



STUDENT CLERKSHIP MANUAL



Pathologists' Assistant Program
2021-2022



ROSA LIND FRANKLIN
UNIVERSITY
of MEDICINE AND SCIENCE

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May 1, 2021

Dear Class of 2022,

Congratulations on successfully completing the didactic year of the Pathologists' Assistant program. You will now embark on a ten-month, clinical experience in anatomic pathology designed to allow for the practical application of the knowledge you have gained in both surgical and autopsy pathology.

The coming months, while demanding, will also be rewarding both personally and professionally. As a graduate student, you are expected to rise to the occasion and meet the challenges that lie ahead of you while taking full responsibility for your education. This manual has been carefully designed to guide you through the requirements for successful completion of the remainder of the program. I have confidence in each and every one of you that you will make both yourselves and the program proud as you move into the clinical setting.

All my best,

A handwritten signature in black ink that reads "Mary L. Mattes".

Mary L. Mattes, MS, PA(ASCP)^{CM}
Chair & Program Director
Assistant Professor
Pathologists' Assistant Department
College of Health Professions
Rosalind Franklin University of Medicine and Science

LIFE *in* DISCOVERY

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SECTION 1: PROGRAM INFORMATION

Mission

The mission of the Pathologists' Assistant Department is to prepare and develop individuals for the professional practice of surgical and autopsy pathology in a continually evolving health care environment.

Vision

The Pathologists' Assistant Department will be recognized as the leader in providing graduate-level training in Pathologists' Assistant studies through its outstanding graduates, curricular innovation, scholarly activity, community service, and the leadership it provides to the pathologists' assistant community worldwide.

Philosophy Statement

The Pathologists' Assistant Department assures a level of professional training, both academic and clinical, that prepares its graduates to serve as stewards of the profession and empowers them to set forth and provide exceptional care and leadership for the profession as well as educate future generations of health care providers in the art and science of practicing anatomic pathology.

The Pathologists' Assistant Department asserts that there is an inherent dignity in surgical specimens that represent a unique human being and that the utmost care and skill will be provided in transmitting the information contained within to pathologists, surgeons, and other members of the health care team. As such, the same professional care will be delivered to our patients in the autopsy service who have come to teach the living from their individual lives and deaths.

Student Learning Outcomes

Upon completion of the 22-month Master's Degree Program for Pathologists' Assistants, the graduates will:

1. Recognize and respect the diversity of patients and fellow health care providers as well as acknowledge one's responsibilities to patients' families and the community at large.
2. Effectively communicate and collaborate with other health care professionals in interprofessional teams.
3. Engage in evidence-based practice within the anatomic pathology laboratory while making a conscious, continued effort to improve performance.
4. Synthesize clinical information from various sources to present comprehensive clinical pathologic correlations.
5. Communicate complex anatomic pathology information effectively in written, verbal, and photographic forms.
6. Discern normal structure and function of organs, tissues, and cells from pathologic changes as demonstrated by selecting appropriate techniques for collecting, handling, submitting, and processing specimens.
7. Embrace and actively participate in a systems-based approach to reducing error, ensuring safety, and improving quality of care.
8. Understand the value of information technology and promote its utilization in professional practice.
9. Provide leadership in the laboratory through an understanding of management techniques and the operations and services provided in the anatomic pathology laboratory to facilitate efficiency and productivity.
10. Conduct the practice of a Pathologists' Assistant in a professional manner, and by doing so, act as a steward of the profession for students, colleagues, and the public through education and research into the art and science of the practice of anatomic pathology.

Surgical Pathology Learning Objectives

The goal of the surgical pathology portion of the anatomic pathology clerkships is to provide the student the opportunity to develop skills in the preparation, gross description, and dissection of surgical specimens via hands-on training.

