

## 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 and complete. 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.

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 questions 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 as referenced in the [CI Portal User Guide](#) and is copyrighted by the AAMC. Please refer to these documents for detailed definitions and explanations. Medical schools, including their advisers and service providers, may reproduce and distribute this report for Institution's internal use only. All other rights reserved except with explicit permission by the AAMC. 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:

|   |
|---|
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Remember this is an abbreviated sample report so you can see the report format and how data is displayed. A real curriculum's report would have a lot more data.

## FILE DETAILS

The **Date Submitted** is generated when a successful CI file is submitted. The **File Name** is created when the CI XML file is uploaded to the CI 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 Portal more than once, each submission will have a unique File Name.

|                 |                             |
|-----------------|-----------------------------|
| Date submitted: | August 1, 2021 09:36 AM EDT |
| File Name:      | SampleU2022CIVERSION1       |

## INSTITUTION DETAILS

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.

|                   |                                      |
|-------------------|--------------------------------------|
| Institution Name: | Sample University School of Medicine |
| EIS ID:           | 132024                               |

## PROGRAM DETAILS

**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. 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 Sequence Block.

|                       |  |
|-----------------------|--|
| Program:              | Sample University School of Medicine                     |
| Title:                | Sample University School of Medicine 4-year M.D. Program |
| Reporting Start Date: | 2020-07-01   |
| Reporting End Date:   | 2021-06-30   |

## ACADEMIC LEVELS

**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. **Start Date**, **End Date**, and **Total Number of Weeks** are calculated using the earliest Sequence Block Start Date and latest Sequence Block End Date for Sequence Blocks included in a given Academic Level. The number of days between those dates is divided by 7 to determine the number of weeks.

Number of Academic Levels: 4

| Academic Level Number | Title                                 | Start Date | End Date   | Total Number of Weeks |
|-----------------------|---------------------------------------|------------|------------|-----------------------|
| Academic Level 1      | Year 1: Foundations of Medicine Phase | 08-03-2020 | 06-03-2021 | 43.43 Weeks           |
| Academic Level 2      | Year 2: Science of Medicine Phase     | 08-03-2020 | 02-07-2021 | 26.86 Weeks           |
| Academic Level 3      | Year 3: Clinical Medicine Phase       | 05-03-2020 | 06-03-2021 | 56.57 Weeks           |
| Academic Level 4      | Year 4: Clinician Career Phase        | 07-27-2020 | 06-01-2021 | 44.14 Weeks           |

## Table 1: Program Expectations Mapped to PCRS

The **AAMC assigned-Program Expectations ID** is generated by AAMC. It is referenced again in [Table 6: Program Expectations Mapped to Events with Instructional Methods](#), [Table 7: Program Expectations Mapped to Events with Assessment Methods](#) and [Table 9: Sequence Block and Event Catalogue](#). **Program Expectations** are your written learning objectives which learners achieve by graduation from the academic program. The [Physician Competency Reference Set \(PCRS\)](#) is a set of core competencies which may act as a model set of program expectations; relating your Program Expectations to the PCRS is necessary for AAMC to report school program expectations in aggregate. A single Program Expectation can be related to multiple PCRS, and a single PCRS can be related to multiple Program Expectations. You should see each of your program expectations listed once in the table below; if you see a given program expectation listed more than once, please examine your learning management system for duplicate entries.

| AAMC assigned-Program Expectations ID | Program Expectations   | PCRS ID | Abbreviated PCRS competency statement |
|---------------------------------------|--|---------|---------------------------------------|
| PROG_EXP_1                            | Sample learning objective 1<br>(e.g., Educate and counsel patients to maintain and improve health and prevent disease) | c0205   | Apply Social-Behavioral               |
|                                       |  | c0502   | Address patient needs first           |
| PROG_EXP_2                            | Sample learning objective 2  | c0104   | Interpret labs/images/tests           |
| PROG_EXP_3                            | Sample learning objective 3  | c0204   | Apply Epidemiology                    |

