



ASSOCIATION OF PATHOLOGY CHAIRS APC 2021 *Online Learning Program Syllabus CME Tracker*

UC San Diego
School of Medicine

ACTIVITY DESCRIPTION: The APC 2021 Online Learning Program is an on-demand, online-based, enduring activity that provides a compilation of recorded presentations designed to provide training and professional development for academic pathologists.

TARGET AUDIENCE: The recordings of presentations synchronized with audio provide educational online activities for four target audiences:

- Chairs and Vice Chairs of academic departments of pathology and laboratory medicine;
- Program Directors and Associate Program Directors of pathology residency programs;
- Medical student educators of pathology in accredited medical schools; and
- Faculty members or residents aspiring to these positions.

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

METHOD OF PARTICIPATION: If all presentations are viewed, this activity will take approximately 25 hours. The presentations are grouped into thematic topics for ease of viewing relevant presentations. Learners must:

1. Review the materials on accreditation information, target audience, learning objectives, and disclosure information ("[Overview](#)" tab/webpage).
2. View the recorded presentations of interest, if not all (the "[Presentations](#)" tab/webpage).
3. Track CME learning on the "CME Tracker" worksheet printable as a PDF (this worksheet).
4. Upon final completion of viewing presentations, claim CME credit by transferring the hours, evaluations, and notes from the "CME Tracker" to APC's [online CME Evaluation form](#), accessible only by enrolled participants.

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

EDUCATIONAL OBJECTIVES: The objective of the online recorded presentations is to facilitate knowledge acquisition to enable departments to fulfill their missions in teaching, clinical service, and research. Content focuses on issues in three broad areas:

1. **ADMINISTRATION/LEADERSHIP:** Developing leadership skills for successfully administering a medical school pathology department to meet the demands of their three missions within an academic health system: medical education, research, and practice.
2. **PATHOLOGY CONTENT/CURRICULUM and TRAINING/TEACHING METHODS:** Integrating fundamentals and content in pathology and laboratory medicine based on national standards and best practices for teaching and learning.
3. **PROFESSIONAL/FACULTY DEVELOPMENT:** Advocating for the professional development of pathology educators and pathologists, both as teachers to students and as professional resources to clinicians and patients, including topics on professionalism, wellness, equity, diversity, and inclusion.

Upon completion of this activity, learners should be able to:

- Develop leadership skills unique to academic pathology to manage and balance the three missions of a pathology department: education, research, and practice.
- Utilize national standards, competencies, and requirements to provide a systematic approach in teaching and learning, including evaluations by quality assessments.
- Identify and obtain appropriate professional development opportunities for faculty educators to enhance their teaching abilities and professionalism.

STATEMENT OF NEED: The APC 2021 *Online Learning Program* provides educational activities to increase skills, knowledge, and professional performance of pathologists and laboratory medicine professionals. It meets the participants' educational needs primarily in the ABMS/ACGME competency area of Medical Knowledge, as well as in the Competency areas of Interpersonal and Communication Skills, Professionalism, and Systems-Based Practice. Other Competency areas include: 1) educating medical students for the appropriate use of pathology and laboratory medicine in any specialty practice; 2) training residents and fellows to effectively and innovatively practice pathology; 3) sustaining patient access to laboratory services through practice administration and advocacy; and 4) preparing pathologists and lab professionals to participate in or lead research opportunities. These educational gaps were identified based primarily on planning committee discussions, ACGME Competences, IOM reports, AAMC reports, published literature, and feedback from prior participants.

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

CREDIT DESIGNATION: The University of California San Diego School of Medicine designates this enduring material for a maximum of 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 8, 2021

EXPIRATION DATE: July 7, 2022

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



ASSOCIATION OF PATHOLOGY CHAIRS

APC 2021 Online Learning Program Syllabus CME Tracker

CME ORGANIZING COMMITTEE:

Name	Title	Affiliation
David Bailey, MD <i>Course Director</i>	Vice Chair for Education and Academic Affairs, Department of Pathology	University of California San Diego
Lydia Howell, MD	Professor and Chair, Department of Pathology & Laboratory Medicine	University of California, Davis
Dani Zander, MD	MacKenzie Professor and Chair, Department of Pathology and Laboratory Medicine	University of Cincinnati
Barbara Ducatman, MD	Associate Dean for Clinical Affairs	Oakland University William Beaumont School of Medicine
David Roth, MD, PhD	Simon Flexner Professor and Chair Department of Pathology and Laboratory Medicine	University of Pennsylvania
Michael Laposata, MD, PhD	Professor and Chairman, Department of Pathology	University of Texas Medical Branch at Galveston
Jennifer Baccon, MD, PhD	Chair and Professor, Department of Pathology	Northeast Ohio Medical University
Karen Kaul, MD, PhD	Duckworth Family Chair, Department of Pathology and Laboratory Medicine	NorthShore University HealthSystem
Nitin Karandikar, MD, PhD	Professor and Chair of Pathology, Department of Pathology	University of Iowa College of Medicine
Chen Liu, MD, PhD	Anthony N. Brady Professor of Pathology and Chair, Department of Pathology	Yale University
Debra Leonard, MD, PhD	Chair and Professor, Department of Pathology and Laboratory Medicine	University of Vermont
Amyn Rojiani, MD, PhD	Professor and Chair, Department of Pathology	Penn State College of Medicine
Fred Sanfilippo, MD, PhD	Professor, School of Medicine and Rollins School of Public Health; Emeritus CEO Woodruff Health Science Center/Chair Emory Healthcare/EVP for Health Affairs	Emory University
Scott Anderson, MD	Director, Residency Program, and Professor of Pathology	University of Vermont
Kristen Kolb, MBA	Practice Manager III	Baystate Health, University of Massachusetts Medical School
Robin LeGallo, MD	Associate Professor of Pathology, Department of Pathology	University of Virginia
Melvin Limson, PhD <i>Course Administrator</i>	Director of Programs & Development	Association of Pathology Chairs

