**Continued Accreditation Application: Pathology**

401 North Michigan Avenue · Chicago, Illinois 60611 · United States · +1.312.755.7042 www.acgme-i.org

**Submission for Continued Accreditation:** This Advanced Specialty application is for programs applying for **Continued Accreditation ONLY**and is used in conjunction with the Accreditation Data System (ADS).

All sections of the form applicable to the program must be completed for it to be accepted for review. The information provided should describe the existing program. For items that do not apply, indicate “N/A” in the space provided. Where patient numbers are requested, provide exact numbers as requested and indicate the exact dates for the data entered. If any requested information is unavailable, an explanation must be given, and it should also be indicated as unavailable in the appropriate place on the form. Once the form is complete, number the pages sequentially in the bottom center.

The program director is responsible for the accuracy of the information supplied in this form and must sign it. It must also be signed by the designated institutional official (DIO) of the Sponsoring Institution, who will submit the application electronically in ADS.

Review the International Foundational Program Requirements for Graduate Medical Education and Advanced Specialty Program Requirements for Graduate Medical Education in Pathology. The International Foundational, Advanced Specialty, and Institutional Requirements may be downloaded from the ACGME International website: [www.acgme-i.org](http://www.acgme-i.org/).

Email questions regarding the form’s content to acgme-i@acgme-i.org.

Email questions regarding ADS toADS@acgme.org (type the program number in the subject line).

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| --- |
| Program Name: Click here to enter text. |

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**Introduction**

**Duration and Scope of Education**

* + - 1. Is the program format one of the following?
1. Anatomic and clinical pathology (APCP-4) [ ] YES [ ] NO
2. Anatomic pathology (AP-3) [ ] YES [ ] NO
3. Clinical pathology (CP-3) [ ] YES [ ] NO

|  |
| --- |
| 1. If the format is an AP-3 or a CP-3 program, indicate the length of the educational program here, in months. Choose an item.
 |

|  |
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| 1. If the format is an APCP-4 program, indicate the length of the educational program here, in months
2. Choose an item.
 |

**Institutions**

**Sponsoring Institutions**

* + - 1. Does the Sponsoring Institution also sponsor ACGME-I-accredited programs in the following specialties?
				1. Diagnostic radiology [ ] YES [ ] NO
				2. Family medicine [ ] YES [ ] NO
				3. Internal medicine [ ] YES [ ] NO
				4. Obstetrics and gynecology [ ] YES [ ] NO
				5. Pediatrics [ ] YES [ ] NO
				6. Surgery [ ] YES [ ] NO

Explain if fewer than three of the above are checked ‘YES.’ (Limit 250 words)

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**Participating Sites**

Describe how the program ensures resident assignments away from the primary clinical site do not prevent residents’ regular participation in rounds or conferences at the primary clinical site or in equivalent conferences at participating sites. (Limit 300 words)

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**Program Personnel and Resources**

**Other Program Personnel**

1. Are there clerical, administrative, and qualified laboratory technical personnel to support the clinical, teaching, educational, and research activities of the program? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

|  |
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**Resources**

1. Do residents have the following resources available for both patient care work and scholarly activity?

Computer with internet access [ ] YES [ ] NO

Designated work area [ ] YES [ ] NO

Laboratory space [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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* + - 1. Are microscopes available on rotations where microscopic evaluations account for a major portion of the clinical experience? [ ] YES [ ] NO

Explain if ‘NO.’ (Limit 250 words)

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| Click here to enter text. |

* + - 1. Are the following resources available and adequate to meet the educational goals and objectives of the program?
1. Audiovisual resources [ ] YES [ ] NO
2. Educational material [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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* + - 1. Are the number and variety of tests performed in the program’s laboratories sufficient to:
	1. allow residents to develop competence in each of the program’s required competency areas?

 [ ] YES [ ] NO

* 1. give residents experience in those tests typically available in a general hospital? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

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**Resident Appointment**

**Number of Residents**

1. How does the program ensure there is at least one resident in each accredited year of the program at all times? (Limit 300 words)

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1. If the program is an APCP-4 format, how does the program ensure there are at least two residents enrolled in each year of the program at all times? (Limit 300 words)

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**Specialty-Specific Educational Program**

**ACGME-I Competencies**

**Professionalism**

* + 1. How do graduating residents demonstrate a commitment to fulfilling their professional responsibilities and to adhering to ethical principles?

