickly what is required, can help others grow.

➤ **manager-educators for more complex situations**