



AAMC CURRICULUM INVENTORY

2019 – 2020 CI Verification Report



Tomorrow's Doctors, Tomorrow's Cures®

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 and complete. 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, please submit the [AAMC data request form](#).

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 questions 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. Please refer to these documents for detailed definitions and explanations. Medical schools, including their advisers and service providers, may reproduce and distribute this report for Institution's internal use only. All other rights reserved except with explicit permission by the AAMC. 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:

GLOSSARY
FILE DETAILS
INSTITUTION DETAILS
PROGRAM DETAILS
ACADEMIC LEVELS
Table 1: Program Expectations Mapped to the Physician Competency Reference Set (PCRS)
Table 2: Sequence Block (Course/Clerkship) Instructional Time
Table 3: Instructional Method Counts
Table 4: All Events with Assessments Tagged as Formative or Summative
Table 5: All Resource Types
Table 6: Program Expectations Mapped to Events with Instructional Methods
Table 7: Program Expectations Mapped to Events with Assessment Methods
Table 8: All Sequence Blocks (Course/Clerkship) Overview
Table 9: Sequence Block and Event Catalogue – Instructions (sequence block expectations, event expectations, event details by sequence block)

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 terms can be found in the [CI 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 2020, you would submit the curriculum which occurred from July 1, 2019 through June 30, 2020.

- **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. Your school's CI Data for the LCME DCI Report can be found on the CI Portal under "Reports," then "Other Curriculum Reports." The structure of your school's CI Data for the LCME DCI Report is informed by the 2021-22_DCI_Full_2020-04-07.docx as of April 2020.

- **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, 2020 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: 000

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 2019-2020
 Reporting Start Date: 2019-07-01
 Reporting End Date: 2020-06-30

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 a curricular program; please create the Academic Levels needed to accurately represent your curriculum. **Total Number of Weeks** is calculated using the earliest Sequence Block Start Date and latest Sequence Block End Date for Sequence Blocks included in a given academic level. The number of days between those dates is divided by 7 to determine the number of weeks.

Number of Academic Levels: 4

Academic Level Number	Academic Level Title	Start Date	End Date	Total Number of Weeks
1	MS 1 – The First Year	08-03-2019	06-03-2020	46.29 weeks
2	MS 2 – The Second Year	08-03-2019	02-03-2020	39.71 weeks
3	MS 3 – The Third Year	05-03-2019	06-03-2020	87.43 weeks
4	MS 4 – The Fourth Year	07-27-2019	06-01-2020	47.29 weeks

Table 1: Program Expectations Mapped to PCRS

The **Program Expectations ID** is generated by AAMC. It is referenced again in [Table 6: Program Expectations Mapped to Events with Instructional Methods](#), [Table 7: Program Expectations Mapped to Events with Assessment Methods](#) and [Table 9: 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. You should see each of your program expectations listed once in the table below; if you see a given program expectation listed more than once, please examine your learning management system for duplicate entries.

Program Expectations ID	Program Expectations	PCRS ID	Abbreviated PCRS competency statement
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: Sequence Block Instructional Time

The amount of time (**Total Weeks**) in a Sequence Block is calculated using duration; the Start and End Dates you provide are not used to calculate Duration. 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) for events tagged with an instructional method divided by the number of weeks in the Sequence Block (as calculated above). This table sums 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).

This table includes both clerkship and non-clerkship Sequence Blocks. Start/End Dates and Duration are required for clerkship Sequence Blocks. While Duration is not a required field for non-clerkship Sequence Blocks, non-clerkship Sequence Blocks will only appear in the table below if a Duration was provided. If Sequence Blocks appear to be missing from the table below, please confirm each Sequence Blocks was included in the submission and was given a Duration value.

