

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. 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. If a school would like additional curricular reports, either of their own data or of national curricular data, the AAMC form can be found [here](#).

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 misunderstandings 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

The Verification Report's structure is based upon on the [MedBiquitous CI Specifications](#) and the AAMC [CI Business Rules](#) and is copyrighted by the AAMC. Institution, including its advisers and service providers, may reproduce and distribute the report for Institution's internal use only. All other rights reserved except with explicit permission by the AAMC. 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](#). 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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GLOSSARY

Most terms within the Verification Report are defined when the term is first displayed within the report and where it is most relevant. For example, the definition for **Academic Levels** is provided in the first section of the report that includes data regarding Academic Levels on page 3. Terms that are used throughout the report or are generally relevant to a large portion of the report are included below. Additional glossary terms can be found [here](#).

• **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 2019, you would submit the curriculum which occurred from July 1, 2018 through June 30, 2019.

• **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) Data Collection Instrument (DCI)**

Where we are able, the CI aligns data tables with information necessary to complete the [LCME Data Collection Instrument \(DCI\)](#), which is a form schools complete as part of the accreditation process. The structure of several Verification Report tables is informed by the [2019-20_DCI_Full_2019-04-25.docx](#) as of April 2019.

• **Sequence Block**

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

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 School 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 School Portal more than once, each submission will have a unique File Name.

Date submitted: August 1, 2019 02:45 PM EDT
 File Name: CI_06252019_144438

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 Medical School
 EIS ID: 118

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: Sample Medical School Curriculum 2018-2019
 Reporting Start Date: 2018-07-01
 Reporting End Date: 2019-06-30

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 1: 08 03-2018 to 06-03-2019
 Academic Level 2: 08 03-2018 to 02-03-2019
 Academic Level 3: 05 03-2018 to 06-03-2019
 Academic Level 4: 07 27-2018 to 06-01-2019

Table 1: Program Expectations Mapped to PCRS

The **Program Expectations ID** is generated by AAMC. It is referenced again in [Table 9: Program Expectations Mapped to Events with Instructional Methods](#), [Table 10: Program Expectations Mapped to Events with Assessment Methods](#) and [Table 12: 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.

Program Expectations ID	Program Expectations	Physician Competency Reference Set
PROG_EXP_1	Sample learning objective 1	c0304 : Support practice improvement.
PROG_EXP_2	Sample learning objective 2	c0104 : Interpret labs/images/tests.
PROG_EXP_3	Sample learning objective 3	c0204 : Apply Epidemiology.

Table 2: Primary Instructional Method by Non-Clerkship Sequence Block

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](#) contains many instructional method choices. Instructional methods are [grouped](#) to assist in completing the LCME DCI. If you would like a table formatted like Table 2 for all your instructional methods, beyond the requirements of the LCME DCI, you can submit your data report request [here](#).

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-and-a-half 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 2.5 hours of the event will be attributed to lecture in the **Number of Formal Instructional Hours Per Course** section of the table below.

To see all instructional methods (primary and non-primary) 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".

Sequence Blocks in the table below are organized alphabetically within each Academic Level.

Non-Clerkship Sequence Blocks (i.e., Courses)	Academic Level	Number of Formal Instructional Hours Per Course					Total
		Lecture	Lab	Small groups	Patient contact	Other	
Food to Fuel	1	0.30	8.20				8.50
The Doctor-Patient Relationship	2	0.15					0.15
Disaster Medicine	3	0.15		1.13			1.28
TOTAL		0.60	8.20	1.13			9.93

Table 3-A: Non-Clerkship Sequence Block Instructional Time

The amount of time (**Total Weeks**) in a Sequence Block is calculated using duration (the number of days divided into 5-day weeks). For example, a 75-day duration Sequence Block will be calculated as 15 weeks. Duration is an optional field for non-clerkship sequence blocks and is provided by you. Only Sequence Blocks with duration values provided will appear in the table below; if you do not see any Sequence Blocks below, it means you have not provided any durations for non-clerkship Sequence Blocks.

