Using the MedBiquituous Curriculum Inventory Standard to Collect Curriculum Data for AAMC’s Medical Academic Performance Services (MedAPS)

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AAMC

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MedAPS: Suite of Services

Provide AAMC member medical schools with the tools necessary to assess, maintain and fulfill accreditation standards and promote continuous quality improvement.

Curriculum Inventory & Reports
(Replacing CurrMIT)

ASSET
(Accreditation Standards Self-Evaluation Tool)

MedAPS Reports

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Populating MedAPS

Data Sources

- LCME AQ Part I-A
- LCME AQ Part I-B
- Curriculum Inventory
- Graduation Questionnaire
- Student Record System
- Faculty Database

AAMC Data Warehouse

- ASSET (Pre-Populated)
- Curriculum Inventory Reports
- MedAPS Reports

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Curriculum Inventory & Reports

• Streamline curriculum data collection and exchange utilizing internationally adopted standards

• Provide graphical interpretations of aggregate and historical curriculum-related data (includes LCME A/Q Part II data)

• Serve as the premier source for benchmarking and educational research in medical education

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Curriculum Inventory Data

• Events
  • Duration in hours and / or minutes
  • Instructional Methods
    • Can have multiple IMs but one must be designated Primary
  • Assessment Methods
    • Summative vs Formative
    • Assessment Events
• Resources
• Expectations (Learning Objectives / Outcome Objectives / Competencies)
• Keywords
  • (School-generated, LCME “Hot Topics,” curriculum content terms for LCME documentation, USMLE Content Outline, MESH, UMLS, etc.)
Curriculum Inventory Data

- **Sequence Blocks**
  - ALL Sequence Blocks: Courses, Clerkships, Electives
  - Duration in Days **AND / OR** Begin / End Dates
    - Clerkships in Days **AND** Begin / End Dates
      - Days for single iteration
      - Begin / End Dates for Iteration Period
    - Expectations (Learning Objectives / Outcome Objectives / Competencies)

- **Nested Sequence Blocks (Optional)**
  - Organ Systems
  - Integrated Clerkships / Longitudinal Clerkships
  - Selectives

- **Integration Blocks (Optional)**
  - Themes
  - Vertical Integration / Horizontal Integration

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CI Verification Report

• Purpose:
  • Confirm that data from CMS uploaded to CI as expected
  • Review how data will be displayed in key LCME tables
CI Verification Report

- Institution (Program Information)
- All Academic Levels (Dates)
- All Sequence Blocks
  - Expectations / Expectation Mapping (if provided)
- All Events
  - Expectation Mapping (if available)
  - Instructional Methods
    - Primary Instructional Methods
  - Assessments
    - Events with Assessment Method(s) only

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## Curriculum Verification Report

### XML DETAILS:

- **Date submitted**: 2013-07-19 16:27:43.258
- **File Name**: University College of Medicine

### INSTITUTION DETAILS:

- **Institution Name**: University College of Medicine
- **EIS ID**: 999
- **Address**: 123 Main St, City-99999, State

### PROGRAM DETAILS:

- **Program**: M.D.
- **Program ID**: 9999
- **Title**: University College of Medicine
- **Reporting Start Date**: 2012-07-01
- **Reporting End Date**: 2013-06-30

### SEQUENCE BLOCK DETAILS:

<table>
<thead>
<tr>
<th>SB Name</th>
<th>SB ID</th>
<th>Sequence Block Dates</th>
<th>Objective</th>
<th>Nested Sequence Block</th>
<th>Program Objective</th>
<th>PCRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoring 3</td>
<td>46</td>
<td>2012-07-01 to 2012-05-01</td>
<td>Perform appropriate and complete history and physical that includes consideration of age, cultural, economic, ethnic, social, and other relevant issues.</td>
<td></td>
<td>Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice.</td>
<td></td>
</tr>
</tbody>
</table>

### EVENT DETAILS:

<table>
<thead>
<tr>
<th>SBI Event</th>
<th>Phase</th>
<th>Hour</th>
<th>Sequence Block</th>
<th>Instructional Method</th>
<th>Assessment Method</th>
<th>Resources</th>
<th>Event Objectives</th>
<th>SB Objectives</th>
<th>Program Objectives / Competencies</th>
<th>PCRS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.001 - Introduction - Course Overview and Professionalism</td>
<td>1</td>
<td>1</td>
<td>Orientation Week</td>
<td>D007.</td>
<td></td>
<td></td>
<td>Explain the role of the Physician in Society.</td>
<td>Explain the diverse roles of each member of the health care team.</td>
<td>Serve as a role model to other health care professionals.</td>
<td></td>
</tr>
<tr>
<td>1.2.002 - Introduction, to Small Groups - Giving and Receiving Feedback</td>
<td>1</td>
<td>1</td>
<td>Orientation Week</td>
<td>D008.</td>
<td></td>
<td></td>
<td>Describe the types of feedback used with peers.</td>
<td>Describe the role of feedback in health care teams.</td>
<td>Communicate professionally in all health care settings and situations.</td>
<td></td>
</tr>
</tbody>
</table>

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## METHODS OF INSTRUCTION:

