

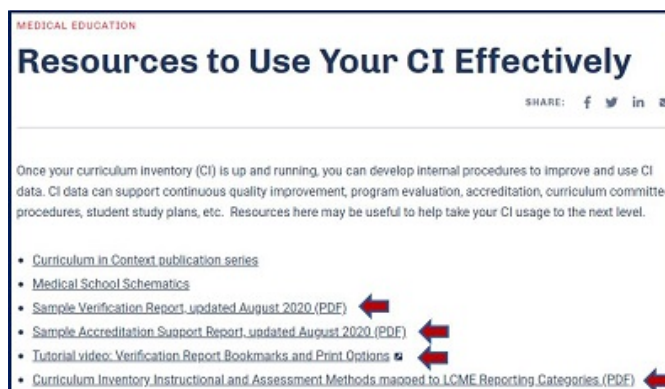
AAMC CI Newsletter, September 16, 2020

Your School Reports 2020, and Building a Curriculum Inventory Chapter 3.

Your School Reports 2020

The [AAMC CI Portal](#) is now open for academic year, 2019-2020 data. Typically, the upload window closes September 30, but all schools are being granted an **automatic extension through Friday, October 23, 2020**, to accommodate the curricular changes necessary due to COVID-19. You may still see automatic emails that list the typical deadline, September 30, but all schools have an extension through October 23.

On the [Resources to Use Your CI Effectively](#) webpage, you can view samples of the 2020 school reports, including a new tutorial video on how to break up your school reports for easier sharing with faculty and leaders at your institution.



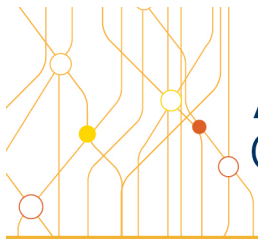
We've made a number of enhancements this year to the Verification Report based on your feedback, including more information about where instructional methods, assessment methods, and resources were occurring in the curriculum, and we've added enhancements to tables 3, 4, and 5 as shown in the screenshot below:

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 the Primary Method	Number of Non-primary Occurrences of This Method
IM001	Case-Based Instruction/Learning		Total: 4	Total: 4
IM001	Case-Based Instruction/Learning	Doctoring	2	2
IM001	Case-Based Instruction/Learning	Molecules to Medicine	1	0
IM001	Case-Based Instruction/Learning	Neuro Clerkship	1	2
IM002	Clinical Experience - Ambulatory		Total: 5	Total: 3
IM002	Clinical Experience - Ambulatory	Doctoring	2	1
IM002	Clinical Experience - Ambulatory	Molecules to Medicine	2	1
IM002	Clinical Experience - Ambulatory	Neuro Clerkship	1	1

This year, each school will receive a *second* school-specific report, the **Accreditation Support Report**, with data tables aligned with the Liaison Committee on Medical Education (LCME) Data Collection Instrument (DCI). This includes **two brand new tables: (1) self-directed and life-**



long learning, and (2) service learning and community service.

Building a Curriculum Inventory (CI) – Chapter 3: Program Objectives Drive Curriculum

In the first chapter, we focused on foundational questions surrounding your school's CI goals and infrastructure. In the second chapter, we focused on CI technical platform options. This month we are getting into the heart of building a meaningful curriculum inventory: program objectives. Program objectives, essentially, serve as the lynchpin, driving your content, instruction, and assessment. It is important to get program objectives right at the beginning so let's start from the beginning and define what we mean by program objectives.

Chapter 3 Highlights

1. Program objectives' role in the curriculum
2. Considerations in finalizing your program objectives

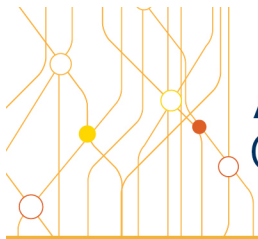
Program objectives are the expectations or outcomes students must meet by graduation. Schools may craft their own program objectives from scratch or use an existing model either as-is or as inspiration. One model that schools may use as-is, or as inspiration, is the Physician Competency Reference Set (PCRS) found on our [Resources to Establish Your CI webpage](#). Program objectives may be tailored to a school's mission and vision, culture, and patient populations.