By the end of the anatomic pathology clerkships, the student will be able to:

1. Outline the standards that the College of American Pathologists (CAP) requires for submitting surgical pathology specimens.
2. Assure correct specimen accessioning.
3. Obtain pertinent clinical information and data required for prosection from the requisition, medical records, consultation with the pathologist(s) and other clinical providers, etc.
4. Identify common situations that require expedited processing of a pathology specimen.
5. Discuss the common indications for intraoperative consultation.
6. Describe gross anatomic features and specimens clearly and concisely in the form of dictation.
7. Identify, under pathologist supervision, tissue to be submitted for frozen section diagnosis, prepare frozen sections competently (e.g., with care, skill, and efficiency, etc.), and effectively manage problems with suboptimal frozen sections.
8. Demonstrate competency (e.g., care, skill, efficiency, etc.) at prosection for routine and complex surgical specimens.
9. Perform special procedures in the surgical pathology laboratory.
10. Manage workflow effectively in the gross room.
11. List procedures for locating a missing specimen such as a block, slide, or tissue.
12. Demonstrate proficiency at taking gross photographs of pertinent findings.
13. Explain the basic principles of informatics in anatomic pathology and effectively utilize the Laboratory Information System (LIS) and local computer network.
14. Perform other related job functions as needed such as laboratory maintenance



Autopsy Pathology Learning Objectives

The goal of the autopsy portion of the anatomic pathology clerkships is to provide the student the opportunity to develop skills in the preparation of human postmortem examinations via hands-on training.

By the end of the anatomic pathology clerkships, the student will be able to:

1. Determine whether proper legal authorization for an autopsy procedure has been obtained and the appropriate authorities to contact prior to the autopsy.
2. Explain the necessary procedures to ensure the safety of those in the autopsy suite.
3. Collect pertinent clinical information and data (e.g., from existing medical records, clinical providers, etc.) to reconstruct the deceased patient's medical history.
4. Distill the essential parts of the medical history into likely manner, cause, and mechanism of death.
5. Recognize when it is necessary to seek consultation on a case from the attending pathologist(s).
6. Conduct systematic and thorough external examinations and in situ organ inspection.
7. Demonstrate competency at selecting, preparing, and submitting appropriate gross tissue sections for frozen section analysis and microscopy.
8. Demonstrate common evisceration techniques including the Letulle Method, the Virchow Method, as well as brain and spinal cord removal.
9. Demonstrate competency (e.g., care, skill, efficiency, etc.) at block and organ dissection.
10. Discern abnormalities and/or pathologic changes encountered during the autopsy and dictate or record the findings accurately.
11. Obtain biological specimens such as blood, tissue, and toxicology material for analysis.
12. Indicate when special studies are needed such as non-routine cultures, special evaluation of bones, sinus cavities, and other tissues not routinely evaluated.
13. Demonstrate proficiency at taking gross photographs of pertinent findings.
14. Summarize patient information and autopsy findings clearly and concisely for oral and written presentation.
15. Outline the proper procedure for preparing the body for release and releasing the body to the appropriate mortuary or funeral home representative.
16. Perform other related job functions as needed such as laboratory maintenance, administrative tasks, and assisting with conference preparation.



Degree Plan

YEAR 1

SUMMER QUARTER Course Name

HAPX 563	Clinical Anatomy	10
HAPA 560	Clinical Correlations I	3
HAPA 560a	Clinical Correlations I, Lab	2
HAPA 550	Seminar I	2
HAPA 535	Medical Terminology	1

FALL QUARTER

HAPX 677	General and Systemic Pathology	3
HAPX 578	Structure and Function	7
HAPA 561	Clinical Correlations II	3
HAPA 561a	Clinical Correlations II, Lab	2
HAPA 551	Seminar II	2
HAPX 529	Foundations for Interprofessional Practice	1

WINTER QUARTER

HAPX 677	General and Systemic Pathology	6.5
HAPX 578	Structure and Function	4
HAPA 562	Clinical Correlations III	3
HAPA 562a	Clinical Correlations III, Lab	2
HAPA 552	Seminar III	2
HAPX 529	Foundations for Interprofessional Practice	1

SPRING QUARTER

HAPX 677	General and Systemic Pathology	3
HAPX 579	Neuroscience	5
HAPA 563	Clinical Correlations IV	3
HAPA 563a	Clinical Correlations IV, Lab	2
HAPA 553	Seminar IV	2
HAPA 540	Autopsy Pathology	2
HAPA 540a	Autopsy Pathology, Lab	2
HAPX 532	Leadership in the Healthcare Environment	2

YEAR 2

HAPA 630	Anatomic Pathology Clerkship I, Summer Quarter	9
HAPA 631	Anatomic Pathology Clerkship II, Fall Quarter	13
HAPA 632	Anatomic Pathology Clerkship III, Winter Quarter	15
HAPA 633	Anatomic Pathology Clerkship IV, Spring Quarter	7



Course Descriptions-Year 1

Summer Quarter

HAPX 563 Clinical Anatomy (10 QH)

Both gross anatomy and developmental anatomy are studied in this course. Laboratory time is devoted exclusively to the regional dissection of human cadavers.

