

## A Guide to AAMC Curriculum Inventory Verification Report – 2019

### OVERVIEW:

This document reviews improvements in the Verification Report provided to schools after a successful Curriculum Inventory (CI) data submission during the season opening August 1, 2019 and closing September 30, 2019. The CI submissions during this cycle are for the 2018-19 school year. This document includes sample data to illustrate the functions of each table within the Verification Report. A sample of this updated Verification Report, as well as a sample of the previous Verification Report format are available on the CI website under [Resources to Use Your CI](#).

The 2019 Verification Report will have a header which includes school name and the report title. This header will appear on each page of the report to help readers identify the source of the material. The footer of the report will contain the “date submitted” field, which shows the date your school’s CI submission (in an XML file format) was sent.



*2019 Verification Report – Header*



*2019 Verification Report – Footer*

Some terms throughout the Verification Report are in blue hyperlink text – some of these hyperlinks will direct you to external resources. Some hyperlinks will direct you to other places within the report (as an example, tables that have data related to each other will have connecting links).

## OPENING PAGE:

The components of the Verification Report's opening page remain unchanged; however, text changes and additional explanation have been added for clarity. For example, updates were made to the Background section of the opening page and there is now a new Table of Contents:

### BACKGROUND

The Curriculum Inventory (CI) Verification Report is a report medical schools receive after participating in the Association of American Medical Colleges (AAMC) Curriculum Inventory (CI). The report summarizes and synthesizes a school's own submitted curriculum data into useful formats and tables. This allows schools to verify that their curricular data is accurate. The report also provides curricular data in formats which can be used to support a school's efforts towards program evaluation, continuous quality improvement, and accreditation. The AAMC CI captures a large amount of data for each medical school, and the Verification Report represents a portion of a school's submitted curricular data. If a school would like additional curricular reports, either of their own data or of national curricular data, the AAMC form can be found [here](#).

The Verification Report primarily uses tables to display curriculum data. Each table in the Verification Report includes instructions about which curriculum data are used to populate each table. Instructions also include clarifications for the most common misunderstandings about how curricular data is expected to display. If you are having trouble with how a curriculum data table is being populated, [please contact your vendor for assistance](#) or contact [ci@aamc.org](mailto:ci@aamc.org)

The Verification Report's structure is based upon on the [MedBiquitous CI Specifications](#) and the AAMC [CI Business Rules](#) and is copyrighted by the AAMC. Institution, including its advisers and service providers, may reproduce and distribute the report for Institution's internal use only. All other rights reserved except with explicit permission by the AAMC. Please refer to these documents for detailed definitions and explanations. A [list of frequently asked questions \(FAQs\)](#), [in-depth glossary](#), and other resources are available on the [CI website](#). While viewing the Verification Report, you may use the Bookmark function of your viewer to navigate between tables. The Verification Report includes:

GLOSSARY
FILE DETAILS
INSTITUTION DETAILS
PROGRAM DETAILS
ACADEMIC LEVELS
Table 1: Program Expectations Mapped to PCRS
Table 2: Primary Instructional Method by Non-Clerkship Sequence Block
Table 3-A: Non-Clerkship Sequence Block Instructional Time
Table 3-B: Clerkship Sequence Block Instructional Time
Table 4: Instructional Method Counts
Table 5: Non-Clerkship Sequence Block Assessment Methods
Table 6: Clerkship Sequence Block Assessment Methods
Table 7: All Events with Assessments Tagged as Formative or Summative
Table 8: All Resource Types
Table 9: Program Expectations Mapped to Events with Instructional Methods
Table 10: Program Expectations Mapped to Events with Assessment Methods
Table 11: All Sequence Blocks (Course/Clerkship) Overview
Table 12: Sequence Block and Event Catalogue - Instructions

### 2019 Verification Report – Opening Page: Background

In the Glossary section, we've relocated some terms and definitions within the Verification Report so that you can read the definition of an item in the relevant report location. Terms that are used throughout the report or are generally relevant to a large portion of the report will be included in this Glossary.