Program objectives' role in the curriculum

Program objectives govern the curriculum. They drive the content, course and event-level learning objectives, instructional and assessment approaches, and more. Because the program objectives drive the entire curriculum, it is important to make sure your program objectives are:

- Up to date,
- Accurately capturing the required curricular content for graduating students,
- Aligned with your school's mission and vision, culture, and patient population,
- Written in descriptive, specific, outcomes-based language,
- Reviewed and approved by your Curriculum Committee (or similar oversight body).

For example, perhaps your school has a desire to deliver leadership curriculum content to students and has identified this goal in its mission and vision. Are leadership skills represented in some way in your program objectives? If not, it will be difficult to link course and event-level



learning objectives regarding leadership skill development up to a program objective.

Gaps such as this will be easier to identify once you have a CI built, but in the meantime, a review of the program objectives for any potential gaps would be helpful to identify and address before you begin the in-depth work of building your CI.

- **Task 1:** Review your school's program objectives.

One way to identify curriculum gaps before your CI is built is to map each of your current program objectives to a PCRS competency statement. This linking of program objectives to PCRS is *required*, ultimately, for your CI upload to AAMC so that AAMC can compare program objectives across schools, as schools may use diverse language and models when crafting their program objectives. A national report regarding school practices and the PCRS is available on the [CI Portal](#).

- **Task 2:** Identify links between each of your program objectives and a PCRS.

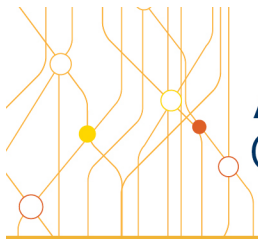
Considerations in finalizing your program objectives

When organizing your program objectives, you may “nest” your program objective statements into a given domain. Domains for your program objectives are *not* required for your CI upload, however domains can be helpful for both organizing and succinctly communicating the content of your curriculum. There are a variety of models you could use if you would like to use domains to organize your program objectives. For example, the PCRS are organized according to eight domains: patient care, knowledge for practice, practice-based learning and improvement, interpersonal and communication skills, professionalism, systems-based practice, interprofessional collaboration, and personal and professional development, with individual competency statements within each domain category.

- **Task 3:** Consider if you would like your program objectives organized by domain.

Because the program objectives are the cornerstone of your curriculum, spending time and effort to “get these right” will make your subsequent CI work fall more easily into place. Edits to your program objectives should be made carefully and thoughtfully, as each edit will have a “trickle down” effect on your curricular content, course and event-level learning objectives, instruction, and assessment, and more.

It will be helpful to have your Curriculum Committee or similar oversight body approve the current program objectives, and to establish a periodic review of the program objectives and their related CI data, once your CI is built.



- **Task 4:** Bring your finalized program objectives to your curriculum oversight body.

Once your program objectives are established, you may consider assigning them meaningful ID codes. Program objective ID codes are not required for your CI upload, but it may be helpful for you to recognize and sort your curriculum content if meaningful ID codes for your learning objectives are used. For example, if you have three program objectives related to interpersonal and communication skills, meaningful ID codes could be COMM-1, COMM-2, and COMM-3. Numerical ID codes such as 98373747 may not be as meaningful as the number would not necessarily tell you what portion of the curriculum it was related to. How ID codes are built and managed will vary depending on the technical platform you use.

- **Task 5:** Consider assigning meaningful ID codes to your program objectives.

When deciding how to document your program objectives, it may be helpful to review how your program objectives will be displayed in your Verification Report, once you successfully upload your CI data to AAMC. You can view a sample of the Verification Report on our [Resources to Use Your CI Effectively webpage](#), and skim through the tables that use program objective data.

Chapter 3 key questions

1. What models, if any, did we consult or use as inspiration, when drafting our program objectives, and how did we use the model(s)?
2. Are there any curriculum gaps in our program objectives that we need to address with edits? Were any gaps identified through our PCRS linking process? Do our program objectives accurately capture the required curriculum?
3. Are our program objectives aligned with our school's mission, vision, culture, and patient population?
4. Are our program objectives written in descriptive, specific, and outcomes-based language?
5. Are our program objectives up to date and recently reviewed and approved?
6. What is our final, edited, and approved program objectives list, and do we have up to date links to the PCRS competencies?
7. What is our system for assigning ID codes to our program objectives? What is our system for organizing our program objectives, perhaps by domain?

As questions arise, please feel free to reach out to ci@aamc.org.

Onward!

Angela Blood
Director, Curricular Resources
Association of American Medical Colleges
www.aamc.org/cir