

Curriculum Verification Report

BACKGROUND

The Curriculum Inventory Verification Report structure is based upon on the MedBiquitous Standards and Specifications https://www.medbiq.org/curriculum_inventory and the Association of American Medical Colleges (AAMC) CI Business Rules <https://www.aamc.org/download/348854/data/cibusinessrules.pdf>. 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 <https://www.aamc.org/initiatives/cir/about/347204/cifags.html>.

GLOSSARY

- **Academic Year**

The CI submission season occurs August-September each year. You will submit your curriculum from the academic year just completed. For example, if it were August 2018, you would submit the curriculum which occurred from July 1, 2017 through June 30, 2018.

- **Event**

An instructional or assessment session (e.g., lecture, laboratory, exam). A given event can be tagged with both instructional methods and assessment methods, or can be tagged with only instructional methods, or tagged with only assessment methods. An event tagged with only assessment methods is referred to as an Assessment Event.

- **Expectation**

An umbrella term that represents learning objectives, outcome objectives, competencies, etc.

- **Liaison Committee for Medical Education (LCME)**

Where we are able, the CI aligns data tables with information necessary to complete the LCME Data Collection Instrument (DCI). The structure of several Verification Report tables is informed by the 2018-19_DCI_Full_2018-01-08.docx as of July 2017.

- **Sequence Block**

An umbrella term to refer to a course, module, unit, block, clerkship, etc.

XML DETAILS

The **Date submitted** is generated when a successful file is submitted. The **File Name** is created when the XML file is uploaded to the Curriculum Inventory (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: July 03, 2018 11:00 AM EDT
File Name: CI_07032018_105943

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: Association of American Medical Colleges
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. Academic Level and 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 Academic Level and Sequence Block.

Program: M.D.
Title: AAMC Medicine Curriculum 2016-2017
Reporting Start Date: 2017-07-01
Reporting End Date: 2018-06-30

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.

Number of Academic Levels : 4
Academic Level I: 07-03-2016 to 06-03-2017
Academic Level II: 10-03-2016 to 06-03-2017
Academic Level III: 01-03-2017 to 04-03-2017
Academic Level IV: 08-27-2016 to 12-29-2017

Table 1: Program Expectations mapped to PCRS

The **Program Expectations ID** is generated by AAMC. It is referenced again in the Sequence Block and Event Details tables (beginning with Table 10), when relationships between **Program Expectations** and Sequence Block Expectations, and relationships between Sequence Block Expectations and Event Expectations, are provided. Program Expectations are your written 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 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.

Program Expectations ID	Program Expectations	PCRS
PROG_EXP_1	One	c0304 : Support practice improvement.
PROG_EXP_2	Three	c0104 : Interpret labs/images/tests.
PROG_EXP_3	Two	c0204 : Apply Epidemiology.

Table 2: Primary Instructional Method: Courses

Table 2 may be used to support your response to the LCME DCI Tables 6.0-1 and 6.0-2.

The CI Standardized Vocabulary <https://www.aamc.org/download/464874/data/curriculuminventorystandardizedvocabulary.pdf> contains many instructional method choices. Instructional methods are grouped <https://www.aamc.org/download/458016/data/crosswalk.pdf> to assist in completing the LCME DCI.

Primary instructional method refers to whichever instructional method you mark as primary for a given event. If you list more than one instructional method for a given event, the total hours for the event will be attributed to the instructional method marked as primary. For example, if you have a two-hour event in your curriculum management system that includes lecture and simulation, and you choose to mark lecture as the primary instructional method, the full two hours of the event will be attributed to lecture in the **Number of Formal Instructional Hours Per Course**. To see all primary instructional methods by event count, please refer to [Table 4](#). Please note that the LCME DCI includes simulated patients in patient contact hours; your instructional hours tagged with the instructional method simulation (IM025) are included in the column "Patient contact".

Clerkship instructional time by week and hours is located in [Table 3](#).

Sequence Blocks: Course	Academic Level	Number of Formal Instructional Hours Per Course					Total
		Lecture	Lab	Small groups	Patient contact	Other	
Sequence one	1					5.00	5.00
Sequence two	2	3.00	5.00			4.00	12.00
Sequence three	3				7.00		7.00
TOTAL		3.00	5.00		7.00	9.00	24.00

Table 3: Clerkship Instructional Time

Table 3 may be used to support your response to the LCME DCI Table 6.0-3.