### GLOSSARY

Most terms within the Verification Report are defined when the term is first displayed within the report and where it is most relevant. For example, the definition for **Academic Levels** is provided in the first section of the report that includes data regarding Academic Levels on page 3. Terms that are used throughout the report or are generally relevant to a large portion of the report are included below. Additional glossary terms can be found [here](#).

• **Academic Year**

The CI submission season occurs August–September each year. You will submit your curriculum from the academic year just completed. For example, if it were August 2019, you would submit the curriculum which occurred from July 1, 2018 through June 30, 2019.

• **Event**

An instructional or assessment session (e.g., lecture, laboratory, exam). A given event can be tagged with both instructional methods and assessment methods, or can be tagged with only instructional methods, or tagged with only assessment methods. An event tagged with only assessment methods is referred to as an Assessment Event.

• **Expectation**

An umbrella term that represents learning objectives, outcome objectives, competencies, etc.

• **Liaison Committee for Medical Education (LCME) Data Collection Instrument (DCI)**

Where we are able, the CI aligns data tables with information necessary to complete the [LCME Data Collection Instrument \(DCI\)](#), which is a form schools complete as part of the accreditation process. The structure of several Verification Report tables is informed by the [2019-20\\_DCI\\_Full\\_2019-04-25.docx](#) as of April 2019.

• **Sequence Block**

An umbrella term to refer to a course, module, unit, block, clerkship, etc.

### 2019 Verification Report – Opening Page: Glossary

Besides Background and Glossary, other components listed on the opening page of 2019 Verification Report includes Files Details, Institution Details, Program Details, and Academic Levels. Regarding File Details, many users may submit their CI data only once and will not need separate File Names for each CI data submission. However, there are some users who submit CI data, review their Verification Report, then make improvements and submit again. It may be important for them to compare files, so we've kept File Name in the Verification Report.

<b><u>FILE DETAILS</u></b>	
<i>The <b>Date Submitted</b> is generated when a successful CI file is submitted. The <b>File Name</b> is created when the CI XML file is uploaded to the CI School Portal. The File Name is provided to you here so that if you need to look up the XML file which generated this PDF, you can match them by name. If you submit an XML file to the CI School Portal more than once, each submission will have a unique File Name.</i>	
Date submitted:	August 1, 2019 02:45 PM EDT
File Name:	CI_06252019_144438
<b><u>INSTITUTION DETAILS</u></b>	
<i>The Enterprise Information System (EIS) ID is an identification number given to an institution by AAMC; it is used for all AAMC-institution interactions, including the CI.</i>	
Institution Name:	Sample Medical School
EIS ID:	118
<b><u>PROGRAM DETAILS</u></b>	
<i>Reporting Start Date must be no earlier than July 1 of the previous year, and the Reporting End Date must be no later than June 30 of the current year. Academic Level and Sequence Block Start and End Dates can be outside the Reporting Start and End Dates, and should reflect the actual Start and End Dates of each Academic Level and Sequence Block.</i>	
Program:	M.D.
Title:	Sample Medical School Curriculum 2018-2019
Reporting Start Date:	2018-07-01
Reporting End Date:	2019-06-30
<b><u>ACADEMIC LEVELS</u></b>	
<i>Academic Levels differentiate student cohorts which progress as a group through the curriculum. For example, you might choose four Academic Levels to represent four years in an MD curricular program; please create the Academic Levels needed to accurately represent your curriculum.</i>	
Number of Academic Levels:	4
Academic Level 1:	08 03-2018 to 06-03-2019
Academic Level 2:	08 03-2018 to 02-03-2019
Academic Level 3:	05 03-2018 to 06-03-2019
Academic Level 4:	07 27-2018 to 06-01-2019

*2019 Verification Report – Opening Page: Other Components*

## DATA TABLES:

All tables are now numbered and have a written explanation below their titles. References to other tables within a specific table description are hyperlinked to enable easy navigation within the report. Another way to navigate the report, if you're using Adobe PDF, is to open Bookmarks. The bookmarked links allow you to easily jump between tables in the Verification Report.