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 displays 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](#)).

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

Non-Clerkship Sequence Blocks (i.e., Courses)	Academic Level	Total Weeks	Average Hours of Instruction Per Week
The Cardiovascular System	2	12.0	0.01
Surgical Intensive Care Unit	3	4.0	1.57

Table 3-B: Clerkship Sequence Block Instructional Time

Table 3-B may be used to support your response to the [LCME DCI Table 6.0-3](#).

The amount of time (**Total Weeks**) in a Clerkship Sequence Block is calculated using duration (the number of days divided into 5-day weeks). For example, a 75-day duration Clerkship Sequence Block will be calculated as 15 weeks. Duration is a required field for clerkship sequence blocks and is provided by you.

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 Clerkship Sequence Block. This table displays 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](#)).

Non-clerkship instructional time by hours is located in [Table 3-A](#).

Clerkship Sequence Blocks (i.e., Courses)	Academic Level	Total Weeks	Average Hours of Instruction Per Week
Psychiatry Clerkship	4	72.0	0.28

Table 4: Instructional Method Counts

This table shows the number of times each **Instructional Method** was used; this differs from [Table 2](#) which groups some instructional methods. 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; events used in multiple sequence blocks will only have their instructional methods counted once in this table so the sum reflects total number of instructional events in your curriculum. Each occurrence of an instructional method that is not indicated as the Primary 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. If you would like a table similar to the display below but adding academic levels and sequence blocks, please submit your data request [here](#).

Item Code	Instructional Method	Number of Events Featuring This as the Primary Method	Number of Non-primary Occurrences of This Method
IM001	Case-Based Instruction/Learning	0	0
IM002	Clinical Experience - Ambulatory	0	0
IM003	Clinical Experience - Inpatient	0	0
IM004	Concept Mapping	0	0
IM005	Conference	1	2
IM006	Demonstration	0	2
IM007	Discussion, Large Group (>12)	0	0
IM008	Discussion, Small Group (<12)	0	0
IM009	Games	0	0
IM010	Independent Learning	0	0
IM011	Journal Club	0	0
IM012	Laboratory	2	0
IM013	Lecture	1	2
IM014	Mentorship	0	0
IM015	Patient Presentation - Faculty	0	0
IM016	Patient Presentation - Learner	0	0
IM031	Patient Presentation - Patient	0	0
IM017	Peer Teaching	0	0
IM018	Preceptorship	0	0
IM019	Problem-Based Learning (PBL)	0	0
IM020	Reflection	0	0
IM021	Research	0	0
IM022	Role Play/Dramatization	0	0
IM023	Self-Directed Learning	0	0
IM024	Service Learning Activity	0	0
IM025	Simulation	0	0
IM026	Team-Based Learning (TBL)	1	0
IM027	Team-Building	0	0

Instructional Method	Number of Events Featuring This as the Primary Method	Number of Non-primary Occurrences of This Method	Item Code
Tutorial	0	0	IM028
Ward Rounds	0	0	IM029
Workshop	0	0	IM030
TOTAL	5	6	

Table 5: Non-Clerkship Sequence Block Assessment Methods

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. An Assessment Event may contain more than one assessment method.; Sequence Blocks that do not have Assessment Events will not appear - events that are tagged with both instructional methods and assessment methods do not appear in this table. If you would like a table similar to the display below but events tagged with both instructional and assessment methods, please submit your data request [here](#).

Select assessment methods are [grouped](#) 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. When a specific assessment method is employed in a Sequence Block, the corresponding grouping will get an X. If at least one assessment method in an event in the Sequence Block is tagged as formative, the **Formative Assessment (Y/N)** column will get a Y. If at least one event in the Sequence Block contains [AM010, Narrative Assessment](#) **Narrative Assessment (Y/N)** will get a Y.

Assessment methods by clerkship are located in [Table 6](#).

