

Resource List/Bibliography Relevant to the APC 2022 Online Learning Program

A. ADMINISTRATION/LEADERSHIP

Developing and refining leadership skills for successfully administering an academic pathology department to meet the demands of their three missions within an academic health system: medical education, practice, and research.

1. Sovold, LE, et al. Prioritizing the Mental Health and Well-Being of Healthcare Workers: An Urgent Global Public Health Priority. *Front. Public Health*, 07 May 2021 | <https://doi.org/10.3389/fpubh.2021.679397>
2. Gutkin, PM, et al. Importance of a Culture Committee for Boosting Morale and Maintaining a Healthy Work Environment in Radiation Oncology. *Adv Radiat Oncol*. 2020 Nov-Dec; 5(6): 1115–1117. Published online 2020 Jul 18. doi: [10.1016/j.adro.2020.07.002](https://doi.org/10.1016/j.adro.2020.07.002)
3. Bailey DN, Lipscomb MF, Gorstein F, Wilkinson D, Sanfilippo F. Life after being a pathology department chair: issues and opportunities. *Academic Pathology*. 2016; 3.doi:10.1177/23742895166673651.
4. Lees ND. Planning priorities for leaving the chair position: part 1. *Academic Briefing*. 2017. <https://academicbriefing.com/leadership/leaving-the-chair-position-part-1/>. Accessed November 15, 2021
5. Lees ND. Planning priorities for leaving the chair position: part 2. *Academic Briefing*. 2017. <https://www.academicbriefing.com/leadership/leaving-chair-position-part-2/>. Accessed November 15, 2021.
6. Rayburn W, Grigsby K, Brubaker L. The strategic value of succession planning for department chairs. *Academic Medicine* 91: 465-468 (2016).
7. Aibana O, Swails JL, Flores RJ, Love L. Bridging the Gap: Holistic Review to Increase Diversity in Graduate Medical Education. *Acad Med*. 2019 Aug;94(8):1137-1141. doi: [10.1097/ACM.0000000000002779](https://doi.org/10.1097/ACM.0000000000002779)
8. From the AAMC: Holistic Review: <https://www.aamc.org/services/member-capacity-building/holistic-review> -- and citations listed therein.

B. PATHOLOGY CONTENT/CURRICULUM and TRAINING/TEACHING METHODS

Institutional, inter-departmental, and departmental support for pathology faculty is given priority to enhance both the content and pedagogy for the continuum of medical education for trainees.

1. AAMC - How Medical Education is Changing: <https://www.aamc.org/media/19151/download?attachment>
2. Childs, E, et al. "How to Launch and Continually Enhance an Effective Medical Campus Faculty Development Program: Steps for Implementation and Lessons Learned. *J Healthcare Leadership*. 2021; 13: 147–156. Published online 2021 Jul 5. doi: [10.2147/JHL.S308608](https://doi.org/10.2147/JHL.S308608)
3. Robboy, SJ and McLendon R. Structured Annual Faculty Review Program Accelerates Professional Development and Promotion: Long-Term Experience of the Duke University Medical Center's Pathology Department. *Academic Pathology* (2017). <https://doi.org/10.1177/2374289516689471>
4. Chang, A. et al. Guiding Academic Clinician Educators at Research-Intensive Institutions: a Framework for Chairs, Chiefs, and Mentors. *J Gen Intern Med*. 2021 Oct; 36(10): 3113–3121. DOI: <https://link.springer.com/article/10.1007/s11606-021-06713-9> - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8481436/>
5. Koch, L.K., Chang, O.H., Dintzis, S.M. Medical Education in Pathology: General Concepts and Strategies for Implementation. *Arch Pathol Lab Med* (2021) 145 (9): 1081–1088. DOI: <https://doi.org/10.5858/arpa.2020-0463-RA>

6. Shahrivini, B., Baxter, S.L., Coffey, C.S. et al. Pre-clinical remote undergraduate medical education during the COVID-19 pandemic: a survey study. *BMC Med Educ* 21, 13 (2021). <https://doi.org/10.1186/s12909-020-02445-2> (UCSD)
7. Hernandez, T. et al. Outcomes of Remote Pathology Instruction in Student Performance and Course Evaluation. *Academic Pathology* (2021). <https://doi.org/10.1177/23742895211061822>
8. Bhusnurmath, S. and Bhusnurmath, B. How to Teach (Pathology) So Students Will Learn – How to get (and keep) medical students interested in pathology. *The Pathologist*. February 2021. <https://thepathologist.com/outside-the-lab/how-to-teach-pathology-so-students-will-learn>
9. Naritoku, WY, Powell, SZ, Black-Schaffer, W.S. Evolution of the Pathology Residency Curriculum: Preparing for a Positive Future. *Academic Pathology*, Volume 3, January–December 2016. <https://doi.org/10.1177/2374289516667746>
10. Mai, B, Aakash, N, Huddin, J, Castillo, B, Wahed, A. Pathology Residency Curriculum: Time for a Change? *Ann Clin Lab Sci*. 2021 May;51(3):434-440. <https://pubmed.ncbi.nlm.nih.gov/34162577/>
11. From the AAMC: Training the Physician Scientist in Pathology: <https://students-residents.aamc.org/applying-residency/training-physician-scientist-pathology>
12. Weiss, SW and Johnson, RL. Physician Scientist Research Pathway: Leading to Certification by the American Board of Pathology. *Academic Pathology*, Volume 3:1-3. <https://doi.org/10.1177/2374289516632234>
13. Deyrup, A., and Graves, J.L. Racial Biology and Medical Misconceptions. *N Engl J Med* 2022; 386:501-503; DOI: <https://www.nejm.org/doi/full/10.1056/NEJMp2116224>
14. Flanagan, A., Frey, T., Christiansen, M.A., et al. Updated Guidance on the Reporting of Race and Ethnicity in Medical and Science Journals. *JAMA* 2021; 326(7):621-627; DOI: <https://jamanetwork.com/journals/jama/fullarticle/2783090>
15. Ioannidis, J.P.A., Rowe, N.R., and Yancy, C. Recalibrating the Use of Race in Medical Research. *JAMA* 2021; 325(7):623-624; DOI: <https://jamanetwork.com/journals/jama/fullarticle/2775794>

PRACTICE/MANAGEMENT

Awareness and compliance with new regulatory reporting, human resource issues, and health equity practices for diverse patient populations.

1. Feigl, C. Medicare adopts new clinical consult billing codes, *CAP Today*, Dec 2021: <https://www.captodayonline.com/medicare-adopts-new-clinical-consult-billing-codes/>
2. Reid, RO, et al. Physician Compensation Arrangements and Financial Performance Incentives in US Health Systems. *JAMA Health Forum*. 2022;3(1):e214634. doi:[10.1001/jamahealthforum.2021.4634](https://doi.org/10.1001/jamahealthforum.2021.4634)
3. Morrow, J, et al. Measuring Faculty Effort: A Quantitative Approach That Aligns Personal and Institutional Goals in Pathology at Yale. *Academic Pathology*. First Published October 7, 2021. <https://doi.org/10.1177/23742895211047985>
4. National Academies of Sciences, Engineering, and Medicine. (2020). *Understanding the Well-Being of LGBTQI+ Populations*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25877>.
5. J Graham Theisen, Ina E Amarillo. Creating Affirmative and Inclusive Practices When Providing Genetic and Genomic Diagnostic and Research Services to Gender-Expansive and Transgender Patients. *The Journal of Applied Laboratory Medicine*, Volume 6, Issue 1, January 2021, Pages 142–154, <https://doi.org/10.1093/jalm/jfaa165>
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