Page breaks are added between each table to better enable you to share different portions of the report with different groups. For example, you may want to share pre-clerkship course information with pre-clerkship faculty, and clerkship information with clerkship directors. This may make the Verification Report more useful and help you avoid asking your faculty to search through the entire report for the sections most relevant to them.

### Table 1: Program Expectations Mapped to PCRS

A single Program Expectation can be related to more than one PCRS competency statement, and a single PCRS competency statement can be related to more than one Program Expectation. Therefore, you might see multiple PCRS within a row for a single Program Expectation.

Program Expectations ID	Program Expectations	Physician Competency Reference Set
PROG_EXP_1	Sample learning objective 1	c0304: Support practice improvement. c0604: Advocate for quality outcome.
PROG_EXP_2	Sample learning objective 2	c0104: Interpret labs/images/tests.
PROG_EXP_3	Sample learning objective 3	c0204: Apply Epidemiology.

2019 Verification Report – Table 1

### Table 2: Primary Instructional Method by Non-Clerkship Sequence Block

Table 2 has been retitled compared to its 2018 version (Primary Instructional Method: Courses). When applicable, we refer to which portions of the LCME Data Collection Instrument (DCI) the data is relevant. Table 2 explanation also shows how mathematical formulas are calculated. When needed, we've improved the formulas.

Non-Clerkship Sequence Blocks (i.e., Courses)	Academic Level	Number of Formal Instructional Hours Per Course					Total
		Lecture	Lab	Small groups	Patient contact	Other	
Food to Fuel	1	0.30	8.20				8.50
The Doctor-Patient Relationship	2	0.15					0.15
Disaster Medicine	3	0.15		1.13			1.28
<b>TOTAL</b>		<b>0.60</b>	<b>8.20</b>	<b>1.13</b>			<b>9.93</b>

2019 Verification Report – Table 2

### Table 3: Instructional Time

Table 3 is made up of “Table 3-A: Non-Clerkship Sequence Block Instructional” and “Table 3-B: Clerkship Sequence Block Instructional Time”. An “Academic Level” column has been added to this table. Notice that this content was previously listed after assessment methods. We’ve moved this up earlier in the report so that instructional information is grouped together, and assessment information is grouped together.

**Table 3-A: Non-Clerkship Sequence Block Instructional Time**

The amount of time (**Total Weeks**) in a Sequence Block is calculated using duration (the number of days divided into 5-day weeks). For example, a 75-day duration Sequence Block will be calculated as 15 weeks. Duration is an optional field for non-clerkship sequence blocks and is provided by you. Only Sequence Blocks with duration values provided will appear in the table below; if you do not see any Sequence Blocks below, it means you have not provided any durations for non-clerkship Sequence Blocks.

The **Average Hours of Instruction Per Week** is calculated by summing the total event duration (hours, minutes) for events tagged with an instructional method divided by the number of weeks in the Sequence Block (as calculated above). This table displays events that are tagged with only instructional methods, and events that are tagged with both instructional methods and assessment methods. It does not include events that are tagged with only assessment methods (i.e., [Assessment Events](#)).

Clerkship instructional time by hours is located in [Table 3-B](#).

Non-Clerkship Sequence Blocks (i.e., Courses)	Academic Level	Total Weeks	Average Hours of Instruction Per Week
The Cardiovascular System	2	12.0	0.01
Surgical Intensive Care Unit	3	4.0	1.57

2019 Verification Report – Table 3-A

**Table 3-B: Clerkship Sequence Block Instructional Time**

Table 3-B may be used to support your response to the [LCME DCI](#) Table 6.0-3.

The amount of time (**Total Weeks**) in a Clerkship Sequence Block is calculated using duration (the number of days divided into 5-day weeks). For example, a 75-day duration Clerkship Sequence Block will be calculated as 15 weeks. Duration is a required field for clerkship sequence blocks and is provided by you.

