

RIME – Reporter, Investigator, Manager, Educator

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

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

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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 and consistency when talking to patients
- Listening to the learner's report and getting to know them as a person.

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INTERPRETER— Analyzes & Diagnoses

The Interpreter can:

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

Support the Interpreter by:

- Keeping the learner on track and 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?" or "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 and verbalizing the patient's situation and preferences.
- Answer clarification questions and defend their assessment/plan based on their differential.

Support the Manager by:

- Checking the 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 \(ICE\)](#).



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