BALANCE AND OBJECTIVITY OF CONTENT: It is the policy of the University of California San Diego School of Medicine to ensure balance, independence, objectivity and scientific rigor. All persons involved in the selection, development and presentation of content are required to disclose any real or apparent conflicts of interest. All conflicts of interest will be resolved prior to an educational activity being delivered to learners through one of the following mechanisms: (1) altering the financial relationship with the commercial interest, (2) altering the individual's control over CME content about the products or services of the commercial interest, and/or (3) validating the activity content through independent peer review. All persons are also required to disclose any discussions of off label/unapproved uses of drugs or devices. Persons who refuse or fail to disclose are disqualified from participating in the CME activity.

DISCLOSURE SUMMARY: None of the organizers of this educational activity (as listed above) disclosed a relevant financial relationship. The following faculty have reported the following relevant financial relationships:

- Jonathan Genzen, MD, PhD - Investigator with institutional research funding from Fujirebio Diagnostics
- Andrew Goodwin, MD - Consultant for Haematologic Technologies
- Peter Jensen, MD - Advisor for IDbyDNA
- Matthew Krasowski, MD, PhD - Principal Investigator of clinical research studies funded by Roche Diagnostics; Scientific Advisory Board member/advisor to Truvian, Inc.
- Michael Laposata, MD, PhD - Advisor on coagulation to Instrumentation Laboratory and Precision Biologics; Independent contract research funded by Abbott.
- Tamara Lotan, MD - Investigator with institutional research funding from Myriad Genetics, DeepBio, and Roche/Ventana.
- Kamran Mirza, MD, PhD - Advisory Board member on AML therapies for Astellas
- Mandy VanSandt, DO - Independent contract research funded by CSL Behring

The following faculty have no financial relationship with commercial interests relevant to the content of this activity: Scott Anderson, MD; Jaya Aysola, MD; David Bailey, MD; Geoffrey Baird, MD, PhD; Sarah Bowman; Philip Boyer, MD, PhD; Bronwyn Bryant, MD; Kumarasen Cooper, MD; Hannah Cutshall; Melissa Davidson, MD; Andrea Deyrup, MD, PhD; Elizabeth Duffy, MA; Kayla Elliott, MD; Carla Ellis, MD; Michael Esposito, MD; Henrietta Fasanya, PhD; Valerie Fitzhugh, MD; Lucy Fu, MD; Rochelle Garcia, MD; Kuruvilla George, MBA; Clifford Harding, MD, PhD; Richard Haspel, MD, PhD; Kate Hatlak, EdD; Eyas Hattab, MD, MBA; Yael Heher, MD, MPH; Robert Hoffman, MD, PhD; Lydia Howell, MD; Rebecca Johnson, MD; Terrell Ewa Jones, MD; Alexandra Kalof, MD; Barbara Knollmann-Ritschel, MD; Erika (Chelle) Kozy; Siang Hui Lai, MD; Ryan Landvater, MD, Meng; Joann Li; Amy Lin, MD; Marta Margeta, MD, PhD; Cindy McCloskey, MD; Nicole Mendelson, MD; Roger Mitchell, MD; Jeffrey Myers, MD; Wesley Naritoku, MD, PhD; Anil Parwani, MD, PhD, MBA; Deborah Powell, MD; Raga Ramachandran, MD, PhD; John Raymond, Sr., MD; Dana Razzano, MD; Heidi Rehm, PhD; Jenna Reisler; Amyn Rojiani, MD, PhD; Matthew Shick, JD; Anne Stowman, MD; Matthew Swete, DO; Michael Talbert, MD, PhD; Kara Tanaka, MD; Gregory Threatte, MD; Aiman Tohid, MD, MPH; Kartik Viswanathan, MD, PhD; Hannah Wang, MD; Alisha Ware, MD; Jason Wasserman, PhD, HEC-C; Rikki Wiggins, Clayton Wilburn, MD; Wing Fei Wong; April Young.

The CME staff, meeting planners, editorial staff, authors, planning committee, and CME committee reviewers other than listed above do not have any relevant financial relationships to disclose. The views and opinions expressed in this activity are those of the faculty and do not necessarily reflect the views of the University of California San Diego.

