

Narrative Evaluation Strategies/Models

Tip: Use the RIME model to develop a shared vocabulary for describing student progress throughout the rotation.

Reporter Key Skills:

- Interviewing Skills
- Physical Examination Skills
- Written Documentation
- Oral Case Presentations

Interpreter Key Skills:

- Problem Prioritization
- Differential Diagnosis
- Interpreting Data (Hx, PE, Labs)
- Come to an accurate patient assessment

Manager Key Skills:

- Manage Individual Patients
- Manage a Medical Team
- Create Diagnostic Plans
- Create Therapeutic Plans
- Is the learner adept at:
- Basic Procedures (IVs, etc.)
- Advanced Procedures -- if appropriate
- Incorporating Patient Values into a plan

Educator Key Skills:

- Self-directed Learning
- Good Response to Feedback
- Critical Reading Skills
- Teaching Skills

Adapted from:

Pangaro L. A new vocabulary and other innovations for improving descriptive in-training evaluations. *Academic Medicine* 1999;74:1203–7.

Tip: Narrative evaluation should speak to a learner's skill in several of the competency areas.

ACGME core competencies

- Medical Knowledge
- Patient Care
- Practice Based Learning and Improvement
- Systems Based Practice
- Professionalism
- Interpersonal Skills and Communication

Practice activity #1

Where is this learner on the continuum?

The learner is able to confidently apply clinical facts to a specific patient, pose clinical questions, create a differential diagnosis with 80% accuracy and develop a rudimentary treatment plan. The learner has yet to tailor their treatment plans to the specific patient's circumstances and preferences.

Practice activity #2: Using the RIME model and the following prompts write a narrative evaluation for the provided sample student evaluation.

Tip: Come up with a template (like the one you are working on in this practice activity) that you can use and adapt for different student types.

Summative Comments:

Write comments that are *specific* by including an example to support your evaluation of the student.

Write comments that are *credible* by providing a frame of reference for your comment (i.e. 80% accuracy, one of the best students in 5 years of teaching or on this rotation) and addressing patterns of student performance, rather than isolated cases or competencies.

Formative Comments:

Continue...

Comment on aspects of performance that were effective. Be specific and describe impact.
Highlight things you would like to be done in the future.

Consider...

Highlight a point of growth for the learner, a “doable” challenge for future interactions.