
Learn

Serve

Lead

AAMC and AACOM Services Expansion Overview

For More Information: [AAMC.ORG/AACOM](https://www.aamc.org/aacom)

Originally presented: July 21, 2020



Association of
American Medical Colleges

Agenda

01

AAMC & AACOM Collaboration

02

AAMC Overview

03

Contracted AAMC Programs
(CiM, FIRST, VSLO, CI)

04

Already Accessible AAMC Programs

A History of Cooperation

- The **AAMC**: 172 Accredited MD granting schools in the US and Canada; 89,000 medical students
- **AACOM**: 37 accredited DO-Granting schools in the US; 31,000 medical students
- The AAMC already serves our students:
 - MCAT® exam
 - VSLO®
 - ERAS®
 - Other Services
- Our students learn and practice together
- These services are well-respected services that benefit from use by both DO and MD institutions and students



How did we get here?



2017

Council on Student Affairs

VSLO access started at COMs; the Council on student affairs requested AACOM look into getting Careers in Medicine access at a discount for COMs

2018

Early Discussions

The Board of Deans began discussing working through AACOM to get discounts on Careers in Medicine and other AAMC services. Dr. Shannon approached AAMC to begin discussions

2019

AAMC/ AACOM Meetings

AACOM and AAMC staff begin meeting regularly to discuss an agreement between the two organization for shared services

2019

AACOM Board of Deans Approval

In August, Deans approved the agreement. In November, the agreement was presented and formally approved

2020

Agreement Finalized

The language of the the agreement was finalized and signed in April 2020 with July 1 as a start date. Rollout of the services will continue through 2020.

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AAMC Organizational Highlights

The AAMC leads and serves academic medicine to improve the health of people everywhere

Highlights

Academic Missions

Diversity, Equity & Inclusion

Community Engagement

Advocacy

Student Services

Information & Data

Leadership Development



172 accredited US
and Canadian
Medical Schools

Our members

80+ faculty and
academic societies



400 major teaching hospitals
and health systems



- ### Our Communities
- 173,000 faculty members
 - 129,000 resident physicians
 - 89,000 medical students



The AAMC is
located in
Washington, DC

AAMC Staff
750



Agenda

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Already Accessible AAMC Programs



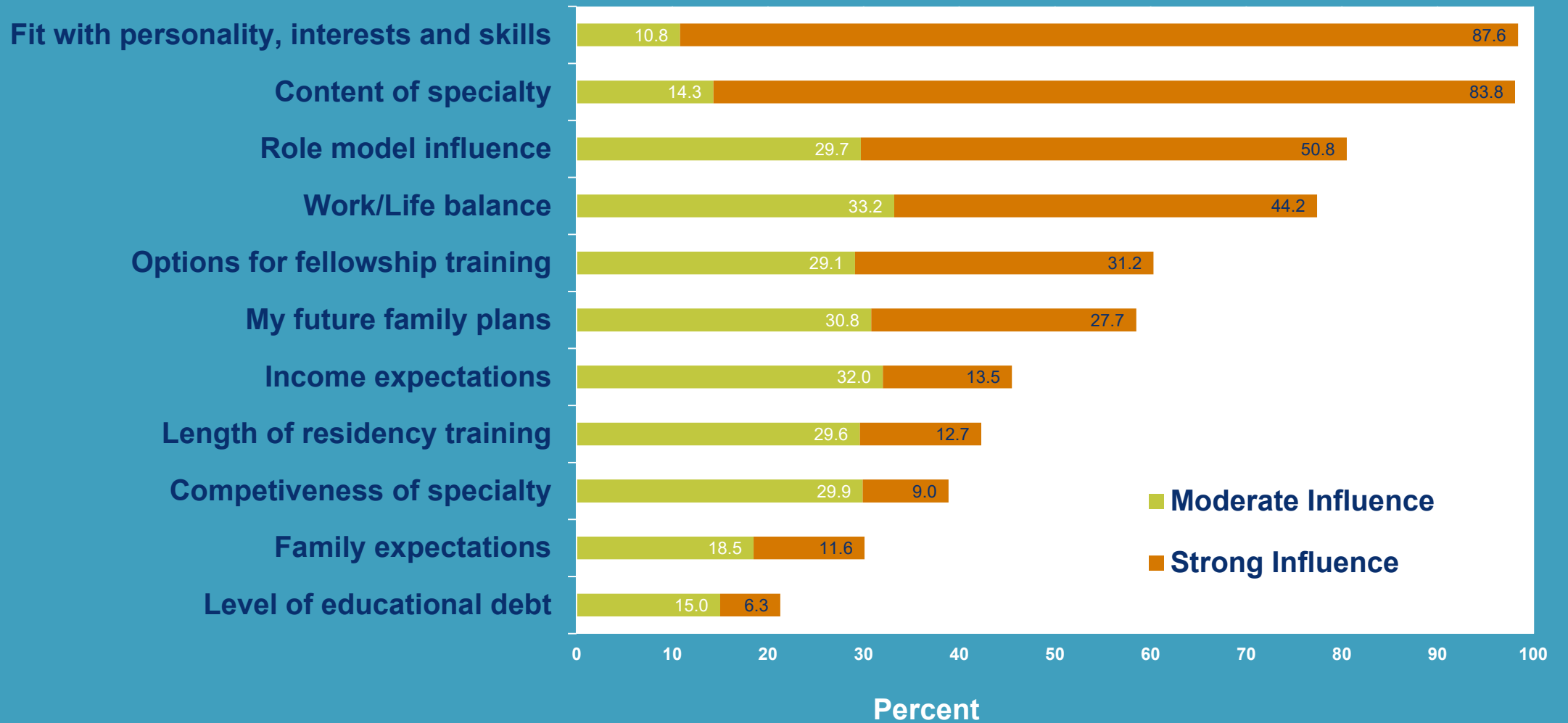
Careers in Medicine (CiM)

