

Assessing your Learner - The RIME Concept

TEACHING TIPS FOR COMMUNITY PRECEPTORS IN INTEGRATED COMMUNITY CLERKSHIPS (ICC)

RIME is a framework to support accurate and reliable clerkship assessments.

It clarifies the roles, capabilities, and goals of each learner level, allowing for a more informed assessment.



REPORTER - Identifies & Communicates

The Reporter can

- Accurately gather relevant data from history and physicals, and clearly communicate the clinical findings
- Label & identify a new problem by discerning "normal" from "abnormal"
- Answer recall questions

Support the Reporter by

- Being inviting and easy-going, making good eye contact, and paying them your undivided attention
- Being patient and encouraging as they grow into their RIME abilities, especially
 - Their ability to do a history and a physical, or histories and physicals
 - Their sense of responsibility & consistency when talking to patients
- Listening to the learner's report and getting to know them as a person



INTERPRETER - Analyzes & Diagnoses

The Interpreter can

- Identify clinical data that supports the differential diagnoses, using reasoning & problem solving
- Prioritize and construct a differential diagnosis, and answer analysis/synthesis questions

Support the Interpreter by

- Keeping the learner on track, refocusing them as needed
- Restating what you've heard so far in order to consolidate, fine tune or compartmentalize for the learner e.g., "What do you think so far?" "So far, I'm hearing your patient is presenting with..."
- Identifying and verbalizing your overriding teaching theme or point while asking them questions
- Encouraging them to take ownership of patient care



MANAGER - Decides & Manages Care

The Manager can

- Take ownership of patient care by creating a plan, making independent decisions, anticipating outcomes, and understanding the alternative options for care
- Take a patient-centered approach to understanding & verbalizing the patient's situation and preferences
- Answer clarification questions and defend their assessment/plan based on their differential

Support the Manager by

- Checking on management plan: "What would you like to do?"
- Checking on the learner's sense of healthcare maintenance and decision-making skills when there is no chief complaint or acute issue
- Assessing their understanding of likelihood and completeness of the differential



EDUCATOR - Shares & Applies Insight

The Educator can

- Perform all RIME steps
- Learn by assessing and identifying areas for further growth in a self-directed way
- Go beyond the basics, define important questions to investigate further and share findings with learners
- Apply their insight into how to gather quality evidence to their patient care

Support the Educator by

- Being honest as a teacher by saying "I don't know" - this models humility and curiosity in patient care
- Encouraging learners during or after session searches to promote evidence-based medicine skills, perhaps even multiple times in a patient care session

Adapted from: Dr. Louis Pangaro's work, as represented in A. T. Stil University. Rime with reasons. School of Medicine at Hofstra University. [Patient, physician, and society \(PPS\): preceptor handbook for Initial Clinical Experience \(ICE\).](#)

