

RIME Section Update

The RIME Section conducted its business meeting on Saturday, March 25, 2000. Several recommendations were made at this meeting and will be taken to the summer executive meeting. First, those present suggested that because research cuts across all of the sections, the RIME Section meeting be staggered with the others so that interested RIMERs could also attend the other section meetings of interest to them. Second, three additional formats have been recommended for inclusion in the regional meeting: meet the professor sessions; a mentoring program; and producing a publication which features works in progress.

Regarding national RIME section issues, Emil Petrusa has requested that all of us assist in identifying resources that have been useful in guiding our research. Any resource (textbooks, workshops, training program, web-based resources, etc.) can be posted on the RIME Section list serve. Please include a brief description about what the citation covers or sent to Emil at [Emil](#).

The RIME section again tried to encourage the development of cooperative research projects. The session devoted to this had several interested participants with whom we had a healthy discussion. For anyone interested in the projects that are available for participation, I would like to provide the following brief descriptions. If interested, you are welcome to contact the respective faculty leaders. If anyone else has projects that need collaborators, please provide the relevant information to me and we'll post on the web site.

PROJECTS LOOKING FOR COLLABORATORS

1. Implementation and Programmatic Evaluation of Standardized, Formal Evaluation System with Synthetic Descriptors (Reporter-Interpreter-Manager-Educator)

Research Question: Is the system developed and validated in one clerkship at one medical school of sufficient power to be applicable across schools and clerkships?

Project: The GEA Project on Reliable and Valid Assessment is recruiting up to TEN medical schools to join an interschool project. The purpose of the program is to establish the generalizability of this method for evaluation of students on clinical clerkships.

Eligibility: All AAMC listed medical schools who can commit to (1) having at least three core clerkships (which need not be the same for each school) implement the system (described in more detail at [Reporter-Interpreter-Manager-Educator](#)); (2) collecting the pre/post implementation data (described in more detailed report); (3) in-school review of masked student evaluations to determine "credibility" of evaluation with faculty, students and deans.

Project director: Louis N. Pangaro, MD, Vice-chairman for Educational Programs
Department of Medicine
Uniformed Services University of the Health Sciences. email: loupan@aol.com (Louis Pangaro).

2. Student ability to solve problems.

Research Question: Does the ability of students to form initial approaches to common chief complaints improve in proportion to the number of patients seen with the respective complaints?

Project: Using two clinical teaching sites (university and community) we would like to investigate the assumption that that seeing many patients reinforces students' learning, and the more they see, the more they learn

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