## Table 2: Sequence Block Instructional Time

**Days per Sequence Block** are provided by you. **Total Weeks** per Sequence Block is calculated using duration converted into 5-day weeks; the Start and End Dates you provide are not used to calculate **Total Weeks**. For example, a 75-day Sequence Block will be calculated as 15 weeks. 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 sums 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](#)). This table includes both clerkship and non-clerkship Sequence Blocks. Start/End Dates and Duration are required for clerkship Sequence Blocks. While Duration is not a required field for non-clerkship Sequence Blocks, non-clerkship Sequence Blocks will only appear in the table below if a Duration value is provided. If Sequence Blocks appear to be missing from the table below, please confirm each Sequence Block was included in the submission, and was given a Duration value.



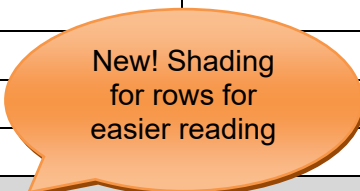
New! "Days" added

| Sequence Block ID | Sequence Blocks (i.e., Courses) | Academic Level Number | Days | Total Weeks | Average Hours of Instruction Per Week |
|-------------------|---------------------------------|-----------------------|------|-------------|---------------------------------------|
| S1                | Foundations of Medicine         | 1                     | 60   | 12.0        | 30.96                                 |
| S6                | The Cardiovascular System       | 2                     | 61   | 12.2        | 24.63                                 |
| S2                | The Doctor-Patient Relationship | 2                     | 61   | 12.2        | 26.27                                 |
| S4                | Neurology Clerkship             | 3                     | 30   | 6.0         | 25.75                                 |
| S5                | Pediatric Sub-Internship        | 4                     | 60   | 12.0        | 29.50                                 |
| S7                | Surgical Intensive Care Unit    | 4                     | 20   | 4.0         | 32.50                                 |

### Table 3: Instructional Method Counts

This table shows the number of times each Instructional Method was used. 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. An event used in more than one Sequence Block, and each instance of the event's accompanying instructional methods, will appear in this table for each Sequence Block in which it is used. The sum total number of events in the table below (in column **Number of Events Featuring This as a Primary Method**) reflects the number of times events with instructional methods occur in your curriculum. Each occurrence of an Instructional Method that is not indicated as the Primary Instructional 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. Only Sequence Blocks referencing events with Instructional Methods will appear in this table. **Total Occurrences of Instructional Methods** sums each occurrence of an instructional method indicated as a primary method of instruction or a non-primary method of instruction. **Total Events using Instructional Methods** is the count of events using any instructional method as a primary method of instruction or a non-primary method of instruction. The total number of occurrences can be greater than the total number of events because events may have more than one non-primary instructional method.

| Item Code    | Instructional Method(s)                 | Sequence Block Title         | Number of Events Featuring This as a Primary Method | Number of Non-primary Occurrences of This Method |
|--------------|---|------------------------------|---|--|
| <b>IM001</b> | <b>Case-Based Instruction/Learning</b>  |                              | <b>Total: 5</b>                                     | <b>Total: 0</b>                                  |
| IM001        | Case-Based Instruction/Learning         | The Cardiovascular System    | 1   | 0  |
| IM001        | Case-Based Instruction/Learning         | Surgical Intensive Care Unit | 1   | 0  |
| IM001        | Case-Based Instruction/Learning         | Foundations of Medicine      | 1   | 0  |
| IM001        | Case-Based Instruction/Learning         | Neuro Clerkship              | 2   | 0  |
| <b>IM002</b> | <b>Clinical Experience - Ambulatory</b> |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM003</b> | <b>Clinical Experience - Inpatient</b>  |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM004</b> | <b>Concept Mapping</b>                  |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM005</b> | <b>Conference</b>                       |                              | <b>Total: 0</b>                                     | <b>Total: 2</b>                                  |
| IM005        | Conference                              | Foundations of Medicine      | 0   | 1  |
| IM005        | Conference                              | Pediatric Sub-Internship     | 0   | 1  |
| <b>IM006</b> | <b>Demonstration</b>                    |                              | <b>Total: 0</b>                                     | <b>Total: 4</b>                                  |
| IM006        | Demonstration                           | Foundations of Medicine      | 0   | 2  |
| IM006        | Demonstration                           | Pediatric Sub-Internship     | 0   | 2  |
| <b>IM007</b> | <b>Discussion, Large Group (&gt;12)</b> |                              | <b>Total: 0</b>                                     | <b>Total: 5</b>                                  |
| IM007        | Discussion, Large Group (>12)           | The Cardiovascular System    | 0   | 1  |
| IM007        | Discussion, Large Group (>12)           | Surgical Intensive Care Unit | 0   | 1  |