Sequence Blocks (i.e., Courses)	Academic Level	Total Weeks	Average Hours of Instruction Per Week
The Cardiovascular System	2	12.0	25
Surgical Intensive Care Unit	4	4.0	5

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
IM003	Clinical Experience - Inpatient		Total: 0	Total: 0
IM004	Concept Mapping		Total: 0	Total: 0
IM005	Conference		Total: 0	Total: 0
IM006	Demonstration		Total: 0	Total: 0
IM007	Discussion, Large Group (>12)		Total: 0	Total: 0
IM008	Discussion, Small Group (<12)		Total: 0	Total: 0
IM009	Games		Total: 0	Total: 0
IM010	Independent Learning		Total: 0	Total: 0
IM011	Journal Club		Total: 0	Total: 0
IM012	Laboratory		Total: 0	Total: 0
IM013	Lecture		Total: 0	Total: 0
IM014	Mentorship		Total: 0	Total: 0
IM015	Patient Presentation - Faculty		Total: 0	Total: 0
IM016	Patient Presentation - Learner		Total: 0	Total: 0
IM031	Patient Presentation - Patient		Total: 0	Total: 0
IM017	Peer Teaching		Total: 0	Total: 0
IM018	Preceptorship		Total: 0	Total: 0
IM019	Problem-Based Learning (PBL)		Total: 0	Total: 0

IM020	Reflection		Total: 0	Total: 0
IM021	Research		Total: 0	Total: 0
IM022	Role Play/Dramatization		Total: 0	Total: 0
IM023	Self-Directed Learning		Total: 0	Total: 0
IM024	Service Learning Activity		Total: 0	Total: 0
IM025	Simulation		Total: 0	Total: 0
IM026	Team-Based Learning (TBL)		Total: 0	Total: 0
IM027	Team-Building		Total: 0	Total: 0
IM028	Tutorial		Total: 0	Total: 0
IM029	Ward Rounds		Total: 0	Total: 0
IM030	Workshop		Total: 0	Total: 0
TOTAL Occurrences of Instructional Methods			9	7
TOTAL Events using Instructional Methods			9	5

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
AM003	Exam - Institutionally Developed, Clinical Performance		Total: 0	Total: 0
AM019	Exam - Institutionally Developed, Laboratory, Practical		Total: 0	Total: 0
AM005	Exam - Institutionally Developed, Oral		Total: 0	Total: 0
AM004	Exam - Institutionally Developed, Written/ Computer-based		Total: 0	Total: 0
AM006	Exam - Licensure, Clinical Performance		Total: 0	Total: 0
AM007	Exam - Licensure, Written/Computer-based		Total: 0	Total: 0
AM008	Exam - Nationally Normed/Standardized, Subject		Total: 0	Total: 0
AM009	Multisource Assessment		Total: 0	Total: 0
AM010	Narrative Assessment		Total: 0	Total: 0
AM011	Oral Patient Presentation		Total: 0	Total: 0
AM012	Participation		Total: 0	Total: 0
AM013	Peer Assessment		Total: 0	Total: 0
AM014	Portfolio-Based Assessment		Total: 0	Total: 0
AM016	Research or Project Assessment		Total: 0	Total: 0
AM017	Self-Assessment		Total: 0	Total: 0
AM018	Stimulated Recall		Total: 0	Total: 0
	TOTAL Occurrences of Assessment Methods		9	6
	TOTAL Events using Assessment Methods		8	5

Table 5: All Resource Types

This table shows the number of times each Resource was used. The **CI Standardized Vocabulary** contains definitions of all **Resources**. Each Resource is counted in the **Number of Occurrences of a Resource** column. An event used in more than one Sequence Block, and each instance of the event's accompanying resources, will appear in this table for each Sequence Block in which it is used. The Total values for each resource in the table below (in column **Number of Occurrences of a Resource**) reflect the number of times each resource occurs in your curriculum. If a Resource is tagged more than once in a given event, each occurrence of the Resource is counted. **Total Occurrences of Resources** sums each occurrence of each resource. **Total Events Using Resources** is the count of events using any resource. The total number of occurrences can be greater than the total number of events because events may have more than one resource.

