ASSOCIATION OF PATHOLOGY CHAIRS
APC 2020 *Online Learning* Program CME Tracker

UC San Diego
School of Medicine

ACTIVITY DESCRIPTION: The APC 2020 Online Learning Program is an online-based compilation of recorded presentations designed to provide training and professional development for academic pathologists.

TARGET AUDIENCE: The online, web-based recordings of presentations synchronized with audio provide educational online activities for four target audiences:
- Chairs and Vice Chairs of academic departments of pathology and laboratory medicine;
- Program Directors and Associate Program Directors of pathology residency training programs;
- Medical student educators of pathology in accredited medical schools; and
- Faculty members aspiring to these positions.

The target audience is professionals (MD, DO, PhD) and others who serve as the academic, medical, scientific, and administrative leaders of departments of pathology and laboratory medicine in the United States and Canada.

METHOD OF PARTICIPATION: If all presentations are viewed, this activity will take approximately 23.75 hours. The presentations are grouped into thematic topics for ease of viewing relevant presentations. Learners must:
1. Review the materials on accreditation information, target audience, learning objectives, and disclosure information ("Overview" tab/webpage).
2. View the recorded presentations of interest, if not all (the "Presentations" tab/webpage).
3. Track CME learning on the "CME Tracker" worksheet printable as a PDF (this worksheet).
4. Upon final completion of viewing presentations, claim CME credit by transferring the hours, evaluations, and notes from the "CME Tracker" to APC's online CME Evaluation form, accessible only by enrolled participants.

HARDWARE/SOFTWARE REQUIREMENTS: The recorded presentations are linked as mp4 video files or MS PowerPoint files, which can open in any modern browser, computer, and mobile device.

EDUCATIONAL OBJECTIVES: The objective of the online recorded presentations is to facilitate knowledge acquisition to enable departments to fulfill their missions in teaching, clinical service, and research. Content focuses on issues such as the development of educational programs and curricula for the training of medical students, residents, fellows, and practicing pathologists (especially those in academic medical centers) to provide cost effective, high-quality clinical service to patients. Additionally, content addresses the administration of an academic pathology department with respect to the funds flow cycle at academic health systems, as well as incorporating the role of pathology into therapeutics and advanced

technologies into the diagnostics laboratory. Upon completion of this activity, learners should be able to:
- Develop leadership skills for successfully administering a medical school pathology department to meet the demands of their three missions: medical education, research, and practice.
- Incorporate rapidly emerging technologies and therapeutics into the diagnostics laboratory and in pathology training to advance health care.
- Integrate pathology principles and content based on national standards and best practices for teaching and learning.
- Advocate for the professional development of pathology educators and pathologists, both as teachers and as professional resources to clinicians and patients.

STATEMENT OF NEED: The APC 2020 *Online Learning* Program provides educational activities to increase skills, knowledge, and professional performance of pathologists and laboratory medicine professionals. It meets the participants' educational needs primarily in the ABMS/ACGME competency area of Medical Knowledge, but also in the Competency areas of Interpersonal and Communication Skills, Professionalism, and Systems-Based Practice. Other Competency areas include: 1) educating medical students for the appropriate use of pathology and laboratory medicine in any specialty practice; 2) training residents and fellows to effectively and innovatively practice pathology; 3) sustaining patient access to laboratory services through practice administration and advocacy; and 4) preparing pathologists and lab professionals to participate in or lead research opportunities. These educational gaps were identified based primarily on planning committee discussions, ACGME Competences, IOM reports, AAMC survey data and reports, and feedback from attendees at prior annual meetings.

ACCREDITATION: This activity has been planned and implemented in accordance with the Essential Areas and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of the University of California San Diego School of Medicine and the Association of Pathology Chairs (APC). The University of California, San Diego School of Medicine is accredited by the ACCME to provide continuing medical education for physicians.

CREDIT DESIGNATION: The University of California San Diego School of Medicine designates this enduring material for a maximum of 23.75 *AMA PRA Category 1 Credits*™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

RELEASE DATE: July 6, 2020
EXPIRATION DATE: July 5, 2021

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CME ORGANIZING COMMITTEE:

Name	Title	Affiliation
David Bailey, MD	Vice Chair for Education and Academic Affairs, Department of Pathology	University of California, San Diego
Barbara Ducatman, MD	Chair, Department of Pathology	Oakland University William Beaumont School of Medicine
Lydia Howell, MD	Professor and Chair, Department of Pathology & Laboratory Medicine	University of California, Davis
Peter Jensen, MD	ARUP Presidential Professor and Chair Department of Pathology	University of Utah
Michael Laposata, MD, PhD	Professor and Chairman, Department of Pathology	University of Texas Medical Branch at Galveston
Jennifer Baccon, MD, PhD	Chair and Professor, Department of Pathology	Northeast Ohio Medical University
Karen Kaul, MD, PhD	Duckworth Family Chair, Department of Pathology and Laboratory Medicine	NorthShore University HealthSystem
Jeffrey Golden, MD	Chair, Department of Pathology	Brigham & Women's Hospital
Chen Liu, MD, PhD	Chair of Pathology, Immunology, and Laboratory	Yale University
Debra Leonard, MD, PhD	Chair and Professor, Department of Pathology and Laboratory Medicine	University of Vermont
Dani Zander, MD	MacKenzie Professor and Chair, Department of Pathology and Laboratory Medicine	University of Cincinnati
Fred Sanfilippo, MD, PhD	Professor, School of Medicine and Rollins School of Public Health Emeritus CEO Woodruff Health Science Center/Chair Emory Healthcare/EVP for Health Affairs	Emory University
Scott Anderson, MD	Director, Residency Program, and Professor of Pathology	University of Vermont
Kristen Kolb, MBA	Practice Manager III	Baystate Health, University of Massachusetts Medical School
Barbara Knollmann-Ritschel, MD	Captain, Medical Corps, U.S. Navy Professor of Pathology and Emerging Infectious Diseases and Vice Chair Pathology	Uniformed Services University of the Health Sciences
Melvin Limson, PhD	Director of Programs & Development	Association of Pathology Chairs

FACULTY *(alphabetical)*:

Aadil Ahmed, MD - Pathology Fellow, Yale University
Rahaf Alkhateb, MD - Pathology Resident, University of Texas, San Antonio
Scott Anderson, MD - Professor, University of Vermont
W. Stephen Black-Schaffer, MD - Associate Professor, Massachusetts General Hospital
Adam Booth, MD - Resident, University of Texas Medical Branch
Lynn Bry, MD, PhD - Associate Professor, Brigham and Women's Hospital
John Combes, MD - Senior Vice President, Policy and External Relations, ACGME
David Daniel, MD - Pathology Resident, SUNY Downstate Medical Center
Shanker Deonandan, MBA - Assistant Vice President, Northwell Health
Andrea Deyrup, MD, PhD - Associate Professor, Duke University
Ellen Dudrey, MD - Clinical Assistant Professor, Texas Tech Univ HSC
Valerie Fitzhugh, MD - Associate Professor and Interim Chair, Rutgers - New Jersey Medical School
Melina Flanagan, MD - Associate Professor, West Virginia University
Sherri Flax, MD - Vice Chair, Clinical Affairs and Outreach, University of Florida
Eric Gehrie, MD - Assistant Professor, Johns Hopkins University
Jonathan Genzen, MD, PhD - Associate Professor, University of Utah
Pamela Gibson, MD - Associate Professor, Vice Chair of Staff & Faculty Affairs, University of Vermont
Jeannette Guarner, MD - Professor, Emory University
Beth Hansell - Vice Chair, Finance and Administration, Medical University of South Carolina
Naomi Hardy, MD - Pathology Resident, University of Maryland Medical Center
Richard Haspel, MD, PhD - Associate Professor, Beth Israel Deaconess Medical Center
Kate Hatlak - Executive Director, Pathology Review Committee, ACGME
Tiffany Hebert, MD - Associate Professor, Montefiore Medical Center
Robert Hoffman, MD, PhD - Professor and Vice Chair for GME, Vanderbilt University Medical Center
Melissa Hogan, MD - Pathology Resident, Vanderbilt University
Rebecca Johnson, MD - Chief Executive Officer, American Board of Pathology
Donald Karcher, MD - Professor, George Washington University
Sumire Kitahara, MD - Assistant Professor, Cedars-Sinai Medical Center
Barbara Knollmann-Ritschel, MD - Vice Chair for Education and Professor, Uniformed Services Univ of the Health Sciences
Zoltan Laszik, MD, PhD - Professor, University of California, San Francisco
Robin LeGallo, MD - Associate Professor, University of Virginia
Debra Leonard, MD, PhD - Professor and Chair, University of Vermont
Joann Li - Department Administrator, Chief Financial Officer, Columbia University
Amy Lin, MD - Associate Professor, Univ of Illinois College of Medicine at Chicago
Chen Liu, MD, PhD - Professor and Chair, Yale University
Emilio Madrigal, DO - Pathology Resident, Massachusetts General Hospital
Marta Margeta, MD, PhD - Associate Professor, University of California, San Francisco
Brandi McCleskey, MD - Assistant Professor, University of Alabama at Birmingham
Cindy McCloskey, MD - Assistant Professor, University of Oklahoma
Kamran Mirza, MD, PhD - Assistant Professor, Loyola University Medical Center