The **Average Hours of Instruction Per Week** is calculated by summing the total event duration (hours, minutes) for events tagged with an instructional method divided by the number of weeks in the Clerkship Sequence Block. This table displays events that are tagged with only instructional methods, and events that are tagged with both instructional methods and assessment methods. It does not include events that are tagged with only assessment methods (i.e., [Assessment Events](#)).

Non-clerkship instructional time by hours is located in [Table 3-A](#).

Clerkship Sequence Blocks (i.e., Courses)	Academic Level	Total Weeks	Average Hours of Instruction Per Week
Psychiatry Clerkship	4	72.0	0.28

2019 Verification Report – Table 3-B

### Table 4: Instructional Method Counts

Table 4 has been retitled compared to its 2018 version (Primary Instructional Method Count). We have added a column for Number of Non-primary Occurrences of This Method so that Table 4 documents the Number of Events where a certain Instructional Method is tagged as Primary Method, and as Non-Primary Method.

**Table 4: Instructional Method Counts**

This table shows the number of times each **Instructional Method** was used; this differs from [Table 2](#) which groups some instructional methods. The [CI Standardized Vocabulary](#) contains definitions of all Instructional Methods. Each primary instructional method is counted in the **Number of Events Featuring This as the Primary Method** column; events used in multiple sequence blocks will only have their instructional methods counted once in this table so the sum reflects total number of instructional events in your curriculum. Each occurrence of an instructional method that is not indicated as the Primary Method will be tallied in the **Number of Non-primary Occurrences of This Method**. If an instructional method is tagged more than once as non-primary to a given event, each occurrence of the instructional method is counted. If you would like a table similar to the display below but adding academic levels and sequence blocks, please submit your data request [here](#).

Item Code	Instructional Method	Number of Events Featuring This as the Primary Method	Number of Non-primary Occurrences of This Method
IM001	Case-Based Instruction/Learning	0	0
IM002	Clinical Experience - Ambulatory	0	0
IM003	Clinical Experience - Inpatient	0	0
IM004	Concept Mapping	0	0

2019 Verification Report – Table 4

### Table 5: Non-Clerkship Sequence Block Assessment Methods

Table 5 has been retitled compared to its 2018 version (Assessment Methods: Courses) and new explanations have been added for clarity. You'll again find the linkage to the [LCME DCI](#) in the description of Table 5. There are definitions for various terms within the table as well as links to external resources and other tables within the Verification Report. One of the external links directs you to the [LCME DCI Crosswalk](#), which makes explicit which assessment methods are included in the "other" column. As you know, the CI's [standardized vocabulary](#) on instructional methods, assessments, and resources has more options than the LCME DCI explicitly identifies, so the LCME Crosswalk collapses these instructional and assessment methods into LCME categories. The LCME has removed formative feedback from this table in newer iterations of the DCI, but we are continuing to include formative feedback here for those schools that use this data internally for their continuous quality improvement or program evaluation processes.

<b>Table 5: Non-Clerkship Sequence Block Assessment Methods</b>											
Table 5 may be used to support your response to the <a href="#">LCME DCI</a> Tables 9.0-1 and 9.0-2.											
Every <b>Sequence Block</b> that is not a clerkship and contains at least one <a href="#">Assessment Event</a> will appear in this table. An Assessment Event may contain more than one assessment method.; Sequence Blocks that do not have Assessment Events will not appear - events that are tagged with both instructional methods and assessment methods do not appear in this table. If you would like a table similar to the display below but events tagged with both instructional and assessment methods, please submit your data request <a href="#">here</a> .											
Select assessment methods are <a href="#">grouped</a> to assist in completing the <a href="#">LCME DCI</a> . <b>Number of exams</b> is calculated by totaling the number Assessment Events in a sequence block that have assessment methods tagged as summative. When a specific assessment method is employed in a Sequence Block, the corresponding grouping will get an X. If at least one assessment method in an event in the Sequence Block is tagged as formative, the <b>Formative Assessment (Y/N)</b> column will get a Y. If at least one event in the Sequence Block contains <a href="#">AM010, Narrative Assessment</a> <b>Narrative Assessment (Y/N)</b> will get a Y.											
Assessment methods by clerkship are located in <a href="#">Table 6</a> .											
Non-Clerkship Sequence Blocks (i.e., Courses)	Academic Level	Included in Grade								Formative Assessment (Y/N)	Narrative Assessment (Y/N)
		Number of exams	Internal exams	Lab or practical exams	NBME subject exams	OSCE/SP exams	Faculty/resident ratings	Paper or oral pres.	Other		
Service Learning	1	1					X				
Veterans' Care	3	1	X							Y	