Describe how these skills are evaluated. (Limit 300 words)

|  |
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* + 1. How do graduating residents’ demonstrate the following?
			- 1. Compassion, integrity, and respect for others
				2. Responsiveness to patient needs that supersedes self-interest
				3. Respect for patient privacy and autonomy
				4. Accountability to patients, society, and the profession
				5. Sensitivity and responsiveness to a diverse patient population, including to diversity in gender, age, culture, race, religion, disabilities, and sexual orientation

Provide examples of how skills are assessed in three of the five areas listed. (Limit 300 words)

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**Patient Care and Procedural Skills**

How do graduating residents demonstrate the ability to provide patient care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health?

Describe how this is evaluated. (Limit 300 words)

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* + - 1. How do graduating residents demonstrate competence in the following?
1. Interpreting immunohistochemical stains
2. Interpreting laboratory data as part of patient care decision-making
3. The ability to provide appropriate and effective pathology services consultation
4. Providing medical advice on the diagnosis and management of diseases, and laboratory test selection and interpretation

Provide examples of how competence is assessed in three of the four areas listed. (Limit 300 words)

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* + - 1. How do graduating residents demonstrate competence in ensuring laboratory quality, safety, and effective management, including the ability to manage the following?
1. Laboratory expense and revenue calculations and projections
2. Laboratory inspections
3. Method validation
4. Principles of human resource management
5. Proficiency testing
6. Public health reporting
7. Quality assurance
8. Regulations
9. Risk management
10. Safety
11. The use of hospital and laboratory information systems

Provide examples of how competence is assessed in six of the 11 areas listed. (Limit 600 words)

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**APCP-4 programs, answer only Questions 4 and 5 below.
AP-3 programs, answer only Question 6 below.
CP-3 programs, answer only Question 7 below.**

* + - 1. How do residents graduating from an APCP-4 program demonstrate competence in the following?
1. The performance and diagnostic interpretation of autopsies
2. All aspects of an autopsy, as appropriate to the case
3. Examining surgical pathology specimens
4. Diagnosing surgical pathology specimens
5. Performing intra-operative consultations
6. Diagnosing intra-operative consultations
7. Examining and diagnosing gynecologic specimens
8. Examining and diagnosing non-gynecologic specimens
9. Examining and diagnosing fine needle aspiration cytology specimens

Provide examples of how competence is assessed in five of the of nine areas listed. (Limit 500 words)

|  |
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* + - 1. How do residents graduating from an APCP-4 program demonstrate competence in interpreting common laboratory tests, including the following?
1. Body fluid tests
2. Bone marrow aspirates and biopsies
3. Microbiology and chemistry tests
4. Peripheral smears
5. Transfusion medicine tests

Provide examples of how competence is assessed in three of the of five areas listed. (Limit 300 words)

|  |
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* + - 1. How do residents graduating from an AP-3 program demonstrate competence in the following?
1. The performance and diagnostic interpretation of autopsies
2. All aspects of an autopsy, as appropriate to the case
3. Examining surgical pathology specimens
4. Diagnosing surgical pathology specimens
5. Performing intra-operative consultations
6. Diagnosing intra-operative consultations
7. Examining and diagnosing gynecologic specimens
8. Examining and diagnosing non-gynecologic specimens
9. Examining and diagnosing fine needle aspiration cytology specimens
10. Interpreting common laboratory tests, to include peripheral smears and bone marrow aspirates and biopsies

Provide examples of how competence is assessed in six of the of 10 areas listed. (Limit 600 words)

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* + - 1. How do residents graduating from a CP-3 program demonstrate competence in interpreting common laboratory tests, including the following?
1. Body fluid tests
2. Bone marrow aspirates and biopsies
3. Microbiology and chemistry tests
4. Peripheral smears
5. Transfusion medicine tests

Provide examples of how competence is assessed in three of the of five areas listed. (Limit 300 words)

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**Medical Knowledge**

1. How do graduating residents demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to patient care?

Describe how knowledge is evaluated. (Limit 400 words)

|  |
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1. How do graduating residents demonstrate knowledge of the following factors for disease processes commonly analyzed and diagnosed by laboratory and pathologic methods as matches the program’s specialty concentration?
	1. Diagnostic techniques
	2. Pathogenesis
	3. Prognostic factors

Provide examples of how knowledge is assessed in two of the of the three areas listed. (Limit 200 words)

|  |
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1. How do residents demonstrate knowledge of the principles of laboratory management?