Supplementary offerings within the course include films, prosected cadavers and bone sets for individual study.

HAPA 560 Clinical Correlations I, Lecture (3 QH)

This is a full-year sequence designed to provide a bridge between the didactic coursework of the first-year curriculum and its application to the practice of surgical and autopsy pathology by Pathologists' Assistants in the clinical setting. This course is taken in conjunction with the corresponding Clinical Correlations Laboratory sequence and provides an introduction to clinical medicine, microbiology, pharmacology, oncology, laboratory operations and various aspects of general and systemic pathology, running parallel to MPAT 600A-C.

HAPA 560A Clinical Correlations I Lab, Laboratory (2 QH)

This is a full-year laboratory sequence designed to provide practical, hands-on experience to complement the didactic portion of the corresponding Clinical Correlations lecture sequence. This segment of the course provides an introduction to clinical medicine, microbiology, pharmacology, oncology, laboratory operations and various aspects of general and systemic pathology, running parallel to MPAT 600A-C.

HAPA 550 Seminar I, Lecture/Discussion (2 QH)

This is a four-course sequence designed to address special topics pertinent to Pathologists' Assistant students in the didactic year. The content includes topics such as history of the profession, professional development, pathology in literature, etc. In each course, students will examine current and emerging information relevant to the topic addressed as a means to help students develop an understanding of the commitment to continuous learning that is required of Pathologists' Assistants.

HAPA 535 Medical Terminology, Lecture (1 QH)

This course instructs the student in an advanced level of medical terminology pertinent to the practice of Pathologists' Assistants.

Fall Quarter

HAPX 677 General and Systemic Pathology (6 QH)

This course covers the biologic bases and mechanisms of disease, including inflammation and repair, and cell injury by infectious, immunologic, vascular, genetic, physical, chemical and neoplastic mechanisms, followed by a beginning survey of disease with emphasis on clinical pathologic correlations.

HAPX 578 Structure and Function (7 QH)

This 11 credit-hour lecture and laboratory course presents the principles of medical histology and physiology. Normal organ systems will be examined at the ultrastructural, microscopic and whole-organ levels. The course is an important prerequisite for Pathology, Pharmacology and Medicine.

HAPA 561 Clinical Correlations II, Lecture (3 QH)

Continuation of HAPA 560.

HAPA 561A Clinical Correlations II Lab, Laboratory (2 QH)

Continuation of HAPA 560A.

HAPA 551 Seminar II, Lecture/Discussion (2 QH)

Continuation of HAPA 550.

HAPX 529 Foundations for Interprofessional Practice (1 QH)

Foundations for Interprofessional Practice is an experiential learning opportunity for students to engage in interprofessional healthcare teams. This interactive course is intended to prepare the healthcare professional student to provide effective interprofessional patient-centered preventative health care through small/large group discussion and problem-solving activities. The curriculum of evidence-based lifestyle healthcare is focused on the promotion of health and prevention of disease. Through this content, students will learn the roles/ responsibilities of other healthcare providers, how to work on teams and practice teamwork and to communicate interprofessionally to optimally care for themselves and their patients.

Winter Quarter

HAPX 677 General and Systemic Pathology (3 QH)

Continuation of HAPX 677.

HAPX 578 Structure and Function (4 QH)

Continuation of HAPX 578.

HAPA 562 Clinical Correlations III, Lecture (3 QH)

Continuation of HAPA 561.

HAPA 562A Clinical Correlations III Lab, Laboratory (2 QH)

Continuation of HAPA 561A.

HAPA 552 Seminar III, Lecture/Discussion (2 QH)

Continuation of HAPA 551.

HAPX 529 Foundations for Interprofessional Practice (1 QH)

Continuation of HAPX 529.