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FACULTY *(alphabetical)*: *Continued from previous page*

Arie Nettles, PhD - Associate Professor, Vanderbilt University
David Newman-Toker, MD, PhD - Professor, Department of Neurology, Johns Hopkins University
Kristin Olson, MD - Associate Dean and Associate Professor, Univ of California, Davis
Lawrence Opas, MD - Senior Associate Dean for GME, Univ of Southern California
Janis Orlowski, MD - Chief Health Care Officer, American Association of Medical Colleges
Joyce Ou, MD, PhD - Associate Professor, Alpert Medical School of Brown Univ
Miguel Paniagua, MD - Medical Advisor, National Board of Medical Examiners; Adjunct Professor of Medicine, University of Pennsylvania
Alexis Peedin, MD - Assistant Professor, Thomas Jefferson University Hospital
Vivian Pinn, MD - Senior Scientist Emerita, Fogarty International Center, National Institutes of Health
Rebecca Pulk, PharmD - Clinical Coordinator, Yale New Haven Health
Rageshree Ramachandran, MD, PhD - Associate Professor, University of California, San Francisco
Hooman Rashidi, MD - Professor and Vice Chair, GME, University of California, Davis
Demaretta Rush, MD - Associate Professor, Univ of Arizona
Ansuman Satpathy, MD, PhD - Assistant Professor, Stanford University
Linda Schiffhauer, MD - Associate Professor, University of Rochester
Katherine Scribner, DO - Resident, Keck School of Medicine at USC, LAC+USC Medical Center
Veena Shenoy, MD - Associate Professor, Univ of Mississippi
Leslie Stump, MBA - Chief Administrative Officer, Ohio State University
Kelley Suskie - Vice Chair for Administration, University of Rochester Medical Center
Elham Vali Betts, MD - Assistant Clinical Professor, University of California at Davis
Laura Wake, MD - Assistant Professor, Johns Hopkins University
Alisha Ware, MD - Assistant Professor, Johns Hopkins University
Rebecca Wilcox, MD - Associate Professor, University of Vermont

BALANCE AND OBJECTIVITY OF CONTENT: It is the policy of the University of California, San Diego School of Medicine to ensure balance, independence, objectivity and scientific rigor. All persons involved in the selection, development and presentation of content are required to disclose any real or apparent conflicts of interest. All conflicts of interest will be resolved prior to an educational activity being delivered to learners through one of the following mechanisms:

1) altering the financial relationship with the commercial interest,
2) altering the individual's control over CME content about the products or services of the commercial interest, and/or
3) validating the activity content through independent peer review.

All persons are also required to disclose any discussions of off label/unapproved uses of drugs or devices. Persons who refuse or fail to disclose are disqualified from participating in the CME activity.

DISCLOSURE SUMMARY:

The faculty have reported the following relevant financial relationships:

- Lynn Bry, MD, PhD - ParetoBio, Scientific Advisory Board Chair
- Ansuman Satpathy, MD, PhD - Immunai, Co-founder and Scientific Advisory Board Member

The following faculty have no financial relationships other than listed above with commercial interests relevant to the content of this activity: Aadil Ahmed, MD; Rahaf Alkhateb, MD; Scott Anderson, MD; W. Stephen Black-Schaffer, MD; Adam Booth, MD; John Combes, MD; David Daniel, MD; Shanker Deonandan, MBA; Andrea Deyrup, MD, PhD; Ellen Dudrey, MD; Valerie Fitzhugh, MD; Melina Flanagan, MD; Sherri Flax, MD; Eric Gehrie, MD; Jonathan Genzen, MD, PhD; Pamela Gibson, MD; Jeannette Guarner, MD; Beth Hansell; Naomi Hardy, MD; Richard Haspel, MD, PhD; Kate Hatlak; Tiffany Hebert, MD; Robert Hoffman, MD, PhD; Melissa Hogan, MD; Rebecca Johnson, MD; Donald Karcher, MD; Sumire Kitahara, MD; Barbara Knollmann-Ritschel, MD; Zoltan Laszik, MD, PhD; Robin LeGallo, MD; Debra Leonard, MD, PhD; Joann Li; Amy Lin, MD; Chen Liu, MD, PhD; Emilio Madrigal, DO; Marta Margeta, MD, PhD; Brandi McCleskey, MD; Cindy McCloskey, MD; Kamran Mirza, MD, PhD; Arie Nettles, PhD; David Newman-Toker, MD, PhD; Kristin Olson, MD; Lawrence Opas, MD; Janis Orlowski, MD; Joyce Ou, MD, PhD; Miguel Paniagua, MD; Alexis Peedin, MD; Vivian Pinn, MD; Rebecca Pulk, PharmD; Rageshree Ramachandran, MD, PhD; Hooman Rashidi, MD; Demaretta Rush, MD; Linda Schiffhauer, MD; Katherine Scribner, DO; Veena Shenoy, MD; Leslie Stump, MBA; Kelley Suskie; Elham Vali Betts, MD; Laura Wake, MD; Alisha Ware, MD; Rebecca Wilcox, MD.

