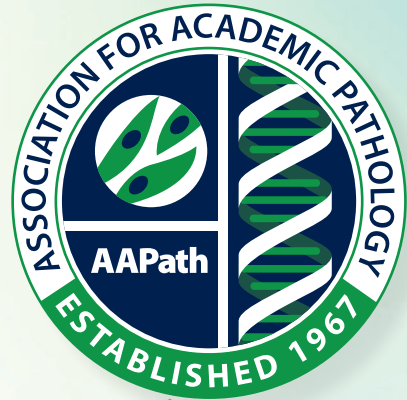


# Association for Academic Pathology



**2024 AAPath Annual Meeting**

**July 21 to 24, 2024**

**OMNI Shoreham Hotel, Washington, DC**



# AAPath 2024 Annual Meeting

## GOLD EXHIBITORS

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COLLEGE of AMERICAN  
PATHOLOGISTS

**LOXO**@Lilly



**SIEMENS**  
Healthineers



## SILVER EXHIBITORS


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## BRONZE EXHIBITORS

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**Welcome to the 2024 Association for Academic Pathology (AAPath) Annual Meeting at the Omni Shoreham Hotel in Washington, DC!**

About one third of pathologists in America are in academic medicine. If you are reading this, you must be a pathologist or a leader in the field. I have been an academic pathologist all of my professional life, but I have only been a chair for the past 10 years. Before being chair, I believed that this society, once known as the Association of Pathology Chairs or APC, did not include me. I have been immensely pleased to witness and be a part of the society evolving in recent-years to be a more inclusive organization, culminating in becoming the Association for Academic Pathology or AAPath. The message in the name change is that we can all belong to this talented and influential group, whatever rank or activities we have in academic pathology. The AAPath has changed not only its name but more importantly, its mission, so that you might recognize it as the national pathology society which best enables you to make major contributions to diagnostic medicine.

Attending the annual meeting this week provides so many opportunities for those who participate. You will hear straight from colleagues introducing innovations that the rate of change for all pathology service lines is dramatic, arguably never more innovative than now. The AAPath leadership recognizes that the many individuals in academic pathology creating change that will rapidly advance the speed and accuracy of diagnosis must connect with others. They also complement new training activities in pathology education to achieve even greater advances than those that might be developed in isolation. Investigators in pathology departments must learn from each other at the meeting how to attract, enable, and retain the best scientists, as we study both the pathogenesis of disease and diagnostic medicine.

AAPath wants to advocate for you and your academic career, not just for your compensation, which is key, but also how to make you more effective clinically and successful as administrative leaders in your institutions with high-level responsibilities.

Immerse yourselves in the programming and networking this week, and expect something uniquely beneficial. Interact with your colleagues face-to-face in this time of change. When you depart the meeting, go forward with a sense of optimism about the future of your professional activity and the long-lasting contributions you can make for patients who need diagnostic experts and leaders in academic pathology departments like you!



Michael Laposata, MD, PhD  
2023-2024 President, Association for Academic Pathology



# ACADEMIC PATHOLOGY

*Academic Pathology* is the official open-access journal of the **Association for Academic Pathology**, established to give voice to innovations in education, practice, and management from academic departments of pathology and laboratory medicine, with the potential for broad impact on medicine, medical research, and the delivery of care.

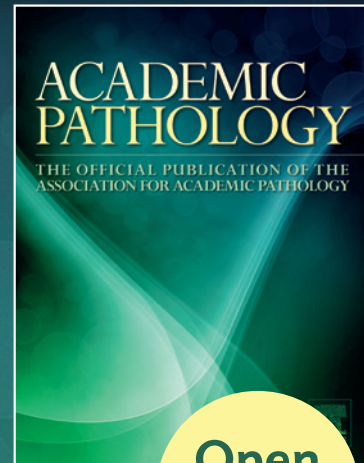
*Academic Pathology* addresses methods for improving patient care (clinical informatics, genomic testing and data management, lab automation, electronic health record integration, and annotate biorepositories); best practices in inter-professional clinical partnerships; innovative pedagogical approaches to medical education and educational program evaluation in pathology; models for training academic pathologists and advancing academic career development; administrative and organizational models supporting the discipline; and leadership development in academic medical centers, health systems, and other relevant venues. Intended authorship and audiences for *Academic Pathology* are international and reach beyond academic pathology itself, including but not limited to healthcare providers, educators, researchers, and policy-makers.

*Academic Pathology* publishes original research, reviews, brief reports, and educational cases. All articles are rigorously peer-reviewed for relevance and quality.

Visit the journal homepage:  
[journals.elsevier.com/academic-pathology](https://journals.elsevier.com/academic-pathology)



[www.academicpathologyjournal.org](https://www.academicpathologyjournal.org)



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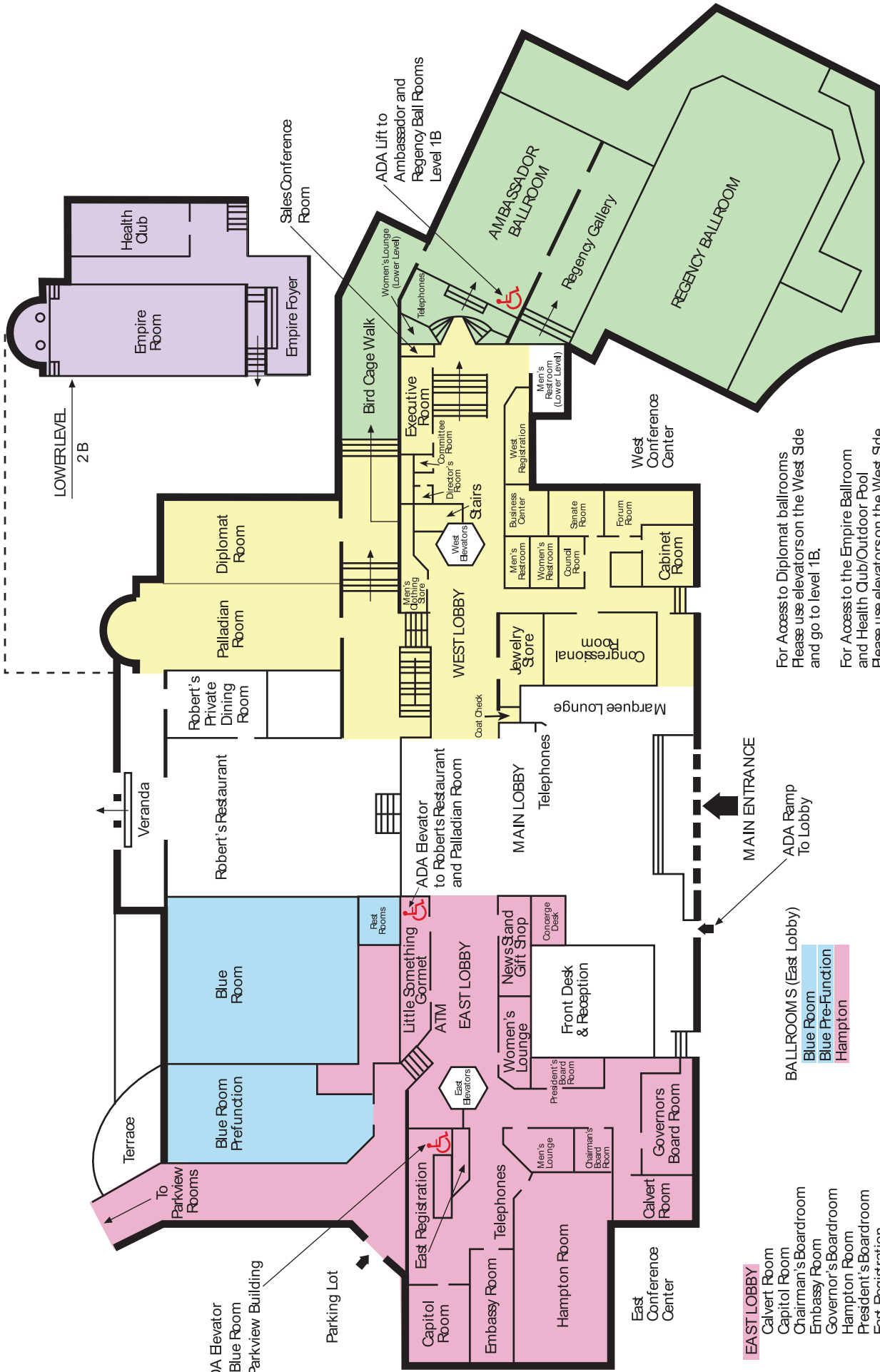
#### Indexing:

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# Tab 1 Program



# Program



LOWER LEVEL  
2B

For Access to Diplomat ballrooms  
and Health Club/Outdoor Pool  
Please use elevator on the West Side  
and go to level 1B.

For Access to the Empire Ballroom  
and Health Club/Outdoor Pool  
Please use elevator on the West Side  
of the Hotel and go to level 2B.

**EAST LOBBY**

- Calvert Room
- Capitol Room
- Chairman's Boardroom
- Embassy Room
- Governor's Boardroom
- Hampton Room
- President's Boardroom
- East Registration

**WEST LOBBY**

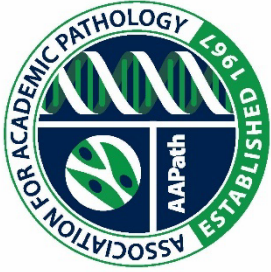
- Cabinet Room
- Congressional A&B Room
- Council Room
- Executive Room
- Forum Room
- Sales Conference Room
- Senate Room
- West Registration

**BALLROOMS (East Lobby)**

- Blue Room
- Blue Pre-Function
- Hampton

**BALLROOMS (West Lobby)**

- Ambassador Ballroom
- Diplomat Room
- Empire Room
- Palladian Room
- Regency Room



# AAPath 2024 ANNUAL MEETING PROGRAM

July 21-24, 2024 – Omni Shoreham Hotel, Washington, DC

## Session Ballrooms

Regency Ballroom  
 Palladian Ballroom  
 Diplomat Ballroom  
 Exhibits Program  
 Ambassador Ballroom  
 Posters  
 Bird Cage Walk  
 Awards Program  
 Empire Ballroom

## Section Club Rooms

CHAIRS: Executive Room  
 PRODS: Congressional Room A  
 APEX: Cabinet Room  
 UMEDS: Senate Room  
 GMEAS: Congressional Room B

## Other Meeting Rooms

Forum Room  
 Council Room

## SUNDAY, JULY 21, 2024

### PRE-CONFERENCE EVENTS

**8:00a-5:00p:** Pathology Leadership Academy [**Diplomat Room**]  
*(separate registration required, begins Saturday, July 20 evening)*

**8:00a-3:00p:** PIER Leadership Committee Meeting  
*(by invitation only)* [**Council Room**]

**3:00p-4:30p:** Society of '67 Kinney Scholars and APEX Fellow Meet & Greet with the Society of '67 Board *(by invitation only)* [**Forum Room**]

CHAIRS	PRODS	APEX	UMEDS	GMEAS
<p><b>4:00p-7:30p:</b> AAPath Registration Desk Open [<b>West Registration Desk</b>]</p> <p><b>4:00p-5:00p:</b> Meet &amp; Greet for new Chairs and AAPath Leadership [<b>Executive Room: Chairs Club Room</b>]</p> <p><b>5:00p-7:00p:</b> Opening Welcome Reception in Exhibit Hall [<b>Ambassador</b>]</p> <p><b>6:30p-8:00p:</b> Clinical Services Leaders Committee Dinner Meeting <i>(by invitation only)</i> [<b>Forum</b>]</p>	<p><b>4:00p-7:30p:</b> AAPath Registration Desk Open [<b>West Registration Desk</b>]</p> <p><b>4:00p-5:00p:</b> Meet &amp; Greet for new and first-time PRODS attendees with PRODS Council [<b>Congressional Room A: PRODS Club Room</b>]</p> <p><b>5:00p-7:00p:</b> Opening Welcome Reception in Exhibit Hall [<b>Ambassador</b>]</p> <p><b>6:30p-8:00p:</b> Clinical Services Leaders Committee Dinner Meeting <i>(by invitation only)</i> [<b>Forum</b>]</p>	<p><b>4:00p-7:30p:</b> AAPath Registration Desk Open [<b>West Registration Desk</b>]</p> <p><b>4:00p-5:00p:</b> Meet &amp; Greet for new and first-time APEX attendees with APEX Council [<b>Cabinet Room: APEX Club Room</b>]</p> <p><b>5:00p-7:00p:</b> Opening Welcome Reception in Exhibit Hall [<b>Ambassador</b>]</p>	<p><b>4:00p-7:30p:</b> AAPath Registration Desk Open [<b>West Registration Desk</b>]</p> <p><b>4:00p-5:00p:</b> Meet &amp; Greet for new and first-time UMEDS attendees with UMEDS Council [<b>Senate Room: UMEDS Club Room</b>]</p> <p><b>5:00p-7:00p:</b> Opening Welcome Reception in Exhibit Hall [<b>Ambassador</b>]</p> <p><b>6:30p-8:00p:</b> Clinical Services Leaders Committee Dinner Meeting <i>(by invitation only)</i> [<b>Forum</b>]</p>	<p><b>4:00p-7:30p:</b> AAPath Registration Desk Open [<b>West Registration Desk</b>]</p> <p><b>4:00p-5:00p:</b> Meet &amp; Greet for new and first-time GMEAS attendees with GMEAS Council [<b>Congressional Room B: GMEAS Club Room</b>]</p> <p><b>5:00p-7:00p:</b> Opening Welcome Reception in Exhibit Hall [<b>Ambassador</b>]</p>

# MONDAY, JULY 22, 2024 – EARLY MORNING

CHAIRS	PRODS	APEX	UMEDS	GMEAS
<p><b>7:15a-5:00p:</b> AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p><b>7:30a-6:30p:</b> Exhibits Open <b>[Ambassador]</b></p> <p><b>7:30a-8:30a:</b> Breakfast in Exhibit Hall <b>[Ambassador]</b></p> <p><b>7:30a-8:30a:</b> Breakfast in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>7:15a-5:00p:</b> AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p><b>7:30a-6:30p:</b> Exhibits Open <b>[Ambassador]</b></p> <p><b>7:30a-8:30a:</b> Breakfast in Exhibit Hall <b>[Ambassador]</b></p> <p><b>7:30a-8:15a:</b> New PRODS Breakfast with PRODS Council Members <b>[Forum]</b></p>	<p><b>7:15a-5:00p:</b> AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p><b>7:30a-6:30p:</b> Exhibits Open <b>[Ambassador]</b></p> <p><b>7:30a-8:30a:</b> Breakfast in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>7:15a-5:00p:</b> AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p><b>7:30a-6:30p:</b> Exhibits Open <b>[Ambassador]</b></p> <p><b>7:30a-8:30a:</b> Breakfast in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>7:15a-5:00p:</b> AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p><b>7:30a-6:30p:</b> Exhibits Open <b>[Ambassador]</b></p> <p><b>7:30a-8:30a:</b> Breakfast in Exhibit Hall <b>[Ambassador]</b></p>
<p><b>8:30a-8:50a: (S1) OPENING</b></p> <p><b>WELCOME [Regency]:</b> The State of Academic Pathology in 2024: What Is Real, What Is Improbable, and What Is False? <i>Michael Laposata, MD, PhD, AAPath President (Univ of Texas Medical Branch)</i></p>	<p><b>8:30a-8:50a: (S1) OPENING</b></p> <p><b>WELCOME [Regency]:</b> The State of Academic Pathology in 2024: What Is Real, What Is Improbable, and What Is False? <i>Michael Laposata, MD, PhD, AAPath President (Univ of Texas Medical Branch)</i></p>	<p><b>8:30a-8:50a: (S1) OPENING</b></p> <p><b>WELCOME [Regency]:</b> The State of Academic Pathology in 2024: What Is Real, What Is Improbable, and What Is False? <i>Michael Laposata, MD, PhD, AAPath President (Univ of Texas Medical Branch)</i></p>	<p><b>8:30a-8:50a: (S1) OPENING</b></p> <p><b>WELCOME [Regency]:</b> The State of Academic Pathology in 2024: What Is Real, What Is Improbable, and What Is False? <i>Michael Laposata, MD, PhD, AAPath President (Univ of Texas Medical Branch)</i></p>	<p><b>8:30a-8:50a: (S1) OPENING</b></p> <p><b>WELCOME [Regency]:</b> The State of Academic Pathology in 2024: What Is Real, What Is Improbable, and What Is False? <i>Michael Laposata, MD, PhD, AAPath President (Univ of Texas Medical Branch)</i></p>
<p><b>9:00a-10:30a: (C1) Chairs Boot Camp: The Evolving Identity of Pathology [Palladian]</b> <i>Moderator: David Bailey, MD, Chair, Senior Fellow Group (Univ of California, San Diego)</i></p> <ul style="list-style-type: none"> <li><b>C1.1:</b> The Evolving Identity of Pathology in Education, <i>Deborah Powell, MD (Univ of Minnesota)</i></li> <li><b>C1.2:</b> Evolving Identity of Pathology in Clinical Service and Research, <i>Fred Sanfilippo, MD, PhD (Emory Univ)</i></li> </ul>	<p><b>9:00a-10:30a: (P1) Recruitment, ERAS, and Signaling Tokens [Regency]</b></p> <p><i>Moderator: Deborah Chute, MD, Chair, PRODS Council (Cleveland Clinic)</i></p> <ul style="list-style-type: none"> <li><b>P1.1:</b> ERAS Update for <i>Richard Peng (Association of American Medical Colleges)</i></li> <li><b>P1.2:</b> Navigating ERAS Updates: Data Overload or the Apex of Holistic Review? <i>Taisia Vitkovski, DO (Hofstra Univ/Northwell)</i></li> <li><b>P1.3:</b> Holistic Recruitment in the New Era(s), <i>Brandi McCleskey, MD (Univ of Alabama at Birmingham)</i></li> <li><b>P1.4:</b> Perspective from a Large Residency Program, <i>Nicole Aquil, MD (Univ of Pennsylvania)</i></li> </ul>	<p><b>9:00a-10:30a: (A1) APEX Boot Camp, Part 1: Strengthen Your Executive Knowledge [Diplomat]</b></p> <p><i>Moderator: Joann Li, MPH, Chair, APEX Council (Columbia Univ)</i></p> <ul style="list-style-type: none"> <li><b>A1.1:</b> Finance Tips: Dollars and Sense, <i>Kai Wang, MBA (Univ of California, San Diego)</i></li> <li><b>A1.2:</b> Human Resource Evolution in Pathology: Centralization, Recruitment, and Beyond, <i>Melissa Stedman (Univ of Miami)</i></li> <li><b>A1.3:</b> Bytes to Biopsies: Navigating the Pathology Information Technology Landscape, <i>Melissa Allen (Univ of Rochester)</i></li> </ul>	<p><b>9:00a-10:30a: (P1) Recruitment, ERAS, and Signaling Tokens [Regency]</b></p> <p><i>Moderator: Deborah Chute, MD, Chair, PRODS Council (Cleveland Clinic)</i></p> <ul style="list-style-type: none"> <li><b>P1.1:</b> ERAS Update for <i>Richard Peng (Association of American Medical Colleges)</i></li> <li><b>P1.2:</b> Navigating ERAS Updates: Data Overload or the Apex of Holistic Review? <i>Taisia Vitkovski, DO (Hofstra Univ/Northwell)</i></li> <li><b>P1.3:</b> Holistic Recruitment in the New Era(s), <i>Brandi McCleskey, MD (Univ of Alabama at Birmingham)</i></li> <li><b>P1.4:</b> Perspective from a Large Residency Program, <i>Nicole Aquil, MD (Univ of Pennsylvania)</i></li> </ul>	<p><b>9:00a-10:30a: (P1) Recruitment, ERAS, and Signaling Tokens [Regency]</b></p> <p><i>Moderator: Deborah Chute, MD, Chair, PRODS Council (Cleveland Clinic)</i></p> <ul style="list-style-type: none"> <li><b>P1.1:</b> ERAS Update for <i>Richard Peng (Association of American Medical Colleges)</i></li> <li><b>P1.2:</b> Navigating ERAS Updates: Data Overload or the Apex of Holistic Review? <i>Taisia Vitkovski, DO (Hofstra Univ/Northwell)</i></li> <li><b>P1.3:</b> Holistic Recruitment in the New Era(s), <i>Brandi McCleskey, MD (Univ of Alabama at Birmingham)</i></li> <li><b>P1.4:</b> Perspective from a Large Residency Program, <i>Nicole Aquil, MD (Univ of Pennsylvania)</i></li> </ul>