When thinking about the amount of time spent in a Sequence Block (clerkship), the relevant fields to consider are the Sequence Block Start Date, Sequence Block End Date, and Duration (the number of days). These are all fields provided by you. To calculate the **Total Weeks** in a given Sequence Block (clerkship), the duration is converted to 5-day weeks; for example, a 75-day duration 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) tagged with an instructional method divided by the number of weeks in the Sequence Block (as calculated above).

Non-clerkship instructional time by hours is located in Table 2.

Sequence Blocks: Clerkship	Total Weeks	Average Hours of Instruction Per Week
Sequence Four	72.0	0.09

Table 4: Primary Instructional Method Count

This table shows the number of events using each **Instructional Method** <https://www.aamc.org/download/464874/data/curriculuminventorystandardizedvocabulary.pdf> as its primary method; this differs from [Table 2](#) which groups some instructional methods. If you link more than one instructional method to a given event, only the method you mark as primary will appear here. A single event used in multiple sequence blocks will only be counted once in this table, so if the **Number of Events** column is summed, that will be the total number of instructional events in your curriculum.

Instructional Method(s)	Number of Events
Case-Based Instruction/Learning	2
Clinical Experience - Ambulatory	0
Clinical Experience - Inpatient	1
Concept Mapping	0
Conference	1
Demonstration	0
Discussion, Large Group (>12)	0
Discussion, Small Group (<12)	0
Games	0
Independent Learning	0
Journal Club	0
Laboratory	1
Lecture	1
Mentorship	0
Patient Presentation - Faculty	0
Patient Presentation - Learner	0
Patient Presentation - Patient	0
Peer Teaching	0
Preceptorship	0
Problem-Based Learning (PBL)	0
Reflection	0
Research	0
Role Play/Dramatization	0
Self-Directed Learning	0
Service Learning Activity	0
Simulation	0
Team-Based Learning (TBL)	0
Team-Building	0
Tutorial	0
Ward Rounds	0
Workshop	0

Table 5: Assessment Methods: Courses

Table 5 may be used to support your response to the LCME DCI Tables 9.0-1 and 9.0-2.

Every **Sequence Block** that is not a clerkship and contains at least one Assessment Event will appear in this table; Sequence Blocks that do not have Assessment Events will not appear.

Select assessment methods are grouped <https://www.aamc.org/download/458016/data/crosswalk.pdf> to assist in completing the LCME DCI. **Number of exams** is calculated by totaling the number Assessment Events in a sequence block that have assessment methods tagged as summative, but are not tagged with any instructional methods. If at least one assessment method in an event in the sequence block is tagged as formative, **Formative Assessment (Y/N)** will get a Y. If one or more events contain AM010, Narrative Assessment, the **Narrative Assessment (Y/N)** will get a Y.

Assessment methods by clerkship are located in Table 6.

Sequence Block: Course	Academic Level	Included in Grade								Formative Assessment (Y/N)	Narrative Assessment (Y/N)
		Number of exams	Internal exams	Lab or practical exams	NBME subject exams	OSCE/SP exam	Faculty/resident rating	Paper or oral pres.	Other		
Sequence one	1	1					X			Y	Y
Sequence three	3	3	X				X			Y	Y

Table 6: Assessment Methods: Clerkships

Table 6 may be used to support your response to the LCME DCI Table 9.0-3.

Every **Sequence Block** that is a clerkship and contains one or more Assessment Events appears in this table. An Assessment Event may contain more than one assessment method. Sequence blocks that do not have any events, or only have events with instructional methods will not appear in this table. Select assessment methods are grouped <https://www.aamc.org/download/458016/data/crosswalk.pdf> to assist in completing the LCME DCI. When a specific assessment method is employed in a clerkship, the corresponding grouping will get an X. Formative assessments are not considered in Table 6.

If at least one assessment method in an event in the sequence block is tagged as formative, **Formative Assessment (Y/N)** will get a Y. If one or more events contain AM010, Narrative Assessment, the **Narrative Assessment (Y/N)** will get a Y.

Assessment methods by non-clerkship sequence blocks are located in [Table 5](#).

Sequence Block: Clerkship	Academic Level	Included in Grade						Formative Assessment (Y/N)	Narrative Assessment (Y/N)
		NBME subject exams	Internal written exams	Oral exam or presentation	Faculty/ resident rating	OSCE/SP exams	Other		
Sequence Four	4	X	X	X	X		X		Y

Table 7: All Events with Assessments Tagged as Formative or Summative

*This table lists all events tagged with one or more assessment method <https://www.aamc.org/download/464874/data/curriculuminventorystandardizedvocabulary.pdf>; all assessment methods must be tagged as formative or summative. If you tag a single event with the same assessment methods (either both formative, both summative, or one formative and one summative), they will both be counted. A single event used in multiple sequence blocks will only be counted once in this table. The **Number of Summative Assessments**, when summed, represents the total number of assessment methods tagged as summative in your curriculum; the **Number of Formative Assessments**, when summed, represents the total number of assessment methods tagged as formative in your curriculum.*

