AAMC
Tomorrow's Doctors, Tomorrow's Cures®

AAMC CURRICULUM INVENTORY

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Association of
American Medical Colleges

AAMC Curriculum Inventory (CI)
Webinar for AACOM-member schools

September 29, 2020 4:00-5:00pm ET

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AAMC

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Association of American Medical Colleges

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Goals of the CI program

- Support accreditation, CQI, program evaluation, and more.

- More at www.aamc.org/aacom quick start webinar, CI content begins slide 44

- COCA 2019 COM Continuing Accreditation Standards references curriculum map in:
  - Element 6.4: Osteopathic Core Competencies
  - Element 6.5: Scientific Method
  - Element 6.6: Principles of Osteopathic Medicine
  - Element 6.7: Self-Direct Learning
  - Element 6.8: Interprofessional Education for Collaborative Practice

- Document July 1, 2020 – June 30, 2021 curriculum;
  upload open from August 1 – September 30, 2021

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In a moment we'll dive into the ***Building a Curriculum Inventory*** series, so we'd like to gather questions to see what we can answer today.

Please type your answers to the questions below, and any additional questions, into the chat box.

Have you started work on your CI?

How is it going so far?

What have you done so far?

What questions do you have?

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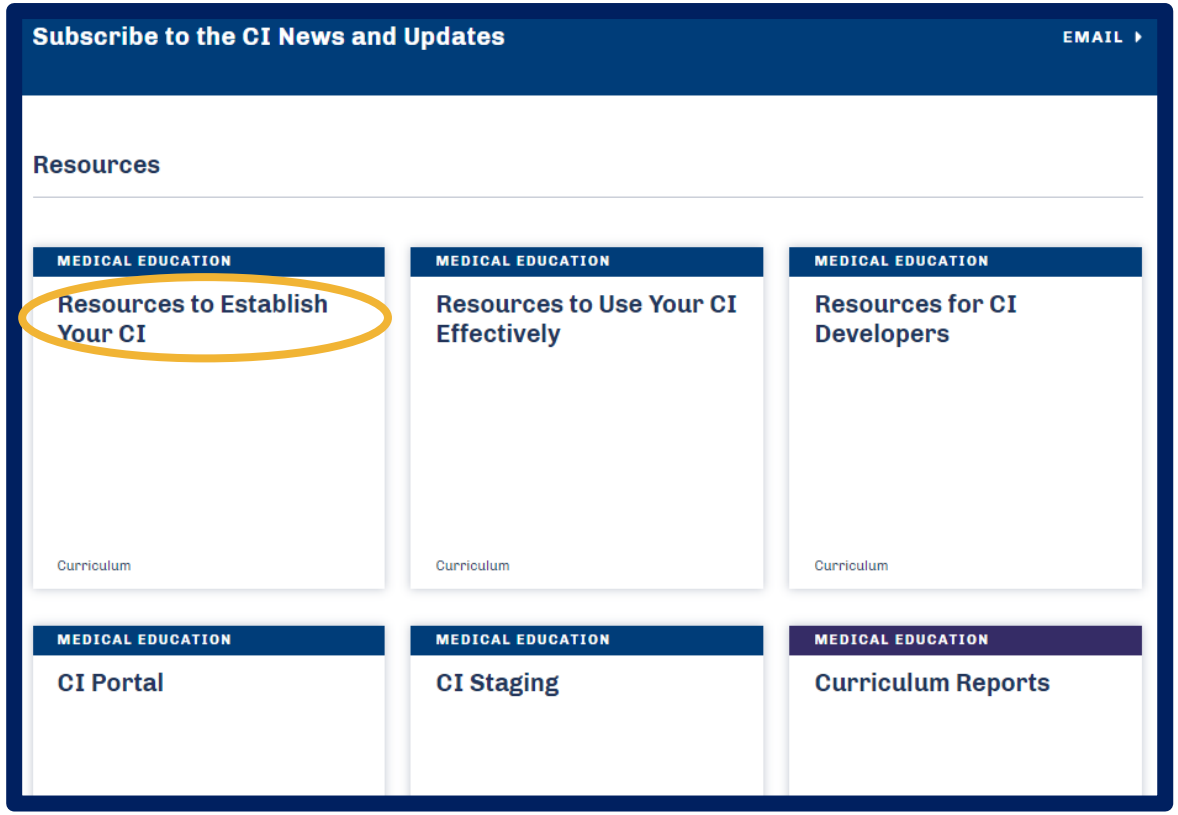
The *Building a CI* series

www.aamc.org/cir



Guidebook to Building a Curriculum Inventory

- Getting Started
- Where Will Your CI Data Live and Thrive?
- Program Objectives Drive Curriculum