2 Pronged CiM Mission

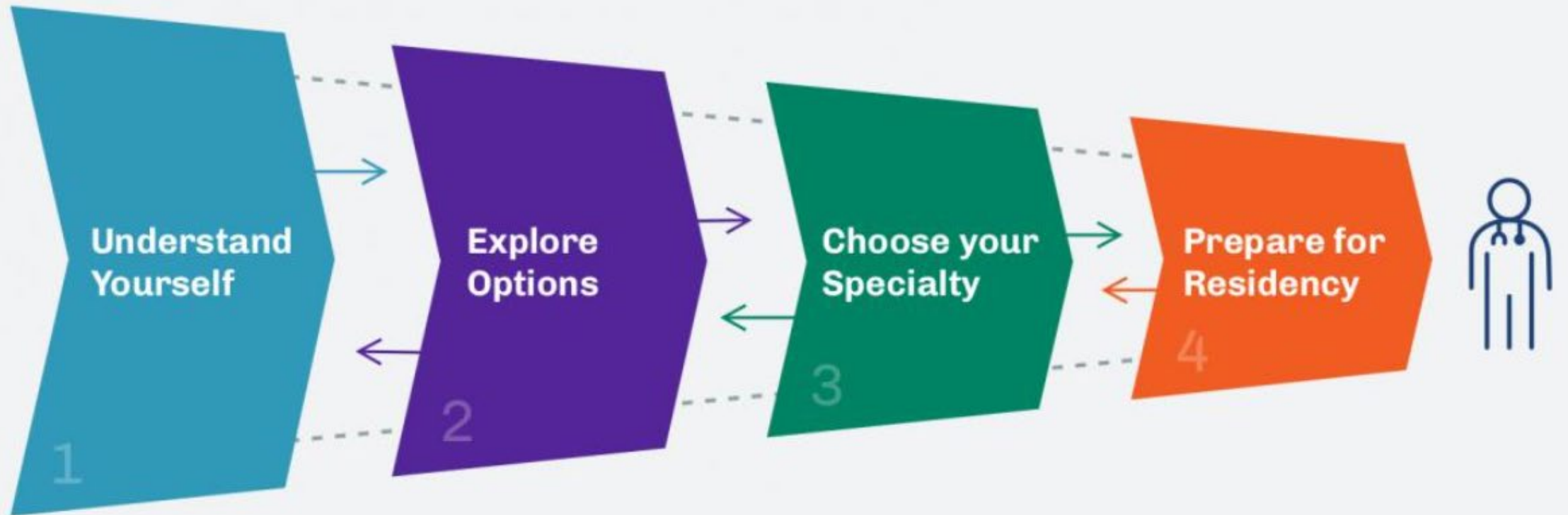
To help medical students (and residents) determine where they fit in the field of medicine and learn how to make good career decisions — in choosing a specialty and throughout one's career as a physician.

To support faculty and staff who provide career planning and advising services

Factors Influencing Specialty Choice



CiM 4-Phase Career Planning Model



CiM for Students



SEARCH CIM

UNDERSTAND YOURSELF >

EXPLORE OPTIONS >

CHOOSE YOUR SPECIALTY >

PREPARE FOR RESIDENCY >

TOOLS >

Specialty Response to COVID-19: Several specialties have released guidance around their application cycle. ▶



CONTACT US

FAVORITES

SIGN IN

Careers in Medicine

Choosing a medical specialty is one of the most significant decisions you'll make. **We can help.**

Learn if you are eligible for a free subscription.

HOW TO ACCESS ▶



Understand Yourself

Self-exploration is essential to a satisfying specialty choice



Explore Options

Knowing about all career options that exist ensures well-informed decisions



Choose Your Specialty

Making a career choice that makes you happy is harder than you think



Prepare for Residency

Much is involved in a the transition from applying to arriving at residency

THE 4 PHASE MODEL ▶

CiM Assessments

[← Back to CiM Website](#)

Careers in Medicine Assessments

Medical Specialty Preference Inventory (MSPI)

[Start New Assessment →](#)

Assessment Date	Status	Actions
11/19/2019	Completed	View Details

The MSPI was revised and updated on May 23, 2018. As part of the update process, all incomplete MSPI assessments had to be removed from the system. Results of assessments completed before May 23 are still available.

[VIEW ALL PREVIOUS REPORTS \(1\)](#)



Physician Values in Practice Scale (PVIPS)

[Start New Assessment →](#)

You have no completed or in-progress assessments at this time.

[VIEW ALL PREVIOUS REPORTS \(0\)](#)



Physician Skills Inventory

[Start New Assessment →](#)

You have no completed or in-progress assessments at this time.

[VIEW ALL PREVIOUS REPORTS \(0\)](#)



Specialty Profile Pages

SORT BY

SPECIALTY A-Z SPECIALTY PATH

Q Search Specialties GO ▶

All A-F G-M N-S T-Z

A

Abdominal Radiology , Diagnostic Radiology	Addiction Psychiatry , Psychiatry	Adolescent Medicine , Pediatrics
Adult Cardiothoracic Anesthesiology , Anesthesiology	Adult Reconstructive Orthopaedics , Orthopaedic Surgery	Advanced Heart Failure and Transplant Cardiology , Internal Medicine
Allergy and Immunology	Anatomic and Clinical Pathology	Anesthesiology
Anesthesiology 🍀		

B

Biochemical Genetics , Medical Genetics	Blood Banking-Transfusion Medicine , Anatomic and Clinical Pathology	
--	---	--