Spring Quarter

HAPX 677 General and Systemic Pathology (3.5 QH)
Continuation of HAPX 677.

HAPX 579 Neuroscience (5 QH)

Neuroscience is a comprehensive series of lectures on the structure, neurophysiology, function and neurological disorders of the human nervous system. The lectures are complemented by PowerPoint presentations, laboratory demonstrations, and clinical correlations.

HAPA 563 Clinical Correlations IV, Lecture (3 QH)
Continuation of HAPA 562.

HAPA 563A Clinical Correlations IV Lab, Laboratory (2 QH)
Continuation of HAPA 562A.

HAPA 553 Seminar IV, Lecture/Discussion (2 QH)
Continuation of HAPA 552.

HAPA 540 Autopsy Pathology, Lecture (2 QH)

This course provides an introduction to autopsy pathology and includes instruction in evisceration techniques and perinatal and pediatric pathology.

HAPA 540A Autopsy Pathology Lab, Laboratory (2 QH)

This is the corresponding laboratory to complement the Autopsy Pathology lecture-based course, and provides the student with hands-on experience practicing autopsy techniques on cadavers.

HAPX 532 Leadership in the Healthcare Environment, Lecture/Discussion (2 QH)

This interprofessional course is designed to introduce the student to the concept of leadership within the healthcare environment. Leadership skills learned as part of previous service activities, sports, or academic study will be applied to the healthcare setting using case studies and small group discussion. The course begins with an overview of leadership styles, and then continues with more specific topics such as building teams, evaluating other, managing finances, managing risk, marketing of healthcare and healthcare policy.

Course Descriptions-Year 2

Summer Quarter

630 Anatomic Pathology Clerkship I (9 QH)

This is a ten-month practical course sequence that forms the curriculum for the second year. Students rotate through various clinical sites and departments and perform the duties of a Pathologists' Assistant under the guidance of a preceptor. Emphasis will be placed on developing the student's skills of gross tissue description, dissection and



frozen section preparation in the surgical pathology. In autopsy pathology, emphasis will be placed on autopsy technique including evisceration and block dissection.

Fall Quarter

HAPA 631 Anatomic Pathology Clerkship II (13 QH)
Continuation of HAPA 630.

Winter Quarter

HAPA 632 Anatomic Pathology Clerkship III (15 QH)
Continuation of HAPA 631.

Spring Quarter

HAPA 633 Anatomic Pathology Clerkship IV (7 QH)
Continuation of HAPA 632.

SECTION 2: POLICIES AND PROCEDURES

Purpose

The purpose of the clerkship is to provide students an opportunity to apply, under the supervision of a preceptor, the didactic training they received during the first year of their graduate study on campus. It is recommended that the student receive a formal orientation to the clinical facility, pathologists, pathologists' assistants, staff, policies and procedures, laboratory information system and any other information deemed appropriate by the preceptor. The student should be provided with increased responsibility in the gross room and autopsy suite (commensurate with experience). At the conclusion of the ten months of clinical rotations, students are expected to have mastered the knowledge and skills necessary to function as an entry-level pathologists' assistant (see student learning outcomes).

Additionally, the clerkships assist the student in refining interpersonal communication skills, experiencing professional socialization amongst various health care providers, and enhancing the ability to critically think and make decisions. The role of the pathologists' assistant as a member of a team in the pathology laboratory will be emphasized.

Supervision

The student should receive the appropriate level of supervision, dependent on the type of clinical experience (e.g. surgical pathology, autopsy pathology) and the student's level of skill. The integrity of a surgical specimen or autopsy patient should never be jeopardized. In the event that the integrity of a specimen or autopsy patient is jeopardized in a way that the rendering of a diagnosis in pathology has been compromised, the preceptor should be notified immediately. Following preceptor notification, the student and the preceptor should notify the Director of Clinical Education immediately. This notification should be followed by written documentation from the clinical preceptor outlining the details. In the event that patient outcomes (e.g. diagnosis, treatment) are jeopardized as a result of critical or habitual/recurring errors on behalf of the student, the student will receive a grade of "F" for the applicable quarter and shall be subject to dismissal from the program. Any concerns with a student's interaction with specimens and/or autopsy patients should be directed to the Pathologists' Assistant Department.