Item Code	Resource(s)	Sequence Block Title	Number of Occurrences of a Resource
RE001	Animation		Total: 6
RE001	Animation	Doctoring	2
RE001	Animation	Molecules to Medicine	1
RE001	Animation	Neuro Clerkship	3
RE002	Audience Response System	Doctoring	Total: 5
RE002	Audience Response System	Molecules to Medicine	2
RE002	Audience Response System	Neuro Clerkship	2
RE002	Audience Response System		1
RE003	Audio		Total: 0
RE004	Cadaver		Total: 0
RE005	Clinical Case		Total: 0
RE006	Distance Learning - Asynchronous		Total: 0
RE007	Distance Learning - Synchronous		Total: 0
RE008	Educational Technology		Total: 0
RE009	Electronic Health/Medical Record (EHR/EMR)		Total: 0
RE010	Film/Video		Total: 0
RE011	Key Feature		Total: 0
RE012	Mannequin		Total: 0
RE013	Medical Images		Total: 0
RE014	Mobile Application		Total: 0
RE015	Patient – Receiving Clinical Care		Total: 0
RE016	Patient – Teaching		Total: 0
RE017	Plastinated Specimens		Total: 0
RE019	Scenario		Total: 0
RE020	Searchable Electronic Database		Total: 0
RE021	Standardized/Simulated Patient (SP)		Total: 0
RE022	Task Trainer		Total: 0
RE023	Ultrasound		Total: 0
RE024	Virtual Patient		Total: 0

RE025	Virtual/Computerized Laboratory		Total: 0
RE026	Wet Laboratory		Total: 0
RE018	Written or Visual Media (or Digital Equivalent)		Total: 0
	TOTAL Occurrences of Resources		11
	TOTAL Events Using Resources		8

Table 6: 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 1	Sample learning objective 1	1	8	Lecture - 2 Laboratory - 2 Demonstration - 4 Conference - 4
		2	1	Lecture - 1 Demonstration - 1
		3	1	Lecture - 1 Demonstration - 1
		4	6	Lecture - 4 Laboratory - 2
PROG EXP 2	Sample learning objective 2	3	2	Team-Based Learning (TBL) - 1 Conference - 1
		4	4	Lecture - 4 Laboratory - 2

Table 7: 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 1	Sample learning objective 1	1	1	Participation - 1
PROG EXP 2	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 8: 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 08-01-2019 to 05-31-2020.

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** will say "None" if a given sequence block contains only nested sequence blocks, which ultimately contain at least one event. Additional details about each sequence block's details and events can be found in [Table 9](#).

IM/AM/Resources shows the total number of events that use any instructional method, the total number of events that use any assessment method, and the total number of events that use any resource in a given sequence block. The list of all possible resources is available in the [Standardized Vocabulary for Instructional Methods, Assessment Methods, and Resources](#).

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 9-A: Sequence Block Expectations and Related Program Expectations](#), and [Table 9-B: Event Expectations and Related Sequence Block Expectations](#).

Sequence Block Title	Sequence Block ID	Academic Level	Dates/Duration	Number of Events	IM	AM	Resources	Referenced Expectations
Foundations of Medicine	S1	1	08-03-2019 to 06-03-2020 120 Days/ 24.0 Weeks	5	3	4	0	1 sequence-block-level-competency
The Doctor-Patient Relationship	S2	2	10-03-2019 to 06-03-2020 61 Days/ 12.2 Weeks	1	1	1	1	0 sequence-block-level-competency
Brain and Behavior	S3	2	01-03-2019 to 04-03-2020 45 Days/ 9.0 Weeks	5	4	5	2	4 program-level-competency 2 sequence-block-level-competency 2 event-level-competency
Neuro Clerkship	S4	3	08-27-2019 to 12-29-2020 20 Days/ 4.0 Weeks	None	0	0	0	1 sequence-block-level-competency 1 event-level-competency
Pediatric Sub-Internship	S5	4	08-27-2019 to 12-29-2020 360 Days/ 72.0 Weeks	6	6	6	6	2 program-level-competency 1 sequence-block-level-competency 1 event-level-competency

Table 9: 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 8](#), 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 9-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 9-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 9-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

Sample Course

Sequence Block ID: S1

Sequence Block Title: Sample Course

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: 08-03-2019 to 06-03-2020/ 12.00 Weeks

Nested Sequence Block: No Nested Sequence Blocks

S1 – Sample Course: Sequence Block Expectations and Related Program Expectations

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

S1 – Sample Course: 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.

S1 – Sample Course: Event Details

Event ID : Event Name	Duration	Instructional Method	Assessment Method	Resources	Keywords
E1 : Event1	3 hr 30 min	Laboratory. Demonstration. Demonstration. Conference.	Participation.	Audience Response System. Audio. Audio.	Medical ethics