C

Cardiology , Internal Medicine 🍀	Cardiothoracic Radiology , Diagnostic Radiology	Cardiovascular Disease , Internal Medicine
Chemical Pathology , Anatomic and Clinical Pathology	Child Abuse Pediatrics , Pediatrics	Child and Adolescent Psychiatry , Psychiatry
Child Neurology , Neurology	Clinical Cardiac Electrophysiology , Internal Medicine	Clinical Immunology and Allergy , Internal Medicine 🍀

Emergency Medicine

SHARE: [f](#) [t](#) [in](#) [✉](#) | [📌](#)

OVERVIEW

WORK

SALARY

TRAINING

COMPETITIVENESS

WORKFORCE

RESOURCES

Emergency medicine focuses on the immediate decision making and action necessary to prevent death or any further disability both in the pre-hospital setting by directing emergency medical technicians and in the emergency department. The emergency physician provides immediate recognition, evaluation, care, stabilization, and disposition of a generally diversified population of adult and pediatric patients in response to acute illness and injury. A high-pressure, fast-paced, and diverse specialty, emergency medicine requires a broad base of medical knowledge and a variety of well-honed clinical and technical skills. The practice is primarily hospital emergency department-based, but with extensive pre-hospital responsibilities for emergency medical systems. The care provided by the emergency physician is episodic in nature and involves a full spectrum of physical and behavioral conditions.

SOURCE [+](#)

Subspecialties

Emergency Medical Services

Medical Toxicology

Pediatric Emergency Medicine

Sports Medicine

Undersea & Hyperbaric Medicine

Residency Explorer™ Tool About FAQ Help



RESIDENCY EXPLORER™ TOOL

The Residency Explorer tool will allow you to explore and compare residency programs in 23 specialties and compare your profile to applicants who matched at each program.

We encourage you to consult with a trusted advisor or mentor as you research programs.

To begin using the Residency Explorer tool, click Login to Account and sign in using your AAMC username and password. If you do not have an AAMC account, follow the steps to create an account.

[Login to Account](#)

The Residency Explorer tool delivers insights about residency programs based on original-source, verified data.



AAMC



aacom®
AMERICAN ASSOCIATION OF
COLLEGES OF OSTEOPATHIC MEDICINE



Accreditation Council for
Graduate Medical Education



AMA



ECFMG®



fsmb
FEDERATION OF
STATE MEDICAL BOARDS



THE MATCH
NATIONAL RESIDENT MATCHING PROGRAM®



NBME™



NBOME
NATIONAL BOARD OF OSTEOPATHIC MEDICAL EXAMINERS

The Residency Explorer tool allows students to explore and compare residency programs in 23 specialties and compare their profile to applicants who matched at each program.

CiM Onsite and AAMC Site Training



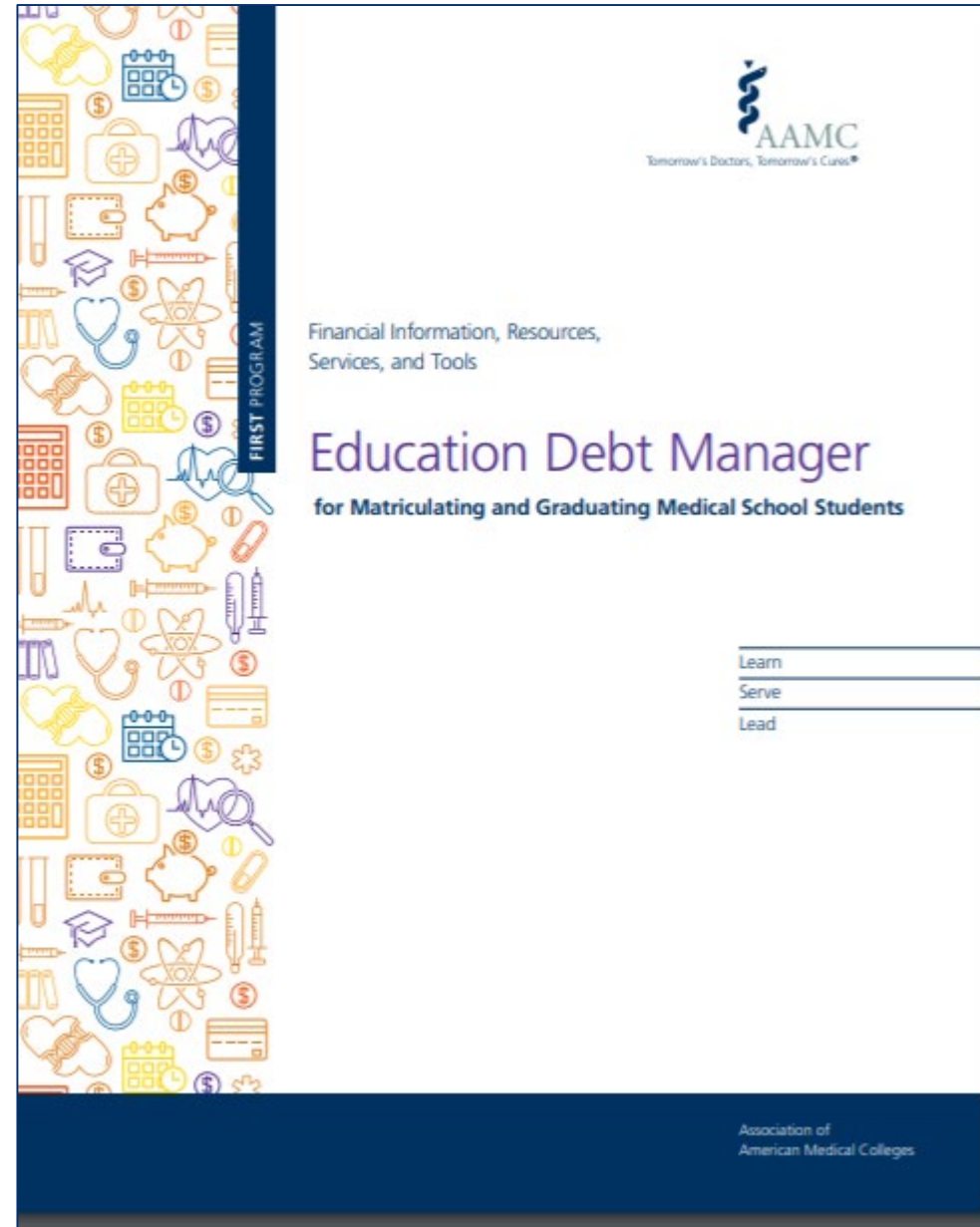


Financial Information, Resources, Services, and Tools (FIRST)