Describe how knowledge is evaluated. (Limit 300 words)

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**APCP-4 programs, answer only Question 4 below.**

**AP-3 programs, answer only Question 5 below.**

**CP-3 programs, answer only Question 6 below.**

1. How do residents graduating from an APCP-4 program demonstrate knowledge of the following?
2. Apheresis
3. Complications of bone marrow procedures
4. Fine needle aspiration
5. Indications for bone marrow procedures
6. Preparation of bone marrow specimens
7. Safety considerations for bone marrow procedures

Provide examples of how knowledge is assessed in four of the six areas listed. (Limit 400 words)

|  |
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1. How do residents graduating from an AP-3 program demonstrate knowledge of the following?
2. Complications of bone marrow procedures
3. Fine needle aspiration
4. Indications for bone marrow procedures
5. Preparation of bone marrow specimens
6. Safety considerations for bone marrow procedures

Provide examples of how knowledge is assessed in three of the five areas listed. (Limit 300 words)

|  |
| --- |
| Click here to enter text. |

1. How do residents graduating from a CP-3 program demonstrate knowledge of the following?
2. Apheresis
3. Complications of bone marrow procedures
4. Indications for bone marrow procedures
5. Preparation of bone marrow specimens
6. Safety considerations for bone marrow procedures

Provide examples of how knowledge is assessed in three of the five areas listed. (Limit 400 words)

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**Practice-based Learning and Improvement**

* 1. How do graduating residents demonstrate their ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and lifelong learning?

Describe how these are evaluated. (Limit 300 words)

|  |
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* 1. How do graduating residents demonstrate they have developed skills and habits to be able to meet the following goals?
		+ - 1. Evaluate personal practice using an individualized learning plan and portfolio
				2. Identify strengths, deficiencies, and limits in one’s knowledge and expertise
				3. Identify and perform appropriate learning activities
				4. Incorporate formative evaluation feedback into daily practice
				5. Locate, appraise, and assimilate evidence from scientific studies related to their patients’ health problems
				6. Participate in the education of patients, patients’ families, students, other residents, and other health professionals
				7. Participate in quality improvement projects
				8. Set learning and improvement goals
				9. Systematically analyze clinical practice using quality improvement methods, and implement changes with the goal of practice improvement
				10. Use information technology to optimize learning

Provide examples of how skills are assessed in six of the 10 areas listed. (Limit 600 words)

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**Interpersonal and Communication Skills**

* 1. How do graduating residents demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and other health professionals?

Describe how these skills are evaluated. (Limit 300 words)

|  |
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| Click here to enter text. |

* 1. How do graduating residents demonstrate their ability to:
	2. communicate effectively with patients, patients’ families, and the public, as appropriate, across a broad range of socioeconomic and cultural backgrounds;
	3. communicate effectively with physicians, other health professionals, and health-related agencies;
	4. work effectively as a member or leader of a health care team or other professional group;
	5. act in a consultative role to other physicians and health professionals;
	6. maintain comprehensive, timely, and legible medical records, if applicable;
	7. use effective verbal and written communication; and,
	8. generate comprehensive pathology and consultation reports?

Provide examples of how skills are assessed in four of the seven areas listed. (Limit 400 words)

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| Click here to enter text. |

**Systems-based Practice**

* + - 1. How do graduating residents demonstrate an awareness of and responsiveness to the larger context and system of health care, as well as the ability to call effectively on other resources in the system to provide optimal health care?

Describe how these skills are evaluated. (Limit 300 words)

|  |
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* + - 1. How do graduating residents demonstrate their ability to:

a. work effectively in various health care delivery settings and systems relevant to their clinical specialty;

b. coordinate patient care within the health care system relevant to their clinical specialty;

c. incorporate considerations of cost awareness and risk-benefit analysis in patient and/or population-based care as appropriate;

d. advocate for quality patient care and optimal patient care systems;

e. work in interprofessional teams to enhance patient safety and improve patient care quality; and,

f. participate in identifying system errors and implementing potential systems solutions?

Provide examples of how skills are assessed in four of the six areas listed. (Limit 400 words)

|  |
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**Regularly Scheduled Educational Activities**

Complete Appendix A., Formal Didactic Sessions by Academic Year, and attach to submission.

Is the residents’ experience augmented by the following?