2019 Verification Report – Table 5

### Table 6: Clerkship Sequence Block Assessment Methods

Table 6 has been retitled compared to its 2018 version (Assessment Methods: Clerkships). Similar to Table 5, LCME DCI references, term definitions, and explanation of formulas, as well as the addition of Narrative Assessment as a column are highlighted in the table description. The columns in Table 6 slightly differ from those in Table 5 (Non-Clerkship Sequence Block Assessment Methods). Those differences are reflected in the composition of the [LCME DCI Crosswalk](#). As an example, Table 5 (see above) has a column for "Lab or practical exams" and Table 6 does not. This is because the LCME DCI calls for different terms for these two areas, and we've formatted these tables to support your accreditation efforts.

<b>Table 6: Clerkship Sequence Block Assessment Methods</b>									
Table 6 may be used to support your response to the <a href="#">LCME DCI</a> Table 9.0-3.									
Every <b>Sequence Block</b> that is a clerkship and contains one <a href="#">Assessment Event</a> will appear in this table; Sequence Blocks that do not have Assessment Events will not appear - events that are tagged with both instructional methods and assessment methods do not appear in this table. If you would like a table similar to the display below but events tagged with both instructional and assessment methods, please submit your data request <a href="#">here</a> .									
Select assessment methods are <a href="#">grouped</a> to assist in completing the <a href="#">LCME DCI</a> . <b>Number of exams</b> is calculated by totaling the number Assessment Events in a sequence block that have assessment methods tagged as summative. When a specific assessment method is employed in a Sequence Block, the corresponding grouping will get an X. If at least one assessment method in an event in the Sequence Block is tagged as formative, the <b>Formative Assessment (Y/N)</b> column will get a Y. If at least one event in the Sequence Block contains <a href="#">AM010, Narrative Assessment</a> , the <b>Narrative Assessment (Y/N)</b> will get a Y.									
Assessment methods by non-clerkship sequence blocks are located in <a href="#">Table 5</a> .									
Clerkship Sequence Blocks (i.e., Courses)	Academic Level	Included in Grade						Formative Assessment (Y/N)	Narrative Assessment (Y/N)
		NBME subject exams	Internal written exams	Oral exams or presentations	Faculty/resident ratings	OSCE/SP exams	Other		
Emergency Medicine Clerkship	4				X	X	X		Y

2019 Verification Report – Table 6

### Table 7: All Events with Assessments Tagged as Formative or Summative

Table 7 contains all events with assessments tagged as formative or summative combines with a TOTAL value listed on the last row of the table. Notice that this table calculates not the number of events, but the number of times an assessment method is used; this means more than one method of assessment may be used in a single event.

