Pathology Informatics Essentials for Residents (PIER) At-A-Glance

PIER is a research-based instructional resource developed by the College of American Pathologists (CAP), the Association for Academic Pathology (AAPath), and the Association for Pathology Informatics (API). PIER presents training topics, implementation strategies/tools and resource options for program directors and faculty to effectively provide informatics training to their residents and meet ACGME informatics milestone requirements.

PIER is intended to help residency programs provide a sufficient pipeline of residents properly trained in core informatics knowledge and skills required to practice pathology now and in the future. PIER is not designed for pathologists who seek to become pathology informaticians. PIER is also an effective resource for aspiring specialists to develop prerequisite pathology informatics knowledge and skills prior to advanced training or fellowships.

Developed by a large team of pathology informatics educators and experts, PIER offers program directors and faculty:

- An up-to-date and validated pathology informatics knowledge and skill set
- Flexible delivery options that can be adapted by program size, needs and level of faculty expertise
- Topic organizers, objectives, existing learning resource options, and practical clinical applications

Programs that adapt and execute PIER will provide residents with the pathology informatics knowledge and skills necessary to practice pathology, including:

- The collection, management, use and sharing of diagnostic and treatment information that enables the delivery of accurate and high quality healthcare, and optimal patient outcomes
- Ensuring that patient healthcare information is accessible to colleagues across the healthcare environments and at every step of patient care

PIER Scope and Sequence

PIER Essentials presents pathology informatics training topics organized into eight topics. PIER exposes residents to information technology in pathology as they participate in their pathology rotations and residency activities related to management, quality assurance and control,

regulatory and accreditation issues, as well as daily flow of information into and out of the laboratory and the proper utilization of that information. PIER Essentials shows how a resident can apply the Essentials sequence and build their pathology informatics competence over time.

PIER Resident Assessment Tool

The Resident Assessment Tool provides three functions. First, it is a high-level map containing the topics, learning objectives and subtopics. Second, it acts as a self-reporting assessment tool allowing you and your residents to monitor their progress towards the attainment of the PIER Essentials Outcomes. Third, the document can be used as a permanent record of the resident's completion of the PIER curriculum.

PIER Essentials Resource Toolkit

The PIER Essentials Resource Toolkit provides the "how" of planning, implementing, and managing delivery of PIER Essentials. Users can add, customize and maintain their own tools and content in their own electronic file. The PIER Essentials Resource Toolkit is organized into eight topics including the learning objectives and subtopics that fall within that specific topic. In addition, each topic contains recommended resources and practical exercises. Note that some resources may require advance purchase or login access.

Ultimately, the PIER Essentials Resource Toolkit is available to help program directors and residents make good GME pathology informatics training decisions, scaling PIER's topics and implementation to their own needs and circumstances.

PIER Implementation

Residency programs have their own philosophies, rotations, approaches, customs and preferences for how to educate and prepare residents for practice. When considering PIER, program directors and faculty are encouraged to begin by comparing their current pathology informatics training approach to PIER and identifying the degree to which their current training approach is preparing residents adequately.

Using the results, program directors and faculty further consider PIER and its flexible delivery options and identify how PIER can help the program increase pathology informatics training effectiveness. Decisions regarding degree of use and implementation sequencing are made based on the program's rotation schedule, available faculty expertise, delivery preferences, and

program capacity. Program directors and faculty can implement the delivery options as proposed or customize them to suit their needs and preferences.

Program directors and faculty ultimately determine and are responsible for how their residents will meet the ACGME informatics milestone requirements and achieve the level of proficiency necessary to practice pathology and are encouraged to let PIER help the program increase effectiveness and achieve success.

Questions?

For further information, contact Sarah Bootz, Education Manager, College of American Pathologists at **sbootz@cap.org**