1. Course materials [ ] YES [ ] NO
2. Didactic/interactive sessions [ ] YES [ ] NO
3. Laboratory indexes of unusual cases [ ] YES [ ] NO
4. Study sets [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

|  |
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| Click here to enter text. |

Does the program director ensure that there are:

clinical correlation conferences held with other clinical services? [ ] YES [ ] NO

1. regularly scheduled seminars and conferences devoted to applied medical science?[ ] YES [ ] NO
2. regularly scheduled seminars and conferences devoted to basic medical science? [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

|  |
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| Click here to enter text. |

1. Do faculty members and residents participate in departmental conferences? [ ] YES [ ] NO
	* + - 1. Do departmental conferences include detailed discussion of difficult and unusual cases?

 [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

|  |
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**Clinical Experiences**

1. APCP-4 programs, answer Questions a.-c.

List the rotations that are core anatomic pathology rotations, and indicate the length of each.

|  |  |
| --- | --- |
| **Core Anatomic Pathology Rotation** | **Length of Rotation in Months** |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
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| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |

If there are additional areas of anatomic pathology that are covered in rotations or experiences not listed above, describe them below. (Limit 250 words)

|  |
| --- |
| Click here to enter text. |

1. List the rotations that are core clinical pathology rotations, and indicate the length of each. Add rows as needed.

|  |  |
| --- | --- |
| **Core Clinical Pathology Rotation** | **Length of Rotation in Months** |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
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| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |
| Click here to enter text. | Click here to enter text. |

If there are additional areas of clinical pathology that are covered in rotations or experiences not listed above, describe them below. (Limit 250 words)

|  |
| --- |
| Click here to enter text. |

1. How are the remaining months of the program determined? Include how the program director, Clinical Competency Committee, Pathology Education Committee, and residents are involved in determining the content and structure of these months. (Limit 400 words)

|  |
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| Click here to enter text. |

**AP-3 programs, answer Question 2.**

1. Indicate the length of all rotations that provide experiences in the core anatomic pathology areas.

|  |  |
| --- | --- |
| **Core Anatomic Pathology Rotation** | **Length of Rotation in Months** |
| Breast pathology | # |
| Cardiac pathology | # |
| Cytopathology | # |
| Dermatopathology | # |
| Gastrointestinal pathology | # |
| Genitourinary pathology | # |
| Neuropathology | # |
| Pediatric pathology | # |
| Pulmonary pathology | # |
| Renal pathology | # |

**CP-3 programs, answer Question 3.**

1. Indicate the length of all rotations that provide experiences in the core clinical pathology areas.

|  |  |
| --- | --- |
| **Core Clinical Pathology Rotation**  | **Length of Rotation in Months** |
| Blood banking and transfusion medicine | # |
| Chemical pathology | # |
| Hematology | # |
| Medical microbiology with molecular pathology | # |

**AP-3 and CP-3 programs, answer Questions 4 and 5.**

1. Indicate if the program provides rotations in the highly integrated areas of pathology listed below, and indicate the length of each.

|  |  |  |
| --- | --- | --- |
| **Integrated Area of Pathology** | **Rotation Provided** | **Length of Rotation** |
|  | **Yes** | **No** |  |
| Blood banking and transfusion medicine |[ ] [ ]  Click here to enter duration |
| Chemical pathology |[ ] [ ]  Click here to enter duration |
| Clinical informatics |[ ] [ ]  Click here to enter duration |
| Coagulation |[ ] [ ]  Click here to enter duration |
| Cytogenetics |[ ] [ ]  Click here to enter duration |
| Cytopathology |[ ] [ ]  Click here to enter duration |
| Hematology |[ ] [ ]  Click here to enter duration |
| Laboratory medical directorship |[ ] [ ]  Click here to enter duration |
| Medical microbiology with molecular pathology |[ ] [ ]  Click here to enter duration |

If additional highly integrated areas of pathology are included in the program, describe them below. (Limit 250 words)

|  |
| --- |
| Click here to enter text. |

1. How are the remaining months of the AP-3 or CP-3 program determined? Include how the program director, Clinical Competency Committee, Pathology Education Committee, and residents are involved in determining the content and structure of these months. (Limit 400 words)

|  |
| --- |
| Click here to enter text. |

1. Do all pathology residents participate in the following?
2. Laboratory inspections or mock inspections [ ] YES [ ] NO
3. Method validation [ ] YES [ ] NO
4. Quality assurance activities [ ] YES [ ] NO
5. Review of proficiency testing results [ ] YES [ ] NO
6. Use of hospital and laboratory information systems [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

|  |
| --- |
| Click here to enter text. |

1. Do all pathology residents participate in the following?
2. Pathology conferences [ ] YES [ ] NO
3. Regular, formal, clinical, and teaching rounds corresponding to the laboratory services to which they are assigned [ ] YES [ ] NO
4. Teaching [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

|  |
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| Click here to enter text. |

