



**Strategies for Teaching & Formative Feedback in Clinical Settings
Applying the BDA (BEFORE, DURING, & AFTER) & RIME Frameworks**

Offer guidance or clarify expectations as needed – Respond with formative, reflective feedback.



BDA



RIME

BEFORE	Medical Knowledge Check	<p>RECALL & COMPREHENSION [R-I-M-E] Ask learner to: (1) Identify the criteria by which they would differentiate possible diagnoses; (2) Explain why the identified criteria would help to differentiate diagnoses</p>
	Procedural Knowledge Check	<p>RECALL & COMPREHENSION [R-I-M-E] Ask learner to: (1) Explain how the procedure ought to be done, in general and then with respect to this patient; and (2) Demonstrate the procedure</p>
BEFORE & DURING	Comprehension Monitoring	<p>BEFORE: Establish Expectations [R-I-M-E] Advise learner that during the clinical encounter they should observe for specific events, behaviors, or demonstrations of skill and/or knowledge, departures from protocol to determine understanding of systems-based practice in the specific setting or variations across settings</p>
BEFORE & AFTER	Memory Matrix	<p>BEFORE: RECALL & COMPREHENSION [R-I-M-E] Ask learner to: Complete a matrix of medical knowledge required for a specific procedure or condition BEFORE or AFTER clinical encounter to determine knowledge or remind the learner of key concepts</p>
	Minute Paper	<p>ANTICIPATION [R-I-M-E] Ask learner to: Draft a short statement of what they expect will happen in a particular clinical encounter or procedure with respect to application of medical knowledge or skills, interpersonal and communications dynamics, challenges anticipated and so on.</p>
B-D-A	Interpersonal & Communication Skills	<p>PREPARATION [R-I-M-E] Ask learner to: (1) Identify specific questions to ask patient; (2) Describe effective ways to phrase questions to obtain needed information - 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 in Clinical Settings
Applying the BDA (BEFORE, DURING, & AFTER) & RIME Frameworks

Offer guidance or clarify expectations as needed – Respond with formative, reflective feedback.



Feedback

BEFORE	Medical Knowledge Check	COMPREHENSION & APPLICATION [R-I-M-E] Ask learner to: (1) propose questions to ask the patient; (2) suggest diagnostic tests or imaging to help differentiate diagnoses.
	Procedural Knowledge Check	COMPREHENSION & APPLICATION [R-I-M-E] Ask learner to explain: (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).
BEFORE & DURING	Compre-hension Monitoring	DURING: Monitor & Facilitate [R-I-M-E] If learner has difficulty 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.
BEFORE & AFTER	Memory Matrix	AFTER: APPLICATION & REFLECTION [R-I-M-E] Ask learner to: (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.
	Minute Paper	REFLECTION & REFLECTIVE FEEDBACK [R-I-M-E] Ask learner to: 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-D-A	Interpersonal & Communication Skills	MONITORING & REFLECTIVE FEEDBACK [R-I-M-E] Ask learner to assess whether: (1) Questions posed in clinical encounter were appropriate and effective (e.g., elicited needed information; achieved goal for consult); (2) Patient or consulting physician was responsive and engaged; and (3) Whether/how they could enhance their approach in future encounters.