

Synthetic Model

“R.I.M.E.”

**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.

# Reporter

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

# 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
  - **Reasonable**, not “right” (student)
- Takes: more knowledge, confidence, greater independence
- “Explain your ideas, reasoning for me”

# Interpreter

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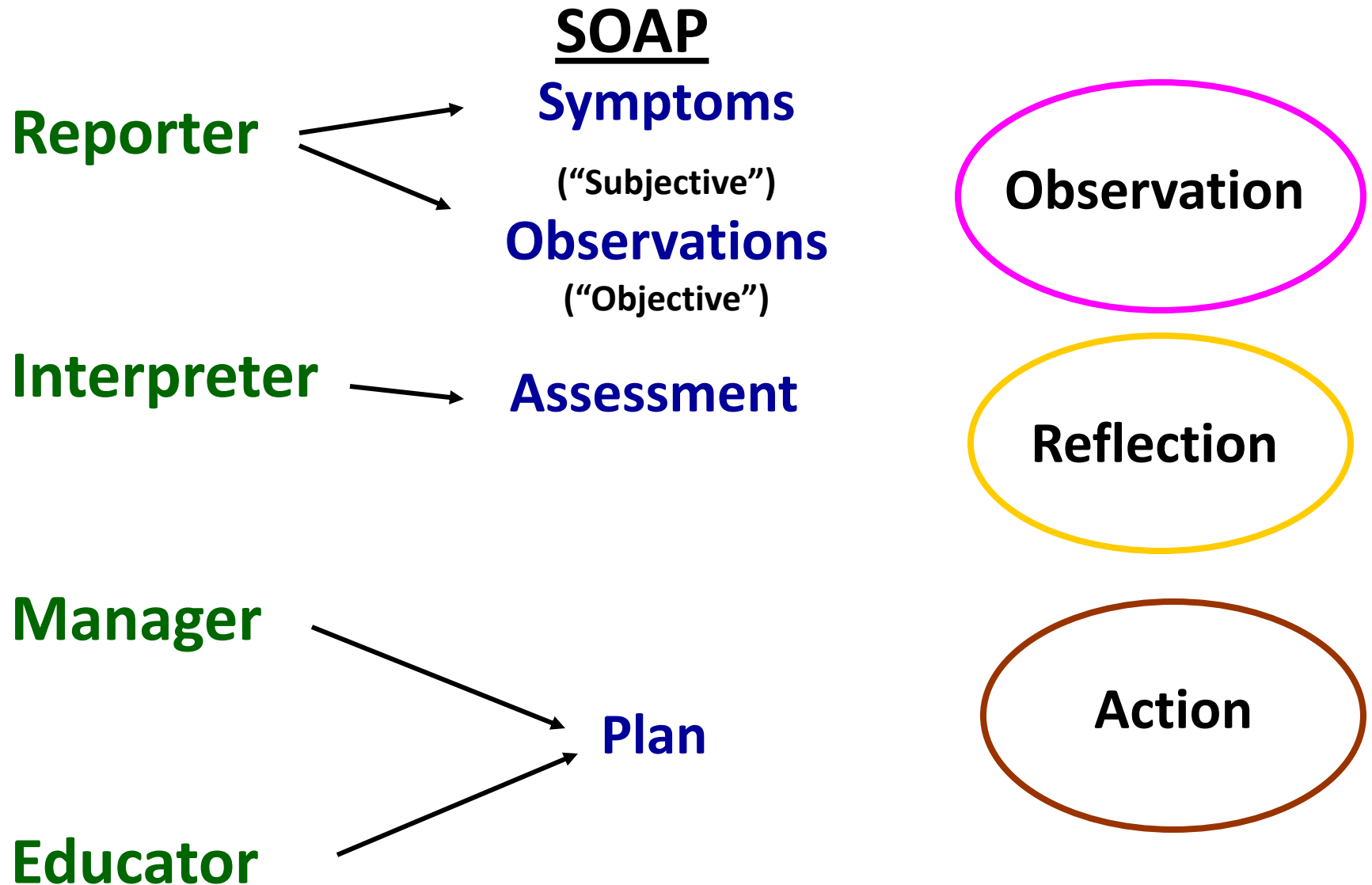
# Manager

- Ownership of the “How” questions
- Proposes actions and options applied to their patient
- 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

# The Rhythm of RIME





# Link RIME With ACGME

## Patient Care

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

# Link RIME With ACGME

## Practice Based Learning and Improvement

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

## Describing (minimal) success

- Incoming item :
  - *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.
- manger-educators