Assessment Method(s)	Number of Summative Assessments	Number of Formative Assessments
Clinical Documentation Review	2	0
Clinical Performance Rating/Checklist	0	2
Exam - Institutionally Developed, Clinical Performance	1	2
Exam - Institutionally Developed, Laboratory, Practical	0	0
Exam - Institutionally Developed, Oral	3	2
Exam - Institutionally Developed, Written/ Computer-based	1	1
Exam - Licensure, Clinical Performance	1	0
Exam - Licensure, Written/Computer-based	1	0
Exam - Nationally Normed/Standardized, Subject	1	0
Multisource Assessment	0	0
Narrative Assessment	4	0
Oral Patient Presentation	0	0
Participation	0	0
Peer Assessment	0	0
Portfolio-Based Assessment	0	0
Practical (Lab)	0	0
Research or Project Assessment	0	0
Self-Assessment	0	0
Stimulated Recall	0	0
TOTAL	14	7

Table 8: All Resource Types

All resources tagged in each event are counted.

Resource Types	Number of Events
Animation	1
Audience Response System	1
Audio	1
Cadaver	1
Clinical Case	3
Distance Learning - Asynchronous	1
Distance Learning - Synchronous	1
Educational Technology	0
Electronic Health/Medical Record (EHR/EMR)	0
Film/Video	1
Key Feature	0
Mannequin	0
Medical Images	0
Mobile Application	0
Patient – Receiving Clinical Care	0
Patient – Teaching	0
Plastinated Specimens	0
Scenario	0
Searchable Electronic Database	0
Standardized/Simulated Patient (SP)	0
Task Trainer	0
Ultrasound	0
Virtual Patient	0
Virtual/Computerized Laboratory	0
Wet Laboratory	0
Written or Visual Media (or Digital Equivalent)	0

Table 9: 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. Events containing more than one assessment method or multiple instances of the same method will result in an increase in the count of assessment methods in the Assessment Methods column. Because events can contain multiple assessment methods, it is possible to have the count of assessment methods be greater than the number of events. For the purposes of Table 9, assessments tied to **Program Expectations** are generated from the event level, not from the sequence block level.

Program Expectations	Number of Events	Assessment Methods
One	2	Clinical Documentation Review - 1. Narrative Assessment - 1. Exam - Institutionally Developed, Oral - 1. Exam - Institutionally Developed, Written/ Computer-based - 1.
Three	8	Clinical Performance Rating/Checklist - 2. Exam - Institutionally Developed, Clinical Performance - 3. Clinical Documentation Review - 2. Narrative Assessment - 2. Exam - Institutionally Developed, Oral - 3. Exam - Institutionally Developed, Written/ Computer-based - 1.
Two	2	Exam - Institutionally Developed, Clinical Performance - 1. Narrative Assessment - 1. Exam - Institutionally Developed, Oral - 1.

Table 10: Sequence Block (Course/Clerkship) Details

The **Sequence Block Title** and **Sequence Block ID**, 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. 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).

Nested Sequence Blocks are an optional way to show sequence blocks nested hierarchically within other sequence blocks. For example, a school may have a "Diagnostic Procedures" sequence block, and nest several sequence blocks (Surgery, Obstetrics and Gynecology, Radiology) within that sequence block. 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 10, under **Sequence Block Title**.

Program Expectation IDs appear in this table when **Sequence Block Expectations** are related with a "narrower" relation to the Program Expectations. To identify which Program Expectations the IDs refer to, see Table 1. For more details about relationship types (e.g, narrower, broader), please see the AAMC Business Rules <https://www.aamc.org/download/348854/data/cibusinessrules.pdf>.

Sequence Block Title	Sequence Block ID	Academic Level	Dates/Duration	Sequence Block Expectations	Separate Track	Nested Sequence Block	Program Expectations ID
Sequence one	S1	1	07-03-2016 to 06-03-2017 / 0.0 Weeks	One sequence Competency.		Sequence two.	PROG_EXP_2
Sequence two	S2	2	10-03-2016 to 06-03-2017 / 12.0 Weeks	Two Sequence Competency.		Sequence three.	PROG_EXP_3
Sequence three	S3	3	01-03-2017 to 04-03-2017 / 4.0 Weeks	Three Sequence Competency.		Sequence Four.	PROG_EXP_1 PROG_EXP_3
Sequence Four	S4	4	08-27-2016 to 12-29-2017 / 72.0 Weeks	Fourth Sequence Competency.			PROG_EXP_1

Table 11: Event Details

Event IDs and **Event Names** are provided by you. **Academic Level** is based on the Academic Level referenced by each Sequence Block in the curriculum. **Duration** is calculated by hours; for example, an event documented in the Verification Report as 2.75 hours is 2 hours and 45 minutes long. An event referenced by multiple sequence blocks will be listed for each sequence block it is referenced by.