New! Shading for rows for easier reading

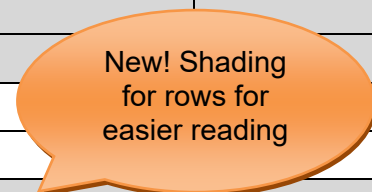
| Item Code    | Instructional Method(s)                  | Sequence Block Title         | Number of Events Featuring This as a Primary Method | Number of Non-primary Occurrences of This Method |
|--------------|--|------------------------------|---|--|
| IM007        | Discussion, Large Group (>12)            | Foundations of Medicine      | 0   | 1  |
| IM007        | Discussion, Large Group (>12)            | Neuro Clerkship              | 0   | 2  |
| <b>IM008</b> | <b>Discussion, Small Group (&lt;=12)</b> |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM009</b> | <b>Games</b>                             |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM010</b> | <b>Independent Learning</b>              |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM011</b> | <b>Journal Club</b>                      |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM012</b> | <b>Laboratory</b>                        |                              | <b>Total: 2</b>                                     | <b>Total: 0</b>                                  |
| IM012        | Laboratory                               | Foundations of Medicine      | 1   | 0  |
| IM012        | Laboratory                               | Pediatric Sub-Internship     | 1   | 0  |
| <b>IM013</b> | <b>Lecture</b>                           |                              | <b>Total: 1</b>                                     | <b>Total: 5</b>                                  |
| IM013        | Lecture                                  | The Cardiovascular System    | 0   | 1  |
| IM013        | Lecture                                  | Surgical Intensive Care Unit | 0   | 1  |
| IM013        | Lecture                                  | Foundations of Medicine      | 1   | 1  |
| IM013        | Lecture                                  | Neuro Clerkship              | 0   | 2  |
| <b>IM014</b> | <b>Mentorship</b>                        |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM015</b> | <b>Patient Presentation - Faculty</b>    |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM016</b> | <b>Patient Presentation - Learner</b>    |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM017</b> | <b>Peer Teaching</b>                     |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM018</b> | <b>Preceptorship</b>                     |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM019</b> | <b>Problem-Based Learning (PBL)</b>      |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM020</b> | <b>Reflection</b>                        |                              | <b>Total: 0</b>                                     | <b>Total: 5</b>                                  |
| IM020        | Reflection                               | The Cardiovascular System    | 0   | 1  |
| IM020        | Reflection                               | Surgical Intensive Care Unit | 0   | 1  |
| IM020        | Reflection                               | Foundations of Medicine      | 0   | 1  |
| IM020        | Reflection                               | Neuro Clerkship              | 0   | 2  |
| <b>IM021</b> | <b>Research</b>                          |                              | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |

| Item Code    | Instructional Method(s)                           | Sequence Block Title            | Number of Events Featuring This as a Primary Method | Number of Non-primary Occurrences of This Method |
|--------------|---|---------------------------------|---|--|
| <b>IM022</b> | <b>Role Play/Dramatization</b>                    |                                 | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM023</b> | <b>Self-Directed Learning</b>                     |                                 | <b>Total: 2</b>                                     | <b>Total: 0</b>                                  |
| IM023        | Self-Directed Learning                            | The Doctor-Patient Relationship | 1   | 0  |
| IM023        | Self-Directed Learning                            | Surgical Intensive Care Unit    | 1   | 0  |
| <b>IM024</b> | <b>Service Learning Activity</b>                  |                                 | <b>Total: 2</b>                                     | <b>Total: 0</b>                                  |
| IM024        | Service Learning Activity                         | Neuro Clerkship                 | 1   | 0  |
| IM024        | Service Learning Activity                         | Pediatric Sub-Internship        | 1   | 0  |
| <b>IM025</b> | <b>Simulation</b>                                 |                                 | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM026</b> | <b>Team-Based Learning (TBL)</b>                  |                                 | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM027</b> | <b>Team-Building</b>                              |                                 | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM028</b> | <b>Tutorial</b>                                   |                                 | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM029</b> | <b>Ward Rounds</b>                                |                                 | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM030</b> | <b>Workshop</b>                                   |                                 | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
| <b>IM031</b> | <b>Patient Presentation-Patient</b>               |                                 | <b>Total: 0</b>                                     | <b>Total: 0</b>                                  |
|              | <b>TOTAL Occurrences of Instructional Methods</b> |                                 | <b>12</b>   | <b>21</b>  |
|              | <b>TOTAL Events using Instructional Methods</b>   |                                 | <b>10</b>   | <b>15</b>  |

**Table 4: All Events with Assessments Tagged as Formative or Summative**

This table shows the number of times each **Assessment Method** was used for either **Summative** or **Formative** purposes. The [CI Standardized Vocabulary](#) contains definitions of all Assessment Methods. An event used in more than one Sequence Block, and each instance of the event's accompanying Assessment Methods, will appear in this table for each Sequence Block in which it is used. If an Assessment Method is tagged more than once to a given event, each occurrence of the Assessment Method is counted in column corresponding to its purpose, either Summative or Formative. Definitions for formative and summative assessment are provided in the [CI Glossary](#). Only Sequence Blocks referencing events with Assessment Methods will appear in this table. **Total Occurrences of Assessment Methods** sums each occurrence of an assessment method for either summative or formative purposes. **Total Events using Assessment Methods** is the count of events using any assessment method for either summative or formative purposes. The total number of occurrences can be greater than the total number of events because events may have more than one assessment method for either summative or formative purposes.

| Item Code    | Assessment Method(s)   | Sequence Block Title            | Number of Summative Assessments | Number of Formative Assessments |
|--------------|--|---------------------------------|---------------------------------|---------------------------------|
| <b>AM001</b> | <b>Clinical Documentation Review</b>                             |                                 | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM002</b> | <b>Clinical Performance Rating/Checklist</b>                     |                                 | <b>Total: 2</b>                 | <b>Total: 0</b>                 |
| AM002        | Clinical Performance Rating/Checklist                            | Foundations of Medicine         | 1                               | 0                               |
| AM002        | Clinical Performance Rating/Checklist                            | Neuro Clerkship                 | 1                               | 0                               |
| <b>AM003</b> | <b>Exam - Institutionally Developed, Clinical Performance</b>    |                                 | <b>Total: 3</b>                 | <b>Total: 0</b>                 |
| AM003        | Exam - Institutionally Developed, Clinical Performance           | Foundations of Medicine         | 1                               | 0                               |
| AM003        | Exam - Institutionally Developed, Clinical Performance           | Neuro Clerkship                 | 1                               | 0                               |
| AM003        | Exam - Institutionally Developed, Clinical Performance           | Pediatric Sub-Internship        | 1                               | 0                               |
| <b>AM004</b> | <b>Exam - Institutionally Developed, Written/ Computer-based</b> |                                 | <b>Total: 1</b>                 | <b>Total: 0</b>                 |
| AM004        | Exam - Institutionally Developed, Written/ Computer-based        | Foundations of Medicine         | 1                               | 0                               |
| <b>AM005</b> | <b>Exam - Institutionally Developed, Oral</b>                    |                                 | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM006</b> | <b>Exam - Licensure, Clinical Performance</b>                    |                                 | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM007</b> | <b>Exam - Licensure, Written/Computer-based</b>                  |                                 | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM008</b> | <b>Exam - Nationally Normed/Standardized, Subject</b>            |                                 | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM009</b> | <b>Multisource Assessment</b>                                    |                                 | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM010</b> | <b>Narrative Assessment</b>                                      |                                 | <b>Total: 0</b>                 | <b>Total: 11</b>                |
| AM010        | Narrative Assessment   | The Doctor-Patient Relationship | 0                               | 1                               |



