



**INITIAL APPROACH**

BEFORE	Medical Knowledge Check	<p><b>RECALL &amp; COMPREHENSION [R-I-M-E]</b></p> <p><b>Ask student to:</b> (1) identify the criteria by which they would differentiate possible diagnoses; (2) explain why those criteria help to differentiate diagnoses</p>
	Procedural Knowledge Check	<p><b>RECALL &amp; COMPREHENSION [R-I-M-E]</b></p> <p><b>Ask student to:</b> (1) explain how the procedure ought to be done, in general and then with respect to this patient; and (2) where appropriate, demonstrate the procedure (e.g., how s/he would hold US wand, measure fundus)</p>
BEFORE & DURING	Comprehension Monitoring	<p><b>BEFORE: Establish Observation &amp; Expectations [R-I-M-E]</b></p> <p><b>Advise student</b> that when they enter the room, you want them to observe for specific behaviors, skills and/or attitudes in the encounter, and you will facilitate as needed.</p>
BEFORE & AFTER	Memory Matrix	<p><b>BEFORE: RECALL &amp; COMPREHENSION [R-I-M-E]</b></p> <p><b>Ask student to:</b> Complete a matrix of medical knowledge required for a specific procedure or condition BEFORE patient encounter</p>
	Minute Paper	<p><b>ANTICIPATION [R-I-M-E]</b></p> <p><b>Ask student to:</b> Draft a short statement of what they expect to happen in the patient encounter or procedure with respect to medical knowledge, application of knowledge, patient-student dynamics, challenges, etc.</p>
B-D-A	Question-posing	<p><b>PREPARATION [R-I-M-E]</b></p> <p><b>Ask student to:</b> (1) identify questions to ask patient and describe effective ways to phrase or deliver the questions, considering tone, language, culture, gender or other psycho-social factors; and (2) explain the basis for posing the questions in the manner suggested.</p>



**Strategies for Teaching & Formative Feedback BEFORE, DURING, & AFTER Patient Encounters**  
 [Alignment with R-I-M-E]



Feedback

**FOLLOW-UP**

<b>BEFORE</b>	<b>Medical Knowledge Check</b>	<p><b>COMPREHENSION &amp; APPLICATION [R-I-M-E]</b>  <b>Ask student to:</b> (1) propose questions to ask the patient; (2) suggest diagnostic tests or imaging to help differentiate diagnoses</p>
	<b>Procedural Knowledge Check</b>	<p><b>COMPREHENSION &amp; APPLICATION [R-I-M-E]</b>  <b>Ask student to explain:</b> (1) Why the procedure is done in that particular way; (2) How the procedure might be done differently with different patients and explain why (what are the factors to consider in modifying the approach).</p>
<b>BEFORE &amp; DURING</b>	<b>Comprehension Monitoring</b>	<p><b>DURING: Monitor &amp; Facilitate [R-I-M-E]</b>          If student falters in patient interview, you can: (1) remind the student of something they had suggested to ask before entering the room; (2) model the question and then signal to the student to follow-up.</p>
<b>BEFORE &amp; AFTER</b>	<b>Memory Matrix</b>	<p><b>AFTER: APPLICATION &amp; REFLECTION [R-I-M-E]</b>  <b>Ask student to:</b> (1) Review the matrix of medical knowledge required for a specific procedure or condition AFTER patient encounter, and (2) Identify errors, make revisions and explain these.</p>
	<b>Minute Paper</b>	<p><b>REFLECTION &amp; REFLECTIVE FEEDBACK [R-I-M-E]</b>  <b>Ask student to:</b> Draft a short statement of what happened in the patient encounter or procedure, including a self-assessment of performance, dynamics, etc. to be discussed later with supervising physician. <b>Physician offers formative feedback in response to self-assessment.</b></p>
<b>B-D-A</b>	<b>Question-posing</b>	<p><b>MONITORING &amp; REFLECTIVE FEEDBACK [R-I-M-E]</b>  <b>Ask student to assess whether:</b> (1) questions were appropriate and effective (e.g., elicited needed information); (2) patient was responsive or comfortable; and (3) whether/how they approach similar situations differently. <b>Physician responds with formative feedback.</b></p>