Professionalism

The Pathologists' Assistant Program believes that professionalism is an important quality of a pathologists' assistant student and future member of the healthcare team. In addition to satisfying the grading criteria as specified in the second year surgical and autopsy pathology syllabus, the student must pass a professionalism component in order to successfully pass each course. Criteria to be evaluated in the professionalism component will include, but not be limited to, the following areas:

- *Honesty*
- *Rotation and Round-Up attendance and punctuality*
- *Preparedness*

- *Respectful and appropriate interaction with faculty, staff, preceptors and fellow students*
- *Ability to work effectively as a team member*
- *Overall attitude*
- *Handling of complaints and disputes including following of established protocols and chain of command*
- *Communication skills*
- *Work ethic*
- *Appearance and attire appropriate to place and situation as defined by faculty or facility*

Student Ethics

All students in the Pathologists' Assistant Program are required to adhere to the policies outlined the Standards of Student Responsibility and Student Conduct found in the Student Conduct Section of the [University Student Policies Handbook \(pp. 11-21\)](#).

Title IX Policy

All members of the university community should be aware of the Title IX policy and process related to discrimination based on sex. The purpose, scope, policy, definitions and reporting structure for Title IX can be found in the Title IX Policy section of the [University Student Policies Handbook \(pp. 46-55\)](#).

Social Networking Policy

If students choose to participate in social networking sites for personal purposes, they should observe the following rules:

- Use of the University logo or trademarks is prohibited;
- Do not reference the clients, customers, or partners of the University;
- If you have identified your relationship with Rosalind Franklin University of Medicine and Science in any social network setting, you must make it clear that any views expressed by you are not the views of the University;
- To the fullest extent authorized by law, the University prohibits the posting of comments or materials (including photographs, videos or audio) that is obscene, defamatory, libelous, threatening, abusive or violates HIPAA or our policy against sexual or other unlawful harassment. This includes, but is not limited to, prohibited material (as described above) regarding the University, our administrative staff, faculty, students and the families of students. Such actions are prohibited.
- Participation in social networking activities that can be characterized as non-work related carried out during a time that you are scheduled to be working can certainly interfere with your work duties and/or responsibilities and can be cause for appropriate disciplinary action.

- Personal use of social networks, like personal use of other communication methods, should not interfere with the efficient use of or waste University time and resources.

It is your responsibility to review the University's full Social Networking Policy by clicking the link below: [Social Networking Policy](#)

A Note on University and College Policy

All College of Health Professions policies contained in the College Student Handbook and University policies contained in the University Student Policies Handbook are applicable to students during their clinical rotations.

Examples of specific policies you should be especially aware of for your clinical rotations include, but are not limited to Universal Precautions Policy and the HIPAA Policy.

Work Hours

Attendance in clinical experiences is mandatory. Work hours are site specific, but must be documented by the student, be at least 40 hours a week, and be verified by the preceptor. It is expected that students will set appropriate work hours with their clinical preceptor that will reflect the workload at their clinical site. For instance, if a majority of large specimens do not arrive in the gross room until late in the day, it is expected that student will adjust their schedule accordingly to allow them to gross these specimens. In general, students should consider the ten months of their clinical rotation(s) as a gross anatomic pathology residency. As such, they should fully immerse themselves in the day-to-day functioning of the anatomic pathology laboratory and it should not be uncommon to be there in excess of 8 hours a day.

Remember that clinical preceptors and the faculty at the University are basing part of your evaluation on effort and willingness to learn and participate which may be evaluated by the amount of time you are at your clinical site.

Standards for Promotion Policy

The Pathologists' Assistant Department utilizes the grading system as established by University in their Academic Catalog. Students are required to earn a minimum grade of a "C" or "P" in all courses of the curriculum, including both the didactic and clinical year. A student failing to meet these minimal standards may become subject to dismissal in accordance with University policy. Continuance into the clinical year and assignment to a clinical site is guaranteed to students who have fulfilled all requisite criteria to complete the didactic year.

If a student is removed from a clinical site during their clinical experience for any reason, the student will receive a grade of an "F" for that quarter which will result in a subject to dismissal hearing.