<b>Table 7: All Events with Assessments Tagged as Formative or Summative</b>			
<i>This table counts all assessment methods tagged within events. The <a href="#">CI Standardized Vocabulary</a> contains definitions of all assessment methods. All assessment methods must be tagged as formative or summative. If you tag a single event with the same assessment method (either both formative, both summative, or one formative and one summative), they will both be counted. A single event used in multiple sequence blocks will only be counted once in this table. If you need a data table counting a single assessment event used in multiple sequence blocks separately, please submit your data request <a href="#">here</a>. The <b>Number of Summative Assessments</b>, when summed, represents the total number of assessment methods tagged as summative in your curriculum; the <b>Number of Formative Assessments</b>, when summed, represents the total number of assessment methods tagged as formative in your curriculum.</i>			
Item Code	Assessment Method(s)	Number of Summative Assessments	Number of Formative Assessments
AM001	Clinical Documentation Review	0	0
AM002	Clinical Performance Rating/Checklist	0	0
AM003	Exam - Institutionally Developed, Clinical Performance	3	0

2019 Verification Report – Table 7

### Table 8: All Resource Types

Table 8 lists all the AAMC Standardized Vocabulary resource terms.

<b>Table 8: All Resource Types</b>		
<i>All resources tagged in each event are counted, including multiple occurrences of the same resource within a single event. If you need a data display showing which academic levels and sequence blocks these resources are used in, please submit your data request <a href="#">here</a>.</i>		
Resource Types	Number of Events	Item Code
Animation	0	RE001
Audience Response System	1	RE002
Audio	1	RE003

2019 Verification Report – Table 8

### Table 9: Program Expectations Mapped to Events with Instructional Methods

This is a NEW table to the 2019 AAMC CI Verification report. This table contains Program Expectations Mapped to Events with Instructional Methods. The explanation illustrates how Program Expectations populate the table.

<b>Table 9: Program Expectations Mapped to Events with Instructional Methods</b>				
<i>Ideally program expectations are related to sequence block expectations, which are in turn related to event expectations. Events are tagged with instructional methods, and thus it is possible to generate a report demonstrating the various <b>Instructional Methods</b> ultimately used to measure each program expectation. Each occurrence of an instructional method in the referenced events is counted in the instructional method column. Because events can contain more than one instructional method and multiple instances of the same instructional method, it is possible to have the count of instructional methods be greater than the number of events. This table includes events tagged with only instructional methods, and events tagged with both instructional and assessment methods.</i>				
Program Expectation ID	Program Expectations	Academic Level	Number of Events Having Instructional Methods	Instructional Methods
<a href="#">PROG EXP 2</a>	Sample learning objective 1	1	2	Lecture - 2 Laboratory - 2 Demonstration - 4 Conference - 4
		2	1	Lecture - 1 Demonstration - 1

2019 Verification Report – Table 9

### Table 10: Program Expectations Mapped to Events with Assessment Methods

Table 10 contains Program Expectations Mapped to Events with Assessment Methods. In the 2018 Verification Report, this information was included in Table 9. Two new columns have been added to show Program Expectation ID and Academic Level.

**Table 10: Program Expectations Mapped to Events with Assessment Methods**

*Ideally program expectations are related to sequence block expectations, which are in turn related to event expectations. Events are tagged with assessment methods, and thus it is possible to generate a report demonstrating the various **Assessment Methods** ultimately used to measure each program expectation. Each occurrence of an assessment method in the referenced events is counted in the Assessment Methods column. Because events can contain more than one assessment method and multiple instances of the same assessment method, it is possible to have the count of assessment methods be greater than the number of events. This table includes events tagged with only assessment methods (Assessment Events), and events tagged with both assessment and instructional methods.*

Program Expectation ID	Program Expectations	Academic Level	Number of Events Having Assessment Methods	Assessment Methods
<a href="#">PROG EXP 2</a>	Sample learning objective 1	1	1	Participation - 1
<a href="#">PROG EXP 3</a>	Sample learning objective 2	3	3	Exam - Institutionally Developed, Clinical Performance - 1 Exam - Institutionally Developed, Oral - 1 Exam - Licensure, Clinical Performance - 1 Exam - Institutionally Developed, Written/ Computer-based - 1
		4	2	Participation - 1 Narrative Assessment - 1 Exam - Licensure, Clinical Performance - 1

2019 Verification Report – Table 10

### Table 11: All Sequence Blocks (Course/Clerkship) Overview

This is a NEW table to the 2019 AAMC CI Verification Report. Having this high-level data should allow a Curricular Dean to quickly review the number of events and learning objectives for each course.