**APCP-4 and AP-3 programs, answer Question 8 below**.

1. Check the appropriate box indicating if residents in the APCP-4 or AP-3 program have instruction in the following required content areas of anatomic pathology.

|  |  |
| --- | --- |
| **Required Anatomic Pathology Content** | **Do Residents Receive Instruction?** |
|  | **YES** | **NO** |
| Autopsy  |[ ] [ ]
| Clinical informatics  |[ ] [ ]
| Cytogenetics  |[ ] [ ]
| Cytopathology  |[ ] [ ]
| Dermatopathology |[ ] [ ]
| Fine needle aspiration techniques  |[ ] [ ]
| Forensic pathology  |[ ] [ ]
| Histochemistry |[ ] [ ]
| Immunopathology |[ ] [ ]
| Medical renal pathology I |[ ] [ ]
| Molecular pathology  |[ ] [ ]
| Neuropathology |[ ] [ ]
| Pediatric pathology  |[ ] [ ]
| Surgical pathology  |[ ] [ ]
| Ultrastructural pathology |[ ] [ ]
| Other advanced diagnostic techniques (specify below) |[ ]  [ ]  |

Specify other advanced diagnostic techniques that are not addressed in the table above. (Limit 250 words)

|  |
| --- |
| Click here to enter text. |

Explain any ‘NO’ responses. (Limit 250 words)

|  |
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| Click here to enter text. |

**APCP-4 and CP-3 programs, answer Question 9 below.**

1. Check the appropriate box indicating if residents in the APCP-4 or CP-3 program have instruction in the following required content areas of clinical pathology.

|  |  |
| --- | --- |
| **Required Clinical Pathology Content** | **Do Residents Receive Instruction?** |
|  | **YES** | **NO** |
| Bone marrow aspiration techniques |[ ] [ ]
| Blood banking/transfusion medicine |[ ] [ ]
| Chemical pathology |[ ] [ ]
| Clinical informatics |[ ] [ ]
| Coagulation |[ ] [ ]
| Cytogenetics |[ ] [ ]
| Hematology |[ ] [ ]
| Immunopathology |[ ] [ ]
| Medical microscopy (including urinalysis) |[ ] [ ]
| Microbiology (including bacteriology, mycology, parasitology, and virology) |[ ] [ ]
| Molecular pathology |[ ] [ ]
| Toxicology |[ ] [ ]
| Other advanced diagnostic techniques (specify below) |[ ] [ ]

Specify other advanced diagnostic techniques that are not addressed in the table above. (Limit 250 words)

|  |
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| Click here to enter text. |

Explain any ‘NO’ responses. (Limit 250 words)

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**APCP-4 and AP-3 programs, answer Questions 10-16 below.**

1. Using the number assigned in ADS, provide information for each participating site (including Medical Examiners) where APCP-4 or AP-3 residents are assigned for autopsy education (including forensic experience). If more than four sites, follow this format and insert a page.

12-month period covered by statistics: From: Date\_\_\_\_\_\_\_\_ To: Date\_\_\_\_\_\_\_\_

| **Site** | **1** *Primary* | **2** | **3** | **4** | **Total** |
| --- | --- | --- | --- | --- | --- |
| Total number of autopsies done past year | # | # | # | # | # |
| Total number of autopsies performed by residents in past year | # | # | # | # | # |
| Number of simulated autopsies (residents cannot share simulations) | # | # | # | # | # |
| Number of forensic autopsies | # | # | # | # | # |
| Number of pediatric autopsies | # | # | # | # | # |
| Number of focused autopsies | # | # | # | # | # |
| Number of stillborn autopsies (greater than 20 weeks gestation) | # | # | # | # | # |
| Number of single organ autopsies (residents cannot share single organ autopsies) | # | # | # | # | # |
| Number of perinatal autopsies | # | # | # | # | # |
| Number of shared autopsies | # | # | # | # | # |
| Do residents review the medical history and circumstances of death during the autopsy (as appropriate for the case)? | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO |  |
| Do residents complete an external examination of the body during the autopsy (as appropriate for the case)? | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO |  |
| Do residents complete a gross dissection during the autopsy (as appropriate for the case)? | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO |  |
| Do residents review microscopic and laboratory findings during the autopsy (as appropriate for the case)? | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO |  |
| Do residents prepare a written description of gross and microscopic findings as part of the autopsy (as appropriate for the case)? | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO |  |
| Do residents develop an opinion on cause of death as part of the autopsy (as appropriate for the case)? | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO |  |
| Do residents review the autopsy report with faculty members (as appropriate for the case)? | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO |  |
| Do residents review clinicopathological correlations with faculty members (as appropriate for the case)? | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO | [ ] YES [ ] NO |  |

