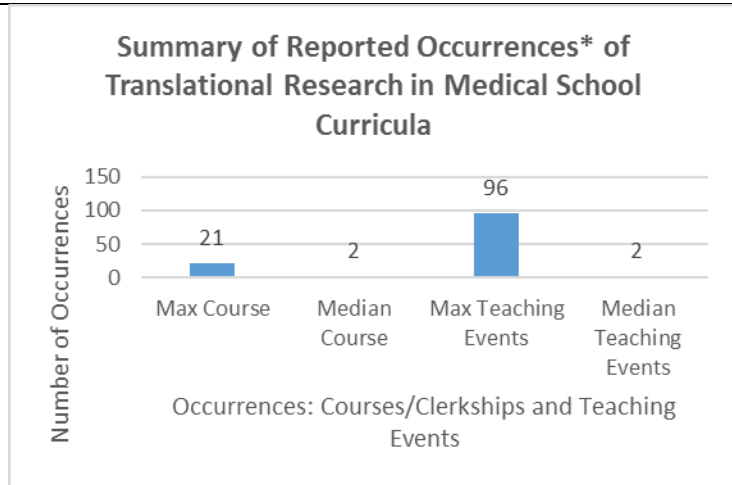
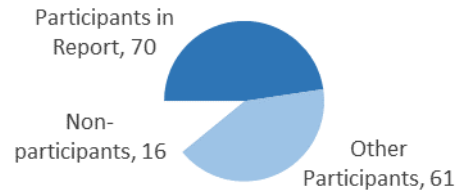


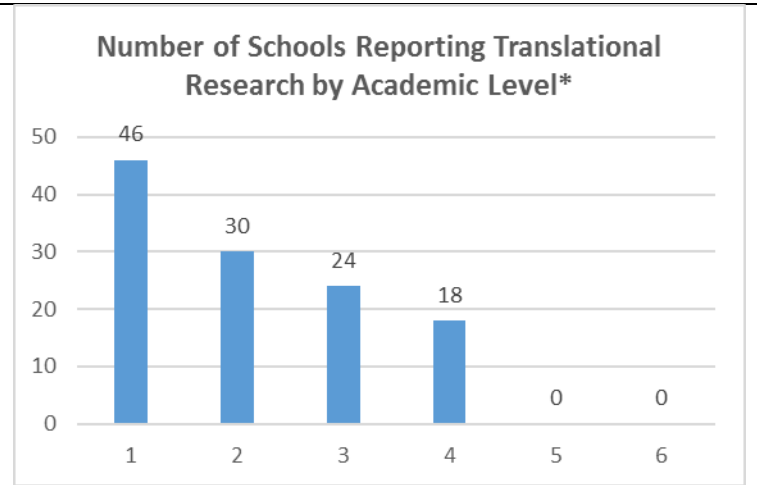
# Curriculum Inventory Report: Coverage of Translational Research Education Content in US Medical Schools, Academic Year 2016-2017

Of the 147 US medical schools, 131 participated in the Curriculum Inventory in 2016-2017 and of those participants, 70 documented Translational Research education content.