# MONDAY, JULY 22, 2024 – MID-MORNING

CHAIRS	PRODS	APEX	UMEDS	GMEAS
<p><b>10:30a-11:00a:</b> Refreshment Break and Networking in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>10:30a-11:00a:</b> Refreshment Break and Networking in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>10:30a-11:00a:</b> Refreshment Break and Networking in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>10:30a-11:00a:</b> Refreshment Break and Networking in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>10:30a-11:00a:</b> Refreshment Break and Networking in Exhibit Hall <b>[Ambassador]</b></p>
<p><b>11:00a-12:30p: (C2) UME Session: Bridging the Gap from UME to GME</b> <b>[Regency]</b> Moderator: Valerie Fitzhugh, MD, Chair, AAPath UME Committee (Rutgers Univ)</p> <ul style="list-style-type: none"> <li>● <b>C2.1:</b> ASCP RISE-First Data Analysis, Kimberly Sanford, MD (Virginia Commonwealth Univ)</li> <li>● <b>C2.2:</b> Histopathology Primer by the ABPath, Gary Procop, MD (Virginia Commonwealth Univ)</li> <li>● <b>C2.3:</b> Histopathology Primer by the ABPath, Gary Procop, MD (Virginia Commonwealth Univ)</li> <li>● <b>C2.4:</b> AAPath UME Laboratory Medicine Update and Demonstration, Lynette Parker, MD (Uniformed Services Univ of the Health Sciences)</li> </ul>	<p><b>11:00a-12:30p: (C2) UME Session: Bridging the Gap from UME to GME</b> <b>[Regency]</b> Moderator: Valerie Fitzhugh, MD, Chair, AAPath UME Committee (Rutgers Univ)</p> <ul style="list-style-type: none"> <li>● <b>C2.1:</b> ASCP RISE-First Data Analysis, Kimberly Sanford, MD (Virginia Commonwealth Univ)</li> <li>● <b>C2.2:</b> Histopathology Primer by the ABPath, Gary Procop, MD (Virginia Commonwealth Univ)</li> <li>● <b>C2.3:</b> Developing PathElective to Address a Need, Kamran Mirza, MD (Univ of Michigan) and Cullen Lilley, MD (Univ of California, Los Angeles)</li> <li>● <b>C2.4:</b> AAPath UME Laboratory Medicine Update and Demonstration, Lynette Parker, MD (Uniformed Services Univ of the Health Sciences)</li> </ul>	<p><b>11:00a-12:30p: (A2) Pathologist Recruitments, Issues, and Efforts: The Department Administrator's Perspective</b> <b>[Diplomat]</b> Moderator: Susan McCarthy, West Regional Representative, APEX Council (Univ of Southern California)</p> <ul style="list-style-type: none"> <li>● Melissa Allen (Univ of Rochester)</li> <li>● Shanker Deonandan, MBA (Hofstra Univ/Northwell)</li> <li>● Andrea Ligler, MBA (Indiana Univ)</li> </ul>	<p><b>11:00a-12:30p: (C2) UME Session: Bridging the Gap from UME to GME</b> <b>[Regency]</b> Moderator: Valerie Fitzhugh, MD, Chair, AAPath UME Committee (Rutgers Univ)</p> <ul style="list-style-type: none"> <li>● <b>C2.1:</b> ASCP RISE-First Data Analysis, Kimberly Sanford, MD (Virginia Commonwealth Univ)</li> <li>● <b>C2.2:</b> Histopathology Primer by the ABPath, Gary Procop, MD (ABPath)</li> <li>● <b>C2.3:</b> Developing PathElective to Address a Need, Kamran Mirza, MD (Univ of Michigan) and Cullen Lilley, MD (Univ of California, Los Angeles)</li> <li>● <b>C2.4:</b> AAPath UME Laboratory Medicine Update and Demonstration, Lynette Parker, MD (Uniformed Services Univ of the Health Sciences)</li> </ul>	<p><b>11:00a-12:30p: (GB) GMEAS Business Meeting for Members,</b> including a Group Photo! <b>[Palladian]</b> Moderator: Alexandra Murtha, Chair, GMEAS Section (Univ of California, San Diego)</p> <ul style="list-style-type: none"> <li>● Experience on the ACGME Coordinator Advisory Group, Julie Beckerlite, MBA (Mass General Brigham)</li> </ul>

# MONDAY, JULY 22, 2024 – EARLY AFTERNOON

CHAIRS	PRODS	APEX	UMEDS	GMEAS
<p><b>12:30p-1:45p:</b> Lunch and Networking in Exhibit Hall <b>[Ambassador]</b></p> <p><b>12:30p-1:30p:</b> View Poster Presentations <b>[Bird Cage Walk]</b></p> <p><b>12:30p-1:45p:</b> New Chairs Lunch with Senior Fellows <i>(by invitation only)</i> <b>[Forum]</b></p> <p><b>12:30p-1:45p:</b> AAMC Affinity Group Members Lunch <i>(by invitation only)</i> <b>[Council]</b></p>	<p><b>12:30p-1:45p:</b> Lunch and Networking in Exhibit Hall <b>[Ambassador]</b></p> <p><b>12:30p-1:30p:</b> View Poster Presentations <b>[Bird Cage Walk]</b></p> <p><b>12:30p-1:45p:</b> AAMC Affinity Group Members Lunch <i>(by invitation only)</i> <b>[Council]</b></p>	<p><b>12:30p-1:45p:</b> Lunch and Networking in Exhibit Hall <b>[Ambassador]</b></p> <p><b>12:30p-1:30p:</b> View Poster Presentations <b>[Bird Cage Walk]</b></p> <p><b>12:30p-1:45p:</b> AAMC Affinity Group Members Lunch <i>(by invitation only)</i> <b>[Council]</b></p>	<p><b>12:30p-1:45p:</b> Lunch and Networking in Exhibit Hall <b>[Ambassador]</b></p> <p><b>12:30p-1:30p:</b> View Poster Presentations <b>[Bird Cage Walk]</b></p> <p><b>12:30p-1:45p:</b> AAMC Affinity Group Members Lunch <i>(by invitation only)</i> <b>[Council]</b></p>	<p><b>12:30p-1:45p:</b> Lunch and Networking in Exhibit Hall <b>[Ambassador]</b></p> <p><b>12:30p-1:30p:</b> View Poster Presentations <b>[Bird Cage Walk]</b></p> <p><b>12:30p-1:45p:</b> AAMC Affinity Group Members Lunch <i>(by invitation only)</i> <b>[Council]</b></p> <p>Poster Presentations <b>[Bird Cage Walk]</b></p>
<p><b>1:45p-3:15p: (A3) From Investment to Insight: Shared Perspectives for a Digital Pathology Framework [Palladian]</b></p> <p>Moderator: <i>Joey McCall, MBA, Southeast Regional Representative, APEX Council (Univ of Oklahoma)</i></p> <ul style="list-style-type: none"> <li><b>A3.1:</b> Financial Considerations for Digital Pathology Systems, <i>Carlos Garcia, MBA (Univ of California, Davis)</i></li> <li><b>A3.2:</b> Administrator Considerations for Digital Pathology Systems, <i>Melissa Allen (Univ of Rochester)</i></li> <li><b>A3.3:</b> Operational Issues, <i>Kelly McNeill (Univ of California, San Francisco)</i></li> <li><b>A3.4:</b> Zero to 6,000 Slides per Day: The Journey at MSKCC, <i>Jeninne Wright, MBA (Memorial Sloan Kettering Cancer Center)</i></li> </ul>	<p><b>1:45p-3:15p: (S2) Poster Platform Presentations [Regency]</b> Moderator: <i>Melina Flanagan, MD, Chair, UMEDS Section Council (West Virginia Univ)</i></p> <ul style="list-style-type: none"> <li><b>APC24-01:</b> Implementing PathELECTIVE as an Organized Means of Supplementing Pathology Education in an Osteopathic Medical School, <i>Maria Plummer, MD (New York Institute of Technology)</i></li> <li><b>APC24-03:</b> Encouraging Exploration of Pathology among High School, Undergraduate, and Medical Students, <i>Elisa Lin, MD (Univ of Texas Southwestern)</i></li> <li><b>APC24-09:</b> New Resources in Autopsy Education: TheAutopsyBook.com, <i>Meagan Chambers, MD (Univ of Washington)</i></li> <li><b>APC24-16:</b> Safety USHERSS: A Quality Improvement Initiative on Utilizing the Safety Huddle to Empower Residents as Safety Stewards, <i>Serene Mostafa, MD (Univ of South Florida)</i></li> </ul>	<p><b>1:45p-3:15p: (A3) From Investment to Insight: Shared Perspectives for a Digital Pathology Framework [Palladian]</b></p> <p>Moderator: <i>Joey McCall, MBA, Southeast Regional Representative, APEX Council (Univ of Oklahoma)</i></p> <ul style="list-style-type: none"> <li><b>A3.1:</b> Financial Considerations for Digital Pathology Systems, <i>Carlos Garcia, MBA (Univ of California, Davis)</i></li> <li><b>A3.2:</b> Administrator Considerations for Digital Pathology Systems, <i>Melissa Allen (Univ of Rochester)</i></li> <li><b>A3.3:</b> Operational Issues, <i>Kelly McNeill (Univ of California, San Francisco)</i></li> <li><b>A3.4:</b> Zero to 6,000 Slides per Day: The Journey at MSKCC, <i>Jeninne Wright, MBA (Memorial Sloan Kettering Cancer Center)</i></li> </ul>	<p><b>1:45p-3:15p: (S2) Poster Platform Presentations [Regency]</b> Moderator: <i>Melina Flanagan, MD, Chair, UMEDS Section Council (West Virginia Univ)</i></p> <ul style="list-style-type: none"> <li><b>APC24-01:</b> Implementing PathELECTIVE as an Organized Means of Supplementing Pathology Education in an Osteopathic Medical School, <i>Maria Plummer, MD (New York Institute of Technology)</i></li> <li><b>APC24-03:</b> Encouraging Exploration of Pathology among High School, Undergraduate, and Medical Students, <i>Elisa Lin, MD (Univ of Texas Southwestern)</i></li> <li><b>APC24-09:</b> New Resources in Autopsy Education: TheAutopsyBook.com, <i>Meagan Chambers, MD (Univ of Washington)</i></li> <li><b>APC24-16:</b> Safety USHERSS: A Quality Improvement Initiative on Utilizing the Safety Huddle to Empower Residents as Safety Stewards, <i>Serene Mostafa, MD (Univ of South Florida)</i></li> </ul>	<p><b>1:45p-3:15p: (G1) Wellness [Diplomat]</b></p> <p>Moderator: <i>Alexandra Murtha, Chair, GMEAS Section (Univ of California, San Diego)</i></p> <ul style="list-style-type: none"> <li><b>G1.1:</b> Adaptive Leadership and Managing Change, <i>Amy Bourgeois (Univ of Vermont)</i></li> <li>Wellness Activities</li> </ul>

**MONDAY, JULY 22, 2024 – MID-AFTERNOON**

CHAIRS	PRODS	APEX	UMEDS	GMEAS
<p><b>3:15p-3:45p:</b> Break and Networking in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>3:15p-3:45p:</b> Break and Networking in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>3:15p-3:45p:</b> Break and Networking in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>3:15p-3:45p:</b> Break and Networking in Exhibit Hall <b>[Ambassador]</b></p>	<p><b>3:15p-3:45p:</b> Break and Networking in Exhibit Hall <b>[Ambassador]</b></p>
<p><b>3:45p-5:15p:</b> (C3) Practice and Management Session: Impact of Digital Pathology &amp; Artificial Intelligence for the Practicing Pathologist <b>[Palladian]</b> Moderator: Merce Jorda, MD, PhD, MBA, Chair, AAPath P&amp;M Committee (Univ of Miami)</p> <ul style="list-style-type: none"> <li>● <b>C3.1:</b> Status of Digital Pathology &amp; Artificial Intelligence in the USA and Worldwide, Liron Pantanowitz, MD, PhD, MHA (Univ of Pittsburgh)</li> <li>● <b>C3.2:</b> Generative AI: How to Be Ready for the Impact...What to Welcome...What to Avoid, Hooman Rashidi, MD (Univ of Pittsburgh)</li> <li>● <b>C3.3:</b> Workforce Transformation in the Next Decade (Faculty and Staff), Anil Parwani, MD, PhD, MBA (Ohio State Univ)</li> <li>● <b>C3.4:</b> Effect in Quality Programs &amp; Integrated Diagnostics, Michael Feldman, MD, PhD (Indiana Univ)</li> <li>● <b>C3.5:</b> The Ethics of Artificial Intelligence, Brian Jackson, MD (Univ of Utah)</li> </ul>	<p><b>3:45p-5:15p:</b> (P2) GME Essentials <b>[Regency]</b> Moderator: Deborah Chute, MD, Chair, PRODS Council (Cleveland Clinic)</p> <ul style="list-style-type: none"> <li>● <b>P2.1:</b> ABPath, Gary Procop, MD (American Board of Pathology)</li> <li>● <b>P2.2:</b> ACGME, Cindy Riyad, PhD (Accreditation Council for Graduate Medical Education) and Cindy McCloskey (Univ of Oklahoma)</li> <li>● <b>P2.3:</b> Entrustable Professional Activities (EPA) Working Group Update, Bronwyn Bryant, MD (Univ of Vermont)</li> </ul>	<p><b>3:45p-5:15p:</b> (C3) Practice and Management Session: Impact of Digital Pathology &amp; Artificial Intelligence for the Practicing Pathologist <b>[Palladian]</b> Moderator: Merce Jorda, MD, PhD, MBA, Chair, AAPath P&amp;M Committee (Univ of Miami)</p> <ul style="list-style-type: none"> <li>● <b>C3.1:</b> Status of Digital Pathology &amp; Artificial Intelligence in the USA and Worldwide, Liron Pantanowitz, MD, PhD, MHA (Univ of Pittsburgh)</li> <li>● <b>C3.2:</b> Generative AI: How to Be Ready for the Impact...What to Welcome...What to Avoid, Hooman Rashidi, MD (Univ of Pittsburgh)</li> <li>● <b>C3.3:</b> Workforce Transformation in the Next Decade (Faculty and Staff), Anil Parwani, MD, PhD, MBA (Ohio State Univ)</li> <li>● <b>C3.4:</b> Effect in Quality Programs &amp; Integrated Diagnostics, Michael Feldman, MD, PhD (Indiana Univ)</li> <li>● <b>C3.5:</b> The Ethics of Artificial Intelligence, Brian Jackson, MD (Univ of Utah)</li> </ul>	<p><b>3:45p-5:15p:</b> (U1) Boot Camp / Essentials for New (and Experienced) Course Directors <b>[Diplomat]</b> Moderator: Melina Flanagan, MD, Chair, UMEDS Section Council (West Virginia Univ)</p> <ul style="list-style-type: none"> <li>● <b>U1.1:</b> Nuts and Bolts for the UME Pathology Course/Thread Director, Jennifer Zepf, DO (Hackensack Meridian)</li> <li>● <b>U1.2:</b> Nuts and Bolts of UME Pathology Career Advancement, Raga Ramachandran, MD, PhD (Univ of California, San Francisco)</li> </ul>	<p><b>3:45p-5:15p:</b> (P2) GME Moderator: Deborah Chute, MD, Chair, PRODS Council (Cleveland Clinic)</p> <ul style="list-style-type: none"> <li>● <b>P2.1:</b> ABPath, Gary Procop, MD (American Board of Pathology)</li> <li>● <b>P2.2:</b> ACGME, Cindy Riyad, PhD (Accreditation Council for Graduate Medical Education) and Cindy McCloskey (Univ of Oklahoma)</li> <li>● <b>P2.3:</b> Entrustable Professional Activities (EPA) Working Group Update, Bronwyn Bryant, MD (Univ of Vermont)</li> </ul>
<p><b>5:15p-6:30p:</b> Networking Reception in Exhibit Hall <b>[Ambassador]</b></p> <p><b>5:15p-6:15p:</b> View Poster Presentations <b>[Birdcage Walk]</b></p>	<p><b>5:15p-6:30p:</b> Networking Reception in Exhibit Hall <b>[Ambassador]</b></p> <p><b>5:15p-6:15p:</b> View Poster Presentations <b>[Birdcage Walk]</b></p>	<p><b>5:15p-6:30p:</b> Networking Reception in Exhibit Hall <b>[Ambassador]</b></p> <p><b>5:15p-6:15p:</b> View Poster Presentations <b>[Birdcage Walk]</b></p>	<p><b>5:15p-6:30p:</b> Networking Reception in Exhibit Hall <b>[Ambassador]</b></p> <p><b>5:15p-6:15p:</b> View Poster Presentations <b>[Birdcage Walk]</b></p>	<p><b>5:15p-6:30p:</b> Networking Reception in Exhibit Hall <b>[Ambassador]</b></p> <p><b>5:15p-6:15p:</b> View Poster Presentations <b>[Birdcage Walk]</b></p>
<p><b>5:30p-8:00p:</b> Senior Fellow Group Meeting/Dinner (by invitation only) <b>[Forum]</b></p>	<p><b>6:00p-8:00p:</b> PRODS Council Plus Dinner (by invitation only) <b>[Robert's Restaurant]</b></p>	<p><b>6:00p-8:00p:</b> APEX Council Dinner (by invitation only) <b>[Robert's Restaurant]</b></p>	<p><b>6:00p-8:00p:</b> UMEDS Council Dinner (by invitation only) <b>[Robert's Restaurant]</b></p>	