Off-label Disclosure: These educational activities may contain discussion of unlabeled and/or investigational uses of agents that are not approved by the FDA.

Please consult the prescribing information for each product.



ASSOCIATION OF PATHOLOGY CHAIRS APC 2021 Online Learning Program Syllabus CME Tracker

FACULTY (alphabetical):

Scott Anderson, MD
Professor

Univ of Vermont, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Jaya Aysola, MD

Assistant Professor
Hospital of the Univ of Pennsylvania, Dept of Medicine
Role in Activity: Faculty Speaker

David Bailey, MD

Distinguished Professor of Pathology and Pharmacy Emeritus;
Deputy Dean, Skaggs School of Pharmacy and Pharmaceutical
Sciences; Vice Chair for Education and Academic Affairs, Dept of
Pathology
Univ of California, San Diego School of Medicine
Role in Activity: Course Director, Moderator, Speaker

Geoffrey Baird, MD, PhD

Professor and Chair
Univ of Washington, Dept of Laboratory Medicine and Pathology
Role in Activity: Faculty Speaker

Sarah Bowman

Digital Pathology Manager, Medical Education Coordinator
Univ of California, San Francisco, Dept of Pathology
Role in Activity: Faculty Speaker

Philip Boyer, MD, PhD

Clinical Associate Professor
East Carolina Univ, Dept of Pathology & Laboratory Medicine
Role in Activity: Faculty Speaker

Bronwyn Bryant, MD

Assistant Professor
Univ of Vermont, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Kumarasen Cooper, MBChB, DPhil
Professor

Univ of Pennsylvania, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

James Crawford, MD, PhD

Professor and Chair
Zucker School of Medicine at Hofstra/Northwell, Dept of Pathology
and Laboratory Medicine
Role in Activity: Faculty Speaker

Hannah Cutshall

Student
Univ of Alabama at Birmingham, School of Medicine
Role in Activity: Faculty Speaker

Melissa Davidson, MD

Professor, Chair, and Associate Dean
Univ of Vermont, Dept of Anesthesiology
Role in Activity: Faculty Speaker

Shanker Deonandan, MBA

Assistant Vice President of Operations
Northwell Health, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Andrea Deyrup, MD, PhD

Professor
Duke Univ, Dept of Pathology
Role in Activity: Faculty Speaker

Barbara Ducatman, MD

Associate Dean and Chief Medical Officer, Oakland Univ William
Beaumont School of Medicine and Beaumont Hospital, Royal Oak
Role in Activity: Faculty Speaker

Elizabeth Duffy, MA

Assistant Professor
Boston Medical Center, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Kayla Elliott, MD

Resident
Univ of Vermont, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Carla Ellis, MD

Associate Professor
Northwestern Medicine, Dept of Pathology
Role in Activity: Faculty Speaker

Michael Esposito, MD

Associate Professor
Zucker School of Medicine at Hofstra/Northwell, Dept of Pathology
and Laboratory Medicine
Role in Activity: Faculty Speaker

Henrietta Fasanya, PhD

Medical Student
Univ of Florida, Dept of Pathology, Immunology and Laboratory
Medicine
Role in Activity: Faculty Speaker

Valerie Fitzhugh, MD

Associate Professor and Interim Chair
Rutgers New Jersey Medical School, Dept of Pathology, Immunology
and Laboratory Medicine, and Rutgers Robert Wood Johnson
Medical School, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Lucy Fu, MD

Resident
Northwestern Univ, Dept of Pathology
Role in Activity: Faculty Speaker

Rochelle Garcia, MD

Professor
Univ of Washington, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Jonathan Genzen, MD, PhD

Associate Professor
Univ of Utah/ARUP Laboratories, Dept of Pathology
Role in Activity: Faculty Speaker

Kuruvilla George, MBA

Executive Administrator
Univ of Alabama at Birmingham School of Medicine, Dept of
Pathology
Role in Activity: Faculty Speaker

Andrew Goodwin, MD

Associate Professor and Vice Chair for Quality and Clinical Affairs
Univ of Vermont, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker



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FACULTY (continued):

Clifford Harding, MD, PhD

Joseph R. Kahn Professor and Chair
Case Western Reserve Univ, Dept of Pathology
Role in Activity: Faculty Speaker

Richard Haspel, MD, PhD

Associate Professor
Harvard Medical School, Beth Israel Deaconess Medical Center,
Dept of Pathology
Role in Activity: Faculty Speaker

Kate Hatlak, EdD

Executive Director
Accreditation Council for Graduate Medical Education, Review
Committee for Pathology
Role in Activity: Faculty Speaker

Eyas Hattab, MD, MBA

Professor and Chair
Univ of Louisville, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Yael Heher, MD, MPH

Director, Quality & Patient Safety Head
Massachusetts General Hospital, Dept of Pathology
Role in Activity: Faculty Speaker

Robert Hoffman, MD, PhD

Professor of Pathology, Microbiology and Immunology
Vanderbilt Univ, Dept of Pathology, Microbiology and Immunology
Role in Activity: Faculty Speaker