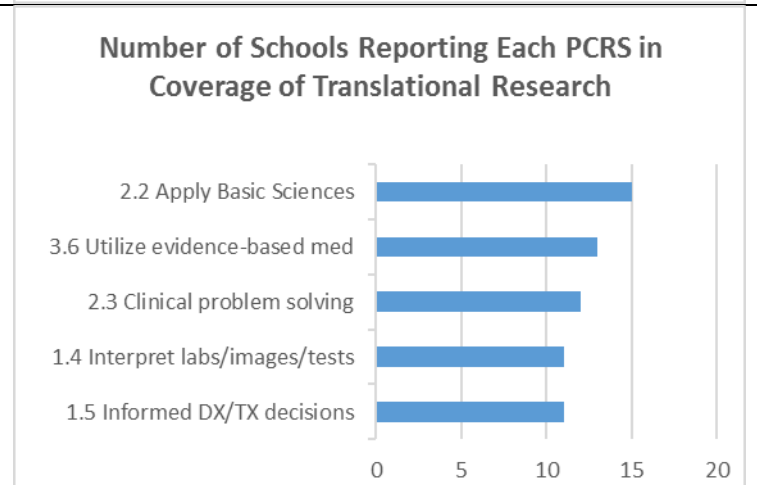
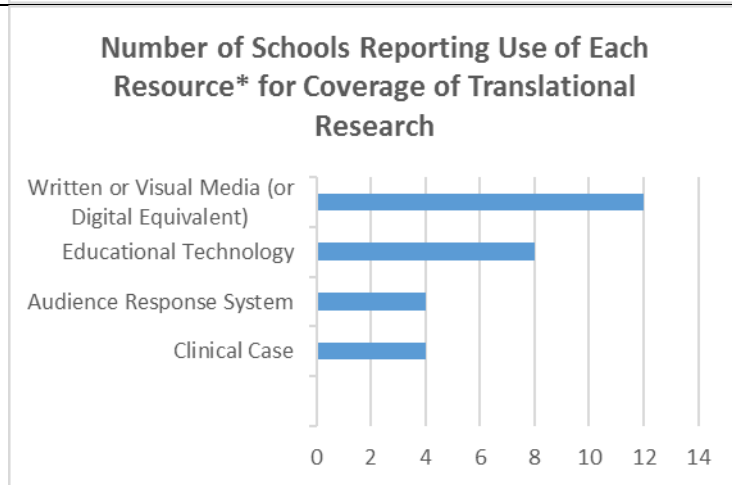
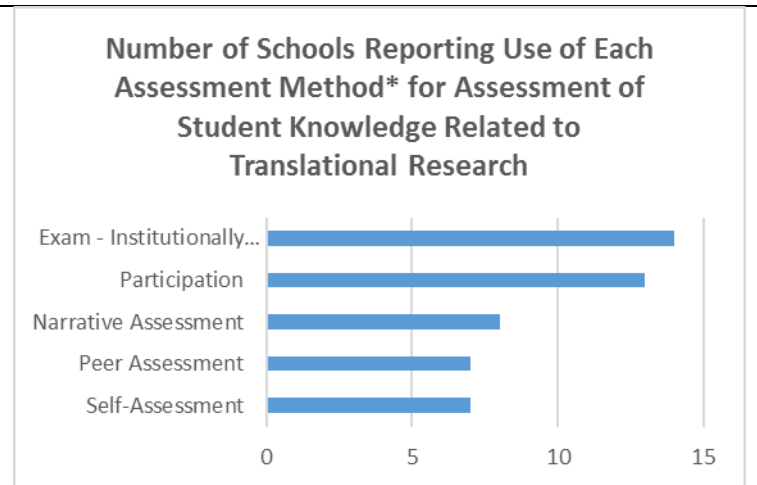
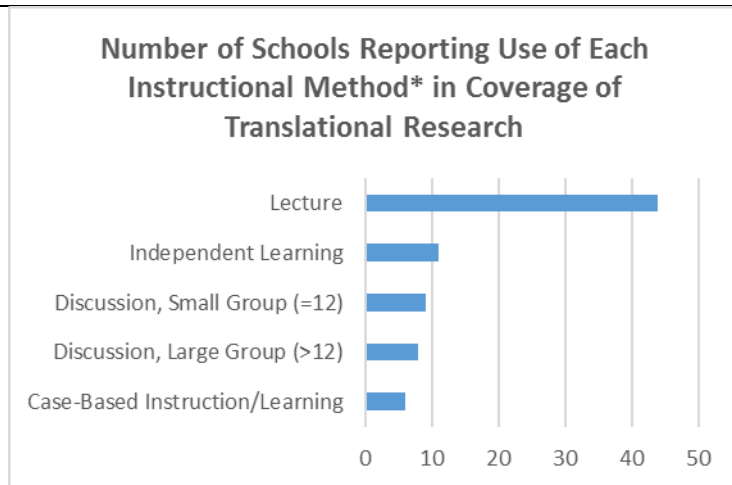
Curriculum content documentation varies by school based on a school's mission and student, faculty, and patient population. While content may be covered at a school, it may not be documented in a manner expressed in this report.



