

Appendix E: Complete XML sample from this Guide

The XML below brings together the samples per element and attribute above in this Guide. Recall that this Guide uses 1 curricular event (within 1 course/module, which is within 1 phase) to illustrate each piece of the MedBiquitous specifications and business rules; the XML therefore is a limited example and would not pass business rules (e.g. four academic levels are identified, only one is used in the example). A school's real XML file would contain thousands more lines of text to represent each event, learning objective, and course/module in the curriculum. A XML example using one course/module with multiple events is available on the [Resources for CI Developers webpage](#).

Please note that indentions within an XML file (e.g., the element ReportID is indented under the element CurriculumInventory) may help with human readability, but technically are not necessary. An XML file could include no indentions, which would be technically acceptable.

```
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  <ReportID>SampleU2022CIVERSION1</ReportID>
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        <a:City>Washington </a:City>
        <a:StateOrProvince>DC</a:StateOrProvince>
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      <ProgramID domain="idd:curriculum.hs.aamc.org:program">M.D.</ProgramID>
    </Program>
    <Title> Sample University School of Medicine 4-year M.D. Program </Title>
    <ReportDate>2022-08-01</ReportDate>
    <ReportingStartDate>2021-07-01</ReportingStartDate>
    <ReportingEndDate>2022-06-30</ReportingEndDate>
    <Language>en-US</Language>
    <Description>The Sample University School of Medicine provides a 4-year curriculum that vertically and horizontally integrates basic, social, health systems, and clinical sciences. The curriculum is organized is two phases; the 1st phase contains the initial 2 years, and the 2nd phase contains the second 2 years. The focus of Phase 1 is building a strong foundation in knowledge, skills, and attitudes; the focus of Phase 2 is to create opportunities for deliberate practice with an eye towards career preparation. Scheduled time for electives throughout all 4 years allow students to take advantage of the medical school's and university's myriad offerings. The curriculum is patient case-based and within courses organized by body systems.
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The mission of Sample University School of Medicine is graduate students with a solid foundation as clinicians, with an emphasis on clinical excellence, leadership, and service to our communities. Our program objectives are organized according to the 8 domains of the Physician Competency Reference Set (PCRS), with 1 additional domain to contain our leadership curriculum. We use the AAMC Core EPAs to facilitate assessment of our program objectives. Our program objectives were last reviewed by our curriculum committee in 2019.

Clinical training begins in the first semester of the first year. Students engage in supervised patient care in their first two weeks of their orientation. In Phase 1, the primary instructional approaches include case-based learning, team-based learning, supplemented by independent and problem-based learning, with an eye towards cooperative, team-oriented problem solving. Patient care experiences are distributed at least once every 2 weeks. The primary assessment approaches include formative simulation and written computer-based quizzes, as well as comprehensive written computer-based examinations in each semester. In Phase 2, the primary instructional approaches include in-patient and ambulatory patient care, with the first clerkship experience for students beginning in the first semester of the third year. Assessment formats focus on supporting students in their preparation for USMLE examinations, as well as assessments to support students' patient care skills such as oral presentation and clinical care evaluations.

Sample University School of Medicine's resources include small and large group classrooms, a traditional anatomy lab, a simulation center, community health sites, and our two hospital sites.

Sample University School of Medicine offers a special track program for students pursuing an MD/MPH combined program completed in 4 or 5 years. Medical students accepted into the dual degree program begin their MPH focused courses between their 2nd and 3rd year of the MD curriculum. The culmination of the MD/MPH curriculum is a practical experience in which students work with community members to improve our community health sites.

Important changes to the curriculum in 2021-2022 include a new software program to support students in their longitudinal development, incorporating outcomes and reflective exercises. We also refined our policies on the number of electives required in fourth year to accommodate financial aid eligibility criteria.

We have one regional campus established in 2018 in Example Town, A.L., 60 miles from our main campus. The purpose, mission, and curriculum of this regional campus is identical to our main campus except for a new track we are piloting around preventive health. Our intention is to incorporate this in our main campus curriculum.

The data being submitted for Curriculum Inventory reflects all phases and years, phases 1 and 2, years M1-M4. The scope of this data is 2021-2022.</Description>

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<hx:string>K002: addiction medicine</hx:string>

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    <Description>Course/module types: Clinical presentation-based, Integrated, Longitudinal.
    Narrative description: In this course, Clinical Skills: Health Promotion and Maintenance, students
    are simultaneously enrolled in systems-based course/modules which primarily focused on the
    basic science content related to human body systems. For this course, 10 clinical scenarios were
    selected based on their relevance to our local community. The clinical scenarios were co-
    developed with community leaders to ensure that the content will best prepare students to be
    part of a healthcare team that prioritizes the health promotion, disease prevention, and health
    maintenance for our local community. This course is integrated in that it reflects, and was
    deliberately designed to include, behavioral science, health systems science, basic science, and
    social science concepts. Through team-based learning, small group discussions, lectures,
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