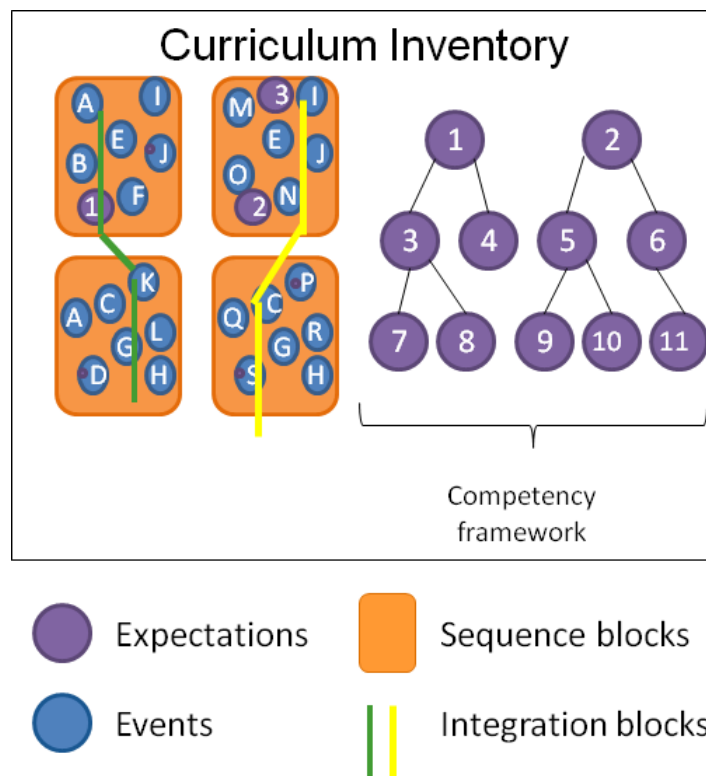




## Curriculum Inventory Overview

The development of health professions education curricula is a time consuming and complex task. Educational reform efforts are encouraging the development of non-traditional curricula that use novel and innovative methods for teaching and assessment. In many institutions there is a push towards competency-based learning as the cornerstone of curriculum development efforts. In addition, health professions reform has mandated that new content or competencies be integrated into the curriculum, including cultural competencies, patient safety, team-based learning, systems-based practice, etc.

To facilitate broad curricular reform, it is necessary to enable the aggregation of curriculum data for research and benchmarking purposes. The MedBiquitous Curriculum Inventory lets you do just that. provide a data structure that allows one to represent a health professions curriculum in a standard format. This structure then enables the exchange and aggregation of curriculum data across the continuum of professional education and training.



Courses, known as sequence blocks, may reference events and expectations, which are the competencies, objectives, and outcomes expected of learners. Events can also reference expectations. Themes, known as integration blocks, may cut through the curriculum, illustrating how the disparate pieces are integrated.

The MedBiquitous Curriculum Inventory was developed by the MedBiquitous Curriculum Inventory Working Group. For more information, visit the [Curriculum Inventory Working Group Page](#), [download the standard](#), or [download the implementation toolkit](#).