\*Occurrences are courses (including clerkships) and teaching events (documented student learning activity).

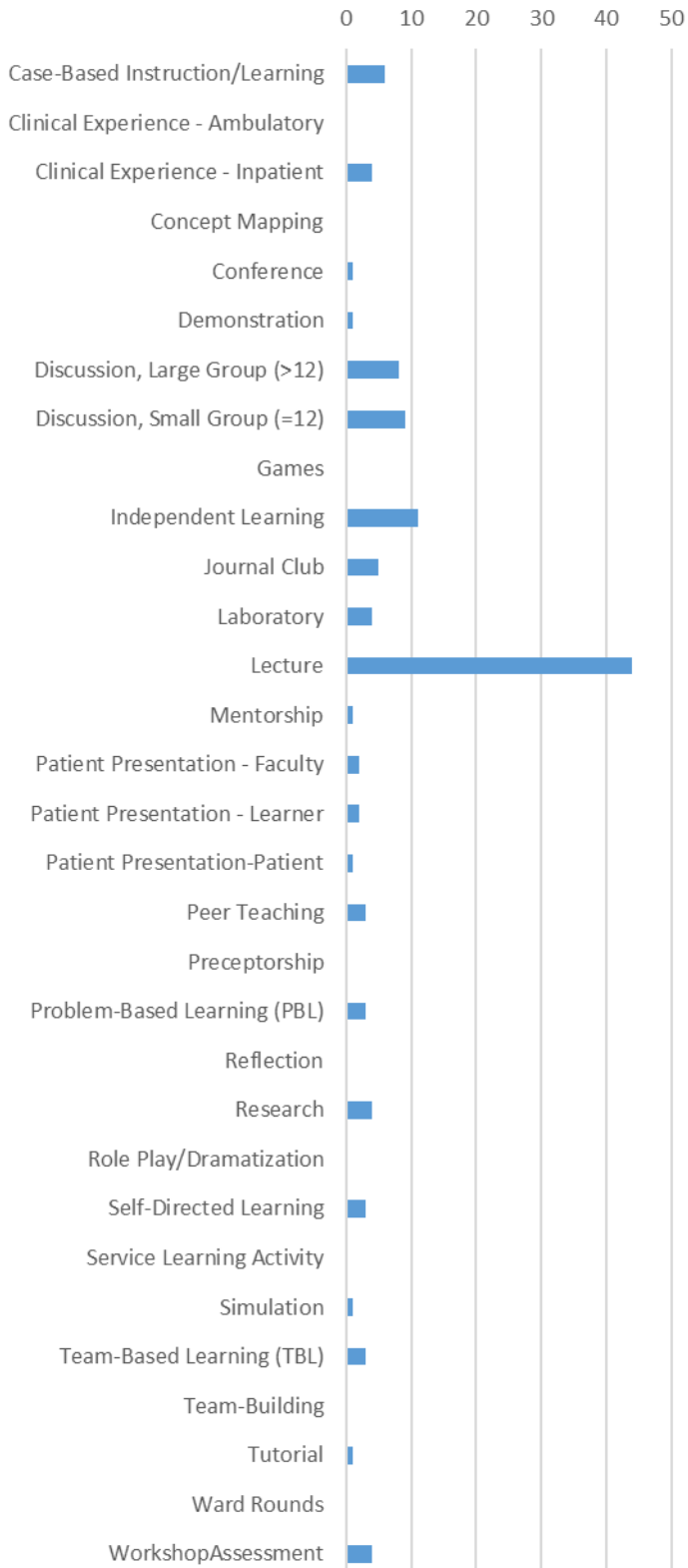


\*Academic Levels are major progression intervals in the curriculum that do not necessarily correlate to a 'curriculum year.'