Lydia Howell, MD

Professor and Chair
Univ of California, Davis, Dept of Pathology and Laboratory
Medicine
Role in Activity: Faculty Speaker

Peter Jensen, MD

Professor and Chair
Univ of Utah, Dept of Pathology
Role in Activity: Faculty Speaker

Rebecca Johnson, MD

Chief Executive Officer
American Board of Pathology
Role in Activity: Faculty Speaker

Terrell Ewa Jones, MD

Resident
Univ of Pittsburgh, Dept of Pathology
Role in Activity: Faculty Speaker

Alexandra Kalof, MD

Associate Professor
Univ of Vermont, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Barbara Knollmann-Ritschel, MD

Professor and Vice Chair
Uniformed Services Univ of the Health Sciences, Dept of Pathology
Role in Activity: Faculty Speaker

Erika Kozy

Senior Academic Program Manager
Orlando Regional Medical Center, Dept of Pathology
Role in Activity: Faculty Speaker

Matthew Krasowski, MD, PhD

Professor of Clinical Education and Vice Chair for Clinical Pathology
and Laboratory Services
Univ of Iowa, Dept of Pathology
Role in Activity: Faculty Speaker

Siang Hui Lai, MD

Associate Professor and Assistant Dean, Duke-NUS (National Univ of
Singapore), Dept of Anatomical Pathology
Role in Activity: Faculty Speaker

Ryan Landvater, MD

Resident
Univ of Michigan, Dept of Pathology
Role in Activity: Faculty Speaker

Michael Laposata, MD, PhD

Professor and Chair
Univ of Texas Medical Branch-Galveston, Dept of Pathology
Role in Activity: Faculty Speaker

Debra Leonard, MD, PhD

Professor and Chair
Univ of Vermont, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Joann Li

Dept Administrator, Chief Financial Officer
Columbia Univ, Dept of Pathology and Cell Biology
Role in Activity: Faculty Speaker

Amy Lin, MD

Associate Professor
Univ of Illinois at Chicago, Dept of Pathology
Role in Activity: Faculty Speaker

Tamara Lotan, MD

Professor
Johns Hopkins Univ, Dept of Pathology
Role in Activity: Faculty Speaker

Marta Margeta, MD, PhD

Associate Professor
University of California San Francisco, Dept of Pathology
Role in Activity: Faculty Speaker

Susan McCarthy

Senior Clinical Administrative Director
Keck School of Medicine of the Univ of Southern California
Dept of Pathology
Role in Activity: Faculty Speaker

Cindy McCloskey, MD

Associate Professor of Pathology
Univ of Oklahoma, Dept of Pathology
Role in Activity: Faculty Speaker

Nicole Mendelson, MD

Resident
Univ of Vermont, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Kamran Mirza, MD, PhD

Associate Professor, Loyola Univ Medical Center, Dept of Pathology
and Laboratory Medicine
Role in Activity: Faculty Speaker



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FACULTY (continued):

Roger Mitchell, Jr, MD
Professor and Chair, Howard Univ, Dept of Pathology
Role in Activity: Faculty Speaker

Jeffrey Myers, MD
A. James French Professor of Diagnostic Pathology and Vice Chair of Clinical Affairs and Quality, Univ of Michigan, Dept of Pathology
Role in Activity: Faculty Speaker

Wesley Naritoku, MD, PhD
Professor, Univ of Southern California, Department of Pathology
Role in Activity: Faculty Speaker

Deborah Powell, MD
Dean Emerita and Professor
Univ of Minnesota, Dept of Laboratory Medicine and Pathology
Role in Activity: Faculty Speaker

Rageshree Ramachandran, MD, PhD
Associate Professor, Univ of California San Francisco, Depts of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

John Raymond Sr., MD
President and CEO, Medical College of Wisconsin
Role in Activity: Faculty Speaker

Dana Razzano, MD
Clinical Fellow, Yale School of Medicine, Dept of Pathology
Role in Activity: Faculty Speaker

Heidi Rehm, PhD
Professor and Medical Director, Harvard Medical School, Dept of Pathology, Institute Member, Broad Institute
Role in Activity: Faculty Speaker

Jenna Reisler
Medical Student, Univ of Texas Medical Branch School of Medicine
Role in Activity: Faculty Speaker

Amyr Rojiani, MD, PhD
Professor and Chair
Penn State Hershey Medical Center, Dept of Pathology
Role in Activity: Faculty Speaker

Fred Sanfilippo, MD, PhD
Professor, Emory Univ, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Matthew Shick, JD
Senior Director, Government Relations & Regulatory Affairs
Association of American Medical Colleges
Role in Activity: Faculty Speaker

Anne Stowman, MD
Assistant Professor
Univ of Vermont, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

Michael Swete, DO
Resident, Northwestern Univ, Dept of Pathology
Role in Activity: Faculty Speaker

Michael Talbert, MD, PhD
Professor and Chair, Univ of Oklahoma, Dept of Pathology
Role in Activity: Faculty Speaker