The CME staff, meeting planners, editorial staff, authors, planning committee, and CME committee reviewers other than listed above do not have any relevant financial relationships to disclose.

Off-label Disclosure: This educational activity may contain discussion of unlabeled and/or investigational uses of agents that are not approved by the FDA. Please consult the prescribing information for each product.

The views and opinions expressed in this activity are those of the faculty and do not necessarily reflect the views of the University of California San Diego.

CULTURAL COMPETENCY: This activity is in compliance with California Assembly Bill 1195 which requires CME courses with patient care components to include curriculum in the subjects of cultural and linguistic competencies. Cultural competency is defined as a set of integrated attitudes, knowledge, and skills that enables health care professionals or organizations to care effectively for patients from diverse cultures, groups, and communities. Linguistic competency is defined as the ability of a physician or surgeon to provide patients who do not speak English or who have limited ability to speak English, direct communication in the patient's primary language. Cultural and Linguistic Competency was incorporated into the planning of this activity. Additional resources on cultural and linguistic competency and information about AB1195 can be found at the UC San Diego CME website at https://medschool.ucsd.edu/education/cme or on the UC San Diego's resource list on cultural competencies.

INSTRUCTIONS FOR CLAIMING CME CREDIT FOR THE APC 2020 *ONLINE LEARNING* PROGRAM

The APC 2020 Online Learning Program provides year-round continuing education for those interested in academic pathology. High-quality, recorded presentations (23.75 hours total) by well-known speakers in the field offer timely and relevant educational material that can impact practice, research, advocacy, teaching, and leadership—both at the national and local levels.

ENROLLMENT: Access to the **APC 2020 *Online Learning* Program** requires individual enrollment. Each learner must complete the Enrollment Form and pay the Enrollment Fee to access and review the recorded presentations and claim the credit commensurate with the extent of their participation in the activity. Enrolled learners receive unlimited access to recorded presentations.

TO CLAIM CME: Please use this "CME Tracker" worksheet to track your viewing time, evaluation of meeting educational objectives, and any additional notes for the recorded presentations for CME. Due to the restrictions of the APC online system, users are unable to save their progress and return to the form later. Thus, all CME credits for the APC 2020 Online Learning Program must be claimed at once (in a single sitting) via an online CME Evaluation Form that is accessible only to enrolled registrants. Do not complete the online CME evaluation form until you are ready to claim ALL your credits for the presentations included in the APC 2020 Online Learning Program. **All claims for CME for the APC 2020 Online Learning Program must be submitted by August 1, 2021**.

RECEIVING A CME CERTIFICATE: CME claims are reviewed by the APC Office on a monthly cycle after which you will receive a pdf certificate by email. Thus, upon submission of your CME credit claim, thank you for your patience for potentially up to 6 weeks.

If you have any questions, please contact: meetings@apcprods.org.

www.apcprods.org/APC2020-Online-Learning

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Session Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
Advocating for Pathology in Funds Flow Models				
B11C.01	**The Big Picture: Why Funds Flow Models?** Janis Orlowski, MD, Chief Health Care Officer, *American Association of Medical Colleges*	_____ *Hours Max: 0.78*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
B11C.02	**APC Funds Flow Survey Results**, Debra Leonard, MD, PhD, *Univ of Vermont and Chair, APC Advocacy Committee*	_____ *Hours Max: 0.38*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
Role of Pathology in Therapeutics				
B12C.01	**Immunotherapy for Hepatocellular Carcinoma,** Chen Liu, MD, PhD, *Yale Univ*	_____ *Hours Max: 0.75*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
B12C.02	**Clinical Applications of the Microbiota**, Lynn Bry, MD, PhD, *Brigham and Women's Hospital*	_____ *Hours Max: 0.50*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
B12C.03	**Single-Cell Genomics in Checkpoint Blockade and CAR-T Cell Immunotherapy**, Ansuman Satpathy, MD, PhD, *Stanford Univ*	_____ *Hours Max: 0.48*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	

