Using RIME in Clinical Teaching & Assessment

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Objectives

- Describe the RIME elements
- Identify challenges with clinical and simulation evaluation using the Objective Structured Clinical Examination (OSCE)
- Apply the RIME model to clinical and simulation evaluation
- Integrate RIME into clinical courses and curriculum

Goals

- Create objective standards to assess development of clinical competency
- Identify at-risk students

The Challenges

- Nationally:
  - Clinical competency of new NP graduates
  - Rapid expansion of online programs
- Evaluation Tools: poor sensitivity/specificity
- Improving inter-rater reliability (Faculty / SP/ Student)
- Quantifying student performance
- Establishing baseline / measuring development of clinical across courses/time

Overarching Faculty Goals

- Create valid, reliable assessment tools for simulated and direct clinical learning environments to
  - Support students in achieving clinical competency
  - Support faculty in documenting that students have achieved required competencies

RIME Model

- Reporter
- Interpreter
- Manager
- Educator/Evaluator

- PRIME includes Professional behaviors

Pangaro, 1999

RIME Model

- Distinguishes between basic & advanced performance.
  - Synthesis of skills, knowledge and attitudes
- Establishes clinical indicators & standardizes evaluation vocabulary
  - Can be used in simulation and live clinical environments
- Faculty can map student progress across the curriculum
  - Interrater reliability
- Structure for team-based care (Team OSCEs (TOSCE)
- Curricular and clinical application of RIME *(handout)*

Reporter

- Is the learner a reliable and competent reporter?
  - Interviewing skills
  - Physical Examination skills
  - Written Documentation
  - Oral case presentations

Interpreter

- Can the learner interpret and prioritize data?
  - Problem Prioritization
  - Differential Diagnosis formation
  - Clinical data (Hx, PE, Labs)

Manager

- Can the learner manage:
  - Individual patients
    - Multiple providers/allied health professionals
  - Multiple patients (team)
    - Formulate reasonable plans
    - Demonstrate Risk/Benefit Decision making
- Is the learner proficient (i.e. procedures)?
- Does the learner incorporate patient values?

Educator/Evaluator

- Self-directed Learning Skills
- Good response to Feedback
- Critical Reading Skills
- Teaching Skills with patients/families including anticipatory guidance, team members, staff
- Anticipates/identifies intended result & adjusts plans accordingly