New! Shading for rows for easier reading

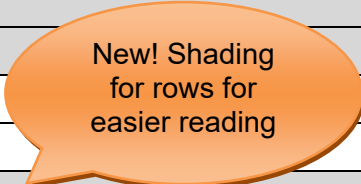
| Item Code    | Assessment Method(s)   | Sequence Block Title         | Number of Summative Assessments | Number of Formative Assessments |
|--------------|--|------------------------------|---------------------------------|---------------------------------|
| AM010        | Narrative Assessment   | The Cardiovascular System    | 0                               | 1                               |
| AM010        | Narrative Assessment   | Surgical Intensive Care Unit | 0                               | 2                               |
| AM010        | Narrative Assessment   | Foundations of Medicine      | 0                               | 3                               |
| AM010        | Narrative Assessment   | Neuro Clerkship              | 0                               | 3                               |
| AM010        | Narrative Assessment   | Pediatric Sub-Internship     | 0                               | 1                               |
| <b>AM011</b> | <b>Oral Patient Presentation</b>                               |                              | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM012</b> | <b>Participation</b>   |                              | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM013</b> | <b>Peer Assessment</b>   |                              | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM014</b> | <b>Portfolio-Based Assessment</b>                              |                              | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM016</b> | <b>Research or Project Assessment</b>                          |                              | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM017</b> | <b>Self-Assessment</b>   |                              | <b>Total: 0</b>                 | <b>Total: 1</b>                 |
| AM017        | Self-Assessment  | Neuro Clerkship              | 0                               | 1                               |
| <b>AM018</b> | <b>Stimulated Recall</b>                                       |                              | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
| <b>AM019</b> | <b>Exam - Institutionally Developed, Laboratory, Practical</b> |                              | <b>Total: 0</b>                 | <b>Total: 0</b>                 |
|              | <b>TOTAL Occurrences of Assessment Methods</b>                 |                              | <b>6</b>                        | <b>12</b>                       |
|              | <b>TOTAL Events using Assessment Methods</b>                   |                              | <b>4</b>                        | <b>10</b>                       |



## Table 5: All Resource Types

This table shows the number of times each Resource was used. The [CI Standardized Vocabulary](#) contains definitions of all **Resources**. Each Resource is counted in the **Number of Occurrences of a Resource** column. An event used in more than one Sequence Block, and each instance of the event's accompanying resources, will appear in this table for each Sequence Block in which it is used. The Total values for each resource in the table below (in column **Number of Occurrences of a Resource**) reflect the number of times each resource occurs in your curriculum. If a Resource is tagged more than once in a given event, each occurrence of the Resource is counted. **Total Occurrences of Resources** sums each occurrence of each resource. **Total Events Using Resources** is the count of events using any resource. The total number of occurrences can be greater than the total number of events because events may have more than one resource.