# TUESDAY, JULY 23, 2024 – EARLY MORNING

CHAIRS	PRODS	APEX	UMEDS	GMEAS
<p>7:15a-5:00p: AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p>7:30a-2:00p: Exhibits Open <b>[Ambassador]</b></p> <p>7:30a-8:30a: Breakfast in Exhibit Hall <b>[Ambassador]</b></p> <p>7:30a-8:30a: View Posters <b>[Bird Cage Walk]</b></p>	<p>7:15a-5:00p: AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p>7:30a-2:00p: Exhibits Open <b>[Ambassador]</b></p> <p>7:30a-8:30a: Breakfast in Exhibit Hall <b>[Ambassador]</b></p> <p>7:30a-8:30a: View Posters <b>[Bird Cage Walk]</b></p>	<p>7:15a-5:00p: AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p>7:30a-2:00p: Exhibits Open <b>[Ambassador]</b></p> <p>7:30a-8:30a: Breakfast in Exhibit Hall <b>[Ambassador]</b></p> <p>7:30a-8:30a: View Posters <b>[Bird Cage Walk]</b></p>	<p>7:15a-5:00p: AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p>7:30a-2:00p: Exhibits Open <b>[Ambassador]</b></p> <p>7:30a-8:30a: Breakfast in Exhibit Hall <b>[Ambassador]</b></p> <p>7:30a-8:30a: View Posters <b>[Bird Cage Walk]</b></p> <p>7:30a-8:30a: View Posters <b>[Bird Cage Walk]</b></p>	<p>7:15a-5:00p: AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p>7:30a-2:00p: Exhibits Open <b>[Ambassador]</b></p> <p>7:30a-8:30a: Breakfast in Exhibit Hall <b>[Ambassador]</b></p> <p>7:30a-8:30a: View Posters <b>[Bird Cage Walk]</b></p>
<p>8:30a-10:00a: (C4) GME Session: Competency Based Graduate Medical Education <b>[Regency]</b> Moderator: Eyas Hattab, MD, MBA, Chair, AAPath GME Committee (Univ of Louisville)</p> <p>• <b>C4.1:</b> Competency Based Advancement in the Landscape of Graduate Medical Education, John Co, MD, MBA (DIO, Mass General Brigham, and ACGME Board Member)</p> <p>• <b>C4.2:</b> Competency Based Graduate Medical Education. W. Stephen Black-Schaffer, MD, and Maria Martinez-Lage, MD (Mass General Brigham) Commentaries</p> <p>• Gary Procop, MD (ABPath)</p> <p>• Cindy McCloskey, MD, (ACGME Review Committee and Univ of Oklahoma)</p>	<p>8:30a-10:00a: (C4) GME Session: Competency Based Graduate Medical Education <b>[Regency]</b> Moderator: Eyas Hattab, MD, MBA, Chair, AAPath GME Committee (Univ of Louisville)</p> <p>• <b>C4.1:</b> Competency Based Advancement in the Landscape of Graduate Medical Education, John Co, MD, MBA (DIO, Mass General Brigham, and ACGME Board Member)</p> <p>• <b>C4.2:</b> Competency Based Graduate Medical Education. W. Stephen Black-Schaffer, MD, and Maria Martinez-Lage, MD (Mass General Brigham) Commentaries</p> <p>• Gary Procop, MD (ABPath)</p> <p>• Cindy McCloskey, MD, (ACGME Review Committee and Univ of Oklahoma)</p>	<p>8:30a-10:00a: (A4) APEX Boot Camp, Part 2: Strengthen Your Executive Knowledge <b>[Palladian]</b> Moderator: Marilea Grider, Secretary, APEX Council (Emory Univ)</p> <ul style="list-style-type: none"> <li>• <b>A4.1:</b> Funds Flow Model Experiences, Panelists: - Damaris Battaglia, MBA (Yale Univ), - Gary Brown, MBA (Univ of Colorado) - Susan McCarthy (Univ of Southern California)</li> <li>• <b>A4.2:</b> Component Billing, Susan McCarthy (Univ of Southern California)</li> <li>• <b>A4.3:</b> Essentials of Research Administration, Joann Li, MPH (Columbia Univ)</li> </ul>	<p>8:30a-10:00a: (U2) Integration of Pathology in the Pre-Clinical Curriculum: A Collective Deeper Dive (A group engagement activity) <b>[Diplomat]</b> Moderator: Melina Flanagan, MD, Chair, UMEDS Section Council (West Virginia Univ)</p> <p>Facilitators:</p> <ul style="list-style-type: none"> <li>• <b>U2.1:</b> Ashley Inman, MD (Indiana Univ)</li> <li>• <b>U2.2:</b> Madelyn Lew, MD (Univ of Michigan)</li> </ul>	<p>8:30a-10:00a: (G2) User Groups on Resident Management Systems ALL VIRTUAL by Zoom either from the comforts of your hotel room, home, office, or via the available meeting rooms indicated below.</p> <p><b>New Innovations</b> New Users: Amy Bourgeois (Univ of Vermont) <b>[Forum]</b></p> <p><b>Med Hub</b> Welcome to the Community: Navigating MedHub for New Users: Heidi Martinez (Univ of California, Los Angeles) <b>[Congressional B]</b></p> <p><b>New Innovations</b> Experienced Users: Beth Smith (Penn State Health Hershey Medical Center) <b>[Council]</b></p>

# TUESDAY, JULY 23, 2024 – MID-MORNING

CHAIRS	PRODS	APEX	UMEDS	GMEAS
<p><b>10:00a-10:30a:</b> Refreshment Break and Networking in Exhibit Hall [<b>Ambassador</b>]</p>	<p><b>10:00a-10:30a:</b> Refreshment Break and Networking in Exhibit Hall [<b>Ambassador</b>]</p>	<p><b>10:00a-10:30a:</b> Refreshment Break and Networking in Exhibit Hall [<b>Ambassador</b>]</p>	<p><b>10:00a-10:30a:</b> Refreshment Break and Networking in Exhibit Hall [<b>Ambassador</b>]</p>	<p><b>10:00a-10:30a:</b> Refreshment Break and Networking in Exhibit Hall [<b>Ambassador</b>]</p>
<p><b>10:30a-12:00p: (C5) Research Session: Innovating Research Infrastructure [Regency]</b>            Moderators: Nitin Karandikar, MD, PhD, Chair, AAPath Research Committee (Univ of Iowa), and Daniel Brat, MD, PhD, Vice Chair, AAPath Research Committee (Northwestern Univ)</p> <ul style="list-style-type: none"> <li><b>C5.1:</b> Infrastructure Needed to Support Pathology Artificial Intelligence Research, Joel Saltz, MD, PhD (Stony Brook Univ)</li> <li><b>C5.2:</b> Academic Research Collaborations Fostered by Weill Neurohub, Lea Grinberg, MD, PhD, Univ of California, San Francisco</li> <li><b>C5.3:</b> AI-Assisted Directed Evolution of Immunogens, Jimmy Gollihar, PhD (Houston Methodist Research Institute)</li> </ul>	<p><b>10:30a-12:00p: (P3) C. Bruce Alexander Lecture [Palladian]</b>            Moderator: Deborah Chute, MD, Chair, PRODS Council (Cleveland Clinic)</p> <p><b>Artificial Intelligence in Pathology Education - The Informatics Training Program Perspective, Neil Anderson, MD (Univ Hospitals/Case Western) and Ronald Jackups, Jr., MD, PhD (Washington Univ in St Louis)</b></p>	<p><b>10:30a-12:00p: (C5) Research Session: Innovating Research Infrastructure [Regency]</b>            Moderators: Nitin Karandikar, MD, PhD, Chair, AAPath Research Committee (Univ of Iowa), and Daniel Brat, MD, PhD, Vice Chair, AAPath Research Committee (Northwestern Univ)</p> <ul style="list-style-type: none"> <li><b>C5.1:</b> Infrastructure Needed to Support Pathology Artificial Intelligence Research, Joel Saltz, MD, PhD (Stony Brook Univ)</li> <li><b>C5.2:</b> Academic Research Collaborations Fostered by the Weill Neurohub, Lea Grinberg, MD, PhD, Univ of California, San Francisco</li> <li><b>C5.3:</b> AI-Assisted Directed Evolution of Immunogens, Jimmy Gollihar, PhD (Houston Methodist Research Institute)</li> </ul>	<p><b>10:30a-12:00p: (U3) Medical Education Research and Scholarship [Diplomat]</b>            Moderator: Melina Flanagan, MD, Chair, UMEDS Section Council (West Virginia Univ)</p> <p><b>U3.1: Do Not Fear Your Abduction! Exploring the Alien Culture of Medical Education Scholarship, Michael Ryan, MD (Univ of Virginia)</b></p>	<p><b>10:30a-12:00p: (G3) Dealing with Difficult Leaders IN-PERSON GMEAS ATTENDEES ONLY in GMEAS Club Room [Congressional B]</b></p> <p>Moderators:            Alexandra Murtha, Chair, GMEAS Section Council (Univ of California, San Diego)</p> <p>Beth Smith, Chair-Elect, GMEAS Section Council (Penn State Health Hershey Medical Center)</p>

# TUESDAY, JULY 23, 2024 – AFTERNOON

CHAIRS	PRODS	APEX	UMEDS	GMEAS
<p><b>12:00p-1:30p:</b> Lunch and Networking in Exhibit Hall [Ambassador] <b>12:00p-1:30p:</b> View Posters [Bird Cage Walk] <b>12:00p-1:30p:</b> Academic Pathology Journal Editors Meeting/Lunch with Elsevier (by invitation only) [Council] <b>1:30p:</b> Posters Removed [Bird Cage Walk]</p>	<p><b>12:00p-1:30p:</b> Lunch and Networking in Exhibit Hall [Ambassador] <b>12:00p-1:30p:</b> View Posters [Bird Cage Walk] <b>12:00p-1:30p:</b> Academic Pathology Journal Editors Meeting/Lunch with Elsevier (by invitation only) [Council] <b>1:30p:</b> Posters Removed [Bird Cage Walk]</p>	<p><b>12:00p-1:30p:</b> Lunch and Networking in Exhibit Hall [Ambassador] <b>12:00p-1:30p:</b> View Posters [Bird Cage Walk] <b>12:00p-1:30p:</b> Academic Pathology Journal Editors Meeting/Lunch with Elsevier (by invitation only) [Council] <b>1:30p:</b> Posters Removed [Bird Cage Walk]</p>	<p><b>12:00p-1:30p:</b> Lunch and Networking in Exhibit Hall [Ambassador] <b>12:00p-1:30p:</b> View Posters [Bird Cage Walk] <b>12:00p-1:30p:</b> Academic Pathology Journal Editors Meeting/Lunch with Elsevier (by invitation only) [Council] <b>1:30p:</b> Posters Removed [Bird Cage Walk]</p>	<p><b>12:00p-1:30p:</b> Lunch and Networking in Exhibit Hall [Ambassador] <b>12:00p-1:30p:</b> View Posters [Bird Cage Walk] <b>1:30p:</b> Posters Removed [Bird Cage Walk]</p>
<p><b>1:30p-3:00p:</b> (C6) Leadership Development &amp; Diversity Session: Fostering an Inclusive Workforce for Neurodiverse Faculty and Learners [Regency] Moderators: Amyn Rojiani, MD, PhD, Chair, AAPath LD&amp;D Committee (Penn State Health), and Jenny Libien, MD, PhD (Downstate Health Sciences Univ), Vice Chair, AAPath LD&amp;D Committee</p> <p>• <b>C6.1: Patricia A. Thomas Lecture:</b> The Strengths and Challenges of Neurodiversity, David Caudel, PhD, Frist Center for Autism and Innovation (Vanderbilt Univ)</p> <p>• <b>C6.2:</b> Neurodiversity in Pathology, a (not-so) Personal Journey, Carlos Parra-Herran, MD (Brigham and Women's Hospital)</p>	<p><b>1:30p-3:00p:</b> (C6) Leadership Development &amp; Diversity Session: Fostering an Inclusive Workforce for Neurodiverse Faculty and Learners [Regency] Moderators: Amyn Rojiani, MD, PhD, Chair, AAPath LD&amp;D Committee (Penn State Health), and Jenny Libien, MD, PhD (Downstate Health Sciences Univ), Vice Chair, AAPath LD&amp;D Committee</p> <p>• <b>C6.1: Patricia A. Thomas Lecture,</b> The Strengths and Challenges of Neurodiversity, David Caudel, PhD, Frist Center for Autism and Innovation (Vanderbilt Univ)</p> <p>• <b>C6.2:</b> Neurodiversity in Pathology, a (not-so) Personal Journey, Carlos Parra-Herran, MD (Brigham and Women's Hospital)</p>	<p><b>1:30p-3:00p:</b> (AB) APEX Business Meeting [Diplomat]</p>	<p><b>1:30p-3:00p:</b> (C6) Leadership Development &amp; Diversity Session: Fostering an Inclusive Workforce for Neurodiverse Faculty and Learners [Regency] Moderators: Amyn Rojiani, MD, PhD, Chair, AAPath LD&amp;D Committee (Penn State Health), and Jenny Libien, MD, PhD (Downstate Health Sciences Univ), Vice Chair, AAPath LD&amp;D Committee</p> <p>• <b>C6.1: Patricia A. Thomas Lecture,</b> The Strengths and Challenges of Neurodiversity, David Caudel, PhD, Frist Center for Autism and Innovation (Vanderbilt Univ)</p> <p>• <b>C6.2:</b> Neurodiversity in Pathology, a (not-so) Personal Journey, Carlos Parra-Herran, MD (Brigham and Women's Hospital)</p>	<p><b>1:30p-3:00p:</b> (G4): Using Thalamus with ERAS [Palladian]</p> <ul style="list-style-type: none"> <li>New User Perspective, Beth Smith (Penn State Health Hershey Medical Center)</li> <li>Experienced User Perspective, Kristen Smith (Cleveland Clinic)</li> <li>Q&amp;A with Terri Feist (Thalamus)</li> </ul>
<p><b>3:00p-3:15p:</b> Break</p> <p><b>3:15p-4:45p:</b> (CB) CHAIRS Business Meeting [Regency] <b>4:45p-5:30p:</b> AAPath Committee Social [Regency]</p> <p><b>5:30p:</b> Academy of Distinguished Pathology Educators Dinner (by invitation only) [Robert's Restaurant]</p>	<p><b>3:00p-3:15p:</b> Break</p> <p><b>3:15p-4:45p:</b> (PB) PRODS Town Hall and Business Meeting [Palladian]</p> <p><b>5:30p:</b> Academy of Distinguished Pathology Educators Dinner (by invitation only) [Robert's Restaurant]</p>	<p><b>3:00p-3:15p:</b> Break</p> <p><b>3:15p-4:45p:</b> APEX Social in APEX Club Room [Cabinet]</p>	<p><b>3:00p-3:15p:</b> Break</p> <p><b>3:15p-4:45p:</b> (UB) UMEDS Town Hall and Business Meeting for Members [Diplomat]</p> <p><b>5:30p:</b> Academy of Distinguished Pathology Educators Dinner (by invitation only) [Robert's Restaurant]</p>	<p><b>3:00p-3:15p:</b> Break</p> <p><b>3:15p-4:45p:</b> GMEAS Reception in GMEAS Club Room (sponsored by the College of American Pathologists) [Congressional B]</p>