Non-Clerkship Sequence Blocks (i.e., Courses)	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 exams	Faculty/ resident ratings	Paper or oral pres.		
Service Learning	1	1					X			
Veterans' Care	3	1	X						Y	

Table 6: Clerkship Sequence Block Assessment Methods

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 [Assessment Event](#) will appear in this table; Sequence Blocks that do not have Assessment Events will not appear - events that are tagged with both instructional methods and assessment methods do not appear in this table. If you would like a table similar to the display below but events tagged with both instructional and assessment methods, please submit your data request [here](#).

Select assessment methods are [grouped](#) 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. When a specific assessment method is employed in a Sequence Block, the corresponding grouping will get an X. If at least one assessment method in an event in the Sequence Block is tagged as formative, the **Formative Assessment (Y/N)** column will get a Y. If at least one event in the Sequence Block contains [AM010, Narrative Assessment](#), the **Narrative Assessment (Y/N)** will get a Y.

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

Clerkship Sequence Blocks (i.e., Courses)	Academic Level	Included in Grade						Formative Assessment (Y/N)	Narrative Assessment (Y/N)
		NBME subject exams	Internal written exams	Oral exams or presentations	Faculty/ resident ratings	OSCE/SP exams	Other		
Emergency Medicine Clerkship	4				X	X	X		Y

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

*This table counts all assessment methods tagged within events. The [CI Standardized Vocabulary](#) contains definitions of all assessment methods. All assessment methods must be tagged as formative or summative. If you tag a single event with the same assessment method (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. If you need a data table counting a single assessment event used in multiple sequence blocks separately, please submit your data request [here](#). 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.*

Item Code	Assessment Method(s)	Number of Summative Assessments	Number of Formative Assessments
AM001	Clinical Documentation Review	0	0
AM002	Clinical Performance Rating/Checklist	0	0
AM003	Exam - Institutionally Developed, Clinical Performance	3	0
AM019	Exam - Institutionally Developed, Laboratory, Practical	0	0
AM005	Exam - Institutionally Developed, Oral	0	1
AM004	Exam - Institutionally Developed, Written/ Computer-based	1	0
AM006	Exam - Licensure, Clinical Performance	4	0
AM007	Exam - Licensure, Written/Computer-based	0	0
AM008	Exam - Nationally Normed/Standardized, Subject	0	0
AM009	Multisource Assessment	0	0
AM010	Narrative Assessment	1	0
AM011	Oral Patient Presentation	0	0
AM012	Participation	2	0
AM013	Peer Assessment	0	0
AM014	Portfolio-Based Assessment	0	0
AM016	Research or Project Assessment	0	0
AM017	Self-Assessment	0	0
AM018	Stimulated Recall	0	0

Table 8: All Resource Types

All resources tagged in each event are counted, including multiple occurrences of the same resource within a single event. If you need a data display showing which academic levels and sequence blocks these resources are used in, please submit your data request [here](#).

Resource Types	Number of Events	Item Code
Animation	0	RE001
Audience Response System	1	RE002
Audio	1	RE003
Cadaver	1	RE004
Clinical Case	4	RE005
Distance Learning - Asynchronous	1	RE006
Distance Learning - Synchronous	2	RE007
Educational Technology	0	RE008
Electronic Health/Medical Record (EHR/EMR)	0	RE009
Film/Video	1	RE010
Key Feature	0	RE011
Mannequin	0	RE012
Medical Images	0	RE013
Mobile Application	0	RE014
Patient – Receiving Clinical Care	0	RE015
Patient – Teaching	0	RE016
Plastinated Specimens	0	RE017
Scenario	0	RE019
Searchable Electronic Database	0	RE020
Standardized/Simulated Patient (SP)	0	RE021
Task Trainer	0	RE022
Ultrasound	0	RE023
Virtual Patient	0	RE024
Virtual/Computerized Laboratory	0	RE025
Wet Laboratory	0	RE026
Written or Visual Media (or Digital Equivalent)	0	RE018