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Integration of Clinical Pathology Diagnostics into the UME Curriculum				
B14C.01	**What Pathologists Can Do to Improve Clinical Diagnosis – A Non-Pathologist's Perspective**, David Newman-Toker, MD, PhD, *Johns Hopkins Univ*	_____ Hours Max: 0.70	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
B14C.02	**Who Should Teach Pathology in the Curriculum?** Jeannette Guarner, MD, *Emory Univ*	_____ Hours Max: 0.17	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
B14C.03	**Creating Shared Resources & Integrating Technology Tools in Medical Education: Hematology Outlines**, Hooman Rashidi, MD, *Univ of California, Davis*	_____ Hours Max: 0.47	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
Implementation of Systems and Consolidation of Services				
B15A.01	**Epic at the EpiCenter,** Joann Li, *Columbia Univ*	_____ Hours Max: 0.50	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
B15A.02	**Centralizing & Consolidating Laboratory Services**, Kelley Suskie, *Univ of Rochester Medical Center*	_____ Hours Max: 0.98	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
The Future of Pathology Graduate Medical Education				
B15C.01	**Future Uncertainty: How Does GME Prepare?** John Combes, MD, *Accreditation Council for Graduate Medical Education*	_____ Hours Max: 0.70	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
B15C.02	**Training the Next Generation of Pathologists: The Montefiore Experience**, Tiffany Hebert, MD, *Montefiore Medical Center*	_____ Hours Max: 0.25	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	

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The Future of Pathology Graduate Medical Education				
B15C.03	**The GOL²D Project (Goals of Life and Learning Delineated): Collaboration Across Academic Health Systems to Better Align GME with Learner, Patient and Societal Needs**, Veena Shenoy, MD, *Univ of Mississippi,* Robert Hoffman, MD, PhD, *Vanderbilt Univ*	_____ *Hours Max: 0.12*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
B15C.04	**Promotion in Place: Enhancing Trainee Well-Being and Patient Care Through Time-Variable Graduate Medical Education**, W. Stephen Black-Schaffer, MD, *Massachusetts General Hospital*	_____ *Hours Max: 0.25*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
Leadership Development & Diversity				
B16C.01	**Leadership and Diversity in Academic Medicine, Patricia Thomas Lecture**, Vivian Pinn, MD, *National Institutes of Health, Fogarty International Center*	_____ *Hours Max: 0.98*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D13P.01	**Biopsy: Examining Unconscious Bias, C. Bruce Alexander Lecture,** Arie Nettles, PhD, *Vanderbilt Univ*	_____ *Hours Max: 0.78*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D14U.01	**Guiding the Use of Inclusive Language in the Delivery of Teaching Content and Assessment,** Robin LeGallo, MD, *Univ of Virginia,* Rebecca Wilcox, MD, *Univ of Vermont,* and Pamela Gibson, MD, *Univ of Vermont*	_____ *Hours Max: 0.37*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
Digital Pathology Implementation				
B16A.01	**Our Journey to Digital Pathology for Primary Diagnosis: The UCSF Experience,** Zoltan Laszik, MD, PhD, *Univ of California, San Francisco*	_____ *Hours Max: 0.65*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
B16A.02	**Traveling the Digital Pathology Journey at Northwell Health,** Shanker Deonandan, MBA, *Northwell Health*	_____ *Hours Max: 0.95*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	

Session Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
Compensation Plans and Professional Component Billing				
C11A.01	**The Ohio State University Compensation Plan,** Leslie Stump, MBA, *Ohio State Univ*	_____ Hours Max: 0.37	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
C11A.02	**Clinical vs. Research Comp Plans,** Beth Hansell, *Medical University of South Carolina*	_____ Hours Max: 0.50	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
Pathology Residency Program Updates and Reports				
C15P.01	**Surviving the 10-year ACGME Site Visit**, Demaretta Rush, MD, *Univ of Arizona*	_____ Hours Max: 0.93	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
C15P.02	**Milestone Assessments at Massachusetts General Hospital**, W. Stephen Black-Schaffer, MD, *Massachusetts General Hospital*	_____ Hours Max: 0.75	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D10P.01	**ACGME Overview and Program Requirements**, Kate Hatlak, *ACGME*	_____ Hours Max: 0.98	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D10P.02	**American Board of Pathology (ABPath) Overview and Updates,** Rebecca Johnson, MD, *ABPath*	_____ Hours Max: 0.28	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D10P.03	**ASCP Resident In-Service Exam (RISE),** Jonathan Genzen, MD, PhD, *ASCP RISE and Univ of Utah*	_____ Hours Max: 0.22	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	