# WEDNESDAY, JULY 24, 2024 – EARLY MORNING

CHAIRS	PRODS	APEX	UMEDS	GMEAS
<p>7:45a-12:15p: AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p>7:45a-8:45a: Breakfasts <b>[Ambassador]</b></p> <p>7:30a-8:45a: Society of '67 Kinney Scholars and Board Debriefing <b>[Forum]</b></p> <p>7:30a-8:45a: Academy of Distinguished Pathology Educators Board Meeting/Breakfast <i>(by invitation only)</i> <b>[Council]</b></p>	<p>7:45a-12:15p: AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p>7:45a-8:45a: Breakfasts <b>[Ambassador]</b></p> <p>7:30a-8:45a: Society of '67 Kinney Scholars and Board Debriefing <b>[Forum]</b></p> <p>7:30a-8:45a: Academy of Distinguished Pathology Educators Board Meeting/Breakfast <i>(by invitation only)</i> <b>[Council]</b></p>	<p>7:45a-12:15p: AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p>7:45a-8:45a: Breakfasts <b>[Ambassador]</b></p> <p>7:30a-8:45a: Society of '67 Kinney Scholars and Board Debriefing Breakfast <i>(by invitation only)</i> <b>[Forum]</b></p>	<p>7:45a-12:15p: AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p>7:45a-8:45a: Breakfasts <b>[Ambassador]</b></p> <p>7:30a-8:45a: Academy of Distinguished Pathology Educators Board Meeting/Breakfast <i>(by invitation only)</i> <b>[Council]</b></p>	<p>7:45a-12:15p: AAPath Registration Desk Open <b>[West Registration Desk]</b></p> <p>7:45a-8:45a: Breakfasts <b>[Ambassador]</b></p>
<p>8:45a-10:15a: (DG) Discussion Group: Transitioning from the Chair: When, How, and What to Do Next <b>[Executive]</b></p> <p>Organized by David Bailey, MD, Chair, Senior Fellows Group (Univ of California, San Diego)</p> <ul style="list-style-type: none"> <li>James Crawford, MD, PhD (Hofstra Univ/Northwell Health)</li> <li>Lydia Howell, MD (Univ of California, Davis)</li> <li>Eileen Ryan, MD (Univ of Rochester)</li> <li>Fred Sanfilippo, MD, PhD (Emory Univ)</li> </ul>	<p>8:45a-10:15a: (P4) Unionization <b>[Palladian]</b></p> <p>Moderator: Thomas Cummings, MD (Duke Univ)</p> <p>Perspectives:</p> <ul style="list-style-type: none"> <li>P4.1: Designated Institutional Official, Melissa Davidson, MD (Univ of Vermont)</li> <li>P4.2: Unionization in Graduate Medical Education: A Program Director's Perspective, Tiffany Hebert, MD (Albert Einstein/Montefiore)</li> <li>P4.3: Unionization Through the Eyes of a Pathology Resident, Eros Qama, MD (Albert Einstein/Montefiore)</li> </ul>	<p>8:45a-10:15a: (A5) Guidelines for Defining Clinical FTEs and wRVU Benchmarks <b>[Regency]</b></p> <p>Moderator: Joann Li, MPH, Chair, APEX Council (Columbia Univ)</p> <p>Panelists</p> <ul style="list-style-type: none"> <li>A5.1: Damaris Battaglia, MBA (Yale Univ)</li> <li>A5.2: Kelly McNeill (Univ of California, San Francisco)</li> <li>A5.3: Kai Wang, MBA (Univ of California, San Diego)</li> </ul>	<p>8:45a-10:15a: (U4) Integration of Pathology in the Clinical / Clerkship Years <b>[Diplomat]</b></p> <p>Moderator: Melina Flanagan, MD, Chair, UMEDS Section Council (West Virginia Univ)</p> <ul style="list-style-type: none"> <li>U4.1: The Pathology Acting Internship: Lifting Students to New Heights, Kristin Olson, MD (Univ of California, Davis)</li> <li>U4.2: Pathology in the Clinical/Clerkship Years, Joanna Chan, MD (Thomas Jefferson Univ)</li> <li>U4.3: Demystifying Pathology - a Clinical Immersion Experience for Clerkship-level Medical Students at UCSF, Marta Margeta, MD, PhD (Univ of California, San Francisco)</li> </ul>	<p>8:45a-10:15a: (P4) Unionization <b>[Palladian]</b></p> <p>Moderator: Thomas Cummings, MD (Duke Univ)</p> <p>Perspectives:</p> <ul style="list-style-type: none"> <li>P4.1: Designated Institutional Official, Melissa Davidson, MD (Univ of Vermont)</li> <li>P4.2: Program Director, Tiffany Hebert, MD (Albert Einstein/Montefiore)</li> <li>P4.3: Resident, Eros Qama, MD (Albert Einstein/Montefiore)</li> </ul>

# WEDNESDAY, JULY 24, 2024 – MID-MORNING

CHAIRS		PRODS		APEX		UMEDS		GMEAS	
10:15a-10:30a: Break		10:15a-10:30a: Break		10:15a-10:30a: Break		10:15a-10:30a: Break		10:15a-10:30a: Break	
<p><b>10:30a-12:00p: (C7)</b>  <b>Advocacy Session: How to Advocate Locally and Nationally: The Fundamentals [Palladian]</b>            Moderator: Steven Kroft, MD, Chair, AAPA Path Advocacy Committee (Medical College of Wisconsin)</p> <ul style="list-style-type: none"> <li>• <b>C7.1:</b> Enacting Legislation and Promulgating Regulation: A Brief Overview, Jennifer Leib (Innovation Policy Solutions)</li> <li>• <b>C7.2:</b> How Coalitions Can Be Developed and Used Effectively, Renee Cruea, MPA (Academy for Radiology &amp; Biomedical Imaging Research)</li> <li>• <b>C7.3:</b> Working with Your Institutional Government Representatives, Leonard Marquez (Association of American Medical Colleges)</li> </ul>	<p>Alternatively, see Chairs programming!</p> <p><b>10:30a-12:00p: (S3)</b>  <b>Workshop: Mapping Your Early-/ Mid-Career in Education [Regency]</b>            Organized by the Academy of Distinguished Pathology Educators, Moderator: Candice Black, DO (Dartmouth-Hitchcock Medical Center)</p> <ul style="list-style-type: none"> <li>• <b>S3.1:</b> Career progress as a Medical Educator: What Needs to Happen? James Crawford, MD, PhD (Hofstra Univ/Northwell Health)</li> <li>• <b>S3.2:</b> Managing a Pathology Career in Graduate Medical Education, W. Stephen Black-Schaffer, MD (Mass General Brigham)</li> <li>• <b>S3.3:</b> The Undergraduate Medical Education Perspective, Andrea Deyrup, MD, PhD (Duke Univ)</li> <li>• <b>S3.4:</b> Chair Perspective: Fostering Faculty Success in Education, Dani Zander, MD (Univ of Cincinnati)</li> </ul>	<p><b>10:30a-12:00p: (C7)</b>  <b>Advocacy Session: How to Advocate Locally and Nationally: The Fundamentals [Palladian]</b>            Moderator: Steven Kroft, MD, Chair, AAPA Path Advocacy Committee (Medical College of Wisconsin)</p> <ul style="list-style-type: none"> <li>• <b>C7.1:</b> Enacting Legislation and Promulgating Regulation: A Brief Overview, Jennifer Leib (Innovation Policy Solutions)</li> <li>• <b>C7.2:</b> How Coalitions Can Be Developed and Used Effectively, Renee Cruea, MPA (Academy for Radiology &amp; Biomedical Imaging Research)</li> <li>• <b>C7.3:</b> Working with Your Institutional Government Relations Representatives, Leonard Marquez (Association of American Medical Colleges)</li> </ul>	<p>Alternatively, see Chairs programming!</p> <p><b>10:30a-12:00p: (S3)</b>  <b>Workshop: Mapping Your Early-/ Mid-Career in Education [Regency]</b>            Organized by the Academy of Distinguished Pathology Educators, Moderator: Candice Black, DO (Dartmouth-Hitchcock Medical Center)</p> <ul style="list-style-type: none"> <li>• <b>S3.1:</b> Career progress as a Medical Educator: What Needs to Happen? James Crawford, MD, PhD (Hofstra Univ/Northwell Health)</li> <li>• <b>S3.2:</b> Managing a Pathology Career in Graduate Medical Education, W. Stephen Black-Schaffer, MD (Mass General Brigham)</li> <li>• <b>S3.3:</b> The Undergraduate Medical Education Perspective, Andrea Deyrup, MD, PhD (Duke Univ)</li> <li>• <b>S3.4:</b> Chair Perspective: Fostering Faculty Success in Education, Dani Zander, MD (Univ of Cincinnati)</li> </ul>	<p><b>10:30a-12:00p: (G5) Professional Development [Diplomat]</b>            Moderator: Alexandra Murtha, Chair, GMEAS Section Council (Univ of California San Diego)</p> <ul style="list-style-type: none"> <li>• <b>G5.1:</b> Asking for a "Promotion": Insight &amp; Tips from Personal Experience, Alexandra Murtha (Univ of California San Diego), Melissa Erb (Geisinger Commonwealth), Justavian Tillman, EdD (Washington Univ in St. Louis)</li> <li>• <b>G5.2:</b> How to Elevate Your Role as Program Coordinator, Katie Horton (Univ of Maryland)</li> </ul>					

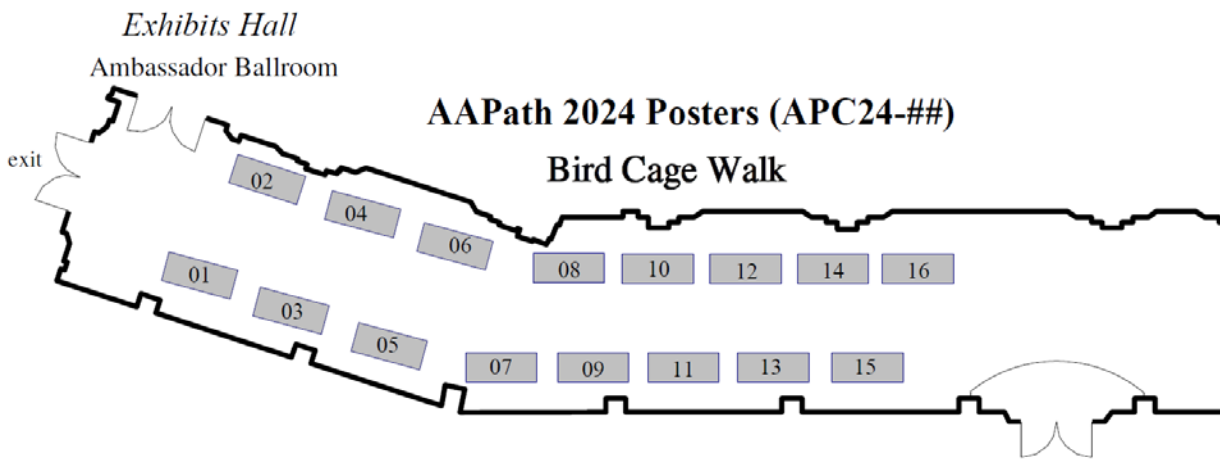
# WEDNESDAY, JULY 24, 2024 – AFTERNOON

CHAIRS	PRODS	APEX	UMEDS	GMEAS
12:15p-2:00p: AWARDS LUNCH [Empire] <i>All registrants invited to attend!</i>	12:15p-2:00p: AWARDS LUNCH [Empire] <i>All registrants invited to attend!</i>	12:15p-2:00p: AWARDS LUNCH [Empire] <i>All registrants invited to attend!</i>	12:15p-2:00p: AWARDS LUNCH [Empire] <i>All registrants invited to attend!</i>	12:15p-2:00p: AWARDS LUNCH [Empire] <i>All registrants invited to attend!</i>
2:00p: CHAIRS Program Adjourns	2:00p: PRODS Program Adjourns	2:00p: APEX Program Adjourns	2:00p: UMEDS Program Adjourns	2:00p: GMEAS Program Adjourns
2:00p-5:00p: AAPath Council and Section Chairs Meeting [Executive] (by invitation only)	2:00p-5:00p: AAPath Council and Section Chairs Meeting [Executive] (by invitation only)	2:00p-5:00p: AAPath Council and Section Chairs Meeting [Executive] (by invitation only)	2:00p-5:00p: AAPath Council and Section Chairs Meeting [Executive] (by invitation only)	5:30p-8:30p: AAPath Council and Section Chairs Dinner [Ocean Prime] (by invitation only)
5:30p-8:30p: AAPath Council and Section Chairs Dinner [Ocean Prime] (by invitation only)	5:30p-8:30p: AAPath Council and Section Chairs Dinner [Ocean Prime] (by invitation only)	5:30p-8:30p: AAPath Council and Section Chairs Dinner [Ocean Prime] (by invitation only)	5:30p-8:30p: AAPath Council and Section Chairs Dinner [Ocean Prime] (by invitation only)	5:30p-8:30p: AAPath Council and Section Chairs Dinner [Ocean Prime] (by invitation only)

# Tab 2 Posters



# Posters



*Poster Number, Poster Title, and Presenting Author*

**APC24-01: Implementing PathElective as An Organized Means of Supplementing Pathology Education in An Osteopathic Medical School - The New York Institute of Technology College of Osteopathic Medicine Experience**, New York Institute of Technology College of Osteopathic Medicine, Maria Plummer, MD

**APC24-02: Enhancing Interest in Pathology Interest Group Activities**, University of Pennsylvania, Chuan Hao Chen, PhD, MDes, BArch

**APC24-03: Encouraging Exploration of Pathology among High School, Undergraduate, and Medical Students**, The University of Texas Southwestern Medical Center, Elisa Lin, M.D., M.S.

**APC24-04: Pathology Scholars Program: A novel pathology introductory course for medical students**, Wake Forest University School of Medicine, Mark Giffen, DO

**APC24-05: Enhancing Histology Education at CMU College of Medicine**, Central Michigan University, Payton Wolbert, B.S.

**APC24-06: The Brody Pathology Mnemonic Challenge: Deploying and Stimulating the Use of Mnemonics in Undergraduate Medical Education**, East Carolina University, Philip Boyer, MD, PhD

**APC24-07: Preparation of Fourth-Year Medical Student for Residency Interviews: An Important Educational Opportunity** East Carolina University, Philip Boyer, MD, PhD

**APC24-08: A Trial of Small-Scale Crowdsourcing to Achieve Group Learning Competencies in Clinical Chemistry**, The George Washington University Hospital, Steve Hung, MD, PhD

**APC24-09: Resident Attitudes Towards Autopsy Education and TheAutopsyBook.com**, University of Washington, Meagan Chambers, MD, MS, MSc

**APC24-10: A Focus on a Culture of Trust and Caring: Impact on Resident Satisfaction with their Training Program**, University of Mississippi Medical Center, Ariel Velasquez-Evers, M.D.

**APC24-11: Enhancing Medical Learning Through AI and Expert Collaboration: Evaluating Student Satisfaction with AI-Generated Multiple Choice Questions**, University of Minnesota, Cade Arries, MD

**APC24-12: MT-HL: Machine Teaching Human Learning - Improving Consistency in Image based Pathology Teaching**, Westchester Medical Center and New York Medical College, Garrett Smith, MD, PhD

**APC24-13: Using an Artificial Intelligence(AI) Tool (ChatGPT) to Identify the Main Indications and Side Effects of Drugs**, Corewellhealth East, Mai Elzienny, MBBS

**APC24-14: Optimize Artificial Intelligence Language Model Use in Medical Board Exams: Insights from Instruction Quality and Domain Context Analysis**, Beaumont Hospital-Royal Oak, MI, Mai Elzienny, MBBS

**APC24-15: Restructuring Histopathology Education for Pathology Residents: A Systematic, Interactive, and Morphology-Focused Approach**, University of Rochester Medical Center, Numbereye Numbere, MD

**APC24-16: Safety USHERSS: A Quality Improvement Initiative on Utilizing the Safety Huddle to Empower Residents as Safety Stewards: University of South Florida Pathology Residency Experience**, University of South Florida Morsani College of Medicine, Serene Mostafa, MD



# Academic Pathology

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## Association for Academic Pathology: Abstracts of the 2024 Annual Meeting July 21-24, 2024, Omni Shoreham Hotel, Washington, DC

The following abstracts were accepted by the Association for Academic Pathology for poster presentation at the 2024 AAPath Annual Meeting. This content was not peer reviewed by *Academic Pathology*. Presenting authors' names are bolded and corresponding authors' names are indicated with an asterisk(\*) throughout.

### **APC24-01: Implementing PathElective as An Organized Means of Supplementing Pathology Education in An Osteopathic Medical School - The New York Institute of Technology College of Osteopathic Medicine Experience**

**M.M. Plummer, MD\***<sup>1</sup>, K.M. Mirza, MD PhD<sup>2</sup>, C.M. Lilley, MD<sup>3</sup>, N. Eng, DO<sup>1</sup>.

<sup>1</sup> Department of Clinical Specialties, Division of Pathology, New York Institute of Technology College of Osteopathic Medicine, NY, USA<sup>2</sup> Department of Pathology, Michigan Medicine, Ann Arbor, MI, USA<sup>3</sup> Department of Pathology, UCLA, Los Angeles, CA

**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** To assess the experience of implementing a pre-existing, web-based, free, virtual platform ([www.pathelective.com](http://www.pathelective.com)) for pathology education for osteopathic medical trainees from a single institution.

**Methods:** Starting in Academic Year 2022-2023, the free online pathology educational platform PathElective ([www.PathElective.com](http://www.PathElective.com)) was offered at New York Institution of Technology College of Osteopathic Medicine (NYITCOM) for 4th year medical students. The elective capacity was limited to 2-3 students per 4 week rotation and had no prerequisite requirements. During the first week, 3 introductory modules were required. Every Friday there was a required Zoom session to review the post-lesson assessments with the course director. Weeks 2-4 followed the same format, but the students chose modules of their own interest. 13 modules were required to be completed within the 4 week rotation. Successful completion of each module was recorded along with the names of the learning modules students chose to complete.

**Results:** Fourteen 4th year medical students participated in the virtual elective rotation during its pilot year. The most popular modules were cardiac pathology (n=14), coagulation (n=13), and pediatric pathology (n=13). The modules most infrequently chosen students were molecular pre-requisites, lab management, and dermatopathology (n=1 for each). A total of four students from NYITCOM matched in pathology residencies in 2023, 3 of whom chose to enroll in the virtual elective. The remaining students matched in anesthesiology, emergency medicine, family medicine, radiology, internal medicine, and preliminary medicine. Additionally, there was one medical student who had applied but did not match into radiology and decided to apply for pathology residency in the following residency application cycle. Overall, student feedback was overwhelmingly positive during this pilot year.

**Conclusions:** In 2020 pathology was the third lowest filled PGY-1 position among DO graduates by percentage out of 15 major medical specialties. Although there are fewer osteopathic than allopathic medical graduates in general, osteopathic medical schools are also less likely to be associated with academic-based medical centers.<sup>1</sup> A 2022 study indicated that osteopathic medical students received significantly less formal pathology exposure and may not have clinically active pathologists as faculty compared to allopathic schools. These facts, especially the paucity of pathology at NYITCOM, birthed the idea of using PathElective in our 4th

year curriculum. PathElective is an education resource consisting of multiple modules in anatomic, clinical, and molecular/digital pathology and including video recordings by nationally recognized pathology experts. Published data on the efficacy of revealed that the new virtual pathology elective demonstrated "high effectiveness and satisfaction among users" which supports its use in the academic setting. The experiences from a single-institution shows that PathElective can be effectively used as an adjunct to a virtual elective experience for students in an osteopathic medical school. We report great success in its implementation and report satisfaction among the student participants.

### **APC24-02: Enhancing Interest in Pathology Interest Group Activities**

**C.H. Chen, PhD\***<sup>1</sup>, K. Xia<sup>1</sup>, Z. Wang<sup>1</sup>, B. Xiong<sup>1</sup>, R.I. Wu, MD MPH<sup>1,2</sup>.

<sup>1</sup> Perelman School of Medicine, University of Pennsylvania, Philadelphia, PA, USA<sup>2</sup> Department of Pathology and Laboratory Medicine, Hospital of the University of Pennsylvania, Philadelphia, PA, USA

**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** Lower interest in pathology among medical students is multifactorial and includes minimal exposure, concerns over reduced patient contact, and the relative lack of prestige. While recruitment efforts have largely focused on curriculum change, pathology interest groups is a promising yet under-appreciated strategy. We hosted successful pathology interest group activities and aim to share tactics to support parallel efforts in other schools.