Graduation Requirements

Pathologists' Assistant students are required to successfully complete the didactic and clinical curriculum, totaling 119.5 quarter hours, with a cumulative grade-point average of a 2.0 (C) or better on a 4.0 scale. Upon successful completion of the program, students will then be eligible for graduation and to take the American Society for Clinical Pathology's certification exam.

Progression

The integrated nature of the Pathologists' Assistant program curriculum in which each theme builds upon the other necessitates that student progression is predicated upon the student's natural progression from testing knowledge (didactic year) to assessing the technical skills and behaviors required to perform successfully in the clinical year. As such, the program expects regular progression through specimen complexity to exhibit competency*. Details related to regular progression can be found in the Clerkship I-IV Syllabi.

**Competency is defined as performing at the level expected of an ASCP certified Pathologists' Assistant.*

Student Service Work Policy

Students may pursue outside employment at any point throughout their education at RFUMS; however, the issue must be handled more sensitively during the clinical year. Students may not be compensated for time spent performing the duties of a Pathologists' Assistant, as this is a violation of programmatic accreditation standards. Any outside employment a student participates in may not compete with or take the place of student education.

The department does not encourage employment at the facility where you are completing your clinical education. In the event that you are employed at the facility, immediate notification must be made to the department's Director of Clinical Education for approval to ensure that the integrity of the academic evaluation of the student and other risks are properly managed.

Site Visit

Each student receives at least one site visit during the clinical year. During your mandatory scheduled site visit, a program faculty member will discuss feedback with the student and their preceptor. In addition, a Clinical Visitation Form is completed which assesses a variety of areas and a copy of the form is shared with the student following the visit.

Absences

All absences taken for the following reasons need to be documented appropriately.

- **Sick Time**

There are no sick days given up front; however, if a student is sick and unable to attend their clinical site, they must notify their clinical preceptor and the Director of Clinical

Education at 847-578- 8652 and via electronic submission via the Clerkship Absence Form (link below). Not reporting an absence to both the clinical preceptor and the department will be perceived as an abuse of sick time and a letter from a healthcare provider will be required as a result. Failure to provide appropriate documentation may result in a subject to dismissal hearing.

[Clerkship Absence Request Form](#)

- **Holiday and Vacation Time**

There is no discretionary vacation time during the ten months of clinical experience outside of the exceptions listed below.

While at a clinical site(s), students may take regularly scheduled hospital holidays at the discretion of the clinical preceptor. Additional time may be granted at the discretion of the clinical preceptor pending approval from the Director of Clinical Education for major life events (e.g. wedding of a family member, death of a family member, etc.), providing a minimum two weeks advanced notice where applicable. All students absent from their clinical site due to personal major life events will be required to complete the Clerkship Absence Request Form. Students must make up all missed learning experiences as a result of absences.

[Clerkship Absence Request Form](#)

- **Job Interviews**

Please schedule job interviews in concert with the scheduling demands of the clinical site and upon the approval of the clinical preceptor and department, providing notification at least ten (10) days prior to interview, when possible. All time missed (interview date and travel time) at a clinical site for job interviews must be made up and will be rescheduled in concert with the preceptor and Director of Clinical Education. All students absent from their clinical site due to job interviews will be required to complete the Clerkship Absence Request Form.

[Clerkship Absence Request Form](#)

- **Conference Attendance**

AAPA Conference attendance is optional, and permission is granted at the discretion of the Director of Clinical Education and the applicable site's clinical preceptor. Approval must be requested in writing via email a minimum of 6 weeks prior to the start of conference. The Director of Clinical Education will send notification of approval to both the student and the student's clinical preceptor.

- **Requirements for conference attendance (if approval is granted):**

Students must attend all lectures delivered during their time at conference and provide proof of attendance to the Director of Clinical Education.

Students will submit a 250-word (minimum) essay reflecting on their conference experience. Student essays and proof of attendance are due to the Director of Clinical Education 2 weeks after the end of conference.

If students do not attend the entire conference, time taken off from the clinical experience for traveling to and from the conference will need to be made-up. Failing to meet the requirements listed above, or attending conference without expressed approval, may result in a subject to dismissal hearing.

