LMU-CVM Evaluation System

Our rating system for evaluating clinical year students utilizes the **RIME Schema**. The reporter, interpreter, manager, educator (RIME) framework, developed by Louis Pangaro, MD, offers a descriptive evaluation that provides a systematic set of global terms used to assess the progression of students' clinical skills competence. (Pangaro LN. A new vocabulary and other innovations for improving descriptive in-training evaluations. Acad Med. 1999;74:1203-07)

Below is a brief synopsis of this system and you can refer to the Clinical Educator Handbook (pages 29-31) for more details. Through the progression of their clinical year, we expect our students to begin in the R or I stage and then improve to a predominantly M performance level.

Depending on the timeframe of the clinical year, evaluating a student as an R or I may result in academic warning and/or remediation for the rotation or skill.

R: "Reporter"

This student:

- Can answer or understand the "what" of medicine and practice
- Is capable of gathering and communicating information such as history and physical exam
- Identifies abnormal observations
- Developing: patient-provider relationship, proficient history taking and examinations
- Performance is acceptable, but needs improvement

This designation is where we may expect most beginning clinical student to perform. As the student moves beyond the first third of their clinical year, an "R" can designate an area of concern. If a consistent performance in this category is noted, remediation may be indicated. However, an "R" in the professional or interpersonal skills sets at any point may constitute further action/remediation.

With this designation, please elaborate on your observations in the associated comments section. We also encourage you to discuss areas or methods of improvement with the student. The student will also develop a plan for improvement which will be submitted to LMU-CVM.

I: "Interpreter"

In addition to Reporter characteristics, this student:

- Is in the process of developing entry level competency
- Is shifting from being an observer to being a participant
- Can answer the "why" of medicine and practice
- Can compile a problem list with several differential diagnoses and prioritize the problems
- Performs the described skill
- Exhibits consistently satisfactory performance, but hasn't yet gained personal command for the described skill.

- Sound patient-provider relationship

For most criteria, we expect a beginning 4th year to fall under this descriptor; but beyond the first half of their clinical year, an "I" flags an area of concern with possible remediation.

M: "Manager"

In addition to Reporter & Interpreter characteristics, this student:

- Is at graduate level competency
- Skills meet that of an entry level veterinarian
- Can develop individual patient diagnostic and treatment plans
- Is confident, organized and mature
- Exhibits consistently good performance for the described skill

For most criteria we expect our clinical students to be attaining an "M" designation by the middle of their clinical year. An exception here may be with skills, diseases or concepts that aren't practiced or seen as commonly and may develop through their clinical exposure.

E: "Educator"

This student:

- Exceeds entry level competency
- Exceeds expectations, above average performance
- Exhibits consistently exceptional performance for the described skill
- Researches and shares their learning
- Uses evidence to answer clinical questions and can set/derive clinical questions
- Is a leader and educator
- Is able to critically apply knowledge to specific patients and clients

Our hope at LMU-CVM is to have our clinical year students able to attain this designation with commonly encountered skills before the completion of their clinical year.

U: Not observed or not applicable to this rotation