**Methods:** The Nowell Pathology Interest Group (NPIG) at the University of Pennsylvania is a student-run organization that aims to promote interest in the specialty and networking with the pathology department. Supported by department funds, external grants, and medical school student group funding, NPIG hosts an event around every other month. While career panels are the mainstay, NPIG also held lab tours and Hot Topic talks, tabled at a community health fair, and hosted a holiday reception/trivia night. Attendance is taken at most events, and surveys were conducted at the holiday reception.

**Results:** NPIG's best attended event, with over 50 students, is a holiday reception in December where students are given gift bags with candy and pamphlets about pathology. Career panels draw around 25 students, while lab tours and talks on specific topics, such as COVID testing and access disparities, draw 15-20 students. Events are largely attended by MS1s, some MS2s, and a few upper year students. Attendees are most familiar with surgical pathology and appreciate the work-life balance and opportunities for research in the specialty. Students are deterred by the perception that pathologists lack patient interaction, yet they are not versed in the diversity of pathology subspecialties. While most attendees report no personal interactions with a pathologist, they would be open to exploring the daily life of a pathologist. Free food and giveaway items, as well as scheduling proximal to mandatory in-person classes, are the most reliable strategies for drawing students to NPIG events.

**Conclusions:** A multimodal approach that exposes students to diverse pathologists, career tracks, and the possibility of patient contact can enhance student interest while raising the specialty's profile. Financial investment in interest groups can increase initial exposure to the specialty, reinforcing parallel recruitment efforts in curriculum (re)design and elective rotations. NPIG's experience highlights the potential of peer influence - seeing classmates interested in pathology- to enhance student exploration of the specialty.

**APC24-03: Encouraging Exploration of Pathology among High School, Undergraduate, and Medical Students**

E.B. Lin, MD, MS\*, C.C. McCormick-Baw, MD, PhD. *Department of Pathology, The University of Texas Southwestern Medical Center, Dallas, TX, USA*

**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** For the past two decades, there has been a shortage of pathologists in the United States, partially due to a decline in pathology positions filled by U.S. medical graduates. POP-STARS (Providing Opportunities in Pathology through Science Teacher Access to Resources at Southwestern) was founded with the aim of providing high school students enrichment opportunities to learn about pathology and engage with residents, faculty, and other health professionals in the field. The program focuses on providing diverse and educational experiences through laboratory tours, hands-on simulation activities, anatomy showcases, and pathology talks. We hope to increase understanding of and encourage exploration of pathology as a career, especially among students from underserved backgrounds, aiming to promote diversity, equity, and inclusion in pathology.

**Methods:** To efficiently reach out to high school students in the North Texas area and beyond, we coordinated with the STARS program at the University of Texas Southwestern, which already had robust connections with high schools and the required infrastructure. Since October 2022, POP-STARS has organized twenty-two lectures by pathology faculty and residents for high school students. To assess student knowledge and awareness of pathology, we have been administering surveys both prior to (242 responses) and following sessions (208 responses). Students were asked to self-assess their understanding and impression of pathology through a set of questions. To allow quantitative analysis, responses were measured on a scale of 1 (lowest) to 5 (highest).

**Results:** Students reported increased knowledge about the field of pathology (from an average of 2.16 on the pre-survey to an average of 3.60 on the post-survey). Their perception of the job market in pathology improved (2.86 to 3.60), and they viewed a career in pathology as more prestigious (3.23 to 3.78). After sessions, students reported that they enjoyed the lecture or activity (4.38) and that they would recommend POP-STARS sessions to their classmates (4.41).

**Conclusions:** We were able to spark interest in science and medicine in students from underserved areas and unincorporated areas without school districts. By engaging students who are interested in medicine and science and exposing them to various aspects of pathology, we hope to inspire more people to choose a career in pathology.

**APC24-04: Pathology Scholars Program: A novel pathology introductory course for medical students**

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** Medical students generally have little exposure to pathology during their preclinical years with very few opportunities before 4th year in many institutions. We have developed a novel introductory course, targeting preclinical medical students, to allow for early exposure to pathology. It is our hope that this may improve the perception of pathology amongst students and that improved exposure may lead to an increase in the number of students interested in pursuing pathology residency.

**Methods:** A novel introductory course was developed to expose medical students to a variety of pathology topics. Participation in the course is entirely voluntary and open to all medical students throughout all years of study, but particularly aimed at those students in the preclinical years. The course involves multiple interactive exposure events in surgical pathology, cytopathology, hematopathology and autopsy pathology with a terminal capstone project. Students receive mentoring opportunities from residents and faculty, as well as additional opportunities for research exposure. The students receive a certificate of completion and it is an opportunity for professional growth leading into subsequent residency interviews. Awards will also be awarded for the best capstone projects. Medical students enrolled in the course have the opportunity to

complete a pre-course and post-course survey gauging their interest and general perception about the field of pathology. We will also be tracking the number of students that match into pathology from our institution to determine if there is any change from the baseline match rates in the past 5 years.

**Results:** As this is the first year completing the introductory course, only the pre-course survey has been distributed and results are pending. Our hope is that the course will have a positive impact on perceptions about pathology and improve medical student exposure to the field.

**Conclusions:** With changes in medical school curriculum and limited opportunities for medical students to explore the field of pathology, new and novel exposure experiences need to be developed to fill the gaps for US medical graduates. It is our hope that development of this program will help to fill that gap and be something that other programs can emulate in the future. A similar program was developed by the Radiology Department at our institution with positive results resulting in multiple accolades.

**APC24-05: Enhancing Histology Education at CMU College of Medicine**

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** We assessed histology education at CMU College of Medicine, focusing on its challenges and benefits for pathology learning. Our goal was to improve histology understanding in clinical contexts and develop recommendations for educational enhancements, emphasizing its clinical and pathological significance, informed by student feedback.

**Methods:** Data was collected with a validated survey distributed to second-year students and two semi-structured focus group interviews with volunteer students from the same cohort.

**Results:** Out of 108 second-year students, 50 (46%) participated in the survey. Results show students find histology moderately useful for clinical learning (average 3.66/5). There's a moderate preference for independent histology teaching (average 3.28) and slight belief in its relevance to specific specialties (average 3.32). Strong consensus exists for modernizing histology education (average 4.04) and making it clinically oriented (average 4.42). Integration with pathology is viewed positively (average 3.98), but enthusiasm is lower for integration with other subjects (average ratings 2.72 to 3.40). Two focus groups, one with four and one with five second-year students. They preferred online resources and textbooks like First Aid, agreeing on the need for a more clinically relevant and modernized curriculum, primarily useful for USMLE Step 1. Students debated histology's relevance across all specialties and suggested a more specialized approach. Opinions on integrating histology with anatomy and physiology were mixed. There was minimal use of interactive tools, with some requesting more engaging methods. Overall, they sought a histology curriculum that is relevant, clinically integrated, and adaptable to diverse medical interests.

**Conclusions:** Feedback highlights support for a clinically focused and technologically updated histology curriculum. It emphasizes the importance of clarifying histology's clinical relevance and modernizing its teaching with current technology. Proposed solutions include linking histology to clinical scenarios, using advanced digital tools such as virtual microscopy, and tailoring content for various medical specialties. These changes are expected to enhance histology education and better prepare future physicians.

**APC24-06: The Brody Pathology Mnemonic Challenge: Deploying and Stimulating the Use of Mnemonics in Undergraduate Medical Education**

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** Medical education requires that students review, synthesize, incorporate, and recall a vast amount of information. Mnemonic strategies can aid

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students in both short-term and long-term memory of concepts. Faculty-developed mnemonics are used extensively during the East Carolina University Brody School of Medicine pathology course to consolidate information in a memorable way, e.g. distinguishing between primary biliary cholangitis and primary sclerosing cholangitis, allowing for retention and retrieval of the information. The Brody Mnemonic Challenge was developed to inspire year 1 (M1) and year 2 (M2) medical students to use mnemonics as a study and memory tool.

**Methods:** This report summarizes the development of and student participation in the Brody Pathology Mnemonic Challenge. A SurveyMonkey.com survey was undertaken to assess student impressions of the project. A literature review regarding the use of mnemonics in medical education was undertaken.

**Results:** As an optional, extra-credit project, students were asked to submit five mnemonics for each of seven courses, for which they then received a point on the courses' examination score. Each student's "body of work" over the academic year was compiled and awards were presented at the 2023 Brody Awards Ceremony to the six students with the best composite contributions. During the 2022-2023 academic year, 73 of 81 (90%) students submitted mnemonics for one or more of the seven M1 and M2 pathology courses. Survey responses from 79 of 81 students (98%) were obtained. Likert scale scores of 4 (agree) and 5 (strongly agree) were combined. Students felt that the Mnemonic Challenge was useful in demonstrating the value of mnemonics in learning new content (98%) and most students used mnemonics as a learning tool independent of the challenge (77%), wanted a compilation of mnemonics for use during the courses and for United States Medical Education Licensure Examination study (91%), and felt that the project should be continued in the future (99%). Comments from students as part of the survey were highly laudatory: "Engaging, fun, helps build a relationship with faculty and peers. Students are also incentivized and encouraged by how their professor looks for their input!"

**Conclusions:** Students have embraced mnemonics as an aid to engage with and remember diverse and voluminous pathology concepts. Note: This report was presented as a UMEDS virtual poster at the 2023 APC meeting.

#### APC24-07: Preparation of Fourth-Year Medical Student for Residency Interviews: An Important Educational Opportunity

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** Preparation for and participation in the National Resident Matching Program (NRMP) Match process is a critical juncture for fourth-year (M4) medical students. Medical residency interviews are a key element of the process and can be a significant source of stress for students. There is a relative paucity of medical literature to suggest best practices for medical student preparation for residency interviews. This report summarizes the interview preparation options available to M4 students at the Brody School of Medicine at East Carolina University (ECU).

**Methods:** Match Interview preparation opportunities available to M4 medical students were compiled. Class of 2023 fourth-year medical students were surveyed about their preparation for interviews using a SurveyMonkey.com survey and a Likert scale of 1-5. A Web and literature review was conducted.

**Results:** Class of 2023 Brody medical students had three formal interview preparation opportunities available including (1) a required mock virtual interview as part of the Transition to M4 week, conducted by a combination of faculty and staff members using standardized questions, (2) an optional interview with ECU Career Services staff, using a standardized question set provided by Brody, and (3) an optional interview, undertaken by 62 of 78 M4 students, with a senior pathologist faculty member who has participated in resident interviews for 22 years. Survey responses from 51 of 78 students were obtained (59%). The interview usefulness (combined 4 and 5 on Likert scale) ranged from 46% for the transition to M4 interview to 100% for the pathologist faculty member interview with 94% of students feeling that they were well-prepared for their interview. Comments highly favorable and included "(g)ave great advice for background, lighting, mic, camera, etc." and "amazing, comprehensive, essential interview

preparation."

**Conclusions:** A thorough and deliberate preparation for Match interviews positions resident candidates with (1) a strategy for interviewing including the development of talking points and (2) experience in answering and feedback about responses to anticipated questions. Medical students were highly appreciative of and took advantage of the various opportunities to prepare. Data from the 2024 Match process will be included with the poster presentation of this research.

#### APC24-08: A Trial of Small-Scale Crowdsourcing to Achieve Group Learning Competencies in Clinical Chemistry

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** Crowd-sourcing is a collaborative model that leverages the contributions of a large group of participants, across time and space, to perform an otherwise overwhelming task. Advantages of this model in education include active input by learners, flexibility of remote work, minimized redundancies, and improved quality from cross-validation. Here we implement a small-scale, "resident-sourcing" approach for question-based learning in Clinical Chemistry.

**Methods:** We developed a Microsoft Sharepoint website containing 220 Clinical Chemistry questions curated by an attending, based on learning competencies from the American Board of Clinical Chemistry. Questions reflect topics in liver enzymes, electrolytes, carbohydrates and lipids, tumor markers, therapeutic drug monitoring, and toxicology. For each question, participants can share answers, as well as links to related images, videos, presentations, and de-identified cases. During their Clinical Chemistry rotations, pathology trainees were instructed to contribute answers on specific topics. Rather than simply copying and pasting existing answers, trainees were asked to synthesize relevant information and form their own concise answers. To ensure quality and reliability of answers, trainees were required to post their references from reputable textbooks or websites. As a supplemental tool, we developed a LibreOffice Calc or Excel macro program that easily converts the questions and answers to flashcards, so residents can test their recall abilities and track their progress.

**Results:** Since 2021, sixteen residents have rotated in Clinical Chemistry and contributed to the SharePoint site, with an average completion rate of 60% of the questions. Participants generally report strong satisfaction with the Sharepoint site, as well as a sense of responsibility to teach fellow residents well. Many participants have also suggested extending the tool for other Clinical Pathology subspecialty learning.

**Conclusions:** Resident-sourcing to achieve learning competencies in Clinical Chemistry via a shared website is an efficient educational strategy.

#### APC24-09: Resident Attitudes Towards Autopsy Education and TheAutopsyBook.com

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** The American Board of Pathology recently decreased the required number of autopsies to graduate from 50 to 30 despite recommendations from the Association of Pathology Chairs' Autopsy Working Group. Herein, we present the findings of a survey of current residents and fellows who will enter practice under these new criteria. It presents the challenges currently facing autopsy education and introduces a new learning resource designed to help meet some of these challenges.

**Methods:** A survey on Medical Autopsy Education was shared on two autopsy-related national listservs. Current residents and fellows were invited to respond to the survey. Concurrently, a critical review of existing autopsy learning

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resources was undertaken, and a new learning resource was created based on all available data.

**Results:** 85 United States (US)-based trainees responded. Overall, trainees feel their autopsy rotations have high educational value (65% of respondents) and that there is significant learning required to perform a high-quality autopsy (73% of respondents). Approximately one-half of residents (55%) feel that 30 autopsies are sufficient training to perform autopsies independently after graduation. Additionally, 80% of respondents feel that educational resources related to medical autopsy are not sufficient. A review of educational resources highlights issues with accessibility including information content, structure, and cost. To address some of these gaps, TheAutopsyBook.com was created. It is a freely accessible educational website with a case-by-case approach to learning medical autopsy which allows medical students, residents, attendings, and educators to access critical information on best practices in an efficient format.

**Conclusions:** Trainees recognize the value and significant skill required to perform medical autopsies but also frequently feel that the minimum required training is not sufficient to practice independently and that there are significant gaps in educational resources. As a partial solution, supported by a Pathology Trainee Project Grant in Healthcare Innovation from the Society of '67 of the Association of Pathology Chairs, we present an educational website which is vetted by a diverse group of leading autopsy educators that should be shared widely by program directors and educators.

#### APC24-10: A Focus on a Culture of Trust and Caring: Impact on Resident Satisfaction with their Training Program

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** Culture, "the environment in which we live and work, including the beliefs, behavioral rules, traditions, and rituals that bind us all together" is dynamic. A department's culture is constantly evolving as initiatives are implemented to make a department a great place to work and a healthy learning environment. These include resident outings, dinners at faculty homes, workplace events, guest speakers, universal mentoring meetings with residents, displays of research, support for university-wide awards to increase department pride. The impact of a series of interventions is examined to determine their effect on resident satisfaction and experience.

**Methods:** Surveys were administered to residents ranking several program areas including competency-based residency training, general aspects, faculty and overall quality of training (each rotation discipline individually). Scores ranged from 1-5 and were compared to last year's evaluations. After a series of interventions, the survey was repeated.

**Results:** 59% of the survey questions demonstrated an increase in scores, 10% demonstrated no change, and 31% demonstrated a decrease. However, larger improvements across a variety of categories were noted with smaller decreases occurring in other categories. Competency-based residency training showed an increase of 17%, general aspects an increase of 36%, faculty an increase of 36%, and overall quality a decrease of 10%.

**Conclusions:** When the administrative leadership team emphasizes the importance of improving culture and taking action to do so within a department, significant changes are soon recognized. Understanding from surveys and resident oral feedback that improvements needed to be made, the administration took an active approach to addressing these problems. It is imperative to recognize that within our survey, the areas of 10% decrease are being addressed as our department continues to grow and faculty are recruited to improve subspecialty education. Along with faculty recruitment, monthly faculty-chair meetings, frequent resident-faculty holiday events, financial transparency and strong faculty-resident career mentorship are key efforts that are improving the culture of our department. Our goal is to obtain 4.5/5 scores from resident bi-annual evaluation by continuing to address suggestions from faculty and residents. We do this because of the evidence that satisfaction leads to a better learning environment, patient care, wellness, and greater research productivity.

#### APC24-11: Enhancing Medical Learning Through AI and Expert Collaboration: Evaluating Student Satisfaction with AI-Generated Multiple Choice Questions

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**Disclosures:** The author has disclosed no relevant conflicts of interest.

**Objectives:** This study assesses the combined use of AI technology and medical education expertise in creating multiple-choice questions (MCQs) for medical students. Emphasis is placed on evaluating student satisfaction, particularly regarding the MCQs' complexity and relevance to the curriculum learning objectives. **Methods:** Based upon a simple prompt by the instructor, the AI platform, ChatGPT, initially produced a broad range of MCQs, which were then refined through multiple iterations using additive prompts and eventual review and editing by the content expert. This process ensured alignment with educational objectives and appropriate complexity for the students level of understanding. The refined MCQs were delivered to students as practice questions and evaluated through surveys and course evaluations, focusing specifically on their perceptions of the practice questions. **Results:** The student feedback revealed a high degree of satisfaction. Students particularly valued the MCQs for their appropriate challenge level, alignment with the curriculum, and role in reinforcing essential medical concepts. The questions were credited with enhancing confidence, deepening understanding, and facilitating active engagement with the course material. Additionally, students noted the positive impact of these questions on their exam preparation and overall learning experience.

**Conclusions:** The synergistic use of AI platforms and expert academic input in creating educational content demonstrates significant efficacy. The favorable student response to the AI-generated MCQs validates this approach's effectiveness. This method, characterized by its scalability and adaptability, holds considerable potential in enriching medical education and fostering a learner-centric environment.