| Item Code    | Resource(s)                                       | Sequence Block Title            | Number of Occurrence of a Resource |
|--------------|---|---------------------------------|------------------------------------|
| <b>RE001</b> | <b>Animation</b>                                  |                                 | <b>Total: 0</b>                    |
| <b>RE002</b> | <b>Audience Response System</b>                   |                                 | <b>Total: 2</b>                    |
| RE002        | Audience Response System                          | Foundations of Medicine         | 1                                  |
| RE002        | Audience Response System                          | Pediatric Sub-Internship        | 1                                  |
| <b>RE003</b> | <b>Audio</b>                                      |                                 | <b>Total: 4</b>                    |
| RE003        | Audio   | Foundations of Medicine         | 2                                  |
| RE003        | Audio   | Pediatric Sub-Internship        | 2                                  |
| <b>RE004</b> | <b>Cadaver</b>                                    |                                 | <b>Total: 0</b>                    |
| <b>RE005</b> | <b>Clinical Case</b>                              |                                 | <b>Total: 1</b>                    |
| RE005        | Clinical Case                                     | Neuro Clerkship                 | 1                                  |
| <b>RE006</b> | <b>Distance Learning - Asynchronous</b>           |                                 | <b>Total: 0</b>                    |
| <b>RE007</b> | <b>Distance Learning - Synchronous</b>            |                                 | <b>Total: 1</b>                    |
| RE007        | Distance Learning - Synchronous                   | Neuro Clerkship                 | 1                                  |
| <b>RE008</b> | <b>Educational Technology</b>                     |                                 | <b>Total: 0</b>                    |
| <b>RE009</b> | <b>Electronic Health/Medical Record (EHR/EMR)</b> |                                 | <b>Total: 0</b>                    |
| <b>RE010</b> | <b>Film/Video</b>                                 |                                 | <b>Total: 10</b>                   |
| RE010        | Film/Video  | The Doctor-Patient Relationship | 1                                  |
| RE010        | Film/Video  | The Cardiovascular System       | 1                                  |
| RE010        | Film/Video  | Surgical Intensive Care Unit    | 2                                  |
| RE010        | Film/Video  | Foundations of Medicine         | 2                                  |



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| Item Code    | Resource(s)  | Sequence Block Title     | Number of Occurrence of a Resource |
|--------------|--|--------------------------|------------------------------------|
| RE010        | Film/Video   | Neuro Clerkship          | 3                                  |
| RE010        | Film/Video   | Pediatric Sub-Internship | 1                                  |
| <b>RE011</b> | <b>Key Feature</b>                                     |                          | <b>Total: 0</b>                    |
| <b>RE012</b> | <b>Mannequin</b>                                       |                          | <b>Total: 0</b>                    |
| <b>RE013</b> | <b>Medical Images</b>                                  |                          | <b>Total: 0</b>                    |
| <b>RE014</b> | <b>Mobile Application</b>                              |                          | <b>Total: 0</b>                    |
| <b>RE015</b> | <b>Patient – Receiving Clinical Care</b>               |                          | <b>Total: 0</b>                    |
| <b>RE016</b> | <b>Patient – Teaching</b>                              |                          | <b>Total: 0</b>                    |
| <b>RE017</b> | <b>Plastinated Specimens</b>                           |                          | <b>Total: 0</b>                    |
| <b>RE018</b> | <b>Written or Visual Media (or Digital Equivalent)</b> |                          | <b>Total: 0</b>                    |
| <b>RE019</b> | <b>Scenario</b>  |                          | <b>Total: 0</b>                    |
| <b>RE020</b> | <b>Searchable Electronic Database</b>                  |                          | <b>Total: 0</b>                    |
| <b>RE021</b> | <b>Standardized/Simulated Patient (SP)</b>             |                          | <b>Total: 0</b>                    |
| <b>RE022</b> | <b>Task Trainer</b>                                    |                          | <b>Total: 0</b>                    |
| <b>RE023</b> | <b>Ultrasound</b>                                      |                          | <b>Total: 0</b>                    |
| <b>RE024</b> | <b>Virtual Patient</b>                                 |                          | <b>Total: 0</b>                    |
| <b>RE025</b> | <b>Virtual/Computerized Laboratory</b>                 |                          | <b>Total: 0</b>                    |
| <b>RE026</b> | <b>Wet Laboratory</b>                                  |                          | <b>Total: 0</b>                    |
|              | <b>TOTAL Occurrences of Resources</b>                  |                          | <b>18</b>                          |
|              | <b>TOTAL Events using Resources</b>                    |                          | <b>10</b>                          |