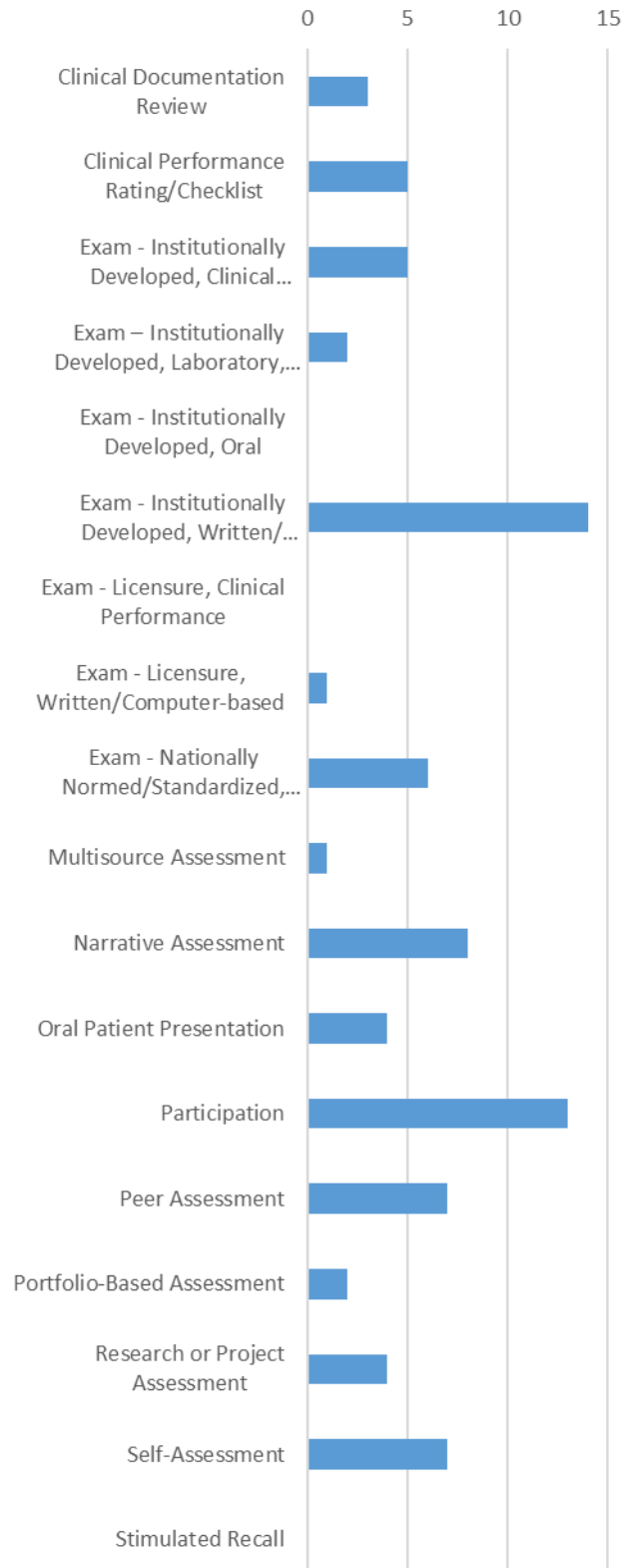


Click [here](#) to view **Resources** used with instructional and assessment methods.