We will be releasing additional parts of the guidebook throughout the year:

- Determining Your CI Organizational Strategy
- Course-Level Details for Your CI
- Maintaining and Using Your CI from Year to Year
- Documenting Time
- Event Learning Objectives
- Instructional Methods, Assessment Methods, And Resources
- Keywords
- Test Your CI Upload
- Explore the AAMC CI Portal and Reports

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Chapter 1 July Getting started

- Motivations and goals for your CI
- CI data to collect
- Internal operations to support your CI

Guidebook available at: www.aamc.org/cir > Resources to Establish Your CI

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Task #1: Identify **your school's goals** for your CI and share the orientation video and "Making the Case for Curriculum Documentation" with your school's stakeholders.

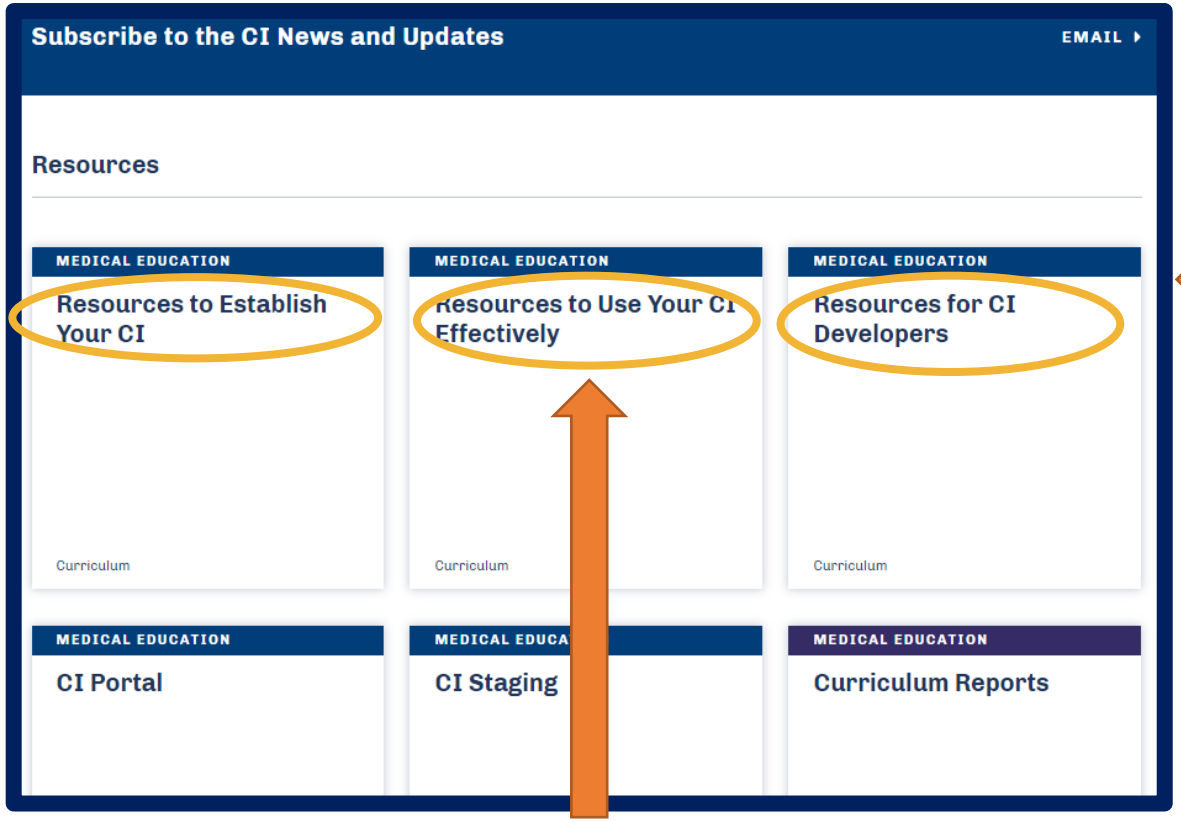
Task #2: Develop an **outline of the required elements** of your CI based on the technical standards and which optional data fields, especially those visible in Verification and Accreditation Support Report, you might want to include in your data collection to meet your goals.