Make-Up Time

Students must make-up all missed learning experiences and are responsible for material missed during their (excused or unexcused) absence(s). An excused absence is one due to an occurrence beyond the student's control (e.g. illness, car accident, death in the family, etc.) that has been reported to the Director of Clinical Education. If a student receives two unexcused absences, the student will receive a failing grade and be subject to dismissal. All absences, regardless of the reason, must be reported to the department via the Clerkship Absence Request Form.

All students are required to report time made up. In order for time to be considered, students must comply with the following procedures:

- The student must complete the Absence Request Form.
- The student must make up all of the time they are absent from the clinical setting.
- The student must submit a Make-Up Time Report Form for each recouped absence.
- The student must properly document make-up time in their weekly journal.
- The student may not work through a scheduled lunch period or break period for make-up time.
- The student may not add up the hours worked in excess of 40 hours per week to compensate for any time off (e.g. working 48 hours in a week does not make up an absence or missed 8-hour workday).

[Clerkship Absence Request Form](#)
[Make Up Time Report Form](#)

Leave of Absence

Students are expected to maintain continuity in meeting the performance expectations throughout their medical career. When, for any reason, a student will not be able to participate fully in student activities for three weeks or longer, the student must request a Leave of Absence. Forms are available from the Office of the Registrar and the student must comply with the university Leave of Absence and Withdrawal Policy. Information on the Leave of Absence and Withdrawal process, use the link below:

[Leave of Absence](#)

Return from Leave of Absence

As a means to re-integrate themselves within the program, any students returning from an extended leave of absence will be required to review the Student Clerkship Manual for the current academic year.

Safety

Safety during clinical rotations is important; please visit the University's Insite page (linked below) for information on personal safety practices.

[Personal Safety Practices](#)

Student Health and Immunization Policy

It is the policy of Rosalind Franklin University to require that every student entering the university show proof of immunity through blood titers and immunization records in order to ensure that the spread of communicable diseases is minimized. Each student must also complete a health history and physical form documenting their health status. This policy complies with the recommendations from the State of Illinois.

In order to be eligible to participate in any program in the Health System and clinical affiliate sites, each student must provide evidence that he/she has met the immunization requirements as outlined on the Student Immunization Form. In accordance with the university requirements set forth by the Division of Student Affairs and Inclusion, each student will create a personal profile through CastleBranch, (<https://www.castlebranch.com>), using a program specific code provided by the Office of Admissions and Enrollment of the university. The two required forms can be downloaded from the profile, completed and uploaded to their personal profile. Each antibody titer report is also uploaded to the student's personal profile. Please refer to CastleBranch for programmatic immunization requirements.

Note: All students enrolled in a clinically based academic program are required to obtain a seasonal influenza vaccination annually after matriculation.

Student Related Work Injury Protocol

The hospital shall provide emergency medical care and treatment to students and staff in any instance of injury or illness occurring at the hospital. The expense associated with such treatment shall be the responsibility of the individual student and their health insurance provider. The student must notify the supervisor or preceptor prior to leaving the department to seek medical evaluation and/or treatment and report to occupational health, the designated office for reporting work-place injuries or the ER. The student should inform the Director of Clinical Education or their designee immediately following an injury or illness for documentation of the incident. Lastly, the student is required to contact the Office of Student Affairs and complete the Accidental Exposure Form.

Each student shall read their hospital's safety manual and procedures for appropriate plan of action and preparation should an injury occur during the clinical training.

During the first quarter of clinical rotations, the clinical preceptor will complete a mandatory Evaluation of Safety in Surgical and Autopsy Pathology. The evaluation, as developed by the program, is intended as a tool for use by clinical preceptors as a safety reminder to the student and to possibly aid in reducing accidental exposures. The aim of this checklist is to reinforce accepted safety practices and foster better communication and teamwork between the preceptor and the student.

[Accidental Exposure Report Form](#)

SECTION 3: SYLLABI

ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE
The College of Health Professions
Pathologists' Assistant Department
HAPA 630 – Anatomic Pathology Clerkship I
2021-2022 Summer Quarter

Course Director(s): Elizabeth K. Betten

Contact Information for Course Director(s): See contact information on page 63.