**Table 11: All Sequence Blocks (Course/Clerkship) Overview**

*The **Sequence Block Title**, **Sequence Block ID**, **Academic Level**, and **Dates/Duration** are provided by you. The duration (in days), if provided, is converted to 5-day weeks; for example, a 75-day duration sequence block will be calculated as 15 weeks. Particularly in the case of rotational clerkships, you may notice that the duration, as converted to weeks, does not necessarily align precisely with the start and end dates you provided. For example, you may enter a 40-day duration, which converts to 8 five-day weeks, even if the start and end dates you provide are 08-01- 2018 to 05-31-2019.*

*The rows in this table are listed by Sequence Block ID, alphabetically or ascending order (depending on if your sequence block IDs include letters and/or numbers), and are organized according to academic level*

***Number of Events** is the number of events directly referenced by the sequence block in a given row. The **Number of Events** may be blank if a given sequence block contains a nested sequence block with at least one event within it.*

***Referenced Expectations** shows the count of sequence block-level competencies directly referenced by a given sequence block. Ideally, sequence blocks only reference sequence block-level competencies. Other types of competency objects (e.g., program, event) referenced by a sequence block are counted here for your review. For more information on the MedBiquitous Competency Framework, please see [here](#).*

*To see more relationships among sequence-block expectations, program expectations, and event expectations, please see [Table 12-A](#): Sequence Block Expectations and Related Program Expectations, and [Table 12-B](#): Event Expectations and Related Sequence Block Expectations.*

Sequence Block Title	Sequence Block ID	Academic Level	Dates/Duration	Number of Events	Referenced Expectations
Foundations of Medicine	S1	1	08-03-2018 to 06-03-2019 / 0.00 Weeks	5	1 sequence-block-level-competency
The Doctor-Patient Relationship	S2	2	10-03-2018 to 06-03-2019 / 12.00 Weeks	1	0 sequence-block-level-competency
Brain and Behavior	S3	2	01-03-2018 to 04-03-2019 / 9.00 Weeks	5	4 program-level-competency 2 sequence-block-level-competency 2 event-level-competency

2019 Verification Report – Table 11

### Table 12: Sequence Block and Event Catalogue – Instructions

Details about specific sequence blocks/course are packaged in Table 12 with bookmarks to readily support sharing of relevant content with appropriate faculty leaders. Table 12 are made up of Table 12-A: Sequence Block Expectations and Related Program Expectations, Table 12-B: Event Expectations and Related Sequence Block Expectations, and Table 12-C: Event Details. With these tables, faculty leaders can review the portions of the curriculum that they are most familiar with, rather than needing to comb through the entire report. These new tables may increase the length of your Verification Report. We hope these additions enhance your CI data verification process, but also are useful for your internal program evaluation.



### Table 12: Sequence Block and Event Catalogue - Instructions

Your curriculum inventory submission is primarily composed of your sequence blocks and the events they contain. This section of the Verification Report is organized by sequence blocks within each academic level. Below are some explanations you may find helpful. There is a glossary available on [page 2 of the Verification Report](#) and a more in-depth [glossary](#) available on the CI website.

Each sequence block in the below tables will be identified as **Required**, **Required in Track**, or **Optional**. It is possible for a required sequence block to include optional content, and for an optional sequence block to have required content within it. There are two types of clerkships within the CI: rotation or integrated. If a sequence block is not tagged as either a rotation or integrated, it is designated as **"Not indicated as a clerkship"**. It is possible for a sequence block to have the word "clerkship" in its title, but to not be designated as either a rotational or integrated clerkship.