Gregory Threatte, MD
Retired Chair, SUNY Downstate Health Sciences Univ
Dept of Pathology
Role in Activity: Faculty Speaker

Aiman Tohid, MD, MPH
Research Assistant, Univ of Southern California
Role in Activity: Faculty Speaker

Mandy VanSandt, DO
Assistant Professor, Department of Pathology
Oregon Health & Science University
Role in Activity: Faculty Speaker

Kartik Viswanathan, MD, PhD
Clinical Fellow
Massachusetts General Hospital, Dept of Pathology
Role in Activity: Faculty Speaker

Hannah Wang, MD
Resident, Stanford Univ, Dept of Pathology
Role in Activity: Faculty Speaker

Alisha Ware, MD
Assistant Professor
Johns Hopkins Univ, Dept of Pathology
Role in Activity: Faculty Speaker

Jason Wasserman, PhD
Associate Professor
Oakland Univ William Beaumont School of Medicine, Dept of Foundational Medical Studies
Role in Activity: Faculty Speaker

Rikki Wiggins, PA
Instructor
Oregon Health & Science Univ, Dept of Pathology
Role in Activity: Faculty Speaker

Clayton Wilburn, MD
Assistant Professor
Univ of Vermont, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker

David Wilkinson, MD, PhD
Professor Emeritus
Virginia Commonwealth Univ, Dept of Pathology
Role in Activity: Faculty Speaker

Wing Fei Wong
Medical Student
Thomas Jefferson Univ Sidney Kimmel Medical College
Role in Activity: Faculty Speaker

April Young
Director of Lab Operations, Anatomic Pathology
Stanford Healthcare
Role in Activity: Faculty Speaker

Dani Zander, MD
Professor and Chair
Univ of Cincinnati, Dept of Pathology and Laboratory Medicine
Role in Activity: Faculty Speaker



INSTRUCTIONS FOR CLAIMING CME CREDIT FOR THE APC 2021 *ONLINE LEARNING* PROGRAM

The **APC 2021 *Online Learning* Program** provides year-round continuing education for those interested in academic pathology. High-quality, recorded presentations (25 hours total) by well-known speakers in the field offer timely and relevant educational material that can impact practice, research, advocacy, teaching, and leadership—both at the national and local levels.

REGISTRATION: Access to the **APC 2021 *Online Learning* Program** requires individual registration that allows learners to review the recorded presentations and claim the credit commensurate with the extent of their participation in the activity. Enrolled learners receive unlimited access to recorded presentations.

TO CLAIM CME: Please use this “CME Tracker” worksheet to track your viewing time, evaluation of meeting educational objectives, and any additional notes for the recorded presentations for CME. Due to the restrictions of the APC online system, users are unable to save their progress and return to the form later. Thus, all CME credits for the APC 2021 Online Learning Program must be claimed at once (in a single sitting) via an online CME Evaluation Form that is accessible only to enrolled registrants. Do not complete the online CME evaluation form until you are ready to claim ALL your credits for the presentations included in the APC 2021 Online Learning Program. **All claims for CME for the APC 2021 Online Learning Program must be submitted by July 7, 2022.**

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

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

www.apcprods.org/APC2021-OnlineLearningProgram



ASSOCIATION OF PATHOLOGY CHAIRS
APC 2021 Online Learning Program Syllabus CME Tracker

Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
A1: Digital Pathology				
A1.1	The Digital Pathology Journey at UCSF, Sarah Bowman, Univ of California, San Francisco	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
A1.2	Implementation of Digital Pathology at Stanford Health Care, April Young, Stanford Univ	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
A2: Hospital Contract Negotiations				
A2.1	Hospital Contract Negotiations, Joann Li, Columbia Univ, and Kuruvilla George, Univ of Alabama at Birmingham	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
A3/P5: Managing a Cyber-Attack on a Health System				
A3.1	Navigating Through a Cyberattack- Is Your Laboratory Prepared for an Extended Cyber Outage? Anne Stowman, MD and Andrew Goodwin, MD, Univ of Vermont	_____ Hours Max: 0.75	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P5.1	Remembering Doomsday: Living and "Thriving" in the Midst of a Cyber-Attack, Scott Anderson, MD, Bronwyn Bryant, MD, Alexandra Kalof, MD, Nicole Mendelson, MD, Clayton Wilburn, MD, Univ of Vermont	_____ Hours Max: 1.0	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	