**Table 6: Program Expectations Mapped to Events with Instructional Methods**

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 **Instructional Methods** 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.

| Program Expectation ID            | Program Expectations   | Academic Level | Number of Events Having Instructional Methods | Instructional Methods  |
|-----------------------------------|--|----------------|---|--|
| <a href="#"><u>PROG_EXP_1</u></a> | Sample learning objective 1<br>(e.g., Educate and counsel patients to maintain and improve health and prevent disease) | 1              | 2   | Case-Based Instruction/Learning - 1<br>Lecture - 1<br>Reflection - 1<br>Laboratory - 1<br>Discussion, Large Group (>12) - 1<br>Demonstration - 2<br>Conference - 1             |
|                                   |  | 2              | 2   | Case-Based Instruction/Learning - 1<br>Lecture - 1<br>Self-Directed Learning - 1<br>Reflection - 1<br>Discussion, Large Group (>12) - 1  |
|                                   |  | 3              | 3   | Case-Based Instruction/Learning - 2<br>Lecture - 2<br>Reflection - 2<br>Discussion, Large Group (>12) - 2<br>Service Learning Activity - 1                                     |
|                                   |  | 4              | 4   | Case-Based Instruction/Learning - 1<br>Lecture - 1<br>Self-Directed Learning - 1<br>Reflection - 1<br>Discussion, Large Group (>12) - 1<br>Laboratory - 1<br>Demonstration - 2 |

**Table 7: 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_1</a> | Sample learning objective 1<br>(e.g., Educate and counsel patients to maintain and improve health and prevent disease) | 1              | 2  | Clinical Performance Rating/Checklist - 1<br>Exam - Institutionally Developed, Clinical Performance - 1<br>Narrative Assessment - 1 |
|                            |  | 2              | 2  | Narrative Assessment - 2  |
|                            |  | 3              | 3  | Clinical Performance Rating/Checklist - 1<br>Self-Assessment - 1<br>Narrative Assessment - 3  |
|                            |  | 4              | 4  | Exam - Institutionally Developed, Clinical Performance - 1<br>Narrative Assessment - 3  |

**Table 8: 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- 2019 to 05-31-2020.

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** will say "None" if a given sequence block only contains nested sequence blocks, which ultimately contain at least 1 event. Additional details about each sequence block's details and events can be found in [Table 9](#).

**IM/AM/Resources** shows the total number of events that use any instructional method, the total number of events that use any assessment method, and the total number of events that use any resource in a given sequence block. The list of all possible resources is available in the [Standardized Vocabulary for Instructional Methods, Assessment Methods, and Resources](#).

**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, see [Table 9-A: Sequence Block Expectations and Related Program Expectations](#), and [Table 9-B: Event Expectations and Related Sequence Block Expectations](#).