#### APC24-12: MT-HL: Machine Teaching Human Learning - Improving Consistency in Image-based Pathology Teaching

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** Training in pathology involves learning morphology of several cell types utilizing images and categorizing them to specific patterns. In general, since there are immense subjective differences in the interpretation of images, there are also severe subjectivity in teaching specific images to residents. While machine learning is currently intensely developed, we hypothesize that machine based teaching will remove subjectivity in learning and thus propose to study machine teaching skills. **Methods:** We use machine based image analysis and counting of bone marrow cells in this study. Two different artificial intelligence platforms were utilized. In the Scopio platform for bone marrow differential counting, machine based automated classification will be reviewed by an expert; cells are re-categorized. Subsequently, trainees are 'taught' by the Machine and by an iterative training process in stage I: Expert-> Machine->Trainee and subsequently implementation stage II: Machine-Trainee with Expert oversight. In the second platform, Deepathology Studio, identification of Bone marrow megakaryocytes by learner will be used as a qualitative skill. The expert teaches the machines for identification of megakaryocytes in core biopsies. Subsequently, the machine identified megakaryocytes will be utilized to learn bone marrow megakaryocytic morphology by the learner (trainee). **Results:** Image based identification of bone marrow by Scopio and categorization was utilized by the machine to teach morphology of 9 different myeloid cells, lymphocytes, plasma cells and 2 stages of erythropoietic cells. Core biopsy megakaryocytes can be routinely identified by machine utilizing the Deepathology Studio and can be used to 'machine teach' for training.

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**Conclusions:** While early in development, machine teaching can be akin to game based learning and trainees like the electronic format of learning. In addition, the objectivity increases. However, the major limitations are false positive categorization by machine and attrition effect will enhance wrong learning. Thus, close supervision by expert is essential during the early training phase with routine monitoring till knowledge acquisition.

#### APC24-13: Using an Artificial Intelligence(AI) Tool (ChatGPT) to Identify the Main Indications and Side Effects of Drugs

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** Drug history is an important clinical information for the correct histological diagnosis of a wide variety of non-neoplastic diseases, such as hepatitis, gastritis, and colitis. As pathologists, however, memorizing the side effects of many drugs can be challenging. Using online databases to find relevant drug information one at a time can be time-consuming too.

**Methods:** ChatGPT (Generative Pre-trained Transformer) is an artificial intelligence-powered language model developed by OpenAI, that has the ability to generate human-like text based on current and past conversations, was instructed to identify the main clinical indications and the major side effects of 160 frequently prescribed drugs. This was done using the prompt: [List the major indications and side effects of the following drugs: "cyclobenzaprine,..."]. We then had a list of 160 drugs with their main indications and side effects. We compared the results from ChatGPT with those listed in the UpToDate drug information section.

**Results:** ChatGPT responded within few seconds by listing the required information (indications and side effects) for 160 drugs, 25 drugs at a time. On the other hand, we could only get the same information via UpToDate one drug at a time, and it took hours to obtain the same information. Most of the indications and side effects were similar to those found on UpToDate (Table 1).

**Conclusions:** Utilizing ChatGPT by pathologists is not only a fast and efficient way to obtain relevant information on multiple drugs simultaneously, but it also has comparable efficacy to well-known medical drug websites. We also believe that another professional drug website should be used as a confirmatory reference. Worth to mention that some institutions may block the access to the AI websites on their domain.

Comparison between ChatGPT and UpToDate (Table 1)

**Table 1**

Parameter	Number of Drugs	ChatGPT vs UpToDate
Main indications	160	160/160 (100%)
Main side effects	160	115/160 (72%)

I presented this topic at the CAP meeting in Chicago October, 9th, 2023. It was a poster presentation under "Informatics".

#### APC24-14: Optimize Artificial Intelligence Language Model Use in Medical Board Exams: Insights from Instruction Quality and Domain Context Analysis

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** The standard board exam provides an excellent test of the usefulness of artificial intelligence language models (AI-LMs) in medical education and clinical problem-solving. However, the performance of AI-LMs in taking standard board exams varies greatly. The same LMs showed impressive performance in some studies, while unsatisfactory in others (ref). We hypothesize that the discrepancy largely results from how the AI-LMs were tested. This study aims to

delineate how two key strategies impact the performance of AI-LMs. We reasoned that if such key determinants are identified, they can be implemented to improve the performance of AI-LM.

**Methods:** 360 examination questions with correct answers in four different formats (multiple choice, true-or-false, fill-in-blank, and answer-matching) were used to cross-test two different AI-LMs (chatGPT and Cloud-2) in three different experimental settings. In the first, the questions were submitted to the AI-LMs along with a simple instructive prompt "Please follow the test instruction and provide the correct answer to each of the following test questions: [Questions]." In the second, the same questions were submitted along with an elaborate prompt following our CRAFTS formula (i.e. context, role, action, format, tone, and style). The third setting replicated the second, but additionally provided journal review articles or book chapters on the topic of the questions, to be used as reference material for the AI-LM.

**Results:** The accuracy rates range from 67-83.5%, 76.2-92.5%, and 97.3-99.4% for test groups with a simple prompt only, CRAFTS prompt, and CRAFTS prompt plus reference article, respectively. Thus, both prompt engineering and expert reference articles enhance the performance of AI-LMs. The performance of ChatGPT and Claude-2 varies depending on the types of test questions, but the statistical significance of the difference cannot be assessed due to the small sample sizes at the current stage of the study. Nonetheless, the above trend of accuracy rates is held by both ChatGPT and Claude-2.

**Conclusions:** The performance of AI language models in board exams is significantly influenced by the quality of instructions (prompt) and the context of domain knowledge provided. Our findings suggest that variations in previous studies can largely be attributed to differences in these aspects. Therefore, evaluating AI language models should involve well-defined standards. Our methodology and results could be relevant for employing AI language models in clinical problem-solving scenarios.

#### APC24-15: Restructuring Histopathology Education for Pathology Residents: A Systematic, Interactive, and Morphology-Focused Approach

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** The proper introduction to the fundamentals of histopathology is a cornerstone in the learning of anatomic pathology. However, constructing a systematic, replicable, and sustainable teaching plan is challenging. Previously, new residents at our institution were started with a series of didactic lectures and slide presentations on normal histology, with their first encounter with histopathology occurring while working on real patient cases during surgical pathology rotations. This teaching model often left residents grappling to quickly familiarize themselves with the rudiments of histopathology while also dealing with the complexities of real patient cases, potentially leading to frustration and uncertainty. In this study, we aim to enhance anatomic pathology residency training by developing and implementing a structured and reproducible histopathology teaching model to address the challenges in learning faced by new residents.

**Methods:** We overhauled our teaching method and formulated a more structured learning strategy. This involved introducing key lesions from every organ system and key diagnostic concepts, with a strong emphasis on histomorphology. In instances where ancillary stains were illustrative of important diagnostic principles, these were incorporated into the learning materials. The cases were made available to the residents as both physical slide sets and digitally scanned images. The instruction method involved interactive one-hour sessions for each organ system, led by a single instructor, delivered through a combination of in-person, round-the-scope sessions and online platforms.

**Results:** This hybrid approach catered to varied learning preferences and ensured constant engagement. Feedback from the residents indicated that this new teaching methodology was successful, with high attendance and interaction rates.

**Conclusions:** While successful, some limitations were identified. The emphasis on H&E morphology overshadowed the importance of correlation with gross features and ancillary studies. Additionally, relying on a single instructor for all sessions posed potential risks including the possibility of missed classes and a limited range of expertise across all the various subspecialties being taught. Looking forward, we plan to further refine this structured, learner-centric

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approach to continuously enhance the anatomic pathology residency training experience.

**APC24-16: Safety USHERSS: A Quality Improvement Initiative on Utilizing the Safety Huddle to Empower Residents as Safety Stewards: University of South Florida Pathology Residency Experience**

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**Disclosures:** The authors have disclosed no relevant conflicts of interest.

**Objectives:** The Accreditation Council for Graduate Medical Education requires resident education include participation in recognition and reporting of patient safety events (PSEs). 2022 CLER national report found nearly 80% of institutions tracked trainee participation in PSE investigations, but it was rare for trainees to engage in entire process, including implementation and monitoring action plans. Our program participated in the 12-month USHERSS initiative to increase reporting ( $\geq 12$  events) and engagement in all components of PSE investigations.

**Methods:** Residents (n=13) participated in initiative kick-off hybrid meeting with faculty champions (n=3) with orientation and review of safety huddle

process. Safety Huddle Program Guide was provided to residents and faculty champions with standardized process on conducting huddles, instructions for reporting PSEs at sites, access to Safety huddle survey, pathology-specific narrated PowerPoint, and recorded example of an actual safety huddle. October 2022 - October 2023 huddles were conducted once monthly during academic half-day hybrid teaching session led by resident champion/designee with faculty champion(s) support as needed. PSE reporting and safety concerns were discussed. Huddle surveys submitted. Program director, faculty champions, or resident champion followed up on reported events. Feedback on resolution of reported events/corrective actions were provided to resident champion/designee in turn shared with residents at subsequent huddles and/or group email communication.

**Results:** 12 months prior to initiative, residents reported "0" PSEs. By October 2023, residents reported 17 PSEs and participated in 2 root cause analyses (RCAs). 12 safety huddles were conducted, 100% were facilitated by resident champion/designee and 25% co-facilitated by faculty champion/designee. Median duration of huddles was 9 minutes (range: 5-15 minutes). There were 16 near misses, 1 precursor safety event, and 0 serious safety events. One concern escalated to institutional-level safety committee and the remaining resolved at department-level. We received all 4 GME incentives offered resulting in \$1200 educational funds. Champions each got a monogrammed USF Polo shirt. One resident won the Great Catch Award.

**Conclusions:** A standardized safety huddle increased PSE reporting, empowered residents to regularly discuss safety concerns and fostered a supportive culture of safety. Huddles continue with plans for champion transitions and program sponsored incentive.



# Tab 3 CME



**CME**



## ASSOCIATION FOR ACADEMIC PATHOLOGY AAPath 2024 Annual Meeting CME Program



Saving Lives One Cell at a Time™

**ACTIVITY DESCRIPTION:** The AAPath 2024 Annual Meeting is an other/blended (live and recorded) learning activity that provides educational activities designed to provide training and professional development for academic pathologists.

**TARGET AUDIENCE:** The live session presentations and discussions and recordings of such live sessions provide educational activities for four target audiences:

- Chairs, Vice Chairs, and former Chairs (Senior Fellows) 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 medical schools; and
- Faculty members and trainees (fellows, residents, and medical students) aspiring to these positions.

The target audience are 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.

**EDUCATIONAL OBJECTIVES:** The objective of the learning activity is to facilitate knowledge acquisition to enable departments to fulfill their missions in teaching, clinical service, and research. Content focuses on issues in three broad areas that address educational needs in knowledge, competency, and performance:

- 1. ADMINISTRATION/LEADERSHIP:** Developing and refining leadership skills, including well-being, for successfully administering an academic pathology department to meet the demands of the three departmental missions within an academic health system: medical education, practice, and research.
- 2. PATHOLOGY CONTENT/CURRICULUM and TRAINING/TEACHING STRATEGIES:** Enhancing medical education content and faculty development are given priority to develop both the content and pedagogy for the identified gaps in the continuum from undergraduate and graduate medical education, as well as continuous medical education for practicing pathologists.
- 3. PRACTICE/MANAGEMENT:** Strategies to sustain a department include addressing (a) the laboratory workforce with evolving technology and innovations in research infrastructure, (b) the training and development of faculty, staff, and trainees, (c) diverse learning styles and health disparities in patient populations, and (d) how to locally and nationally advocate for academic pathology

**ACCREDITATION STATEMENT FOR CONTINUING MEDICAL EDUCATION (CME):** This activity has been planned and implemented in accordance with the accreditation requirements and policies of the Accreditation Council for Continuing Medical Education (ACCME) through the joint providership of American Society of Cytopathology (ASC) and the Association for Academic Pathology (AAPath). The ASC is accredited by the ACCME to provide continuing medical education for physicians.

**CREDIT DESIGNATION STATEMENT:** The ASC/AAPath designates this other/blended (live and recorded) educational activity for a **maximum of 44.25 AMA PRA Category 1 Credits™**. Physicians should claim only the credit commensurate with the extent of their participation in the activity.

**RELEASE DATE:** July 21, 2024

**EXPIRATION DATE:** September 30, 2024

**DISCLOSURES:** The faculty, committee members, and staff who are in position to control the content of this activity are required to disclose to the ASC/AAPath and to learners any financial relationships that have occurred within the last 24 months with ineligible companies whose primary business is producing, marketing, selling, re-selling, or distributing healthcare products used by or on patients. The ASC/AAPath has reviewed the disclosures as listed below and mitigated all relevant financial relationships. All other planning committee members and speakers listed below have reported no relevant financial relationships. The AAPath staff associated with the development of content for this activity reported no relevant financial relationships.

### SUMMARY OF CONFLICT OF INTEREST DISCLOSURES

Name	Name of Ineligible Company	Nature of Relevant Relationship
Neil Anderson	Diasorin Molecular	Honoraria, Scientific Advisory Board
	Roche	Honoraria, Scientific Advisory Board
	BioRad	Honoraria, Scientific Advisory Board
James Crawford	ClaraPath	No remuneration, Non-voting Member of Board of Directors
Lea Grinberg	Celdara Medical	Honoraria, Lecturer
Michael Laposata	Werfen	Honoraria, Advisory Board
Liron Pantanowitz	Ibex	Consultant fee, Medical Advisory Board
	Hamamatsu	Consultant fee, Consultant
	AiXMed	Consultant fee, Consultant



## ASSOCIATION FOR ACADEMIC PATHOLOGY AAPath 2024 Annual Meeting CME Program



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The following individuals have reported no relevant financial relationships:

Melissa Allen	Marilea Grider	Kristin Olson, MD
Leslie Antinarella	Eyas Hattab, MD, MBA	Lynette Parker, MD
Nicole Aqai, MD	Tiffany Hebert, MD	Carlos Parra-Herran, MD
David Bailey, MD	Katie Horton,	Anil Parwani, MD, PhD, MBA
Damaris Battaglia, MBA	Lydia Howell, MD	Richard Peng
Julie Beckerdite, MBA	Ashley Inman, MD	Maria Plummer, MD
Candice Black, DO	Brian Jackson, MD, MS	Deborah E. Powell, MD
W. Stephen Black-Schaffer, MD, MA	Ronald Jackups, MD, PhD	Gary Procop, MD
Amy J. Bourgeois, Med	Merce Jorda, MD, PhD, MBA	Eros Qama, MD
Daniel Brat, MD, PhD	Nitin Karandikar, MD, PhD	Raga Ramachandran, MD, PhD
J. Gary Brown, MBA	Steven Kroft, MD	Hooman Rashidi, MD
Bronwyn H. Bryant, MD	Jennifer Leib, Sc.M., C.G.C.	Cindy Riyad, PhD
Dave Caudel, PhD	Madelyn Lew, MD, MHPE	Amyn Rojiani, MD, PhD
Meagan Chambers, MD, MS, MSc	Joann Li, MPH	Eileen Amy Ryan, MD
Joanna Chan, MD	Jenny Libien, MD PhD	Michael Ryan, MD
Deborah Chute, MD	Andrea Ligler, MBA	Joel Saltz, MD, PhD
John Patrick Co, MD, MPH, MBA	Cullen Lilley, MD, MS, MA	Fred P. Sanfilippo, MD, PhD
Renee Crueta, MPA	Elisa Lin, MD	Kimberly W. Sanford, MD
Thomas Cummings, MD	Marta Margeta, MD, PhD	Beth Smith
Melissa Davidson, MD, MHPE	Leonard Marquez	Kristen Smith
Marie C. DeFrances, MD, PhD	Heidi Martinez	Melissa Stedman
Shanker Deonandan, MBA	Maria Martinez-Lage, MD	Justavian Tillman, EdD
Andrea Deyrup, MD, PhD	Joey McCall, MBA	Taisia Vitkovski, DO
Melissa Erb	Susan McCarthy	Kai Wang, MBA
Terri Feist	Brandi McCleskey, MD	Jeninne Wright, MBA
Michael Feldman, MD, PhD	Cindy McCloskey, MD	Dani Zander, MD
Valerie Fitzhugh, MD	Kelly McNeill, MSED	Jennifer Zepf, DO
Melina Flanagan, MD	Kamran Mirza, MD, PhD	
Carlos Garcia, MBA	Serene Mostafa, MD	
Jimmy Gollthar, PhD	Alexandra Murtha	



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**DIRECTIONS FOR CLAIMING CME CREDITS:** Use this worksheet to track your attendance and viewing time (CME hours), evaluations, and comments for each presentation/session you attend/view during or after the AAPath 2024 conference days. After the AAPath Annual Meeting and through September 30, 2024, login to the online CME evaluation form linked at: [www.apcprods.org/APC2024-CME](http://www.apcprods.org/APC2024-CME) and use these tracker notes to fill out the online form, which must be submitted all at once starting on July 24<sup>th</sup>. **Submit responses online NO LATER THAN SEPTEMBER 30, 2024.** Certificates will be emailed within 4-6 weeks of submitting your claims from the AAPath Office. All other CME information and disclosures are posted at: [www.apcprods.org/APC2024-CME](http://www.apcprods.org/APC2024-CME). Questions? Contact the AAPath Office at: [meetings@academicpathology.org](mailto:meetings@academicpathology.org).

**Contact Information**

First Name: \_\_\_\_\_  
 Last Name: \_\_\_\_\_  
 Degree(s): \_\_\_\_\_  
 Email Address: \_\_\_\_\_  
 Institution: \_\_\_\_\_

**Select the most appropriate category to describe your role:**

- Physician (MD, DO, MD/PhD)
- Physician in Training (Resident/Fellow)
- Scientist (PhD)
- Administrative Staff
- Other (please specify)

Overall Meeting Evaluation	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
This Meeting met the stated objectives.						
I am satisfied with the overall quality of the Meeting.						
The amount of information covered was sufficient.						
Comments						

General	Yes	No	Unsure
I will modify my practice based on the information presented.			
If so, what changes?			
Was the content of the educational activity free of commercial bias?			
If no, identify the instance(s) of commercial bias.			
Were the disclosure statements communicated to you?			
Additional comments or suggestions related to topics, needs, or practice gaps for future annual meetings.			
Please list any other suggestions you have for improving the annual meeting.			