Task #3: Please **email** ci@aamc.org with your schools' curriculum dean, CI primary admin, CI viewers.

Task #4: Make your CI an **institutional/school goal** and integrate the goal into all identified CI team members individual performance goals this year.

Navigating the website

www.aamc.org/cir



Introduction to the AAMC CI orientation video

CI newsletters > Making the case for curriculum documentation

CI Portal User Guide

MedBiq CI specifications

MedBiq competency framework specifications

AAMC Business Rules

Sample Verification and Accreditation Support Reports

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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. 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
AM001	**Clinical Documentation Review**		**Total: 4**	**Total: 2**
AM001	Clinical Documentation Review	Doctoring	2	1
AM001	Clinical Documentation Review	Molecules to Medicine	1	0
AM001	Clinical Documentation Review	Neuro Clerkship	1	1
AM002	**Clinical Performance Rating/Checklist**		**Total: 5**	**Total: 4**
AM002	Clinical Performance Rating/Checklist	Doctoring	2	2
AM002	Clinical Performance Rating/Checklist	Molecules to Medicine	2	1
AM002	Clinical Performance Rating/Checklist	Neuro Clerkship	1	1

Begin with the desired outcome in mind

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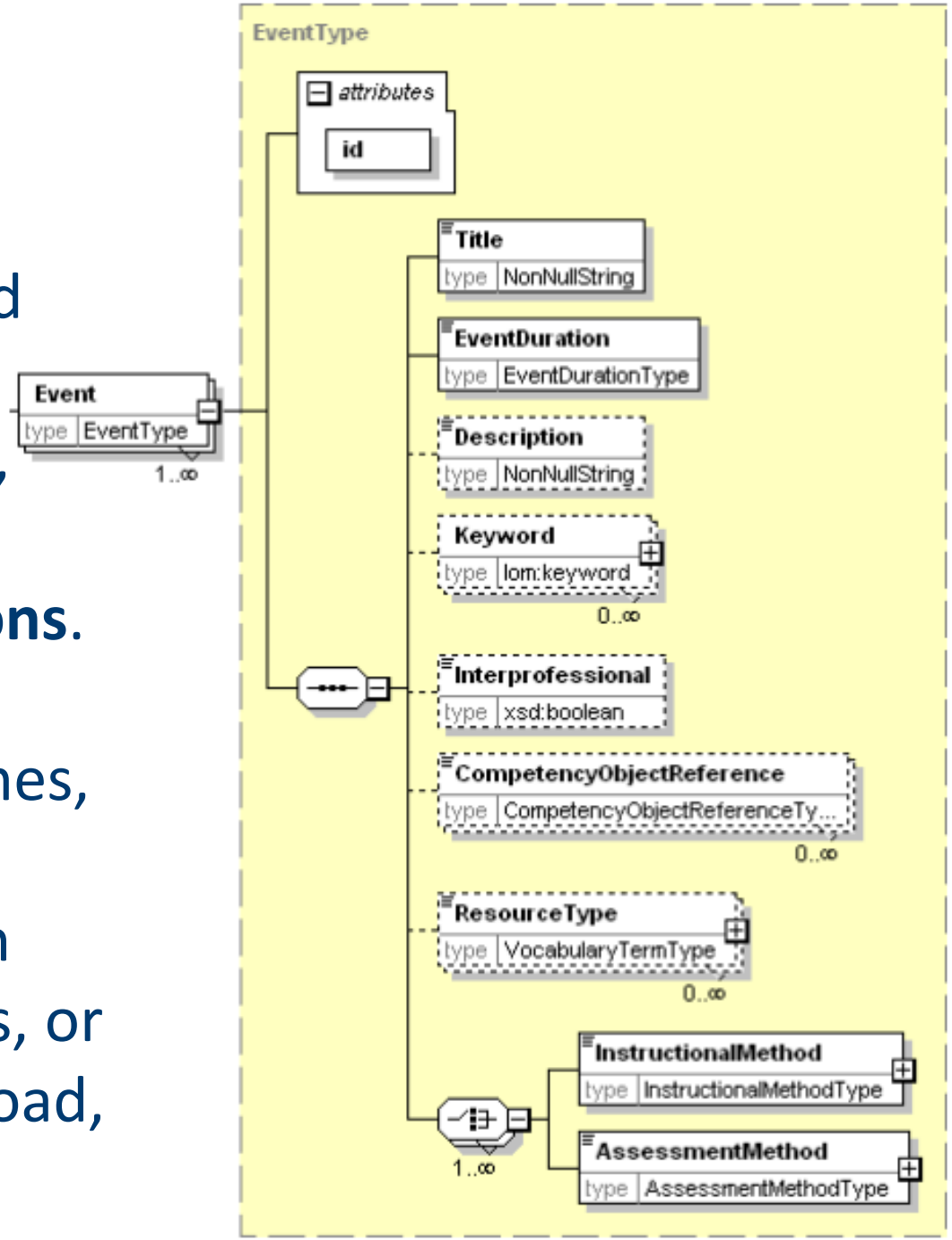
Technical standards

