The RIME Model Provides a Context for Entrustable Professional Activities Across Undergraduate Medical Education

Entrustable professional activities (EPAs) enable faculty to synthesize observable student performance into a cohesive assessment.¹ The Association of American Medical Colleges has proposed 13 “core” EPAs as critical to undergraduate medical education (UME).² Determining when these EPAs should be introduced and appropriate ranges of entrustability for students across UME remains a challenge. Integrating the Reporter, Interpreter, Manager, Educator (RIME) model³ and the EPA framework provides a potential way forward.

Theoretical Ranges of Entrustment for Core EPAs Within the RIME Framework

Once EPAs 3 & 10 are separated into their Interpreting and Managing components, the core EPAs align with the RIME model. This contextualization has several benefits:

- Structures core EPAs into a framework that is familiar to medical educators.
- Organizes core EPAs in the order they should be introduced, practiced, and entrusted (e.g., Reporting before Interpreting).

The benefits of organizing EPAs according to the RIME framework are further realized when EPAs are measured using levels of entrustability (y-axis below)⁴:

- Provides a common assessment across the continuum of UME, allowing for recurrent assessment from multiple faculty.
- Informs educators of expectations for assessing EPAs across the UME curriculum.
- Focuses assessments on activities students can be safely given responsibility for, rather than lists of competencies.

The potential effect of contextualizing EPAs with RIME is further realized in the image to the right:

- Faculty could determine minimum levels of entrustability for each group of EPAs to define success at each stage of UME.
- Faculty could mandate maximum levels of entrustability to ensure patient safety.
- Faculty could require that students meet entrustability standards (dots) at key transition points (dashed lines) to ensure they are ready for the next stage of learning.

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References:

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