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Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
C1: Chairs Boot Camp: Discretionary Income, Optimizing Effectiveness, and Optimizing Productivity				
C1.2	Generating Discretionary Income for Your Department , <i>David Bailey, MD, Univ of California San Diego, with James Crawford, MD, PhD, Zucker School of Medicine at Hofstra/Northwell, Peter Jensen, MD, Univ of Utah, Debra Leonard, MD, PhD, Univ of Vermont, Susan McCarthy, Univ of Southern California, and Fred Sanfilippo, MD, PhD, Emory Univ</i>	Hours Max: 1.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C1.3	Optimizing Faculty Productivity , <i>David Bailey, MD, Univ of California, San Diego, and Deborah Powell, MD, Univ of Minnesota, with Barbara Ducatman, MD, Beaumont Health, David Wilkinson, MD, PhD, Virginia Commonwealth University/Medical College of Virginia, Dani Zander, MD, Univ of Cincinnati, Debra Leonard, MD, PhD, Univ of Vermont</i>	Hours Max: 1.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C2: Practice & Management: How COVID-19 Transformed Academic Lab Services and Forecasting the Future				
C2.1	How Academic Laboratories Supported Communities During COVID , <i>John Raymond, Sr., MD, President and CEO of the Medical College of Wisconsin</i>	Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C2.2	Investment in Academic Labs , <i>Geoffrey Baird, MD, PhD, Univ of Washington</i>	Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C2.3	Creating a New Center of Excellence , <i>Lydia Howell, MD, Univ of California, Davis</i>	Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C2.4	Professional Billing for COVID-19 Tests: If There Was Ever a Case for a Diagnostic Management Team, This Is It , <i>Michael Laposata, MD, PhD, Univ of Texas Medical Branch</i>	Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	



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Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
C2: Practice & Management: How COVID-19 Transformed Academic Lab Services and Forecasting the Future				
C2.5	Genomics Labs Pivoting to Virology Labs and the Future of Testing, Heidi Rehm, PhD, Broad Institute	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C2.6	Forecasting the Future of Academic Pathology, Michael Talbert, MD, PhD, Univ of Oklahoma	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C3: Professionalism in Medicine				
C3.1	Addressing Professionalism with Medical Students and Residents: A Just Culture Approach, Jason Wasserman, PhD, Oakland University William Beaumont School of Medicine	_____ Hours Max: 0.75	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C4: Immigration and GME Programs				
C4.1	Addressing Immigration Issues Impacting Academic Pathology, Matthew Shick, JD, Association of American Medical Colleges	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C4.2	Impact of Visa Issues and Institutional Policies on Training Programs, Eyas Hattab, MD, MBA, Univ of Louisville	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C4.3	Immigration Issues, Robert Hoffman, MD, PhD, Vanderbilt Univ	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C4.4	Impact of Visa Issues and Institutional Policies on Training Programs, Cindy McCloskey, MD, Univ of Oklahoma	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	



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Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
C4: Immigration and GME Programs				
C4.5	OMG What Is It with IMGs? <i>Amyr Rojani, MD, PhD, Penn State College of Medicine</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C5: Research: Internally Funded Practice-Advancing Research				
C5.1	APC 2020 Research Survey, <i>Clifford Harding, MD, PhD, Case Western Reserve Univ</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C5.4	Experience with Pathology Resident Management, Quality Improvement, and Scholarly Projects, <i>Matthew Krasowski, MD, PhD, University of Iowa</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C5.5	Internally Funded Practice-Advancing Research at the Johns Hopkins University, <i>Tamara Lotan, MD, Johns Hopkins University</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C5.6	Sustaining Clinical and Translational Projects: A Successful Model for Peer-reviewed Funding, <i>Jeffrey Myers, MD, University of Michigan</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C5.7	Internal Research Funding at the Ohio State University, <i>Anil Parwani, MD, PhD, MBA, The Ohio State University</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	



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Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
C6: Leadership Development & Diversity: Systemic Racism 101: How Did We Get Here and Where Do We Need to Go?				
C6.2	The Black Experience in Academic Pathology, Roger Mitchell, Jr, MD, Howard Univ	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C6.3	Racism: 3 Things to Look for in Your Department, Gregory Threatte, MD, Retired Chair, SUNY Upstate	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C6.4	The Experience of a Black Woman (Interim) Chair in Academic Pathology, Valerie Fitzhugh, MD, Rutgers Univ	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
C6.5	The Black Experience in Academic Pathology, Carla Ellis, MD, Northwestern Univ	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P1: Pathology Residency Program Updates and Reports				
P1.1	Program Directors Boot Camp: Perspectives from a Designated Institutional Official (DIO), Melissa Davidson, MD, UVM Medical Center and the Larner College of Medicine	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P1.2	Program Administrator Perspective, Chelle Kozy, Orlando Health	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P1.3	Intro to the ACGME, Kate Hatlak, EdD, ACGME	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	



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Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
P1: Pathology Residency Program Updates and Reports				
P1.4	Intro to the ABPath, Rebecca Johnson, MD, American Board of Pathology	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P1.5	Intro to the Entrustable Professional Activities (EPAs) Working Group, Bronwyn Bryant, MD, Univ of Vermont	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P1.6	Training Residents in Genomics (TRIG), Richard Haspel, MD, PhD, Beth Israel Deaconess Medical Center	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P1.7	Training Residents in Patient Safety (TRIPS), Yael Heher, MD, Massachusetts General Hospital	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P1.8	Pathology Informatics Essentials for Residents (PIER), Michael Esposito, MD, Northwell Health	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P1.9	Updates from the AAMC Organization of Resident Representatives, Kayla Elliott, MD, Univ of Vermont	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P1.10	Resident Updates from ASCP, Hannah Wang, MD, Stanford Univ	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P1.12	Pathologist-in-Training Updates from USCAP, Terrell Ewa Jones, MD, Univ of Pittsburgh	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	