FIRST Mission

To empower medical school students to borrow wisely and repay responsibly

To support the medical school staff who provide financial aid advising services



What is the FIRST Program?

The screenshot displays the AAMC FIRST program website. At the top, there are navigation tabs: "Choosing a Medical Career", "Applying to Medical School", "Attending Medical School", "Applying to Residency", and "Training in a Residency or Fellowship". Below the tabs is a home button and social media sharing icons. A banner at the top right encourages registration for a webinar on April 24, 2020, titled "The Best Income-Driven Repayment (IDR) Plan During Residency". The main content area is titled "Financial Aid" and includes a search bar for "Search Financial Aid Resources". Below the search bar are three featured sections: "MedLoans® Organizer and Calculator (MLOC)", "AAMC Financial Wellness", and a section titled "Thinking about how you will pay for medical school?".

Choosing a Medical Career | Applying to Medical School | Attending Medical School | Applying to Residency | Training in a Residency or Fellowship

Home | Share | f | t | in | e

Register to participate in the April 24, 2020, webinar titled "The Best Income-Driven Repayment (IDR) Plan During Residency" x

Financial Aid

Whether you're thinking about how to pay for medical school, manage your finances during medical school, or determine your loan repayment options after medical school, with AAMC's FIRST (Financial Information, Resources, Services, and Tools) program you'll find unbiased, reliable guidance along your pathway to medical school and beyond.

Search Financial Aid Resources

Find a complete list of all financial aid resources, services, and tools.

Search Now >

MedLoans® Organizer and Calculator (MLOC)

The MedLoans® Organizer and Calculator was developed to assist medical students and residents with managing their education debt.

Learn More >

AAMC Financial Wellness

Access free financial calculators, articles, and videos to help you create a budget, track your spending, create financial goals, and enhance your financial knowledge about credit, financial planning, money management, and more!

Thinking about how you will pay for medical school?

It's important to map out your financial plan before you begin medical school. FIRST can provide information on how to finance the cost of your medical education.

The AAMC's FIRST program provides students and residents with student loan and money management resources.

The program also offers on-campus debt management and repayment strategy workshops, live webinars, and consultation services for the financial aid staff of medical schools.