# ASSOCIATION FOR ACADEMIC PATHOLOGY AAPath 2024 Annual Meeting Program Syllabus CME Tracker



Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?							Overall quality of speakers in this session?						Notes or Comments	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Excellent	Very Good	Good	Fair	Poor	N/A			
S1: Opening Welcome	0.00															S1: The State of Academic Pathology in 2024: What is Real, What is Improbable, and What is False? Michael Laposata, MD, PhD (Univ of Texas Medical Branch, AAPath President)
	0.25															

Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?							Overall quality of speakers in this session?						Notes or Comments	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Excellent	Very Good	Good	Fair	Poor	N/A			
C1: Chairs Boot Camp: The Evolving Identity of Pathology	0.00															C1.1: The Evolving Identity of Pathology in Education, Deborah Powell, MD (Univ of Minnesota)  C1.2: Evolving Identity of Pathology in Clinical Service and Research, Fred Sanfilippo, MD, PhD (Emory Univ)
	0.25															
	0.50															
	0.75															
	1.00															
	1.25															





# ASSOCIATION FOR ACADEMIC PATHOLOGY AAPath 2024 Annual Meeting Program Syllabus CME Tracker



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Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?	Overall quality of speakers in this session?					Notes or Comments
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
C4: GME Session: Competency Based Graduate Medical Education	0.00	This session met the stated objectives.						
	0.25	I am satisfied with the overall quality of the session.						
	0.50	The method of delivering this information was appropriate.						
	0.75	The amount of information covered was sufficient.						
	1.00	The session assisted in closing practice gaps.						
	1.25	The information presented in this session improved my knowledge, competence and/or performance.						
	1.50	I had sufficient time to ask questions.						
		I will modify my practice based on the information presented in this session.						

Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?	Overall quality of speakers in this session?					Notes or Comments
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
C5: Research Session: Innovating Research Infrastructure	0.00	This session met the stated objectives.						
	0.25	I am satisfied with the overall quality of the session.						
	0.50	The method of delivering this information was appropriate.						
	0.75	The amount of information covered was sufficient.						
	1.00	The session assisted in closing practice gaps.						
	1.25	The information presented in this session improved my knowledge, competence and/or performance.						
	1.50	I had sufficient time to ask questions.						
		I will modify my practice based on the information presented in this session.						







# ASSOCIATION FOR ACADEMIC PATHOLOGY

## AAPath 2024 Annual Meeting Program Syllabus CME Tracker



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Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?						Overall quality of speakers in this session?					Notes or Comments	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Excellent	Very Good	Good	Fair	Poor		N/A
<b>P2: CME Essentials</b>	0.00													
	0.25													
	0.50													
	0.75													
	1.00													
	1.25													
1.50														
		<p><b>To what extent do you agree with the statements below for this session?</b></p> <p>This session met the stated objectives.</p> <p>I am satisfied with the overall quality of the session.</p> <p>The method of delivering this information was appropriate.</p> <p>The amount of information covered was sufficient.</p> <p>The session assisted in closing practice gaps.</p> <p>The information presented in this session improved my knowledge, competence and/or performance.</p> <p>I had sufficient time to ask questions.</p> <p>I will modify my practice based on the information presented in this session.</p>						<p><b>Overall quality of speakers in this session?</b></p> <p><b>P2.1:</b> ABPath, Gay Procop, MD (American Board of Pathology)</p> <p><b>P2.2:</b> ACGME, Cindy Riyad, PhD (Accreditation Council for Graduate Medical Education) and Cindy McCloskey (Univ of Oklahoma)</p> <p><b>P2.3:</b> Entrustable Professional Activities (EPA) Working Group Update, Bronwyn Bryant, MD (Univ of Vermont)</p>						

Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?						Overall quality of speakers in this session?					Notes or Comments	
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Excellent	Very Good	Good	Fair	Poor		N/A
<b>P3: C. Bruce Alexander Lecture: Artificial Intelligence in Pathology Education - The Informatics Training Program Perspective</b>	0.00													
	0.25													
	0.50													
	0.75													
	1.00													
	1.25													
1.50														
		<p><b>To what extent do you agree with the statements below for this session?</b></p> <p>This session met the stated objectives.</p> <p>I am satisfied with the overall quality of the session.</p> <p>The method of delivering this information was appropriate.</p> <p>The amount of information covered was sufficient.</p> <p>The session assisted in closing practice gaps.</p> <p>The information presented in this session improved my knowledge, competence and/or performance.</p> <p>I had sufficient time to ask questions.</p> <p>I will modify my practice based on the information presented in this session.</p>						<p><b>Overall quality of speakers in this session?</b></p> <p><b>P3.1:</b> Neil Anderson, MD (Univ Hospitals/Case Western)</p> <p><b>P3.2:</b> Ronald Jackups, Jr., MD, PhD (Washington Univ in St Louis)</p>						



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Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?						Overall quality of speakers in this session?						Notes or Comments
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Excellent	Very Good	Good	Fair	Poor	N/A	
<b>P4: Unionization</b>	0.00													
	0.25	This session met the stated objectives.												
	0.50	I am satisfied with the overall quality of the session.												
	0.75	The method of delivering this information was appropriate.												
	1.00	The amount of information covered was sufficient.												
	1.25	The session assisted in closing practice gaps.												
1.50	The information presented in this session improved my knowledge, competence and/or performance.													
		I had sufficient time to ask questions.												
		I will modify my practice based on the information presented in this session.												

Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?						Overall quality of speakers in this session?						Notes or Comments
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Excellent	Very Good	Good	Fair	Poor	N/A	
<b>A1: APEX Boot Camp, Part 1: Strengthen Your Executive Knowledge</b>	0.00													
	0.25	This session met the stated objectives.												
	0.50	I am satisfied with the overall quality of the session.												
	0.75	The method of delivering this information was appropriate.												
	1.00	The amount of information covered was sufficient.												
	1.25	The session assisted in closing practice gaps.												
1.50	The information presented in this session improved my knowledge, competence and/or performance.													
		I had sufficient time to ask questions.												
		I will modify my practice based on the information presented in this session.												





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Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?	Overall quality of speakers in this session?					Notes or Comments
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
<b>A4: APEX Boot Camp, Part 2: Strengthen Your Executive Knowledge</b>	0.00	This session met the stated objectives.						
	0.25	I am satisfied with the overall quality of the session.						
	0.50	The method of delivering this information was appropriate.						
	0.75	The amount of information covered was sufficient.						
	1.00	The session assisted in closing practice gaps.						
	1.25	The information presented in this session improved my knowledge, competence and/or performance.						
1.50	I had sufficient time to ask questions.							
		I will modify my practice based on the information presented in this session.						
<b>Presentations / Speakers</b>			Excellent	Very Good	Good	Fair	Poor	N/A
<b>A4.1:</b> Funds Flow Model Experiences, Panelists: - Damaris Battaglia, MBA (Yale Univ), - Gary Brown, MBA (Univ of Colorado) - Susan McCarthy (Univ of Southern California) <b>A4.2:</b> Component Billing, Susan McCarthy (Univ of Southern California) <b>A4.3:</b> Essentials of Research Administration, Joann Li, MPH (Columbia Univ)								

Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?	Overall quality of speakers in this session?					Notes or Comments
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
<b>A5: Guidelines for Defining Clinical FTEs and wRVU Benchmarks</b>	0.00	This session met the stated objectives.						
	0.25	I am satisfied with the overall quality of the session.						
	0.50	The method of delivering this information was appropriate.						
	0.75	The amount of information covered was sufficient.						
	1.00	The session assisted in closing practice gaps.						
	1.25	The information presented in this session improved my knowledge, competence and/or performance.						
1.50	I had sufficient time to ask questions.							
		I will modify my practice based on the information presented in this session.						
<b>Presentations / Speakers</b>			Excellent	Very Good	Good	Fair	Poor	N/A
<b>A5.1:</b> Damaris Battaglia, MBA (Yale Univ) <b>A5.2:</b> Kelly McNeill (Univ of California, San Francisco) <b>A5.3:</b> Kai Wang, MBA (Univ of California, San Diego)								



# ASSOCIATION FOR ACADEMIC PATHOLOGY AAPath 2024 Annual Meeting Program Syllabus CME Tracker



Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?	Overall quality of speakers in this session?					Notes or Comments
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
U1: Boot Camp / Essentials for New (and Experienced) Course Directors	0.00							
	0.25	This session met the stated objectives.						
	0.50	I am satisfied with the overall quality of the session.						
	0.75	The method of delivering this information was appropriate.						
	1.00	The amount of information covered was sufficient.						
	1.25	The session assisted in closing practice gaps.						
	1.50	The information presented in this session improved my knowledge, competence and/or performance.						
		I had sufficient time to ask questions.						
		I will modify my practice based on the information presented in this session.						

Presentations / Speakers	Overall quality of speakers in this session?					Notes or Comments
	Excellent	Very Good	Good	Fair	Poor	
U1.1: Nuts and Bolts for the UME Pathology Course/Thread Director, Jennifer Zepf, DO (Hackensack Meridian)						
U1.2: Nuts and Bolts of UME Pathology Career Advancement, Raga Ramachandran, MD, PhD (Univ of California, San Francisco)						

Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?	Overall quality of speakers in this session?					Notes or Comments
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
U2: Integration of Pathology in the Pre-Clinical Curriculum: A Collective Deeper Dive	0.00							
	0.25	This session met the stated objectives.						
	0.50	I am satisfied with the overall quality of the session.						
	0.75	The method of delivering this information was appropriate.						
	1.00	The amount of information covered was sufficient.						
	1.25	The session assisted in closing practice gaps.						
	1.50	The information presented in this session improved my knowledge, competence and/or performance.						
		I had sufficient time to ask questions.						
		I will modify my practice based on the information presented in this session.						

Presentations / Speakers	Overall quality of speakers in this session?					Notes or Comments
	Excellent	Very Good	Good	Fair	Poor	
U2.1: Ashley Inman, MD (Indiana Univ)						
U2.2: Madeilyn Lew, MD (Univ of Michigan)						



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Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?	Overall quality of speakers in this session?					Notes or Comments
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
U3: Medical Education Research and Scholarship	0.00	This session met the stated objectives.						
	0.25	I am satisfied with the overall quality of the session.						
	0.50	The method of delivering this information was appropriate.						
	0.75	The amount of information covered was sufficient.						
	1.00	The session assisted in closing practice gaps.						
	1.25	The information presented in this session improved my knowledge, competence and/or performance.						
1.50	I had sufficient time to ask questions. I will modify my practice based on the information presented in this session.							
<b>Presentations / Speakers</b> <b>U3.1: Do Not Fear Your Abduction! Exploring the Alien Culture of Medical Education Scholarship, Michael Ryan, MD (Univ of Virginia)</b>								

Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?	Overall quality of speakers in this session?					Notes or Comments
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
U4: Integration of Pathology in the Clinical / Clerkship Years	0.00	This session met the stated objectives.						
	0.25	I am satisfied with the overall quality of the session.						
	0.50	The method of delivering this information was appropriate.						
	0.75	The amount of information covered was sufficient.						
	1.00	The session assisted in closing practice gaps.						
	1.25	The information presented in this session improved my knowledge, competence and/or performance.						
1.50	I had sufficient time to ask questions. I will modify my practice based on the information presented in this session.							
<b>Presentations / Speakers</b> <b>U4.1: The Pathology Acting Internship: Lifting Students to New Heights, Kristin Olson, MD (Univ of California, Davis)</b> <b>U4.2: The Pathology Acting Internship: Lifting Students to New Heights, Kristin Olson, MD (Univ of California, Davis)</b> <b>U4.3: Demystifying Pathology - a Clinical Immersion Experience for Clerkship-level Medical Students at UCSF, Marta Margeta, MD, PhD (Univ of California, San Francisco)</b>								



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Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?	Overall quality of speakers in this session?					Notes or Comments
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
S3: Workshop: Mapping Your Early-/Mid-Career in Education	0.00							
	0.25	This session met the stated objectives.						
	0.50	I am satisfied with the overall quality of the session.						
	0.75	The method of delivering this information was appropriate.						
	1.00	The amount of information covered was sufficient.						
	1.25	The session assisted in closing practice gaps.						
	1.50	The information presented in this session improved my knowledge, competence and/or performance.						
		I had sufficient time to ask questions.						
		I will modify my practice based on the information presented in this session.						

Presentations / Speakers	Overall quality of speakers in this session?					Notes or Comments
	Excellent	Very Good	Good	Fair	Poor	
S3.1: Career progress as a Medical Educator: What Needs to Happen? James Crawford, MD, PhD (Hofstra Univ/Northwell Health)					N/A	
S3.2: Managing a Pathology Career in Graduate Medical Education, W. Stephen Black-Schaffer, MD (Mass General Brigham)						
S3.3: The Undergraduate Medical Education Perspective, Andrea Deyrup, MD, PhD (Duke Univ)						
S3.4: Chair Perspective: Fostering Faculty Success in Education, Dani Zander, MD (Univ of Cincinnati)						

Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?	Overall quality of speakers in this session?					Notes or Comments
			Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
G1: Wellness	0.00							
	0.25	This session met the stated objectives.						
	0.50	I am satisfied with the overall quality of the session.						
	0.75	The method of delivering this information was appropriate.						
	1.00	The amount of information covered was sufficient.						
	1.25	The session assisted in closing practice gaps.						
	1.50	The information presented in this session improved my knowledge, competence and/or performance.						
		I had sufficient time to ask questions.						
		I will modify my practice based on the information presented in this session.						

Presentations / Speakers	Overall quality of speakers in this session?					Notes or Comments
	Excellent	Very Good	Good	Fair	Poor	
G1.1: Adaptive Leadership and Managing Change, Amy Bourgeois (Univ of Vermont)						
G1.2: Wellness Activities						





# ASSOCIATION FOR ACADEMIC PATHOLOGY

## AAPath 2024 Annual Meeting Program Syllabus CME Tracker



Code / Session	# of hours attended	To what extent do you agree with the statements below for this session?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Notes or Comments
<b>G4: Using Thalamus with ERAS</b>	0.00	This session met the stated objectives.							
	0.25	I am satisfied with the overall quality of the session.							
	0.50	The method of delivering this information was appropriate.							
	0.75	The amount of information covered was sufficient.							
	1.00	The session assisted in closing practice gaps.							
	1.25	The information presented in this session improved my knowledge, competence and/or performance.							
1.50	I had sufficient time to ask questions.								
		I will modify my practice based on the information presented in this session.							

Overall quality of speakers in this session?	Excellent	Very Good	Good	Fair	Poor	N/A	Notes or Comments
<b>Co-Moderators</b>							
<b>G4.1: New User Perspective, Beth Smith, Chair-Elect, GMEAS Section Council (Penn State Health Hershey Medical Center)</b>							
<b>G4.2: Experienced User Perspective, Amy Bourgeois (Univ of Vermont)</b>							
<b>Q&amp;A Discussion, Terry Feist (Thalamus)</b>							

Code / Session	# of hours attended (not recorded)	To what extent do you agree with the statements below for this session?	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A	Notes or Comments
<b>G5: Professional Development</b>	0.00	This session met the stated objectives.							
	0.25	I am satisfied with the overall quality of the session.							
	0.50	The method of delivering this information was appropriate.							
	0.75	The amount of information covered was sufficient.							
	1.00	The session assisted in closing practice gaps.							
	1.25	The information presented in this session improved my knowledge, competence and/or performance.							
1.50	I had sufficient time to ask questions.								
		I will modify my practice based on the information presented in this session.							

Overall quality of speakers in this session?	Excellent	Very Good	Good	Fair	Poor	N/A	Notes or Comments
<b>Presentations / Speakers</b>							
<b>G5.1: Asking for a "Promotion": Insight &amp; Tips from Personal Experience, Alexandra Murtha (Univ of California San Diego), Melissa Erb (Geisinger Commonwealth), Justavian Tillman, EdD (Washington Univ in St. Louis)</b>							
<b>G5.2: How to Elevate Your Role as Program Coordinator, Katie Horton (Univ of Maryland)</b>							



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## AAPath 2024 Annual Meeting Program Syllabus CME Tracker



Saving Lives One Cell at a Time™

Code / Session	# of hours attended or viewed	To what extent do you agree with the statements below for this session?					Disagree	Strongly Disagree	N/A
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			
<b>S2: Poster Platform Presentations</b>	0.00								
	0.25								
	0.50								
	0.75								
	1.00								
	1.25								
1.50									

Presentations / Speakers	Overall quality of speakers in this session?					Notes or Comments
	Excellent	Very Good	Good	Fair	Poor	
<b>S2.APC24-01:</b> Implementing PathElective as an Organized Means of Supplementing Pathology Education in an Osteopathic Medical School, <i>Maria Plummer, MD (New York Institute of Technology)</i>						
<b>S2.APC24-03:</b> Encouraging Exploration of Pathology among High School, Undergraduate, and Medical Students, <i>Elisa Lin, MD (Univ of Texas Southwestern)</i>						
<b>S2.APC24-09:</b> New Resources in Autopsy Education: TheAutopsyBook.com, <i>Meagan Chambers, MD (Univ of Washington)</i>						
<b>S2.APC24-16:</b> Safety USHERSS: A Quality Improvement Initiative on Utilizing the Safety Huddle to Empower Residents as Safety Stewards, <i>Serene Mostafa, MD (Univ of South Florida)</i>						

Code / Session	# of hours attended	To what extent do you agree with the statements below for this session?					Disagree	Strongly Disagree	N/A
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree			
<b>R: Posters</b>	0.00								
	0.25								
	0.50								
	0.75								
	1.00								
	1.25								
1.50									
1.75									
2.00									

Presentations / Speakers	Overall quality of speakers in this session?					Notes or Comments
	Excellent	Very Good	Good	Fair	Poor	
<b>APC24-01:</b> <i>Maria Plummer, MD</i>						
<b>APC24-02:</b> <i>Chuan Hao Chen, PhD</i>						
<b>APC24-03:</b> <i>Elisa Lin, MD, MS</i>						
<b>APC24-04:</b> <i>Mark Giffen, DO</i>						
<b>APC24-05:</b> <i>Payton Wolbert, B.S.</i>						
<b>APC24-06:</b> <i>Philip Boyer, MD, PhD</i>						
<b>APC24-07:</b> <i>Philip Boyer, MD, PhD</i>						
<b>APC24-08:</b> <i>Stephen Hung, MD, PhD</i>						
<b>APC24-09:</b> <i>Maagan Chambers, MD, MS, MSC</i>						
<b>APC24-10:</b> <i>Ariel Velasquez-Evers, MD</i>						
<b>APC24-11:</b> <i>Cade Arries, MD</i>						
<b>APC24-12:</b> <i>Garrett Smith, MD, PhD</i>						
<b>APC24-13:</b> <i>Mai Elzienen, MBBSCh</i>						
<b>APC24-14:</b> <i>Mai Elzienen, MBBSCh</i>						
<b>APC24-15:</b> <i>Numbereye Numbere, MD</i>						
<b>APC24-16:</b> <i>Serene Mostafa, MD</i>						

# Tab 4 Exhibits



# Exhibits

## AAPath 2024 Exhibit Prize Card

Name: \_\_\_\_\_

Section: CHAIRS / PRODS / UMEDS / APEX / GMEAS / OTHER

**ENGAGE** with Exhibitors for meaningful interactions to **RECEIVE** a sticker that validates your visit to their booth. When you complete collecting your stickers **from at least 15 exhibitors (including ALL required exhibitors)**, **VALIDATE** this **Prize Card to the AAPath Registration Desk** no later than 10:30am ET on Wednesday, July 24, 2024. When your Prize Card is validated, you will have the option to either receive a **FREE \$25 Amazon Gift Card or be entered into a FREE \$250 Amazon Gift Card drawing**. You must visit booths 1, 2, & 4-14 (marked **Required** below) in order to be eligible for the free prize. The \$25 Amazon Gift Cards are limited to the first 50 submitters, everyone after will be entered into the drawing to win a \$250 Amazon Gift Card. Only one prize per person.

