CHA/PA Program Evaluation Framework

O.R.I.M.E.

The CHA/PA Program is utilizing an improved method of evaluation for our students. The O.R.I.M.E. framework will allow our preceptors to more accurately assess student performance, the student to more clearly identify areas of strength as well as areas to improve upon, and the Program to measure student progress over the three clinical years.

This framework emphasizes a developmental approach and distinguishes between basic and advanced levels of performance. It is based upon nationally recognized medical competencies. A student may function at a lower level for a complex problem initially (i.e. “Observer” or “Reporter” level), and at a higher level for problems that are more frequently encountered.

The acronym, O.R.I.M.E., is outlined as follows:

“Observer” – the learner is not participating in patient care directly, but observes the preceptor in all aspects of healthcare delivery. First year CHA/PA students most commonly fall into this area; however, it may also be suitable for second year students training at clinics providing specialty care or surgical procedures.

“Reporter” - the learner can accurately gather and clearly communicate clinical facts to the preceptor. Mastery in this step requires the basic skill to do a history and physical examination, and basic knowledge to know what to look for. Implicit in this step is the ability to recognize normal from abnormal, and the confidence to identify and label a new problem. Some first year CHA/PA students may reach this level by the end of the year (May); all second year CHA/PA students should be at this level, with progression to “interpreter” by the end of the year.

“Interpreter” – the learner begins to prioritize identified problems and signs of diagnostic reasoning become more apparent. This includes the ability to demonstrate knowledge of pertinent positives and negatives as well as key findings that imply differential diagnosis. The student will progress to an explicit differential that is clearly supported. Lab interpretation requires a higher level of knowledge, more skill in stating clinical findings that support a diagnosis, and in applying test results to specific patients. Students begin to answer the “why” questions as they relate to patient care. Advanced second year CHA/PA students, as well as third year students should be able to “interpret” for more common problems; for unusual problems, their knowledge may be limited.

“Manager” – Managing patient care takes more knowledge, more confidence and more judgment in deciding when action needs to be taken – answering the “how” questions for getting things done. The learner should be able to provide at least 3 reasonable options in their diagnostic and therapeutic plans by the end of the third year of CHA/PA training. An essential element of “managing” is to work with each particular patient’s circumstances and preferences – i.e. being patient-centered.

“Educator” - in the ORIME framework, “educator” means to go beyond the required basics, to pursue learning more deeply, and to share new learning with others. This step involves the learner defining important questions to study, differentiating amongst current evidence and sharing leadership within a team. Systematically learning from one’s own experience to become an “educator” would typically be seen in only highly advanced end-of-third-year CHA/PA students.

This outline serves as a guideline. If there are questions about how to more accurately complete the ORIME evaluation, please do not hesitate to contact the CHA/PA clinical team:

Please Note: the percentage that is assigned at the end of the evaluation does not affect the student’s grade. The evaluation system we use must assign a percentage, but be assured that this does not impact the student’s clinical rotation grade. We are looking for developmental trends.