Visit aamc.org/first to learn more

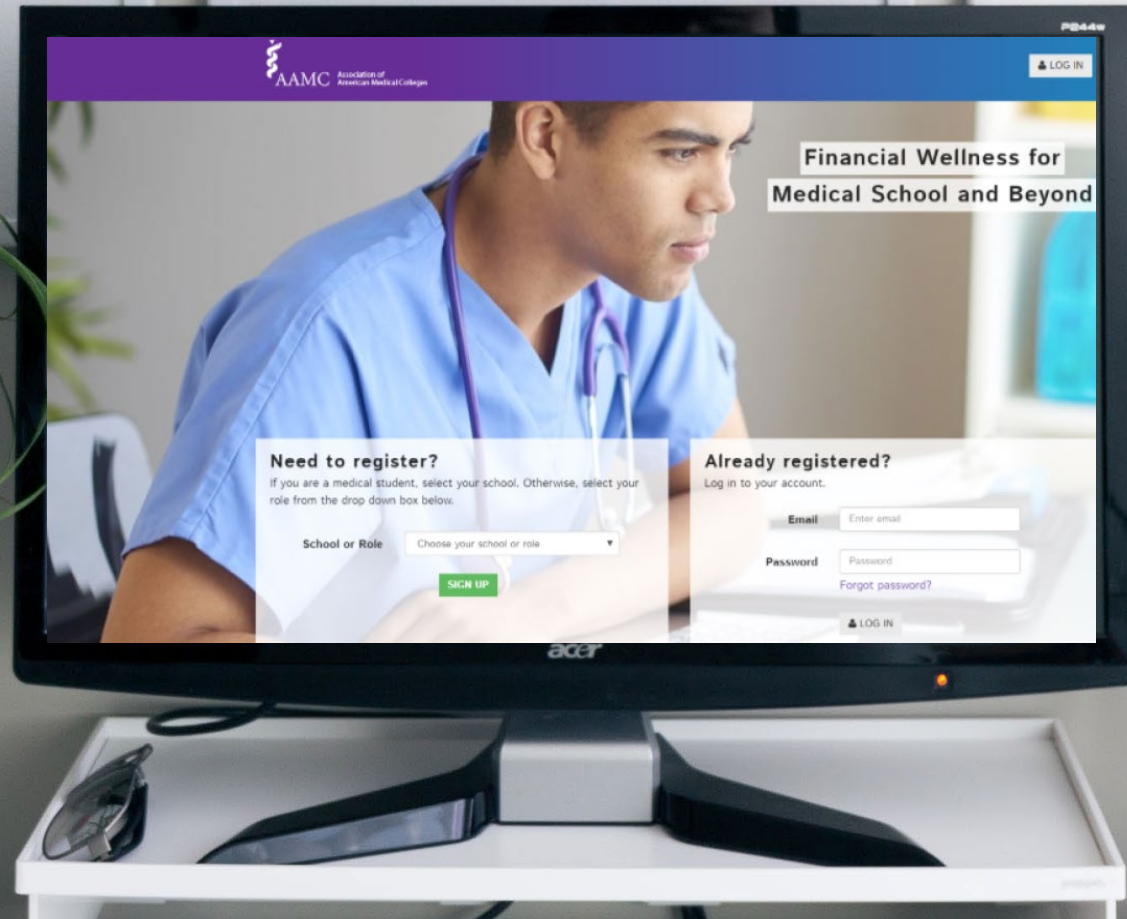
First Videos and Webinars

Popular Webinars

- The Current State of PSLF
- Home Financing for Medical Grads
- 7 Steps to Increase Your Credit Score
- Residency Application & Interviewing Costs
- Financial Planning for Medical Residents
- Managing Student Loans During Residency
- Financial Tips for a Premed Student
- Financial Tips – Saving and Budgeting
- Strategies for Repaying Private Loans
- Unexpected Costs After Medical School
- How to Live and Save During Residency
- Should I Rent or Buy During Residency

aamc.org/videoconferences

Financial Wellness



aamc.org/financialwellness

Financial Wellness Post Login Screen

Welcome, Julie!

You Have a Course Available

Click below or visit [Courses](#) for full details.



Managing Credit

Credit reports and scores, credit vs. debit cards, reading your credit report, plus more.
New!

Today @ AAMC Financial Wellness







Understanding Down Payments

A large downpayment isn't always needed to buy a home, but let's take a look at how down payments can affect your total mortgage costs.



Day three of This Week's Crash Course in Buying a Home.

Dashboard

-  Monthly Budget
-  Track Spending
-  Checklist
2 tasks to do
-  Financial Goals
4 goals set
-  Exercises & Calculators
-  Portfolio

Featured Tools

Show More ▾



Identity Theft Assessment

Protect your data and protect your identity.



Budget Tracking

Get September off to a great start with budget tracking!



Get Your Credit Report

Learn about the free Annual Credit Report service.



MedLoans® Organizer and Calculator (MLOC)

Choosing a Medical Career

Applying to Medical School

Attending Medical School

Applying

Financial Aid

Register to participate in the Mar 8, 2019, webinar titled "Loan Repayment and Financial (Repayment) Testimonies"

MedLoans® Organizer and Calculator (MLOC)


The MedLoans® Organizer and Calculator (MLOC) was developed to assist medical students and residents with managing their education debt. The MLOC provides a secure location to organize and track student loans while also displaying possible repayment plans and costs based on the borrower's student loan debt.




MedLoans® Organizer and Calculator (MLOC®)


MedLoans® Organizer Screen: Loan List


MedLoans® Organizer

 Add Loan

 Upload Aid Data

 Clear Loans

 Change marital status

 Print Loans

Current marital status: Married to Non-MD

By Academic Year

By Loan Type

By Borrower

2017-2018 (1 Loan)

\$20,000 

2015-2016 (3 Loans)

\$63,525 

2014-2015 (2 Loans)

\$52,722 

Total Loans

\$136,247

DISCLAIMER

This organizer provides estimates intended for use as a planning guide only. While we believe this material to be complete, we cannot guarantee the accuracy or timeliness of this information. Please contact your loan servicer(s) to discuss the exact terms of your loan(s). You may also want to consult a qualified professional for assistance in analyzing your overall financial situation.

MedLoans Screen: Input Values

MedLoans® Calculator

Marital Status	Married to non-MD
Spouse current salary	\$ 235,000
Total Residency/Fellowship Yrs	8 years
Expected first year residency stipend [?]	\$ 25
Expected starting salary post-residency/fellowship [?]	\$ 200,000
Medical school graduation date?	06/2022
Household size	10 persons
From where do you file your taxes?	Continental US
Select repayment scenario [?]	Compare Income-Driven Plans (REPAYE vs PAY...

Submit

Repayment Summary Table

Marital Status : **Married to Non-MD** Total Loans: **\$136,247** Repayment Scenario : **Start Full Repayment** Res. Yrs. : **8** Res. Stipend : **\$65,000 (\$5,417/month)** Post-Res. Salary : **\$120,000 (\$10,000/month)** Grad Date : **6/2022** HH Size : **3** Loc : **Continental US** Spouse Salary : **\$97,000 (\$8,083/month)**

NOTE: These are estimates only, based on federal regulations, and are subject to change. Contact your loan servicer(s) to discuss your exact balance, payment amounts, and IDR eligibility. The calculator does not verify IDR eligibility based on the academic years of your loans but it does verify IDR eligibility based on income levels.

TOTAL Repayment Summary ^

Repayment Plan	Total Years (includes residency/ fellowship)	Monthly Payment	Monthly Payment Cap	Total Repayment	PSLF Paid/Forgiven (for me only)	Program Forgiveness
REPAYE	14	Res.: \$1,070 - \$1,468 Post-Res.: \$1,705 - \$2,000	N/A	\$249,993	Paid: \$162,521 Forgiven: \$77,561	N/A
PAYE	16	Res.: \$1,070 - \$1,468 Post-Res.: \$1,705 - \$2,132	Me: \$2,145 Spouse: \$0	\$295,200	Paid: \$162,521 Forgiven: \$111,232	N/A
Standard	10	Res.: \$2,153 Post-Res.: \$2,153	N/A	\$247,278	Paid: N/A Forgiven: N/A	N/A
Extended	23	Res.: \$1,259 Post-Res.: \$1,259	N/A	\$323,592	Paid: N/A Forgiven: N/A	N/A
Income-Based	N/A	Res.: \$0 Post-Res.: \$0	Me: \$0 Spouse: \$0	N/A	Paid: N/A Forgiven: N/A	N/A

Income Driven Plans

Revised Pay As You Earn Repayment ?

