

The RIME Model

A simple framework for understanding learner development

Innovation in Scholarship and Medical Education (ISME)

Learners move through **four progressive stages** as their clinical reasoning and responsibility grows: **Reporter → Interpreter → Manager → Educator**

KEY IDEA: When a learner struggles, ask: "Is the difficulty with reporting, interpreting, or managing?"

Reporter

Learner can accurately gather and communicate clinical information.

L Learner

- Obtains a complete history & physical exam
- Organizes & presents patient information clearly
- Reports data accurately without interpretation

"Mr. Smith is a 62-year-old man with three days of cough, no fever, and normal oxygen saturation."

P Preceptor

- Help learners improve data gathering
- Encourage clear case presentations
- Ask clarifying questions

**"Tell me the key findings."
"Can you summarize the case in one sentence?"**

Interpreter

Learner begins to analyze the information and generate a differential diagnosis.

- Identifies possible diagnoses
- Explains reasoning behind clinical conclusions
- Connects symptoms with pathophysiology

"My leading diagnosis is viral bronchitis because there is cough without fever or focal lung findings."

- Develop clinical reasoning
- Ask learners to explain why they think something

**"What do you think is going on?"
"What supports that diagnosis?"
"What else could this be?"**

Manager

Learner can propose a diagnostic or treatment plan.

- Suggests investigations or treatments
- Prioritizes patient management
- Considers patient preferences and context

"I would manage this conservatively with supportive care and advise the patient to return if symptoms worsen."

- Help refine clinical decision making
- Discuss risks, benefits, and alternatives

**"What do you think is going on?"
"What supports that diagnosis?"
"What else could this be?"**

Educator

Learner goes beyond patient care to identify learning needs and teach others.

- Looks up evidence to guide care
- Shares teaching points with peers
- Reflects on knowledge gaps

"I reviewed the guidelines for chronic cough and learned that symptoms longer than 8 weeks require further investigation."

- Encourage self-directed learning
- Promote evidence-based practice

"What did you read about this case?" or "What should we remember for the next patient?"