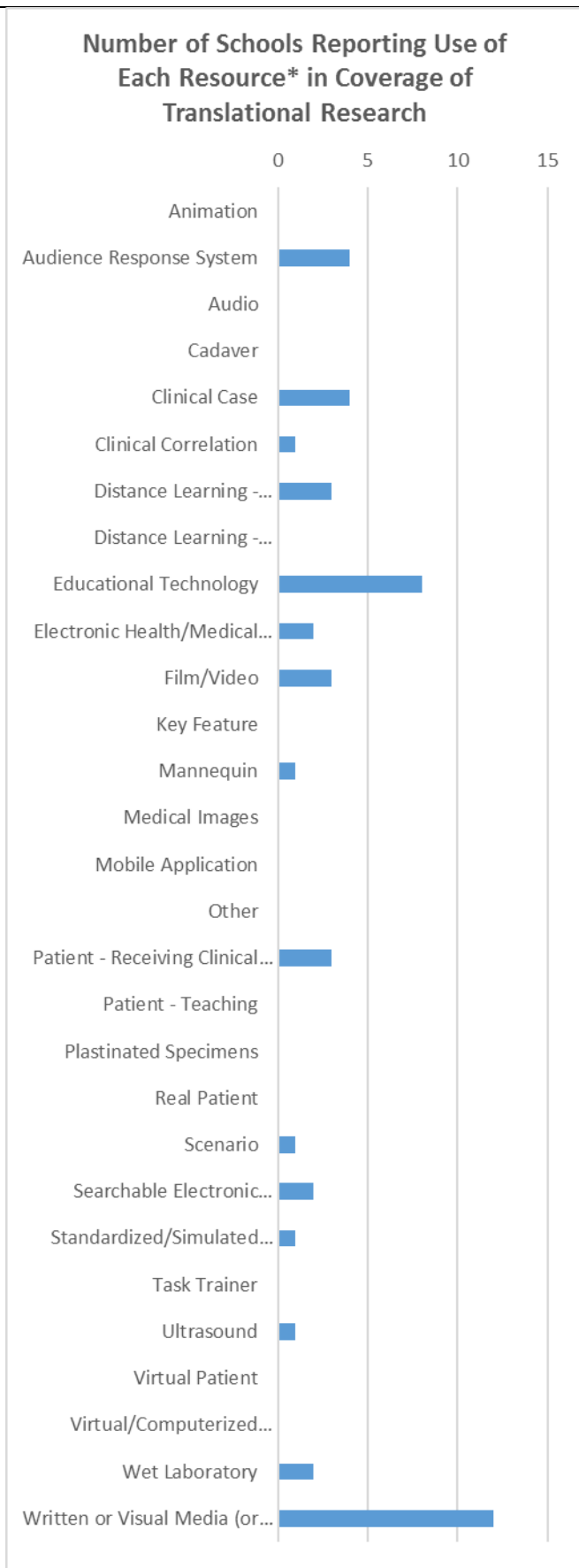
### Number of Schools Reporting Use of Each Instructional Method in Coverage of Translational Research



### Number of Schools Reporting Use of Each Assessment Method in Coverage of Translational Research



Click [here](#) to view the Curriculum Inventory standardized vocabulary list of instructional methods, assessment methods, and resources.