Table 9: 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
PROG EXP 2	Sample learning objective 1	1	2	Lecture - 2 Laboratory - 2 Demonstration - 4 Conference - 4
		2	1	Lecture - 1 Demonstration - 1
		3	1	Lecture - 1 Demonstration - 1
		4	1	Lecture - 4 Laboratory - 2
PROG EXP 3	Sample learning objective 2	3	2	Team-Based Learning (TBL) - 1 Conference - 1
		4	1	Lecture - 4 Laboratory - 2

Table 10: 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
PROG EXP 2	Sample learning objective 1	1	1	Participation - 1
PROG EXP 3	Sample learning objective 2	3	3	Exam - Institutionally Developed, Clinical Performance - 1 Exam - Institutionally Developed, Oral - 1 Exam - Licensure, Clinical Performance - 1 Exam - Institutionally Developed, Written/ Computer-based - 1
		4	2	Participation - 1 Narrative Assessment - 1 Exam - Licensure, Clinical Performance - 1

Table 11: 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- 2018 to 05-31-2019.

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** may be blank if a given sequence block contains a nested sequence block with at least one event within it.

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, please see [Table 12-A](#) : Sequence Block Expectations and Related Program Expectations, and [Table 12-B](#) : Event Expectations and Related Sequence Block Expectations.

Sequence Block Title	Sequence Block ID	Academic Level	Dates/Duration	Number of Events	Referenced Expectations
Foundations of Medicine	S1	1	08-03-2018 to 06-03-2019 / 0.00 Weeks	5	1 sequence-block-level-competency
The Doctor-Patient Relationship	S2	2	10-03-2018 to 06-03-2019 / 12.00 Weeks	1	0 sequence-block-level-competency
Brain and Behavior	S3	2	01-03-2018 to 04-03-2019 / 9.00 Weeks	5	4 program-level-competency 2 sequence-block-level-competency 2 event-level-competency
Neurology Clerkship	S4	3	08-27-2018 to 12-29-2019 / 4.00 Weeks		1 sequence-block-level-competency 1 event-level-competency
Pediatric Sub-Internship	S5	4	08-27-2018 to 12-29-2019 / 72.00 Weeks	6	2 program-level-competency 1 sequence-block-level-competency 1 event-level-competency

Table 12: 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 Verification Report is organized by sequence blocks within each academic level. Below are some explanations you may find helpful. There is a glossary available on [page 2 of the Verification Report](#) and a more in-depth [glossary](#) available on the CI website.

Each sequence block in the below tables will be identified as **Required**, **Required in Track**, or **Optional**. It is possible for a required sequence block to include optional content, and for an 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 not tagged as either a rotation or integrated, 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 designated as either a rotational or 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 11](#), 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 12-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 12-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 12-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.

Sequence Blocks in Academic Level #1: Year 1

The Doctor-Patient Relationship

Sequence Block ID: S1

Sequence Block Title: The Doctor-Patient Relationship

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: 08-03-2018 to 06-03-2019 / 12.00 Weeks

Nested Sequence Block:

- Physicianship

S1 – The Doctor-Patient Relationship: Sequence Block Expectations and Related Program Expectations

Directly Referenced Sequence Block Expectations	Directly Related Program Expectations ID
Sample course learning objective	PROG EXP 2

S1 - The Doctor-Patient Relationship: 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	Collect a patient history.
E2 : Event2	Communicate with patients about their perspectives on their health.	Build rapport with patients.
E3 : Event3	Sample event learning objective	Sample course learning objective
	Sample event learning objective	Sample course learning objective
	Sample event learning objective	Sample course learning objective
E4 : Event4	Sample event learning objective	Sample course learning objective
E5 : Event5	Sample event learning objective	Sample course learning objective
	Sample event learning objective	Sample course learning objective
	Sample event learning objective	Sample course learning objective