| Sequence Block Title            | Sequence Block ID | Academic Level | Dates/Duration                                      | Number of Events | IM | AM | Resources | Referenced Expectations   |
|---------------------------------|-------------------|----------------|---|------------------|----|----|-----------|---|
| Foundations of Medicine         | S1                | 1              | 08-03-2020 to<br>06-03-2021<br>60 Days/ 12.00 Weeks | 30               | 8  | 4  | 3         | 1 sequence-block-level-competency                               |
| The Doctor-Patient Relationship | S2                | 2              | 08-03-2020 to<br>02-07-2021<br>61 Days/ 12.20 Weeks | 25               | 5  | 5  | 6         | 1 sequence-block-level-competency                               |
| The Cardiovascular System       | S6                | 2              | 08-03-2020 to<br>02-07-2021<br>61 Days/ 12.20 Weeks | 10               | 3  | 2  | 5         | 1 sequence-block-level-competency                               |
| Neurology Clerkship             | S4                | 3              | 05-03-2020 to<br>06-03-2021<br>30 Days/ 6.00 Weeks  | 20               | 5  | 4  | 3         | 1 program-level-competency<br>3 sequence-block-level-competency |
| Pediatric Sub-Internship        | S5                | 4              | 07-27-2020 to<br>06-01-2021<br>60 Days/ 12.00 Weeks | 30               | 5  | 2  | 6         | 2 sequence-block-level-competency                               |
| Surgical Intensive Care Unit    | S7                | 4              | 08-03-2020 to<br>02-03-2021<br>20 Days/ 4.00 Weeks  | 20               | 2  | 1  | 2         | 2 sequence-block-level-competency                               |

## Table 9: 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 report provides information on how to structure your submission within each academic level. Below are some explanations you may find helpful and you can view a more [in-depth glossary](#) on the

Each sequence block in the below tables will be identified as **Required, Required in Track, or Optional**. It is possible for a required or 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 a rotation clerkship, 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 an 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 8](#), 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 9-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 9-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 9-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.

The following data tables, Table 9, are the nitty gritty details of each course, and all their events. People who direct and admin the individual courses would be the ideal reviewers, as they will be most likely to notice if data is missing, incorrect, or inadvertently duplicated

## Sequence Blocks in Academic Level #1: Year 1: Foundations of Medicine Phase

### Foundations of Medicine

**Sequence Block ID:** S1

**Sequence Block Title:** Foundations of Medicine

**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:** 08-03-2020 to 06-03-2021 / 12.00 Weeks

**Nested Sequence Block:**

- No Nested Sequence Blocks

If you see “no directly related expectations” in one or more of the tables below, it means a learning objective’s relationship to another learning objective is missing from your data

#### S1 - Foundations of Medicine : Sequence Block Expectations and Related Program Expectations

| Directly Referenced Sequence Block Expectations                    | Directly Related Program Expectations ID |
|--|--|
| Sample course learning objective (e.g., Collect a patient history) | <a href="#">PROG_EXP_1</a>               |

#### S1 - Foundations of Medicine : 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               | Sample course learning objective (e.g., Collect a patient history)<br>Sample course learning objective   |
| E10 : Event10         | No directly referenced event expectations                           | No directly related sequence block expectations  |
| E2 : Event2           | Communicate with patients about their perspectives on their health. | Sample course learning objective (e.g., Build rapport with patients)<br>Sample course learning objective |
| E2A : Event2          | No directly referenced event expectations                           | No directly related sequence block expectations  |

**S1 - Foundations of Medicine : Event Details**

| Event ID : Event Name | Duration      | Instructional Method   | Assessment Method  | Resources                           | Keywords        |
|-----------------------|---------------|--|--|-------------------------------------|-----------------|
| E1 : Sample Event1    | 3 hr 30 min   | <b>Laboratory.</b><br>Conference.<br><b>Demonstration.</b><br><b>Demonstration.</b>                  | Exam - Institutionally Developed,<br>Clinical Performance.                             | Audience Response System.<br>Audio. | Medical ethics. |
| E10 : Event10         | 100 hr 30 min | <b>Lecture.</b>  | Narrative Assessment.  | Film/Video.                         | Medical ethics. |
| E2 : Event2           | 3 hr 30 min   | <b>Case-Based Instruction/Learning.</b><br>Discussion, Large Group (>12).<br>Lecture.<br>Reflection. | Clinical Performance<br>Rating/Checklist.<br>Narrative Assessment.                     | Film/Video.                         | Medical ethics. |
| E2A : Event2          | 3 hr 30 min   |  | Exam - Institutionally Developed,<br>Written/ Computer-based.<br>Narrative Assessment. |                                     | Medical ethics. |