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Pathology Residency Program Updates and Reports				
D11P.01	**Pipeline Development Survey Results for Best Practices**, Cindy McCloskey, MD, *Univ of Oklahoma*	_____ *Hours* Max: 0.78	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D11P.02	**The Pathologist Pipeline: What Has Worked, What Hasn't, and What's New,** Donald Karcher, MD, *George Washington Univ*	_____ *Hours* Max: 0.50	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D15P.01	**Teaming: Program and Institutional GME Leadership (DIO Perspective),** Lawrence Opas, MD, *Univ of Southern California*	_____ *Hours* Max: 0.58	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D15P.03	**Association of Progressive Responsibility and Independence in Residency with Preparedness for Entry into Practice**, W. Stephen Black-Schaffer, MD, *Massachusetts General Hospital*	_____ *Hours* Max: 0.45	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D15P.04	**Training Residents in Genomics (TRIG**), Richard Haspel, MD, PhD, *Beth Israel Deaconess Medical Center*	_____ *Hours* Max: 0.25	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D15P.06	**Entrustable Professional Activities (EPAs)**, *Cindy McCloskey, MD, Univ of Oklahoma*	_____ *Hours* Max: 0.30	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D15P.07	**Pathology Informatics Essentials for Residents (PIER),** Scott Anderson, MD, *Univ of Vermont*	_____ *Hours* Max: 0.27	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	

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Pathology Residency Program Updates and Reports				
D15P.08	**Updates from the CAP Resident Forum**, Adam Booth, MD, *Univ of Texas Medical Branch*	_____ *Hours* *Max: 0.10*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
D15P.09	**Resident Updates from ASCP**, Michelle Hogan, MD, *Vanderbilt Univ*	_____ *Hours* *Max: 0.15*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
D15P.10	**Activities of the AAMC Organization of Resident Representatives**, Katherine Scribner, DO, *Univ of Southern California*	_____ *Hours* *Max: 0.18*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
D15P.11	**Pathologist-in-Training Updates from USCAP**, Aadil Ahmed, MD, *Yale Univ*	_____ *Hours* *Max: 0.17*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
UME Pathology Course Director/Educator Fundamentals				
C11U.01	**Highlights, FAQs, and Resources for the USMLE**, Miguel Paniagua, MD, *National Board of Medical Examiners*	_____ *Hours* *Max: 0.12*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
C16U.01	**Writing and Grading Essay Exam Questions: UCSF Approach**, Rageshree Ramachandran, MD, PhD, and Marta Margeta, MD, PhD, *Univ of California, San Francisco*	_____ *Hours* *Max: 0.85*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
D10U.01	**Curricular Mapping at UVA SOM: Preparing for Re-Accreditation**, Robin LeGallo, MD, *Univ of Virginia*	_____ *Hours* *Max: 0.28*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	

ASSOCIATION OF PATHOLOGY CHAIRS
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Session Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
UME Pathology Course Director/Educator Fundamentals				
D10U.02	**Educational Scholarship and Research**, Barbara Knollmann-Ritschel, MD, *Uniformed Services Univ of the Health Sciences*	_____ *Hours Max: 0.67*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D10U.03	**Professionalism and Communication Skills in UME Pathology**, Kristin Olson, MD, *Univ of California, Davis*, and Melina Flanagan, MD, *West Virginia Univ*	_____ *Hours Max: 0.80*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
E-Learning Platforms				
D15U.01	**Pros/Cons of e-learning platform: AMBOSS:** Joyce Ou, MD, PhD, *Alpert Medical School of Brown Univ*	_____ *Hours Max: 0.18*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D15U.02	**What's Cracking with Firecracker?** Ellen Dudrey, MD, *Texas Tech Univ Health Science Center*	_____ *Hours Max: 0.15*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D15U.03	**elearning Platforms: Osmosis:** Amy Lin, MD, *Univ of Illinois College of Medicine at Chicago*	_____ *Hours Max: 0.20*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D15U.04	**Pathoma:** Valerie Fitzhugh, MD, *Rutgers Univ*	_____ *Hours Max: 0.25*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
D15U.05	**Robbins Essential Pathology: A New Kind of Textbook for a New Kind of Learner:** Andrea Deyrup, MD, PhD, *Duke Univ*	_____ *Hours Max: 0.17*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	