**Nested Sequence Blocks** are an optional way to show sequence blocks nested hierarchically. For example, a school may have a "Diagnostic Procedures" sequence block, and nest several sequence blocks (e.g., Surgery, Obstetrics and Gynecology, Radiology) within it. The title of the sequence block (e.g., Diagnostic Procedures) and each nested sequence block (e.g., Surgery) would appear in the first column of [Table 11](#), under Sequence Block Title.

To help you review your curriculum inventory submission for accuracy, and to provide data for continuous quality improvement, the following sections of your Verification Report will include:

• **Table 12-A: Sequence Block Expectations and Related Program Expectations**

This table shows all sequence block expectations directly referenced by the sequence block, and all program expectations directly related to each sequence block expectation. If your table shows "No direct sequence block level expectation references," this means that no sequence block expectations have been mapped to the sequence block. If your table shows sequence block expectations, but also shows "No directly related program expectations" this means that there are no relationships provided between these sequence block expectations and program expectations. **Program Expectation IDs** are included only when Event Expectations are mapped through Program Expectations, either directly or through mapping to Sequence Block Expectations.

• **Table 12-B: Event Expectations and Related Sequence Block Expectations**

This table shows all events within a given sequence block. It also shows event expectations directly referenced by each event, and the sequence block expectations directly related to each event expectation. If your table shows "No events referenced in the sequence block," this means that the sequence block contains other sequence blocks (i.e., they are nested) which have events. If your table shows "No directly referenced event expectations," this means that no reference between this event and event expectations were provided. If your table shows "No directly related sequence block expectations," this means that a given referenced event expectation was not related to a sequence block expectation.

• **Table 12-C: Event Details**

**Event IDs** and **Event Names** are provided by you. If your table shows "No events referenced in sequence block" in the first column, this means that the sequence block contains other sequence blocks (i.e., they are nested) which have events. **Duration** is calculated by hours and minutes. An event referenced by more than one sequence block will be listed for each sequence block it is referenced by. **Instructional Method** shows all instructional methods, however the method in **bold** text is the primary instructional method for the event; if an instructional method is used more than once in a given event, it will be listed for each use. **Assessment Method** and **Resources** contain all the assessment methods and resources employed in the event. **Keywords** is an optional field that may be used in a number of ways.

### 2019 Verification Report – Table 12 Explanation

#### Sequence Blocks in Academic Level #1: Year 1

##### The Doctor-Patient Relationship

Sequence Block ID: S1  
 Sequence Block Title: The Doctor-Patient Relationship  
 Academic Level: 1  
 Required/Required in Track/Optional: Required  
 Clerkship Type - Rotation/Integrated/Not indicated as a clerkship: Not indicated as a clerkship  
 Dates/Duration: 08-03-2018 to 06-03-2019 / 12.00 Weeks  
 Nested Sequence Block:  
 • Physicianship

##### S1 – The Doctor-Patient Relationship: Sequence Block Expectations and Related Program Expectations

Directly Referenced Sequence Block Expectations	Directly Related Program Expectations ID
Sample course learning objective	<a href="#">PROG_EXP_2</a>

##### S1 - The Doctor-Patient Relationship: Event Expectations and Related Sequence Block Expectations

Event ID : Event Name	Directly Referenced Event Expectations	Directly Related Sequence Block Expectations
E1 : Event1	Describe the three functions of the medical interview	Collect a patient history.
E2 : Event2	Communicate with patients about their perspectives on their health.	Build rapport with patients.

##### S1 - The Doctor-Patient Relationship: Event Details

Event ID : Event Name	Duration	Instructional Method	Assessment Method	Resources	Keywords
E1 : Event1	3 hr 30 min		Participation.		Medical ethics
E2 : Event2	4 hr 6 min	<b>Laboratory.</b> Demonstration. Conference. Conference.		Audience Response System.	Social determinants

### 2019 Verification Report – Table 12 Sample Data

If you have any questions, please feel free to reach out to [ci@aamc.org](mailto:ci@aamc.org) or visit <http://www.aamc.org/cir> for additional resources.