

Providing Narrative Feedback Using RIME Language

1. Use language that describes student progression Dr. Pangaro's¹ Reporter-Interpreter-Manager-Educator language

Reporter/Data Collector

Gather history, describe exam findings, document subjective/objective parts of notes

Interpreter

Offer independent assessment, offer differential, identify problems, prioritize, presentations become more concise – able to identify pertinent positive/negative

Manager

Offer independent plan, able to prioritize actions, adapt plan as situation changes, able to independently carry out plan

Educator

Ability to teach and share evidence from textbook and primary literature (attending level)

2. Descriptions from multiple supervising physicians (on evaluation forms) using RIME-type language is essential to author great grade paragraphs. Provide specifics using competency-based descriptors when possible (advanced, comprehensive, efficient, excellent, knowledgeable, superior).

Anatomy of a Grade Paragraph – typically one sentence for each:

- **Professional behaviors** – *hard-working? reliable?*
- **Relationships with team and teamwork** – *worked well with others?*
- **Rapport with patients/family** – *caring, advocated well for patients?*
- **Patient care skills**
 - 1 – History taking – *complete, appropriately focused?*
 - 2 – Physical examination skills – *complete? accurate? findings?*
 - 3 – Assessment, synthesis, differential diagnosis – *offered? accurate?*
 - 4 – Management & plan – *how complete? how independent?*
- **Written notes** & other documentation skills – *complete? clear?*
- Case presentation skills – *complete, clear, concise?*
- Application of knowledge and/or critical appraisal/use of literature

3. In general, avoid nonspecific superlatives (*This is the best student ever!*) and predictions (*This student will make a great chief resident.*)

- CL was an engaged and enthusiastic learner

VS

- CL arrived early, reviewed patient charts before clinic started and participated in the team huddle. By the end of her elective, she was functioning at the level of a manager, offering up an independent management plan based on the most up to date hypertension guidelines.

Reference:

¹Pangaro, L. (1999). A new vocabulary and other innovations for improving descriptive in-training evaluations. *Academic Medicine*, 74(11), 1203-1207. Retrieved from https://www.uab.edu/medicine/dom/images/RIME_Pangaro.pdf