[View Details](#)

Total Repayment over 14 years: \$249,993

Monthly Repayment: \$1,070 - \$2,000

Total Interest: \$113,746

[REPAYE 25-yr. Forgiveness:](#) \$0

[PSLF 10-yr. Forgiveness:](#) \$77,561



Pay As You Earn Repayment ?

[View Details](#)

Total Repayment over 16 years: \$295,200

Monthly Repayment: \$1,070 - \$2,132

Total Interest: \$158,953

[PAYE 20-yr. Forgiveness:](#) \$0

[PSLF 10-yr. Forgiveness:](#) \$111,232

Monthly payment cap for PAYE eligible loans:



**The FIRST
program offers in-
person and virtual
presentations and
training.**

Key FIRST Staff



Julie Fresne
Senior Director
Student Financial and Career
Advising Services



Julie Gilbert
Sr. Education Debt
Management Specialist



Nicole Knight
Sr. Education Debt
Management Specialist &
Trainer



Visiting Student Learning Opportunities™ VSLO®

Important Program Definition

Visiting Student Learning Opportunities™ VSLO® Program

This is the overall program that includes the U.S. and the Global Networks, webinars, meetings, resources, and the application service.

Visiting Student Application Service- VSAS®

The application service, which is part of the VSLO program.

What is the VSLO Program?



The VSLO program is comprised of a **network** of vetted institutions that facilitates **student mobility**, to and from the United States and from one international site to another, providing valuable medical education and training, while strengthening national, regional and international **collaboration** in the **health professions**.

Primary VSLO Contacts (for institutions)



Jenny Samaan, PhD
Sr. Director, VSLO
jsamaan@aamc.org



Sujay Polimati, MBA
Business Development Manager
spolimati@aamc.org

The VSLO Network of Institutions

**U.S. Network: 230
Participating Institutions in
50 states.**

**Global Network: 82
Participating Institutions in 39
nations**

Two Networks: One Program



The U.S. Network: institutions in the U.S. that either send their students to other U.S. medical schools, and/or receive students from other U.S. medical schools.

The Global Network: institutions located in the U.S. and in other countries that either send their students to, and/or receive students from, international institutions.

VSLO Institutional Roles

Each institution in the global and US network can function as a home and/or a host institution



Home Institution: Sends pre-clinical and/or clinical students to Host Institutions.



Host Institution*: Receives applications from clinical or pre-clinical students attending participating Home Institutions.

***Note:** You can add this role to your institutional profile and place students at your affiliated hospital sites.

2019 Calendar Year Application Usage Data

January 1- December 31, 2019

	Total	DO
Applicants	17,920	6,071
Unique Electives	176,721	83,363
Average Unique Electives Applied To		14
Applications Submitted	388,574	212,265
Average Applications Submitted		35

Types of Opportunities, Duration and Students

Types of Opportunities	Observerships	Clinical Rotations	Community-Based Global Health	Research/Hybrid
Level of Students	Pre-clinical	Clinical (4th year-US)	Clinical (5th or 6th year-Int'l)	Graduate Studies
Types of Students	U.S. MD and DO	MPH	International Foreign Nationals	International U.S. Citizens
Duration	2-4 weeks	4 weeks	8 weeks	3-6 months (research)

VSLO Collaboration with Child Family Health International

Child Family Health International

Let the world change you

Connect students with local health professionals and community leaders transforming perspectives about self, global health, and healing.

The AAMC collaboration expands locations and types of opportunities.

Virtual internships and research opportunities are available at CFHI sites.



Visiting Opportunity Examples

Tropical Medicine & Community-Based Care on the Coast of Mexico



Community Health and Native Healing in Hawai'i



Benefits to your College of Medicine

- Provides institutions **streamlined document management** and application processing for U.S. and Global network.
- **Increases offerings** of vetted U.S. and international options for your students.
- Allows greater flexibility than traditional partnership agreements as **no numerical balance** required.
- Facilitates **institutional collaboration** with Networks through listservs and meetings.
- Expands input on **best practices** in student mobility.
- **Simplifies mobility** among your existing partner institutions that are already in the VSLO network.



Contact Us

- **Email:** visitingstudents@aamc.org
- **Website:** aamc.org/vslo

- Jenny: jsamaan@aamc.org
- Sujay: spolimati@aamc.org





Tomorrow's Doctors, Tomorrow's Cures®

AAMC CURRICULUM INVENTORY

www.aamc.org/cir

What is a curriculum inventory (CI)?

- A database that systematically catalogs curriculum experiences, structure, and content. It can be referred to as a curriculum inventory (CI), curriculum database (LCME), or curriculum map (COCA).
- Curriculum changes regularly so keeping documentation up to date is an ongoing effort.
- To be able to trust and use CI data, it needs to be
 - Accurate
 - Complete
- CI captures different kinds of curriculum data. Learn more in the [AAMC CI Orientation](#) video.

Why do schools need a CI?

- ✓ Communicate learning objectives
- ✓ Align content, instruction, assessment, resources
- ✓ Monitor gaps & redundancies
- ✓ Promote comparability across events, courses, schools
- ✓ Formally document curriculum for students, faculty, and others
- ✓ Make evidence-based curriculum change
 - Program/course evaluation
 - Continuous quality improvement (CQI)
 - Accreditation
 - Make progress in curriculum change goals

Why do schools share their CI with AAMC?