S1 - The Doctor-Patient Relationship: Event Details

Event ID : Event Name	Duration	Instructional Method	Assessment Method	Resources	Keywords
E1 : Event1	3 hr 30 min		Participation.		Medical ethics

Event ID : Event Name	Duration	Instructional Method	Assessment Method	Resources	Keywords
E2 : Event2	4 hr 6 min	Laboratory. Demonstration. Conference. Conference.		Audience Response System.	Social determinants
E3 : Event3	9 min	Lecture. Demonstration. Demonstration.		Audio. Audio. Audio.	Sample keyword Sample keyword Sample keyword
E4 : Event4	4 hr 6 min	Laboratory. Demonstration. Conference. Conference.		Audience Response System.	Sample keyword Sample keyword
E5 : Event5	9 min	Lecture. Demonstration.		Audio. Audio. Audio.	Sample keyword Sample keyword

Sequence Blocks in Academic Level #2: Year 2

Sequence two

Sequence Block ID: S2

Sequence Block Title: Sequence two

Academic Level: 2

Required/Required in Track/Optional: Required

Clerkship Type - Rotation/Integrated/Not indicated as a clerkship: Not indicated as a clerkship

Dates/Duration: 10-03-2016 to 06-03-2017 / 12.00 Weeks

Nested Sequence Block:

No Nested Sequence Blocks

S2 - Sequence two: Sequence Block Expectations and Related Program Expectations

Directly Referenced Sequence Block Expectations	Directly Related Program Expectations ID
No direct sequence block level expectation references	No directly related program expectations

S2 - Sequence two: Event Expectations and Related Sequence Block Expectations

Event ID : Event Name	Directly Referenced Event Expectations	Directly Related Sequence Block Expectations
E3 : Event3	Handling Patients	Planning Resources of Surgeries
	Handling Patients	Planning Resources of Surgeries
	Handling Patients	Planning Resources of Surgeries

S2 - Sequence two: Event Details

Event ID : Event Name	Duration	Instructional Method	Assessment Method	Resources	Keywords
E3 : Event3	9 min	Lecture. Demonstration. Demonstration. Demonstration.		Audio. Audio. Audio.	E3.2. E3.1. E3.2. E3.1. E3.2. E3.1.

Sequence Blocks in Academic Level #3: Year 3

Sequence three

Sequence Block ID: S3

Sequence Block Title: Sequence three

Academic Level: 3

Required/Required in Track/Optional: Required

Clerkship Type - Rotation/Integrated/Not indicated as a clerkship: Not indicated as a clerkship

Dates/Duration: 01-03-2017 to 04-03-2017 / 4.00 Weeks

Nested Sequence Block:

No Nested Sequence Blocks

S3 - Sequence three: Sequence Block Expectations and Related Program Expectations

Directly Referenced Sequence Block Expectations	Directly Related Program Expectations ID
No direct sequence block level expectation references	No directly related program expectations

S3 - Sequence three: Event Expectations and Related Sequence Block Expectations

Event ID : Event Name	Directly Referenced Event Expectations	Directly Related Sequence Block Expectations
E3 : Event3	Handling Patients	Planning Resources of Surgeries
	Handling Patients	Planning Resources of Surgeries
	Handling Patients	Planning Resources of Surgeries
E4 : Event4	Recommending Prescription	Two
E5 : Event5	Patient Diagnosis	Recommending Prescription
E6 : Event6	Patient Diagnosis	Recommending Prescription
E7 : Event7	Patient Diagnosis	Recommending Prescription

S3 - Sequence three: Event Details

Event ID : Event Name	Duration	Instructional Method	Assessment Method	Resources	Keywords
E3 : Event3	9 min	Lecture. Demonstration. Demonstration. Demonstration.		Audio. Audio. Audio.	E3.2. E3.1. E3.2. E3.1. E3.2. E3.1.
E4 : Event4	4 hr 0 min		Exam - Institutionally Developed, Oral.	Cadaver.	E4.2. E4.1.
E5 : Event5	5 hr 0 min	Conference.	Exam - Licensure, Clinical Performance. Exam - Institutionally Developed, Clinical Performance.	Clinical Case.	E5.1. E5.2.
E6 : Event6	6 hr 0 min		Exam - Institutionally Developed, Written/ Computer-based.	Distance Learning - Asynchronous.	E6.2. E6.1.
E7 : Event7	1 hr 8 min	Team-Based Learning (TBL).		Distance Learning - Synchronous.	E7.1. E7.2.