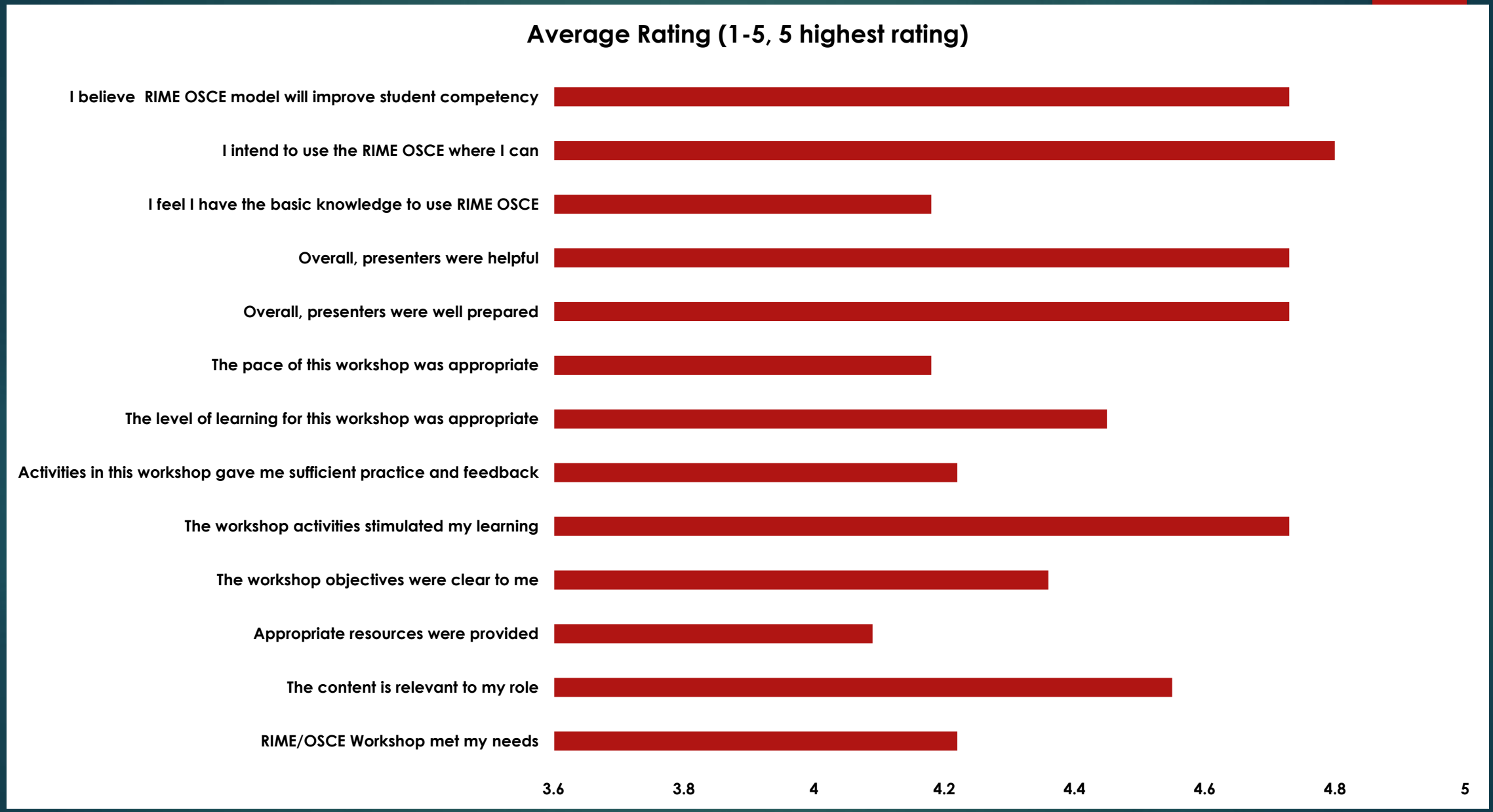
Blueprint & integration

Professional Growth	Level 1 AHAM	Level 2 Adv Dx	Level 3 Dx Reas 1	Level 4 Dx Reas 2	Level 5 Dx Reas 3	Level 6 Dx Reas 4	Level 7 Dx Reas 5
Reporter	I*	P	P	M			

Aspect of professional growth	Level1 Adv Health	Level 2 Adv Dx	Level 3 Dx Rea 1	Level 4 Dx Rea 2	Level 5 Dx Rea 3	Level 6 Dx Rea 4	Level 7 Dx Rea 5
REPORTER	**I***	P	P	**M***			
• Interviewing	**I**	**P**	**P**	**M**	**M+**		
• Physical Examination	**I**	**P**	**P**	**M**	**M+**		
• Written H&Ps	**I**	**P**	**P**	**M**	**M+**		
• Oral case presentations	**I**	**P**	**P**	**M**	**M+**		
• Reliability, Responsibility	**I**	**P**	**P**	**M**	**M+**		
• Respect for patient's values	**I**	**P**	**P**	**M**	**M+**		
INTERPRETER		**I**	**P**	**M**	**M+**		
• Problem Lists	**I**	**P**	**M**	**M**	**M+**		
• Differential Diagnosis		**I**	**P**	**M**	**M+**		
• Interpreting basic EKG, Labs		**I**	**P**	**M**	**M+**		
• Interpreting advanced studies		**I**	**P**	**P**	**P**	**M**	**M+**
MANAGER			**I**	**P**	**M**	**M+**	
• Diagnostic Plans			**I**	**P**	**M**	**M+**	
• Therapeutic Plans			**I**	**P**	**M**	**M+**	
• Benefit/Risk Decision making			**I**	**P**			
• Basic Procedures (IVs, etc.)		**I**	**P**	**P**	**M**	**M+**	
• Advanced Procedures					**I**	**P**	**M**
• Incorporates Patient Values in Plan		**I**	**I**	**P**	**M**	**M+**	
• System-based Practice			**I**	**P**	**M**	**M**	**M+**
• Interprofessional Practice			**I**	**P**	**M**		**M+**
EDUCATOR							
• Reflective, self-directed	**I**	**P**	**P**	**M**			
• Learning Critical Reading Skills			**I**	**P**	**M**	**M+**	
• Practice-based learning & Improvement			**I**	**P**	**M**	**M+**	
• Teaching Skills			**I**	**P**	**M**	**M+**	
• Identifies anticipated results				**I**	**P**	**M**	**M+**
• Evaluates response to Tx & adjusts				**I**	**P**	**M**	**M+**

Faculty Development Results

- Insights
- Feedback
- Next Steps


Average Rating (1-5, 5 highest rating)
I believe RIME OSCE model will improve student competency
I intend to use the RIME OSCE where I can
I feel I have the basic knowledge to use RIME OSCE
Overall, presenters were helpful
Overall, presenters were well prepared
The pace of this workshop was appropriate
The level of learning for this workshop was appropriate
Activities in this workshop gave me sufficient practice and feedback
The workshop activities stimulated my learning
The workshop objectives were clear to me
Appropriate resources were provided
The content is relevant to my role
RIME/OSCE Workshop met my needs
3.6
3.8
4
4.2
4.4
4.6
4.8
5

Student Outcomes

- Quantitative Evaluation
- Qualitative Feedback
- Next Steps

RIME OSCE Fall 2018 Results

	OSCE 1	OSCE 2	OSCE 3
Problem Solving			
• Independent problem solving was facilitated	4.46	4.5	4.8
• Simulation was designed for my specific level of knowledge	4.44	4.5	4.5
• Simulation allowed me the opportunity to prioritize nursing assessment and care	4.68	4.6	4.6
Feedback/guided reflection			
• Feedback provided was constructive	4.9	4.4	4.7
• Opportunity after the simulation to obtain guidance/feedback from the teacher in order to build knowledge to another level	5.0	4.8	4.8
Fidelity			
• Scenario resembled a real-life situation	4.44	4.2	4.6
• Real life factors, situations, and variables were built into the simulation scenario	4.75	4.2	4.5

Based on questions from: *Simulation Design Scale © National League for Nursing, 2005*

Questions? Comments?

References

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The Rhythm of **RIME**

Reporter → Symptoms "Subjective"

Reporter → Observations "Objective"

Interpreter → Assessment

Manager → Plan

Educator → Plan

Observation

Reflection

Action