- ✓ Identify national trends
- ✓ Benchmark against national norms
- ✓ Consistent standards for CI structure and content
- ✓ Support AAMC's mission to advocate for medical education to media, government, and the public
- ✓ Get access to reports and resources
- ✓ Share your school's innovations and strengths to highlight
- ✓ Provide evidence for accreditation



COCA accreditation standards

Location	Standard
Candidate Submission 6.2	Osteopathic Core Competencies...provide a curriculum map demonstrating how content of these courses will be delivered.
Pre-Accreditation Submission 6.4	Osteopathic Core Competencies...A curriculum map demonstrating how the content of these courses is delivered...
Pre-Accreditation Submission 6.5	Scientific Method...A curriculum map demonstrating how the content of these courses is delivered must be made available during any site visit.
Pre-Accreditation Submission 6.6	Principles of Osteopathic Medicine...A curriculum map demonstrating how the content of these courses is delivered...
Pre-Accreditation Submission 6.7	Self-Directed Learning...A curriculum map demonstrating how the content of these courses is delivered...
Pre-Accreditation Submission 6.8	Interprofessional Education for Collaborative Practice... A curriculum map demonstrating how the content of these courses is delivered...

Reports on our website

<https://www.aamc.org/curriculumreports>

50+ publicly available reports

CI and LCME Part II data

Search by category:

1. Curriculum content
2. Curriculum design and structure
3. Curriculum policy
4. Programs and institutions
5. Instruction
6. Assessment

Tutorial – Accessing reports: <https://vimeo.com/382628129>

Curriculum Reports

Curriculum reports include graphical interpretations of aggregate and historical curriculum data. Reports are based on two sets of data:

- The AAMC Curriculum Inventory, which includes detailed curriculum data uploaded each year by U.S. and Canadian medical schools.
- The Liaison Committee on Medical Education (LCME) Annual Questionnaire, Part II, which includes curriculum policy and structure data from all U.S. AAMC-member medical schools. **Because of year-to-year changes in the questionnaire, not all data points in the reports below are available for all years.**

Curriculum data report requests:

In addition to the publicly available curriculum reports searchable below, faculty from medical schools which participate in the annual AAMC Curriculum Inventory (CI) are eligible to make free custom curriculum data report requests. **Please submit your data requests [here](#).** Please try to limit your request to a single curriculum topic per request. Please be sure to clearly document your research and publication intentions along with your data request.

Legislative and media requests:

For legislative requests, please contact Tannaz Rasouli (trasouli@aaamc.org).

For media requests, please click [here](#).

Referencing Curriculum Inventory Charts in Publications:

Association of American Medical Colleges. Name of Chart. AAMC Curriculum Inventory, 20xx-20xx. [Direct link to chart]. Accessed {Date}.

Referencing Liaison Committee on Medical Education (LCME) Annual Questionnaire Part II Data Charts in Publications:

Association of American Medical Colleges. Name of Chart. Liaison Committee on Medical Education (LCME) Annual Questionnaire Part II, 20xx-20xx. [Direct link to chart]. Accessed {Date}.

Sample website report: Instructional Methods

1. Many reports have drop-down menus
2. Click on Academic Levels to show stacked bar graph
3. Description of the chart, and the source of the data
4. Download into printable format (e.g., PDF, etc.)
5. Download data in Excel to perform more analyses

Use of Instructional Methods: Case-Based Instruction Learning

The data below represent a given instructional method (e.g., lecture) as a percentage of all instructional methods used in a given academic year. For example, if lecture is presented as 52.7% in 2017-2018, that means that of all instructional methods used in 2017-2018 (i.e., 100%), lecture was 52.7% of the total 100% assessment methods used.

1

2

Please select a method: Case-Based Instructor

View Academic-Level Details

Academic Year	n	N	Level 1	Level 2	Level 3	Level 4	Level 5 and Above
2012-2013	80,198	90	1.5%	1.0%	1.0%	0.5%	0.6%
2013-2014	110,023	118	1.5%	1.2%	1.0%	0.5%	0.6%
2014-2015	132,018	132	1.5%	1.8%	1.0%	0.5%	0.9%
2015-2016	139,647	139	1.5%	1.8%	1.0%	0.5%	1.0%
2016-2017	140,662	133	1.5%	1.7%	1.0%	0.5%	0.9%
2017-2018	139,397	128	1.5%	1.8%	1.0%	0.5%	1.0%

5

Download Data (Excel)

3

n indicates the total number of events linked with instructional methods in a given academic year.
 N indicates the total number of medical schools that contributed to the AAMC Curriculum Inventory in a given academic year.

Notes:
 The data in the chart above come from the AAMC Curriculum Inventory. An event is a sub-element of the Curriculum Inventory. An event can be linked to one or more instructional methods, but for the purposes of this chart, the primary instructional method assigned by schools to each event are displayed. Click [here](#) to see a list of all possible instructional methods.
 Source: AAMC Curriculum Inventory, 2012-2013 through 2017-2018.



The functionality of the chart may vary across devices and browsers.

4

Print chart
 Download PNG image
 Download JPEG image
 Download PDF document
 Download SVG vector image

Reports on CI Portal

- Available August 2021 once you upload CI data to AAMC
- Your school's Verification Reports (up to the last 10 years)
- Your school's Accreditation Support Report (formatted for LCME DCI)
- National aggregate curriculum reports
 - Pain management
 - Biostatistics
 - Geriatrics
 - Etc.

Curriculum Inventory Verification Report©

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

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: Sequence Block Instructional Time
Table 3: Instructional Method Counts
Table 4: All Events with Assessments Tagged as Formative or Summative
Table 5: All Resource Types
Table 6: Program Expectations Mapped to Events with Instructional Methods
Table 7: Program Expectations Mapped to Events with Assessment Methods
Table 8: All Sequence Blocks (Course/Clerkship) Overview
Table 9: Sequence Block and Event Catalogue - Instructions

Who is invited?

U.S. and Canadian medical schools

What is collected?

Many data points, such that the AAMC CI is millions of data points.