Instructional Method is the primary instructional method for the event, while **Assessment Method** and **Resources** contain all the assessment methods and resources employed in the event. **Sequence Block Expectations** are related to the **Event Expectations** for a given event. **Keywords** is an optional field that may be used in a number of ways.

Event Expectations contains all Event Expectations referenced by the event. Sequence Block Expectations are shown only if Event Expectations are related to Sequence Block Expectations. **Program Expectation IDs** are included only when Event Expectations are mapped through Program Expectations, either directly or through mapping to Sequence Block Expectations.

Course ID	Event ID: Event Name	Academic Level	Duration	Instructional Method	Assessment Method	Resources	Keywords	Event Expectations	Sequence Block Expectations	Program Expectations ID
S1	E10: Event10	1	10.0		Exam - Institutionally Developed, Oral. Narrative Assessment.	Film/Video.	E10.1. E10.2.	Patient Diagnosis.		PROG_EXP_2
S1	E1: Event1	1	1.0	Conference.	Clinical Documentation Review. Exam - Institutionally Developed, Written/ Computer-based.	Animation.	E1.1. E1.2.	Describe the three functions of the medical interview.	One sequence Comptency	PROG_EXP_1 PROG_EXP_2
S1	E2: Event2	1	2.0	Case-Based Instruction/Learning.	Clinical Performance Rating/Checklist.	Audience Response System.	E2.1. E2.2.	Planning Resources of Surgeries.		
S1	E2: Event2	1	2.0	Case-Based Instruction/Learning.	Clinical Performance Rating/Checklist.	Audience Response System.	E2.1. E2.2.	Planning Resources of Surgeries.		
S2	E3: Event3	2	3.0	Lecture.	Exam - Institutionally Developed, Clinical Performance. Exam - Institutionally Developed, Oral.	Audio.	E3.1. E3.2.	Handling Patients.		
S2	E4: Event4	2	4.0	Case-Based Instruction/Learning.	Exam - Institutionally Developed, Clinical Performance.	Cadaver.	E4.1. E4.2.	Recommending Prescription.		PROG_EXP_2 PROG_EXP_3
S2	E5: Event5	2	5.0	Laboratory.	Exam - Institutionally Developed, Oral.	Clinical Case.	E5.1. E5.2.	Patient Diagnosis.		PROG_EXP_2
S3	E10: Event10	3	10.0		Exam - Institutionally Developed, Oral. Narrative Assessment.	Film/Video.	E10.1. E10.2.	Patient Diagnosis.		PROG_EXP_2

Course ID	Event ID: Event Name	Academic Level	Duration	Instructional Method	Assessment Method	Resources	Keywords	Event Expectations	Sequence Block Expectations	Program Expectations ID
S3	E6: Event6	3	6.0		Narrative Assessment.	Distance Learning - Asynchronous.	E6.1. E6.2.	Patient Diagnosis.		PROG_EXP_2
S3	E7: Event7	3	7.0	Clinical Experience - Inpatient.	Clinical Documentation Review. Clinical Performance Rating/Checklist. Exam - Institutionally Developed, Clinical Performance.	Distance Learning - Synchronous.	E7.1. E7.2.	Patient Diagnosis.		PROG_EXP_2
S3	E9: Event9	3	9.0		Exam - Institutionally Developed, Oral. Narrative Assessment.	Clinical Case.	E9.1. E9.2.	Patient Diagnosis.		PROG_EXP_1
S4	E7: Event7	4	7.0	Clinical Experience - Inpatient.	Clinical Documentation Review. Clinical Performance Rating/Checklist. Exam - Institutionally Developed, Clinical Performance.	Distance Learning - Synchronous.	E7.1. E7.2.	Patient Diagnosis.		PROG_EXP_2
S4	E8: Event8	4	1.0		Exam - Institutionally Developed, Written/Computer-based. Exam - Institutionally Developed, Oral. Exam - Licensure, Clinical Performance. Exam - Licensure, Written/Computer-based. Exam - Nationally Normed/Standardized, Subject. Narrative Assessment.	Clinical Case.	E8.1. E8.2.			