MedBiq CI specifications. Guides content and structure of CI data. Includes items like sequence blocks (courses/clerkships), events, etc.

MedBiq competency framework specifications. Rules related to learning objectives (aka competencies, expectations, learning outcomes, etc.)

AAMC Business Rules. Extra qualifications on the specifications, like word/character counts, or how big the CI file can big to successfully upload, etc.



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Chapter 1: Key Questions

1. What are our motivations and goals for having a CI? Essentially, what do we want our completed CI to be able to do?

2. After reviewing the required AAMC CI data fields (see the CI technical specifications on the Resources for CI Developers webpage), what are the required and optional data fields that we must collect in order to meet our CI goals?

3. Who will be our school's official curriculum dean for the AAMC CI? Who will be our CI primary admin? Who needs CI viewer access? See the CI Portal User Guide, beginning on page 5, for more detail on CI roles.

4. Who at our school may hold or collect CI-related data currently? It will be helpful to keep a list.

5. Who at your school will need to be on your CI team? Who at your school needs to be informed about your CI's progress?

6. What is our budget for staffing and technical support?

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Chapter 2 August Where your CI data will live and thrive

- CI technical platform: schools can choose from a CI participating vendor, or use a home-grown system
- Initial CI data quality planning

Guidebook available at: www.aamc.org/cir > Resources to Establish Your CI

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Task #1: Review **your school's goals** for curriculum mapping (identified in Chapter 1).

Task #2: **Contact other schools** to collect lessons learned about their technical platforms to help you choose a technical platform for your CI. It can be relatively simple of have a lot of bells and whistles. Referring to your goals and hearing about other school's experiences, may help narrow the list.

How to contact them? Virtual **curriculum community**, in September newsletter: communities.aamc.org

Task #3: Draft an **institutional "style guide"** for curriculum documentation. Consider acronyms, use of terms, spelling, etc.