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UC San Diego
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UME Pathology Course Director/Educator Fundamentals				
D15U.06	**ScholarRx: Rx Bricks:** Melina Flanagan, MD, *West Virginia Univ*	*Hours Max: 0.22*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
D15U.07	**Whitekoat: A Multimedia Platform for Teaching and Quizzing:** Elham Vali-Betts, MD, *Univ of California, Davis*	*Hours Max: 0.17*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
Poster/Abstract Presentations *(requires 3 presentations per 0.25 credit)*				
P.02	**Social Media Transforming Pathology Pedagogy: #TwitterHomework during #PathElective**, Kamran Mirza, MD PhD, *Loyola University*	*Hours Max: 0.05*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
P.03	**Medical Director Boot Camp: A Practical Approach to Medical Directorship Training for Residents**, Sherri Flax, MD, *University of Florida*	*Hours Max: 0.05*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
P.04	**Consultative Interpretation for Lupus Anticoagulant by Expert Pathologists Reduces False-Positive Rates in the Era of Direct Oral Anticoagulants**, Sumire Kitahara, MD, *Cedars-Sinai Medical Center*	*Hours Max: 0.08*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
P.05	**A Pilot Communication Skills Simulation Curriculum for Pathology Residents**, Alexis Peedin, MD, *Thomas Jefferson University*	*Hours Max: 0.05*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	

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Poster/Abstract Presentations		*NOTE: Four (4) posters qualify for 0.25 hour at minimum, with a maximum of 1.0 hour for all 16 posters.*		
P.06	**Face-to-Face Feedback: A Survey of Resident Attitude and Perception**, David Daniel, MD, *SUNY Downstate Medical Center*	_____ *Hours Max: 0.08*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
P.07	**Competency by Design (CBD) implementation in the Division of Anatomical Pathology Program at The Ottawa Hospital**, Osama Khan, MD, *The Ottawa Hospital*	_____ *Hours Max: 0.08*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
P.08	**Development of a Resident Chosen Curriculum in Laboratory Management and Informatics for Pathology Residents at the University Health-San Antonio**, Rahaf Alkhateb, MD, *University of Texas, San Antonio*	_____ *Hours Max: 0.07*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
P.09	**A Department-Sponsored, Hospital-Based Pathology Education Symposium is a Cost-Effective Method to Provide Laboratory Staff with Highly Rated Continuing Education Experiences**, Eric Gehrie, MD, *Johns Hopkins University*	_____ *Hours Max: 0.08*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
P.10	**Assessing impostor syndrome in an academic pathology program**, Naomi Hardy, MD, *University of Maryland Medical Center*	_____ *Hours Max: 0.07*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
P.11	**Elective certificate tracks in pathology residency training meet the needs of an evolving field**, Laura Wake, MD, *Johns Hopkins University*	_____ *Hours Max: 0.05*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	
P.12	**Development of a Pathology Resident Wellness Initiative in a Large Academic Pathology Residency Training Program**, Alisha Ware, MD, *Johns Hopkins University*	_____ *Hours Max: 0.05*	◯ Exceeded Expectations ◯ Fully Met Expectations ◯ Partially Met Expectations ◯ Poorly Met Expectations ◯ Did not view	

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UC San Diego School of Medicine

Session Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
Poster/Abstract Presentations				
P.13	**The MGH Pathology Milestones Passport: A Management Platform for the Accreditation Council for Graduate Medical Education Milestones Program**, Emilio Madrigal, DO, *Massachusetts General Hospital*	_____ *Hours* *Max: 0.08*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
P.14	**Implementation of Clinical Pharmacogenomic Testing and Point-of-care Genomic Decision Support via Multi-specialty Collaboration,** Rebecca Pulk, PharmD, MS, *Yale New Haven Health*	_____ *Hours* *Max: 0.08*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
P.15	**Use of a Co-Enrollment Course to Improve Pathology Exposure in UME**, Brandi McCleskey, MD, *University of Alabama at Birmingham*	_____ *Hours* *Max: 0.08*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	
P.17	**Regional Interviews for Residency Program Recruitment: Is it time?** Linda Schiffhauer, MD, *University of Rochester*	_____ *Hours* *Max: 0.10*	○ Exceeded Expectations ○ Fully Met Expectations ○ Partially Met Expectations ○ Poorly Met Expectations ○ Did not view	