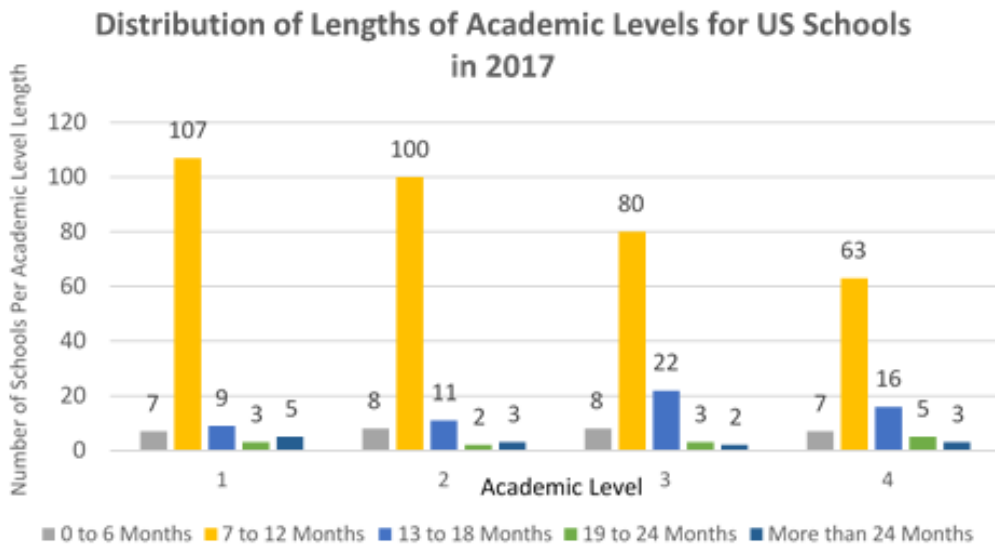


\*Resources are the 'tools' used with Instructional and Assessment Methods; for example, a Standardized Patient might be used with case-based instruction or as part of an OSCE.

2.1 Demonstrate an investigatory and analytic approach to clinical situations
2.2 Apply established and emerging bio-physical scientific principles fundamental to health care for patients and populations
2.3 Apply established and emerging principles of clinical sciences to diagnostic and therapeutic decision-making, clinical problem-solving, and other aspects of evidence-based health care
2.4 Apply principles of epidemiological sciences to the identification of health problems, risk factors, treatment strategies, resources, and disease prevention/health promotion efforts for patients and populations
2.5 Apply principles of social-behavioral sciences to provision of patient care, including assessment of the impact of psychosocial and cultural influences on health, disease, care-seeking, care compliance, and barriers to and attitudes toward care
2.6 Contribute to the creation, dissemination, application, and translation of new health care knowledge and practices
3.3 Identify and perform learning activities that address one's gaps in knowledge, skills, and/or attitude
3.6 Locate, appraise, and assimilate evidence from scientific studies related to patients' health problems
1.3 Organize and prioritize responsibilities to provide care that is safe, effective, and efficient
1.4 Interpret laboratory data, imaging studies, and other tests required for the area of practice
1.5 Make informed decisions about diagnostic and therapeutic interventions based on patient information and preferences, up-to-date scientific evidence, and clinical judgment
1.6 Develop and carry out patient management plans
3.9 Obtain and utilize information about individual patients, populations of patients, or communities from which patients are drawn to improve care
3.10 Continually identify, analyze, and implement new knowledge, guidelines, standards, technologies, products, or services that have been demonstrated to improve outcomes

Click [here](#) to view the Curriculum Inventory standardized vocabulary list of instructional methods, assessment methods, and resources.

Academic Levels are major progression intervals in the curriculum. The concept is similar to that of 'curriculum year,' but the time intervals do not necessarily correlate to a 9-12 month period of time. While most schools are still planning in 7-12 month increments, medical schools are implementing variations on these time periods. The chart below shows the number of schools using each time increment in each Academic Level.



Any academic level over 4 has not been included in the Distribution of Lengths of Academic Levels for US Schools in 2017 graph.

The data underlying this report comes from events, sequence blocks, and competencies provided by participants in the Curriculum Inventory. In order to identify relevant materials, we conducted a search of those fields using the following terms and phrases. Words and terms in the lists are taken directly from the supplied content; there may be misspellings and multiple abbreviations may be used for the same concept. If you have additional terms you would like to recommend, please contact us at [ci@aamc.org](mailto:ci@aamc.org).

The fields contained at least one word from the first group adjacent to a word from the second group

Group 1

Translational, Translate, Translating, Implementation

Group 2

Science, Science, Scientist, Scientists, Medicine, Research, Researcher, Researchers, Investigator, Investigators, Knowledge, Disciplines