Virtual Community: Curriculum

Tomorrow's D

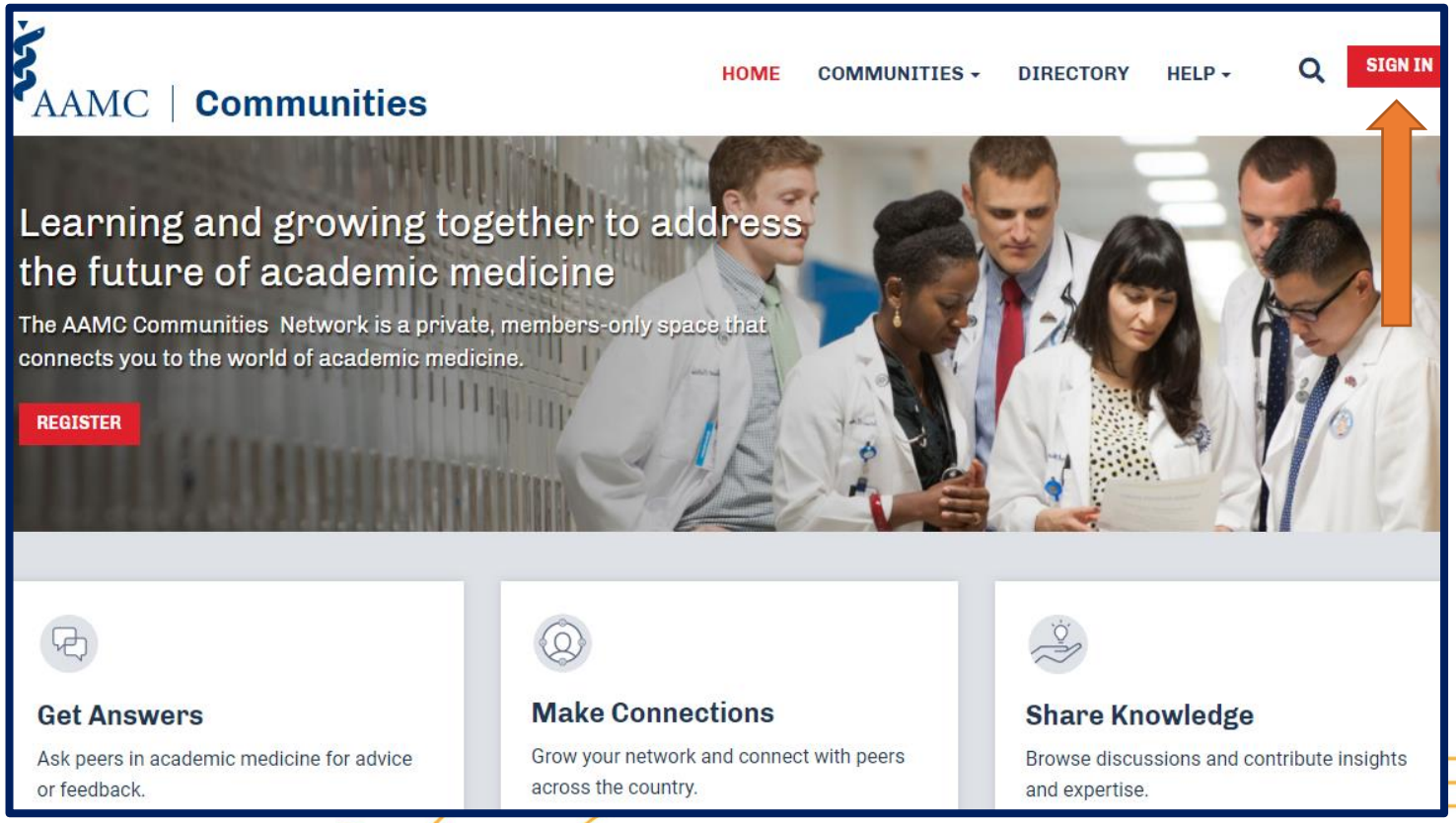
Mission: foster health professions curriculum management, continuous quality improvement, and evidence-based curriculum renewal.

"If you want to go fast, go alone. If you want to go far, go together."

Benefits

- Ask questions and get answers
- See what others are doing
- Find colleagues and experts
- Find and share resources

How to Join: Email "subscribe to Curriculum Community" to ci@aamc.org.