OVERALL EVALUATION

1. Please select your primary professional title:
- ☐ Physician
- ☐ Pharmacist
- ☐ Physician Assistant
- ☐ Nurse Practitioner
- ☐ Nurse
- ☐ Psychologist
- ☐ Therapist/Counselor
- ☐ Scientist/Researcher
- ☐ Social Worker
- ☐ Other (specify):

2. Please select your age group:
- ☐ 18-24 years
- ☐ 25-34 years
- ☐ 35-44 years
- ☐ 45-54 years
- ☐ 55-64 years
- ☐ Age 65 or older

3. The overall learning objectives for this activity were:
- Develop leadership skills for successfully administering a medical school pathology department to meet the demands of their three missions: medical education, research, and practice.
- Incorporate rapidly emerging technologies and therapeutics into the diagnostics laboratory and in pathology training to advance health care.
- Integrate pathology principles and content based on national standards and best practices for teaching and learning.
- Advocate for the professional development of pathology educators and pathologists, both as teachers and as professional resources to clinicians and patients.

The course learning objectives were met.
- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

4. Please rate the projected impact of this activity on the following:

(1=No Impact, 5=Very High Impact)

	1	2	3	4	5	N/A
Increased Competence						
Improved Performance						
Improved Patient Outcomes						

5. Please rate the impact of this course on increasing your confidence in the subject matter of this activity:
- ☐ No impact
- ☐ Low impact
- ☐ Moderate impact
- ☐ High impact
- ☐ Very high impact
- ☐ N/A

6. Please summarize professional changes that you intend to make as a result of participating in this activity:

7. Please rate your confidence in implementing these changes:
- ☐ No Confidence
- ☐ Low Confidence
- ☐ Moderate Confidence
- ☐ High Confidence
- ☐ Very High Confidence
- ☐ N/A

8. Please identify any barriers you perceive in implementing these changes:
(select all that apply)

☐ Cost
☐ Lack of time to assess / Counsel patients
☐ Lack of administrative support / Resources
☐ Competing Priorities
☐ Insurance / Reimbursement issues
☐ Culture / Workplace Environment
☐ Institutional Barriers
☐ Patient Adherence Issues
☐ Lack of consensus or professional guidelines
☐ Other (Please describe:)

9. How will you address these barriers?

10. This CME activity was free from <u>commercial bias</u>.

☐ Yes / Agree   ☐ No / Disagree **

<u>Commercial bias</u> *is defined as a personal judgment in favor of a specific product or service of a commercial interest. CME activities should be free from commercial bias and give a balanced view of therapeutic options.*

***If you perceived commercial bias, please provide details.*

11. Issues in cultural and linguistic competency adequately addressed in this activity.

☐ Yes / Agree   ☐ No / Disagree

For example, differences in prevalence, diagnosis, treatment in diverse population; linguistic skills; pertinent cultural data.

12. Please rate the following aspects of this educational activity:

(1=Strongly Disagree, 5=Strongly Agree)

	1	2	3	4	5	N/A
The overall quality of this CME program was excellent.						
The overall quality of the speakers/faculty was excellent.						
This CME activity met my primary objective.						
This CME activity was relevant to my practice/profession.						
This CME activity was presented in the appropriate learning format.						
The balance of active versus passive learning was appropriate.						
The fee for this CME activity was appropriate.						

13. What influenced you to participate in this activity?

☐ Course Description
☐ Faculty
☐ Topics
☐ Tuition / Fee
☐ Location
☐ Other (specify):

14. How did you hear about this activity?

☐ Brochure or Postcard in the mail
☐ Email announcement
☐ UC San Diego CME Website
☐ Social Media
☐ Internet Search
☐ Information at other UC San Diego CME Event
☐ CME California
☐ Referred by Colleague/Word of Mouth
☐ Other (specify):

15. How could this activity have been improved?

16. Based on your educational needs, please provide suggestions for future program topics and formats:

17. General comments:

ATTESTATION

I attest that:

1. I have reviewed the content for this educational activity.
2. I am claiming the commensurate amount of CME hours for which I participated in this activity.
3. I will submit my tracked responses onto APC's Online CME Evaluation Form in one sitting.
4. I will only submit the online form if, upon review, I believe all responses are accurate.

_____ *Yes, I agree to all of the statements above.*

TO CLAIM CME: Transfer your complete "CME Tracker" data to the online APC CME Evaluation Form accessible only by enrolled registrants in one sitting. All claims for CME must be submitted by August 1, 2021. CME claims are reviewed by the APC Office on a monthly cycle after which you will receive a pdf certificate by email.

Questions? Email: *meetings@apcprods.org*

Find the APC online CME Evaluation Form at:

www.apcprods.org/APC2020-Online-Learning