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Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
P2: GME Updates				
P2.1	Updates from the ABPath, Rebecca Johnson, MD, ABPath	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P2.2	Updates from the ACGME, Kate Hatlak, EdD, ACGME	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P2.3	Updates from the ASCP Resident In-Service Exam (RISE), Jonathan Genzen, MD, ASCP RISE and Univ of Utah	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P2.4	Updates from the EPA Working Group, Bronwyn Bryant, MD, Univ of Vermont	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P2.5	Wellness Curriculum: Mentoring and Professionalism in Training (MAP-IT), Michael Esposito, MD, Northwell Health	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P3: C. Bruce Alexander Lecture: Curriculum Development for Health Care Disparities				
P3.1	Health Equity Education: An Integral Part of Pathology Residency Training, Jaya Aysola, MD, Univ of Pennsylvania	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P4: Global Health Curriculum in Pathology				
P4.1	Global Health Initiative, Kumarasen Cooper, MBChB, DPhil, Univ of Pennsylvania	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	



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Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
P4: Global Health Curriculum in Pathology				
P4.2	Highlights and Perspectives from a Collaborative Global Health Pathology Experience in Trinidad and Tobago, Kartik Viswanathan, MD, PhD, Massachusetts General Hospital	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P4.3	Yale Program in Global Health, Dana Razzano, MD, Yale Univ	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P4.4	Global Health Curriculum in Pathology: Kenya Experience, Rochelle Garcia, MD, Univ of Washington	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
U1: E-Learning Best Practices in the Classroom and Electives				
U1.1	Best Practices for Online Team-Based Learning (TBL), Amy Lin, MD, Univ of Illinois at Chicago	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
U1.2	Pathology Zoom Lab - Marta Margeta, MD, PhD, Univ of California, San Francisco	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
U1.3	Virtual Pathology Elective Provides Uninterrupted Medical Education and Impactful Pathology Education During the COVID-19 Pandemic, Lucy Fu, MD, and Michael Swete, DO, Northwestern Univ	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
U1.4	Perceptions of a Remote Learning Pathology Elective for Advanced Clinical Medical Students, Rageshree Ramachandran, MD, PhD, and Kara Tanaka, MD, Univ of California San Francisco	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	



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Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
U1: E-Learning Best Practices in the Classroom and Electives				
U1.5	The Implementation and Effectiveness of PathElective.com, <i>Kamran Mirza, MD, PhD, Loyola Univ</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
U2: Histopathology Training and Expectation				
U2.1	Pipeline Survey Data on Histopathology Teaching, <i>Wesley Naritoku, MD, PhD, Univ of Southern California</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
U2.2	Histopathology in Exams and Curriculum: To Add or Not to Add, <i>Barbara Knollmann-Ritschel, MD, Uniformed Services University of the Health Sciences</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
U3: Laboratory Medicine				
U3.2	The Value of EPAs in Pathology Education, <i>Deborah Powell, MD, Univ of Minnesota</i>	_____ Hours Max: 0.75	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
U3.3	Medical Student Teaching of Laboratory Medicine/Clinical Pathology in the U.S., <i>Michael Laposata, MD, PhD, Univ of Texas Medical Branch at Galveston</i>	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
U3.4	Lab Tests Working Group Update, <i>Andrea Deyrup, MD, PhD, Duke Univ, and Barbara Knollmann-Ritschel, MD, Uniformed Services of the University of the Health Sciences</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	



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Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
U4: Disparities in Medical Education				
U4.1	Discussing Disparities in Medical Education: Why? Who? How? <i>Andrea Deyrup, MD, PhD, Duke Univ</i>	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
U4.2	Diversity in Pathology: Does It Exist? <i>Valerie Fitzhugh, MD, Rutgers New Jersey Medical School and Rutgers Robert Wood Johnson Medical School</i>	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
BRP: Brief Report Presentations				
P01	Peer Instruction: A Novel Educational Methodology That Dramatically Changes Pathology Residency Teaching, <i>Jenna Reisler, Univ of Texas Medical Branch</i>	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P02	Gross Room On-boarding: An Intensive Rotation to Teach Gross Examination Skills, <i>Rikki Wiggins, PA-C and Mandy VanSandt, DO, Oregon Health & Science Univ</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P03	Assessing Student Opinion on Autopsy as a Supplement to Undergraduate Medical Educations, <i>Wing Fei Wong, Thomas Jefferson Univ</i>	_____ Hours Max: 0.10*	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P04	Prevalence of PCOS during the COVID-19 pandemic; a “Meta-Analysis”, <i>Aiman Tohid, MD, MPH, Univ of Southern California</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P05	You Can Take That to the Bank: A Departmental and Openly Available Intelligent Question Bank Application for Graduate Pathology Education, <i>Ryan Landvater, MD, MEng, Univ of Michigan</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	

*P03, P07, P09, and P10 must all be viewed to receive 0.25 CME credit.