<table>
<thead>
<tr>
<th>Course</th>
<th>Academic Level</th>
<th>Formal Instruction Hours</th>
<th>Lecture</th>
<th>Lab</th>
<th>Small Groups**</th>
<th>Patient Care</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoring 101</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>9.0</td>
<td></td>
<td></td>
<td>60.0</td>
</tr>
<tr>
<td>Clinical Anatomy/Embryology/Imaging</td>
<td>1</td>
<td></td>
<td>68.0</td>
<td>70.0</td>
<td>5.0</td>
<td></td>
<td></td>
<td>143.0</td>
</tr>
<tr>
<td>Doctoring 102</td>
<td>1</td>
<td></td>
<td>2.0</td>
<td>2.0</td>
<td>7.0</td>
<td>6.0</td>
<td>19.0</td>
<td>36.0</td>
</tr>
<tr>
<td>Health Issues in Medicine (BMS 6060)</td>
<td>2</td>
<td></td>
<td>10.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>10.0</td>
</tr>
<tr>
<td>Clinical Neuroscience</td>
<td>1</td>
<td></td>
<td>45.0</td>
<td>7.0</td>
<td>4.0</td>
<td>5.0</td>
<td></td>
<td>61.0</td>
</tr>
<tr>
<td>Medicine and Behavior 201</td>
<td>2</td>
<td></td>
<td>9.0</td>
<td></td>
<td></td>
<td>20.0</td>
<td></td>
<td>29.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td>134.0</td>
<td>79.0</td>
<td>20.0</td>
<td>6.0</td>
<td>100.0</td>
<td>339.0</td>
</tr>
</tbody>
</table>

## METHODS OF ASSESSMENT:

<table>
<thead>
<tr>
<th>Course</th>
<th># of exams</th>
<th>Contribute to Grade (Check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoring 101</td>
<td>8</td>
<td>X</td>
</tr>
<tr>
<td>Clinical Anatomy/Embryology/Imaging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoring 102</td>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>Health Issues in Medicine (BMS 6060)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Neuroscience</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>Medicine and Behavior 201</td>
<td>3</td>
<td>X</td>
</tr>
</tbody>
</table>
CI Verification Report Enhancements

- Glossary / Consistent Terminology across Tables
- New Summary Tables:
  - Program Expectations to PCRS Table
  - All Instructional Methods with number of events for each
  - All Assessment Methods with number of events for each
  - Program Expectations mapped to Assessment Methods
- PCRS column removed from both the Sequence Block and Event Tables
- Use of ID numbers where appropriate to reduce amount of text in cells
- Margin Reductions / Rotated Column Headings
- Will re-evaluate ‘LCME Tables’

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ASSET (Accreditation Standards Self-Evaluation Tool)

- Pre-populate online accreditation documentation
- Ensure consistent data reporting
- Facilitate school-side accreditation processes
- Foster qualitative data collection
- Facilitate the work of LCME survey teams and staff

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ASSET (Accreditation Standards Self-Evaluation Tool)

• **Key Features:**
  • Intuitive interface
  • Flexible workflow options
  • Multiple levels of users
  • File cabinet (to manage appendices and other documentation)
  • Flexible work assignment options
  • ‘My Tasks’ page
  • Multi-level comment feature

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ASSET Pilot

• 2014-2015 Data Collection Instrument
• September 25\textsuperscript{th} release
• Pilot schools
  • Eastern Virginia Medical School
  • Loma Linda University
  • New York University
  • University of Central Florida
• November 20\textsuperscript{th} closure
• Feedback throughout

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Great feedback from Pilot!

Check-out function, iPad compatibility, Export section and standard, User Activity reports, Weekly responsibility notifications, Adjustable response entry fields, More pre-populated data, More assignable tasks, Track Changes, More User roles, Group roles, Usable for continuous quality improvement, Restricted visibility to certain users, Generating an executive summary, Managing communications/emails, Clearer instructions, Progress bar per standard, Add status and assignment functions to each question, Tag users as well as documents

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CI and ASSET

- Curriculum Inventory data pre-populates each school’s data related to Accreditation Standard questions related to curriculum content and pedagogy
  - Review new LCME DCI content and format to map appropriate CI data elements for upload to ASSET
  - Document areas where CI goals and ASSET pre-population issues need to be resolved
- CI Data Pre-population in May 2015 for 2016-2017 Accreditation Cycle

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MedAPS Reports

- Curriculum Inventory pre-populates MedAPS Reports to allow benchmarking of curriculum data, with full demographic options for national and peer comparisons.
MedAPS Reports

Static/Basic Aggregated Charts

**Users:**
- Open access

**Data Sources:**
- LCME A/Q Part II (no CI data)
- **Description:** Predefined graphical interpretations of aggregate and historical curriculum-related data collected by the AMA/LCME annually

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MedAPS Reports

Interactive, Searchable, and Dynamic Aggregated Charts

Users:
- Free access to schools participating in annual CI upload
- Fee per chart for nonparticipating schools and general public

Data Sources:
- LCME A/Q Part II
- CI

Description: Enhanced searchable database that generates aggregated graphical charts on the fly. Users can type in a term (e.g. “COPD”, “Aortic Stenosis”, etc.) and the system will search through the Curriculum Inventory database for the term and generate the appropriate graphical aggregated charts that represent all participating medical schools (e.g. charts will aggregate when, where, and how medical schools are covering the particular topic). All graphical charts only display aggregated data for all medical schools and do not allow for viewing only peer institutions

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MedAPS Reports

Enhanced Interactive, Searchable, and Dynamic Benchmarking Charts

• **Users:**
  ▪ Annual subscription fee.

• **Data Sources:**
  ▪ LCME A/Q Part II
  ▪ CI

**Description:** Enhanced searchable database that generates aggregated graphical charts on the fly. Users can type in a term (e.g. “COPD”, “Aortic Stenosis”, etc.) and the system will search through the Curriculum Inventory database for the term and generate the appropriate **graphical aggregated charts that represent all participating medical schools or peer institutions** (e.g. charts will aggregate when, where, and how medical schools are covering the particular topic) **in comparison to the user’s medical school**

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Questions?

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