Sequence Blocks in Academic Level #4: Year 4

Sequence Four

Sequence Block ID: S4

Sequence Block Title: Sequence Four

Academic Level: 4

Required/Required in Track/Optional: Optional

Clerkship Type - Rotation/Integrated/Not indicated as a clerkship: Not indicated as a clerkship

Dates/Duration: 08-27-2016 to 12-29-2017 / 9.00 Weeks

Nested Sequence Block:

- S5 - Sequence Five

S4 - Sequence Four: Sequence Block Expectations and Related Program Expectations

Directly Referenced Sequence Block Expectations	Directly Related Program Expectations ID
No direct sequence block level expectation references	No directly related program expectations

S4 - Sequence Four: Event Expectations and Related Sequence Block Expectations

Event ID : Event Name	Directly Referenced Event Expectations	Directly Related Sequence Block Expectations
No events referenced in sequence block	No directly referenced event expectations	No directly related sequence block expectations

S4 - Sequence Four: Event Details

Event ID : Event Name	Duration	Instructional Method	Assessment Method	Resources	Keywords
No events referenced in sequence block					

Sequence Five

Sequence Block ID: S5

Sequence Block Title: Sequence Five

Academic Level: 4

Required/Required in Track/Optional: Required

Clerkship Type - Rotation/Integrated/Not indicated as a clerkship: ROTATION

Dates/Duration: 08-27-2016 to 12-29-2017 / 72.00 Weeks

Nested Sequence Block:

No Nested Sequence Blocks

S5 - Sequence Five: Sequence Block Expectations and Related Program Expectations

Directly Referenced Sequence Block Expectations	Directly Related Program Expectations ID
No direct sequence block level expectation references	No directly related program expectations

S5 - Sequence Five: Event Expectations and Related Sequence Block Expectations

Event ID : Event Name	Directly Referenced Event Expectations	Directly Related Sequence Block Expectations
E8 : Event8	No directly referenced event expectations	No directly related sequence block expectations
E9 : Event9	Patient Diagnosis	Recommending Prescription
E10 : Event10	Handling Patients	Planning Resources of Surgeries
	Patient Diagnosis	Recommending Prescription
E11 : Event11	Patient Diagnosis	Recommending Prescription
E12 : Event12	No directly referenced event expectations	No directly related sequence block expectations
E10 : Event10	Handling Patients	Planning Resources of Surgeries
	Patient Diagnosis	Recommending Prescription

S5 - Sequence Five: Event Details

Event ID : Event Name	Duration	Instructional Method	Assessment Method	Resources	Keywords
E8 : Event8	1 hr 0 min		Exam - Institutionally Developed, Clinical Performance. Exam - Licensure, Clinical Performance.	Clinical Case.	E8.1. E8.2.
E9 : Event9	9 hr 0 min		Narrative Assessment.	Clinical Case.	E9.1. E9.2.
E10 : Event10	10 hr 0 min	Laboratory. Lecture. Lecture.		Film/Video.	E10.2. E10.1.
E11 : Event11	11 hr 0 min		Exam - Licensure, Clinical Performance. Participation.	Distance Learning - Synchronous.	E11.1. E11.2.
E12 : Event12	12 hr 0 min		Exam - Licensure, Clinical Performance. Exam - Institutionally Developed, Clinical Performance.	Clinical Case.	E12.1. E12.2.
E10 : Event10	10 hr 0 min	Laboratory. Lecture. Lecture.		Film/Video.	E10.2. E10.1.