Company Name	Booth	Sticker
American Association of Pathologists' Assistants (AAPA)	1	<b>(Required)</b>
Loxo@Lilly	2	<b>(Required)</b>
Orion Advisory	3	<b>(Required)</b>
Coronis Health	4	<b>(Required)</b>
American Society for Clinical Pathology	5	<b>(Required)</b>
Medicratic Inc.	6	<b>(Required)</b>
College of American Pathologists	7	<b>(Required)</b>
Siemens Healthineers	8	<b>(Required)</b>
AstraZeneca Precision Medicine	9	<b>(Required)</b>
Caris Life Sciences	10	<b>(Required)</b>
ZEISS	11	<b>(Required)</b>

Company Name	Booth	Sticker
Merck & Co., Inc.	12	<b>(Required)</b>
MorgueBoard LLC	13	<b>(Required)</b>
Thalamus	14	<b>(Required)</b>
United States and Canadian Academy of Pathology	15	
Bristol Myers Squibb	16	
FUJIFILM Healthcare Americas Corporation	17	
American Registry of Pathology	18	
Dolbey	19	
American Board of Pathology	20	
Elsevier	21	
OKA (Otto Kroeger Associates, LLC)	22	



# AAPath 2024 Annual Meeting

## GOLD EXHIBITORS

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COLLEGE of AMERICAN  
PATHOLOGISTS



## SILVER EXHIBITORS

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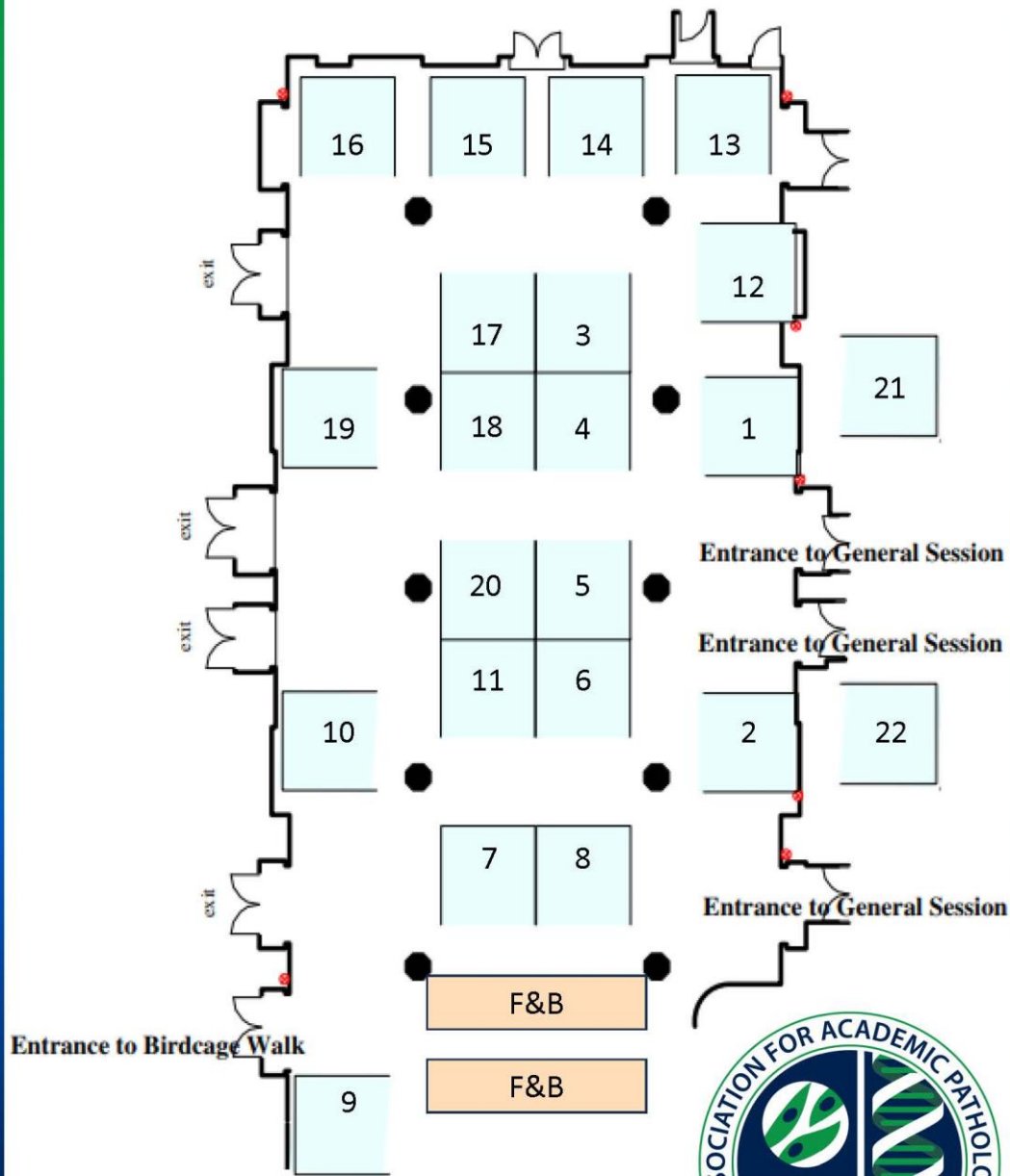


## BRONZE EXHIBITORS

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## Ambassador Ballroom



**Exhibits Are Available To Visit In The Ambassador Ballroom!**

### EXHIBIT HOURS

**SUNDAY  
JULY 21  
5:00 PM  
TO  
7:00 PM**

**MONDAY  
JULY 22  
7:30 AM  
TO  
6:30 PM**

**TUESDAY  
JULY 23  
7:30 AM  
TO  
2:00 PM**





## 2024 AAPath Annual Meeting Exhibit Sponsors

**American Association of Pathologists' Assistants, Booth 1** – The American Association of Pathologists' Assistants is dedicated to furthering the PA profession by providing members with targeted CE, professional support, and advocacy. Over 2000 certified and exam eligible members have met the highest standards for education and training in surgical and autopsy pathology, ensuring your pathology laboratory is meeting the standards of accreditation, licensing, and expectations of medical staff.

**Loxo@Lilly, Booth 2** – At Precision Medicine for Loxo@Lilly Oncology, we work with multidisciplinary teams to understand testing protocols and pitfalls for oncology patients. Our Team also provides education on the importance of comprehensive genomic profiling.

**Orian Advisory, Booth 3** – Founded in 1998, we partner with leaders to define strategic direction, implement organizational performance management and utilize repeatable problem-solving methods. We are experts at creating and linking critical management capabilities from the creation of a strategic plan to transition to the organization for execution and continuous improvement to deliver on goals.

**Coronis Health, Booth 4** – Coronis Health is a healthcare revenue cycle management company leading the industry with a data-driven, proprietary experience coined The Coronis Way. By leveraging industry-leading technology, strategic partnerships, and high-touch relationships, Coronis Health allows healthcare providers and facilities to focus on maintaining exceptional patient care with the best possible financial results.


**American Society for Clinical Pathology, Booth 5** – The ASCP unites more than 100,000 anatomic and clinical pathologists, residents and fellows, medical laboratory professionals, and students to advance laboratory medicine to better improve patient care through knowledge, collaboration and global community.

**Medicratic Inc., Booth 6** – Medicratic's software, Halsted, reviews every single word of every single application to a residency or fellowship program, completely eliminating intra- and inter-reviewer variability and bias. It can review and score over 3,000 applications per hour, providing the most holistic, equitable, and rapid review of residency and fellowship applications. Ever.

**College of American Pathologists, Booth 7** – As the leading organization for board-certified pathologists, the College of American Pathologists (CAP) serves patients, pathologists, and the public by fostering and advocating excellence in the practice of pathology and laboratory medicine worldwide. With more than 18,000 physician members, the CAP accredits more than 8,000 laboratories worldwide with over 600 outside the US in 60 countries.

**Siemens Healthineers, Booth 8** – Siemens Healthineers has been a trusted leader in enabling the digitalization of radiology, cardiology and laboratory testing workflows for more than 40 years. With anatomic pathology finally making the transition from manual microscopy, we are excited to help our customers on their transformational journey to realize the benefits of digital pathology.





**AstraZeneca Precision Medicine, Booth 9** – Precision medicine delivers relevant molecular information for tailored decision-making with evidence-based therapies. Precision medicine is rapidly evolving patient care with an expanding list of diagnostic tests and targeted therapeutics across different tumor types. At AstraZeneca, the Precision Medicine team is dedicated to educating healthcare providers on the premise of precision medicine.

**Caris Life Sciences, Booth 10** – Caris Life Sciences® is the leading next-generation TechBio company and precision medicine pioneer that is actively developing and delivering innovative solutions to revolutionize healthcare and unravel the molecular complexity of disease.

**ZEISS, Booth 11** – Consumer Markets and Semiconductor Manufacturing Technology. Zeiss Meditec, Inc. is part of the Medical Technology business unit and manufactures microscopes for microsurgery in ophthalmology, Neuro (includes CONVIVO In Vivo Pathology Suite), ENT (ear, neck, throat), spine, P&R (plastic & reconstructive), and dentistry. The U.S. corporate office is located in Dublin, California.

**Merck & Co., Inc., Booth 12** – At Merck, our goal is to translate breakthrough science into innovative oncology medicines to help people with cancer. The potential to bring new hope to people with cancer drives our purpose and our commitment. As part of our focus on cancer, Merck is committed to clinical research with one of the largest development programs in the industry across more than 30 tumor types.


**MorgueBoard, Booth 13** – MorgueBoard™ is a revolutionary and reliable solution for decedent tracking throughout all care-after-death and morgue procedures. This HIPAA-compliant, cloud application offers a clear, up-to-date status and location of all deceased patients within any healthcare institution.


**Thalamus, Booth 14** – Thalamus is the premier, cloud-based interview management platform designed specifically for application to Graduate Medical Education (GME) training programs. The software streamlines communication by eliminating unnecessary phone calls/emails allowing applicants to book interviews in real-time. Thalamus is featured nationally at over 7000+ residency and fellowship programs at 700+ institutions and used by >90% of applicants. Thalamus is the most preferred solution in GME interview management.

**United States and Canadian Academy of Pathology, Booth 15** – The United States and Canadian Academy of Pathology (USCAP) is dedicated to creating a better pathologist. It accomplishes this through its mission to provide the ultimate in continuing medical education and translational research to improve practices and patient outcomes globally. USCAP provides numerous courses and publishes two leading pathology journals, Modern Pathology and Laboratory Investigation.

**Bristol Myers Squibb, Booth 16** – Bristol Myers Squibb is a global biopharmaceutical company whose mission is to discover, develop and deliver innovative medicines that help patients prevail over serious diseases.

**FUJIFILM Healthcare Americas Corporation, Booth 17** – Fujifilm's vendor-agnostic Pathology PACS solution Synapse® Pathology, streamlines case management through proprietary advances in image digitization and solution interoperability to accelerate pathology-report turnaround. The solution's open, cloud-accessible architecture allows customers to select the instruments, AI





tools, and systems required for their own pathology workflows and use cases. It enables pathologists to view images and render diagnosis and collaborate instantly from anywhere.

**American Registry of Pathology, Booth 18** – The American Registry of Pathology (ARP) is dedicated to its mission to advance, educate, and connect the field of pathology by providing the best educational content and expertise. To help fulfill this mission, ARP Press continues the tradition of publishing the AFIP atlases of tumor and non-tumor pathology in print as well as digitally at [www.arppress.org](http://www.arppress.org).

**Dolbey, Booth 19** – Dolbey offers a suite of accurate and customizable speech recognition, dictation, transcription, and digital recording solutions with superb support. We've been at the forefront of healthcare technology since 1914 and our healthcare solutions were ranked #1 by KLAS for CAC in 2017-2024 and Front-End Speech Recognition – Imaging in 2018, 2019, & 2021.

**American Board of Pathology, Booth 20** – American Board of Pathology (ABPath) The ABPath is the premier organization for certification and Continuing Certification (CC), of physicians in the specialty of pathology. Our mission is to serve the public and advance the profession of pathology by setting certification standards and promoting lifelong competency of pathologists. The ABPath offers certification Anatomic and/or Clinical Pathology and in 11 subspecialties.

**Elsevier, Booth 21** – Elsevier helps researchers and healthcare professionals advance science and improve health outcomes for the benefit of society. We do this by facilitating insights and critical decision-making for customers across global research and health ecosystems.

**Otto Kroeger Associates, LLC, Booth 22** – OKA is a training, consulting, and publishing firm headquartered near Washington DC established in 1977. We help coaches, trainers and consultants develop leaders and teams with top Emotional Intelligence, Personality Type and Talent Development certifications, advanced workshops and best-selling books and products. We also work directly with leaders and teams through interactive workshops, consulting, coaching and keynotes to help them achieve the best from themselves and their organizations.



# Tab 5 Awards



# **Tab 5 Awards**



# 2024 AAPATH AWARDS PROGRAM

ASSOCIATION FOR ACADEMIC PATHOLOGY  
ANNUAL MEETING - JULY 21-24, 2024 – WASHINGTON, DC

**JOINT CHAIRS / PRODS / UMEDS / APEX / GMEAS AWARDS LUNCH**  
**JULY 24, 2024 AT 12:15 PM – 2:00 PM, EMPIRE BALLROOM, OMNI SHOREHAM HOTEL**

## OPENING REMARKS:

**WELCOME, MOMENT OF SILENCE**

*MICHAEL LAPOSATA, MD, PHD, AAPATH 2023-2024 PRESIDENT*

## RECOGNITION OF:

**SOCIETY OF '67 KINNEY SCHOLARS AND APEX FELLOW**

## AWARD PRESENTATIONS:

**ACADEMIC PATHOLOGY EXECUTIVES SECTION (APEX)  
DISTINGUISHED SERVICE AWARD PRESENTATION**

*RECIPIENT: J. GARY BROWN, MBA, UNIVERSITY OF COLORADO*

**MICHELE RAIBLE (UME)**

**DISTINGUISHED ACHIEVEMENT AWARD PRESENTATION**

*RECIPIENT: ROBIN LEGALLO, MD, UNIVERSITY OF VIRGINIA*

**GRADUATE MEDICAL EDUCATION ADMINISTRATOR SECTION  
DISTINGUISHED SERVICE AWARD PRESENTATION**

*RECIPIENTS: AMY J. BOURGEOIS, UNIVERSITY OF VERMONT, AND  
ELIZABETH (BETH) SMITH, PENN STATE HEALTH HERSHEY MEDICAL CENTER*

**MARGARET GRIMES (GME)**

**DISTINGUISHED ACHIEVEMENT AWARD PRESENTATION**

*RECIPIENT: PAUL N. STAATS, MD, UNIVERSITY OF MARYLAND*


**ASSOCIATION FOR ACADEMIC PATHOLOGY (AAPATH)  
DISTINGUISHED SERVICE AWARD PRESENTATION**

*RECIPIENT: LYDIA P. HOWELL, MD, UNIVERSITY OF CALIFORNIA, DAVIS*

## CLOSING REMARKS:

*MICHAEL LAPOSATA, MD, PHD*

*AAPATH 2024-2025 IMMEDIATE PAST PRESIDENT  
AND NOMINATING COMMITTEE CHAIR*



## SOCIETY OF '67 SCHOLARS

### Medical Students

Carlos Francia, Baylor College of Medicine, *Sponsored by Cheryl Hanau, MD*  
Alexander Kritikos, Indiana University School of Medicine, *Sponsored by Dani Zander, MD*  
Matthew Lanehart, West Virginia University, *Sponsored by the AAPath Senior Fellows Group*  
John Overton, University of Mississippi  
Maneka Puligandla, University of Pittsburgh, *Sponsored by Eileen Ryan, MD*  
Anaisa Quintanilla-Arteaga, Loyola University Chicago  
Mariah Schroeder, Mayo Clinic  
Jacob Shaner, University of Arizona, Phoenix  
Dawson Tan, University of Texas Health San Antonio, *Sponsored by David Bailey, MD*  
Pierre Tran, Western University of Health Sciences

### Residents

Sholeh Bazrafshan Kondori, MD, University of Cincinnati, *Sponsored by Dani Zander, MD*  
Spencer Cope, MD, University of Texas Southwestern  
Saroja Devi Geetha, MBBS, Northwell Health  
Nikka Khorsandi, MD, University of California San Francisco  
Teaghan Koster, MD, Queen's University  
Olanrewaju Oni, MD, Howard University, *Sponsored by Cheryl Hanau, MD*  
Carol Rizkalla, MBBS, University of Washington, *Sponsored by the AAPath Senior Fellows Group*  
Mahalia Robinson, DO, Johns Hopkins University, *Sponsored by David Bailey, MD*  
Haneen Salah, MD, Houston Methodist Hospital

## SOCIETY OF '67 APEX FELLOW

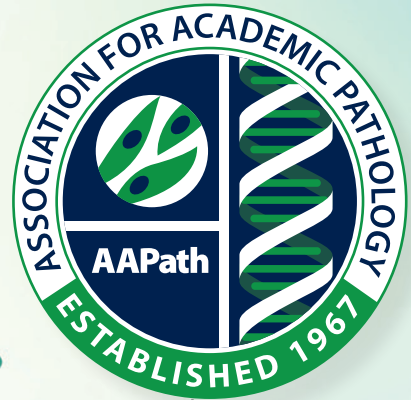
Kristin Schieble, Medical College of Wisconsin, *2024 Marty Lawlor APEX Fellow*







# Association for Academic Pathology



SEE YOU NEXT YEAR!

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**2025 AAPath Annual Meeting**

**July 27-30, 2025**

Hilton Denver City Center, Denver, Colorado