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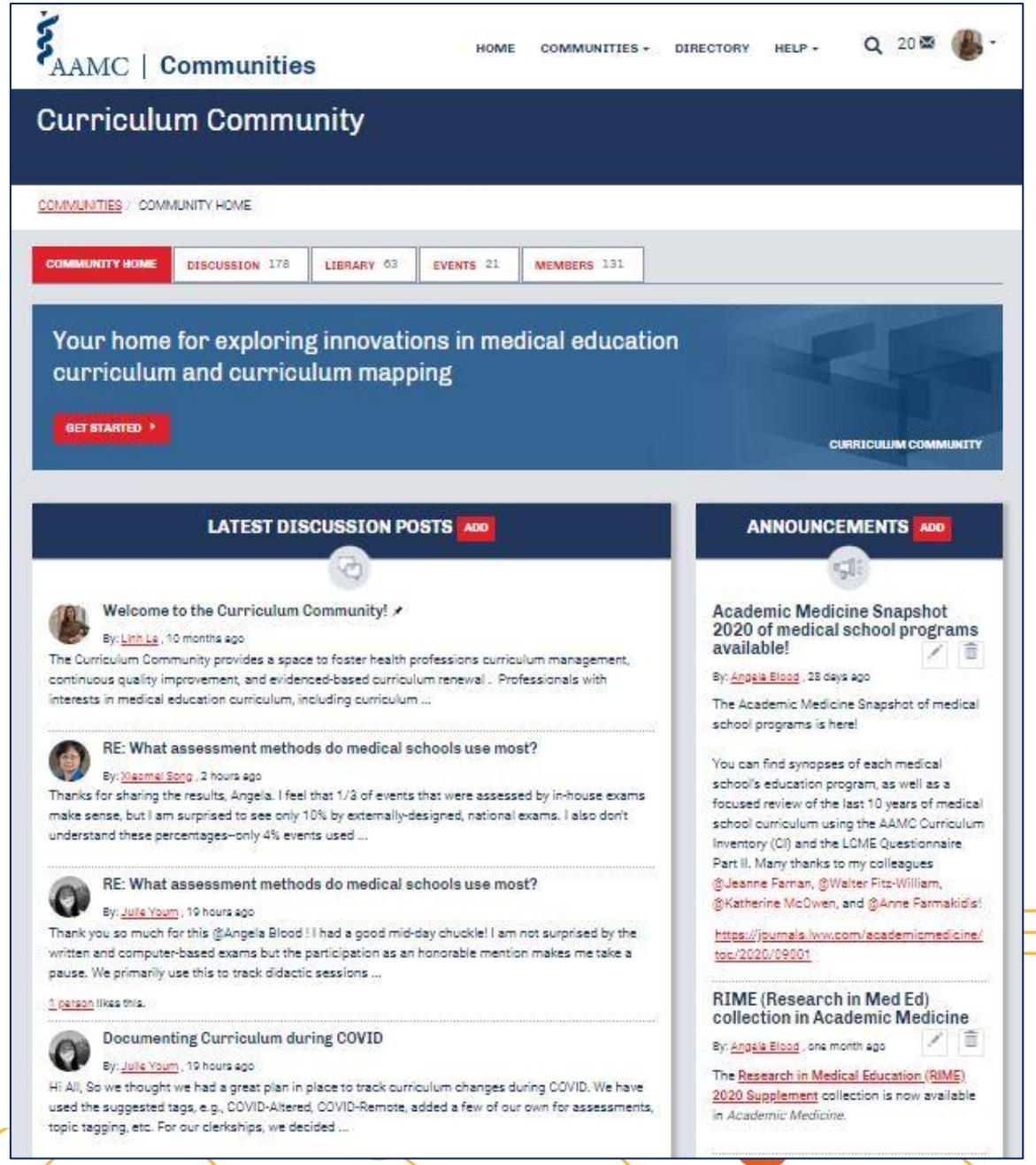
Virtual Community: Curriculum

- **Discussion board**. Post new questions, answer questions, search past questions.
- **Events**. Building Better Curriculum webinar series, CI Office Hours, and more.
- **Member directory**. Complete your profile. Upload a picture. Choose your job functions. Search and message others.
- **Library**. Curated collections of resources and samples. You can browse and post. Collections include:
  - Writing learning objectives
  - Online/remote learning
  - Curriculum committee policies and governance
  - Continuous quality improvement



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Chapter 2: Key Questions

1. Now that we have some additional information and insight, do we need to make any refinements to the list of goals and data we intend to collect, from our response to the Chapter 1 questions?

2. What kinds of curriculum searches and reports do we want to be able to produce? Hint: look at sample verification and accreditation support reports.

3. What technical platform will house our CI data?

4. What will our school guidelines be for consistent quality in our curriculum documentation? Hint: think about acronyms, terms used, spellings.

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Who can participate?

AACOM-member D.O. medical schools who are preliminarily, provisionally, or fully accredited by COCA.

Do branch campuses need to submit a separate CI? Not necessarily. Branch campuses only need submit a separate CI from the main campus if the curriculum is separate, independent, and different from the main campus. If this is the case, a unique program ID for the branch campus will be needed.

Do additional locations need to submit a separate CI? No. Additional locations do not have a separate curriculum from the main campus medical school and do not need to submit separately. The curriculum occurring at the additional locations should be incorporated into the main campus' CI submission.

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Take a look at what is coming up in the *Building a CI* series

Guidebook available at: www.aamc.org/cir > Resources to Establish Your CI

Month	Theme
October	Organizational strategy
November	Course details and objectives
December	Maintenance of your CI
January	Scheduled and unscheduled content
February	Event details and objectives
March	Methods and resources
April	Keywords

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As time allows, let's ask and answer more questions through the chat box. If we run out of time, you can email ci@aamc.org, post a question to the curriculum community discussion board, or call 202-828-0482.

What questions remain?

What do you need more help or direction with?

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Thank you!

Sign up for communications at ci@aamc.org

More information at www.aamc.org/cir

Building Better Curriculum webinars at www.aamc.org/cir/webinars

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