Data includes things like:

- Structure, like courses, modules, threads across time
- Program objectives and links to the [Physician Competency Reference Set \(PCRS\)](#)
- Course titles, descriptions, learning objectives
- Event titles, descriptions, learning objectives, keywords, instructional methods, assessment methods, resources
- Timing and duration of courses and events



<h2>Resources to Establish Your CI</h2>	<h2>Resources to Use Your CI Effectively</h2>	<h2>Resources for Developers</h2>
<ul style="list-style-type: none"> • CI Newsletters • <i>Building Better Curriculum</i> webinar series • Physician Competency Reference Set (PCRS) • Standardized vocabulary for instructional methods, assessment methods, and resources 	<ul style="list-style-type: none"> • <i>Curriculum in Context</i> publication series • Medical school schematics • Sample Verification Report • Guide to the Verification Report 	<ul style="list-style-type: none"> • CI participating vendor list • MedBiquitous CI technical standards • AAMC CI Business Rules • XML file example

These are selected resources. Find them all on [aamc.org/cir](https://www.aamc.org/cir)

Get Started with CI

- Subscribe to AAMC CI communications at by emailing: ci@aamc.org.
- Visit the CI website
- Watch our orientation video: “Resources to Establish Your CI”

Agenda

01

AAMC & AACOM collaboration

02

AAMC Overview

03

Contracted AAMC Programs
(CiM, FIRST, VSLO, CI)

04

Already Accessible AAMC Programs

AAMC Store (Medical Publications)



Browse and purchase a variety of academic publications 24/7 in the AAMC Store. The AAMC Store offers publications for medical students and academic medicine professionals. Examples include:

- [AAMC Faculty Salary Report](#)
- [Diversity and Inclusion in Academic Medicine](#)
- [Leading: Top Skills, Attributes, and Behaviors Critical For Success](#)
- [Core Entrustable Professional Activities for Entering Residency](#)

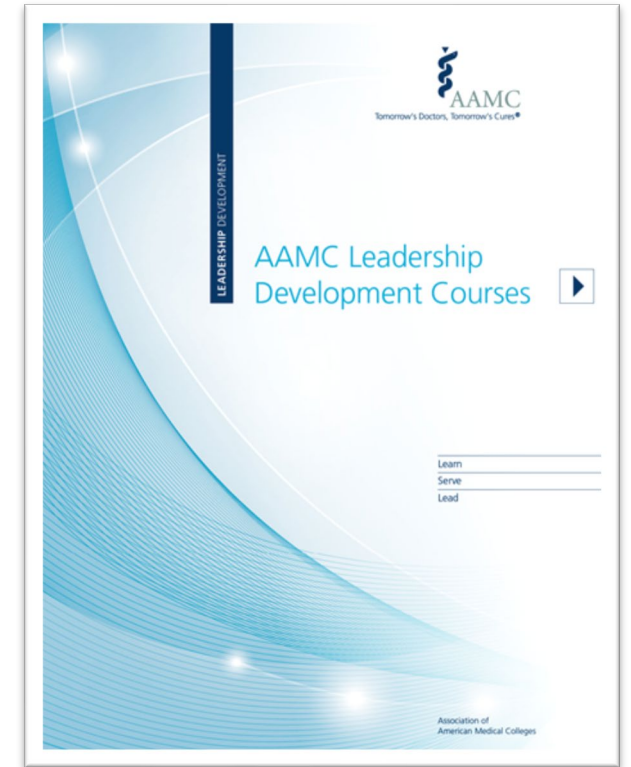
store.aamc.org

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For AACOM members, access may be available to specific Leadership Development programs, as well as certain virtual programs hosted by AAMC affinity groups and the AAMC Annual Meeting. Discover tactics, insights, and programming designed exclusively by and for academic medicine professionals. From engaging with leading subject matter experts to forging valuable relationships with peers, our specialized offerings empower individuals and enable institutions to thrive.

[Learn more](#)



Academic Medicine (Journal)



Academic Medicine serves as an international forum for the exchange of ideas, information, and strategies to address the major challenges facing the academic medicine community as it strives to carry out its missions in the public interest. The journal's areas of focus include: education and training issues; health and science policy; institutional policy, management, and values; research practice; and clinical practice in academic settings.

Members of the AACOM community are invited to submit articles.

Email: academicmedicine@aamc.org

- Subscribe to the [AM Rounds blog](#)
- Subscribe to the [Academic Medicine Podcast](#)
- Follow [@AcadMedJournal](#) on Twitter

Learn Serve Lead 2020: The Virtual Experience

HIGHLIGHTED SPEAKERS



Ibram X. Kendi, PhD
Bestselling Author,
Founding Director, Boston
University Center for
Antiracist Research



Nikole Hannah-Jones
Investigative Journalist,
The New York Times;
Creator, 1619 Project



Ann Curry
Award-Winning Journalist,
Executive Producer,
and Reporter



Diane Rehm
Former NPR Radio Host;
Host, *On My Mind* Podcast;
Author



David J. Skorton, MD
President and CEO, AAMC



Joseph E. Kerschner, MD
Chair, AAMC Board of Directors;
Dean, School of Medicine, and
Executive Vice President and
Provost, Medical College
of Wisconsin

- Learn Serve Lead is the AAMC's annual meeting and will take place Nov 16-18
- This event serves as a learning opportunity for the academic medicine community and is typically attended by 3,000+ senior leaders
- This year, the event will take place virtually.
- The virtual event will feature speakers, content for the academic medicine community, and discussions about COVID-19.
- Registration for 2020 opens in August.

MedEdPORTAL®



Visit: mededportal.org

MedEdPORTAL is a MEDLINE-indexed, open-access journal of teaching and learning resources in the health professions published by the Association of American Medical Colleges (AAMC), in partnership with the American Dental Education Association.

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