Explain any ‘NO’ responses. (Limit 250 words)

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| Click here to enter text. |

1. Using the number assigned in ADS, provide information for each participating site/location where APCP-4 or AP-3 residents are assigned. If more than four sites, follow this format and insert a page.

12-month period covered by statistics: From: Date\_\_\_\_\_\_\_\_ To: Date\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Site** | **1** | **2** | **3** | **4** | **Total** |
| Number of surgical pathology specimens examined  | # | # | # | # | # |
| Number of intra-operative consultations performed | # | # | # | # | # |
| Number of cytologic specimens examined | # | # | # | # | # |

1. Does the program provide an adequate mix of cases to ensure exposure to common and uncommon conditions? [ ] YES [ ] NO
2. Do residents formulate a microscopic diagnosis for cases they have examined grossly? [ ] YES [ ] NO
3. Do residents preview their cases prior to sign-out with an attending pathologist? [ ] YES [ ] NO
4. Do cytological specimens include a variety of both exfoliative and aspiration specimens?

 [ ] YES [ ] NO

Explain any ‘NO’ responses to Questions 11-14. (Limit 250 words)

|  |
| --- |
| Click here to enter text. |

1. Does each resident examine and assess the following by graduation?
	* + 1. At least 1,500 cytologic specimens [ ] YES [ ] NO
			2. At least 200 intra-operative consultations [ ] YES [ ] NO
			3. At least 2,000 surgical pathology specimens [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

|  |
| --- |
| Click here to enter text. |

**Scholarly Activity**

1. How does the program provide an environment that promotes research and scholarly activity by the residents? (Limit 300 words)

|  |
| --- |
| Click here to enter text. |

1. Does each resident participate in at least one of the following?

 Evidence-based presentations at journal club [ ] YES [ ] NO

Evidence-based presentations at local, national, or regional meetings [ ] YES [ ] NO

Preparation or submission or articles for peer-reviewed publication [ ] YES [ ] NO

Research [ ] YES [ ] NO

Explain any ‘NO’ responses. (Limit 250 words)

|  |
| --- |
| Click here to enter text. |

Appendix A. Formal Didactic Sessions by Academic Year

For each year of the residency, attach (Label: Appendix A.) a list of all scheduled didactic courses ( including discussion groups, seminars and conferences, grand rounds, basic science, skills labs, and journal club) at all participating sites to which residents rotate using the format below. If attended by residents from multiple years, list in each year but provide a full description *only the first time the site is listed*.

Number sessions **consecutively** from the first year through the final year so that the scheduled didactic sessions can be easily referenced throughout the application. **Be brief and use the outline that follows.**

Year in the Program:

Number: Title:

a) Type of Format (e.g., seminar, conference, discussion groups)

b) Required or elective

c) Brief description (three or four sentences)

d) Frequency, length of session, and total number of sessions

**Example:**

|  |
| --- |
| Y-101. Introduction to Pathologya) Seminarb) Required Y-1c) Survey of contemporary methods and styles of pathology, including approaches to clinical work with minority populations.d) Weekly, for 8 sessions.02. Departmental Grand Roundsa) Discussion groupsb) Required, Y-1, Y-2, Y-3; Elective Y-4c) Clinical case presentations, sponsored by each departmental division, followed by discussion and review of contemporary state of knowledge. Format includes resident presentations and discussions with additional faculty discussant.d) Twice monthly, 24 sessions |

If resident attendance is monitored, explain how this is accomplished and how feedback is given regarding non-attendance (limit 250 words).

|  |
| --- |
| Click here to enter text. |