

# The "RIME" model

*Adapted from materials by  
Lou Pangaro, M.D. - USUHS*

## Reporter

The student can accurately gather and clearly communicate the clinical facts on his/her own patients. Mastery in this step requires the basic skill to do a history and physical examination (gather data) and the basic knowledge to know what to look for. Implicit in the step is the ability to recognize normal from abnormal and the confidence to identify and label a new problem. This step requires a sense of responsibility, and achieving consistency in "bedside" skills in dealing directly with patients.

## Interpreter

The student is able to interpret the clinical data using reasoning and problem solving skills. At a basic level, the student must **prioritize among problems** identified in their time with the patient. The next step is to offer a **differential diagnosis**. Follow-up of tests provides another opportunity to "interpret" the data. This step requires a higher level of knowledge, more skill in selecting the clinical findings which support possible diagnoses and in applying test results to specific patients. The student has to make the transition, emotionally, from "bystander" to see himself/herself as an active participant in patient care.

## Manager

The student is able to manage the care of the patient, anticipate outcomes, make independent decisions and understand the alternatives. This step takes even more knowledge, more confidence and more judgment in deciding when action needs to be taken, and to propose and select among options for patients. A key element is to tailor the plan to the particular patient's circumstances and preferences.

## Educator

The student has mastered each prior step, is a self-directed learner and teaches other learners. Success in each prior step depends on self-directed learning, and on a mastery of basics. To be an "educator" in our framework means to go beyond the required basics, to read deeply, and to share new learning with others. Defining important questions to research in more depth takes insight. Having the drive to look for hard evidence on which clinical practice can be based, and having the skill to know whether the evidence will stand up to scrutiny are qualities of an advanced trainee.

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