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Topic Code	Presentation Title, Speaker	Amount of Time Viewed	Educational Objectives	Notes/Comments
BRP: Brief Report Presentations				
P06	Team-Based Learning at Duke-NUS - From Physical to Virtual to Hybrid System Across Two First Year Medical Cohorts, <i>Siang Hu Lai, MD, Singapore General Hospital</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P07	The #Path2Path Virtual Landscape During the COVID-19 Pandemic: Preparing for the 2020 Pathology Residency Recruitment Season, <i>Hannah Cutshall, BS, Univ of Alabama at Birmingham</i>	_____ Hours Max: 0.09*	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P08	The Role of an Online Based Clerkship on Medical Students' Perspective of Pathology during the COVID-19 Pandemic, <i>Henrietta Fasanya, PhD, Univ of Florida</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P09	The Feasibility of an Entrustable Professional Activity to Support and Assess Frozen Section Training in Pathology Residency: Moving Towards Entrustment Decisions, <i>Bronwyn Bryant, MD, Univ of Vermont</i>	_____ Hours Max: 0.08*	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P10	Enhancing Diversity, Equity, and Inclusion in Pathology: Advancing our Goals through Philanthropic Initiatives, <i>Alisha Ware, MD, Johns Hopkins Univ</i>	_____ Hours Max: 0.10*	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P12	Rapid Development of a COVID-19 Biorepository at an Urban Safety Net Hospital, <i>Elizabeth Duffy, MA, Boston Medical Center</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P13	Flipping the Traditional Preclinical Medical Student Classroom for Congenital Heart Disease Pathology and Murmur Instruction, <i>Philip Boyer, MD, PhD, East Carolina Univ</i>	_____ Hours Max: 0.5	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	
P14	Virtual Autopsy Experience: A COVID-19 Era Adaptation of a Required Medical School Pathology Curriculum Component, <i>Philip Boyer, MD, PhD, East Carolina Univ</i>	_____ Hours Max: 0.25	<input type="radio"/> Exceeded Expectations <input type="radio"/> Fully Met Expectations <input type="radio"/> Partially Met Expectations <input type="radio"/> Poorly Met Expectations <input type="radio"/> Did not view	



OVERALL EVALUATION

1. Indicate your level of agreement on meeting each overall learning objective:

	The overall learning objectives for this activity were:	The course learning objectives were met:
A	ADMINISTRATION/LEADERSHIP: Develop leadership skills unique to academic pathology to manage and balance the three missions of a pathology department: education, research, and practice.	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree
B	PATHOLOGY CONTENT/CURRICULUM and TRAINING/TEACHING METHODS: Utilize national standards, competencies, and requirements to provide a systematic approach in teaching and learning, including evaluations by quality assessments.	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree
C	PROFESSIONAL/FACULTY DEVELOPMENT: Identify and obtain appropriate professional development opportunities for faculty educators to enhance their teaching abilities and professionalism.	<input type="radio"/> Strongly Disagree <input type="radio"/> Disagree <input type="radio"/> Neutral <input type="radio"/> Agree <input type="radio"/> Strongly Agree

2. How would you rate this educational activity overall? _____
 (1-Lowest, 10-Highest)

3. This CME activity was free from commercial bias. *Commercial bias is defined as a personal judgment in favor of a specific product or service of a commercial interest. CME activities should be free from commercial bias and give a balanced view of therapeutic options.*

Yes / Agree
 No / Disagree**

**If you perceived commercial bias, please provide details: _____

4. Issues in cultural and linguistic competency adequately addressed in this activity. *For example, differences in prevalence, diagnosis, treatment in diverse population; linguistic skills; pertinent cultural data.*

- Yes / Agree
 No / Disagree

5. Would you recommend this educational activity to colleagues?

- Yes
 No

6. What suggestions do you have for improvement of this educational activity?

7. What other topics for online learning would you like to see offered?



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8. Do you envision making changes at your institution as a result of information you learned from this educational activity?

Yes

No

9. If yes, list the changes you envision and how you might implement them:

a. Change #1: _____
How will you implement Change #1? _____

b. Change #2: _____
How will you implement Change #2? _____

c. Change #3: _____
How will you implement Change #1? _____

10. What barriers might prevent you from making the changes above?

11. I attest that:

a. I have reviewed the content for this educational activity.

b. I am claiming the commensurate amount of CME hours for which I participated in this activity.

c. I will submit my tracked responses onto APC's Online CME Evaluation Form in one sitting.

d. I will only submit the online form if, upon review, I believe all responses are accurate.

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

Notes

TO CLAIM CME: Transfer your complete "CME Tracker" data to the online APC CME Evaluation Form accessible only by APC 2021 physician registrants in one sitting. All claims for CME must be submitted by July 7, 2022. CME claims are reviewed by the APC Office on a monthly cycle after which you will receive a pdf certificate by email. Find the APC CME Evaluation Form at:

www.apcprods.org/APC2021-OnlineLearningProgram