Credit Hours: 9 QH

Course Description: This is a ten-month practical course sequence that forms the curriculum for the second year. Students will rotate through various clinical sites and departments and perform the duties of the Pathologists' Assistant under the guidance of a preceptor. Emphasis will be placed on developing the student's skills of gross tissue description, dissection and frozen section preparation in surgical pathology. In autopsy pathology, emphasis will be placed on autopsy technique, including evisceration and block dissection.

Prerequisites: Enrollment in the Pathologists' Assistant Program and successful completion of the didactic year of the curriculum.

Class Schedule: Attendance in clinical experiences is mandatory. Work hours are site specific, but must be documented by the student, be at least 40 hours a week, and be verified by the preceptor. It is expected that students will set appropriate work hours with their clinical preceptor that will reflect the workload at their clinical site. Remember that clinical preceptors and the faculty at the University are basing part of your evaluation on effort and willingness to learn and participate which may be evaluated by the amount of time you are at your clinical site.

Instructional Methods: Hands-on clinical training, supplemented with out-of-clinic readings and assignments.

Required and Recommended Textbooks and Materials:

ANATOMY AND HISTOLOGY

Haines, D.E. (2019). *Neuroanatomy Atlas in Clinical Context: Structures, Sections, Systems, and Syndromes* (10th ed.).

Wolters Kluwer Health. Moore, K.L., Agur, A.M.R, & Dalley, A.F. (2018). *Clinically Oriented Anatomy* (8th ed.). Wolters Kluwer.

Netter, F.H. (2019). *Atlas of Human Anatomy* (7 th ed.). Philadelphia: Elsevier.

Pawlina, W. & Ross, M.H. (2020). Histology: A Text and Atlas with Correlated Cell and Molecular Biology (8th ed.). Wolters Kluwer Health.

Young, B., et al. (Eds.). (2014). Wheater's Functional Histology: A Text and Colour Atlas (6th ed.). New York: Churchill Livingstone.

AUTOPSY

Connolly, A.J., et al. (2016). Autopsy Pathology: A Manual and Atlas (3rd ed.). Elsevier, Inc.

Gilbert-Barnes, E., Spicer, D.E., & Steffensen, T.S. (2014). Handbook of Pediatric Autopsy Pathology (2nd ed.). New York: Springer Science + Business Media.

CLINICAL PATHOLOGY

Fischbach, F.T. & Fischbach, M.A. (2018). Fischbach's A Manual of Laboratory and Diagnostic Tests (10th ed.). Wolters Kluwer Health.

GENERAL PATHOLOGY

Gupta, M.E.P. (2021). Board Review Series: Pathology (6th ed.). Wolters Kluwer/Lippincott, Williams & Wilkins.

Kumar, V., Abbas, A.K., & Aster, J.C. (2018). Robbins Basic Pathology (10th ed.). Philadelphia: Elsevier.

Kumar, V., Abbas, A.K., & Aster, J.C. (2021). Robbins & Cotran Pathologic Basis of Disease (10th ed.). Philadelphia: Elsevier Saunders.

Sattar, H.A. (2020). Fundamentals of Pathology: Medical Course and Step 1 Review, 2020 edition. Pathoma LLC.

FORENSIC PATHOLOGY

DiMaio, V.J.M. & Dana, S.E. (2006). Handbook of Forensic Pathology (2nd ed.). Boca Raton, FL: CRC Press.

HISTOTECHNOLOGY

Carson, F.L. and Hladik, C. (2015). Histotechnology: A Self-Instructional Text (4th ed.). Chicago: ASCP Press.

LABORATORY OPERATIONS

American Medical Association (2020). CPT 2020: Professional Edition. Chicago: AMA Press.

Davis, D.L. (2016). Laboratory Safety: A Self-Assessment Workbook (2nd ed.). Chicago: ASCP Press.

Harmening, D.M. (2020). Laboratory Management: Principles and Processes (4th ed.). St. Petersburg: D.H. Pub. & Consulting, Inc.

PEDIATRIC PATHOLOGY

Stocker, J.T., Dehner, L.P., & Husain, A.L. (Eds.). (2016). *Stocker and Dehner's Pediatric Pathology* (4th ed.). Wolters Kluwer.

SURGICAL PATHOLOGY

Amin, M.B., et al. (Eds.). (2018). *AJCC Cancer Staging Manual*(8th ed.). Springer.

Horn, C. & Naugler, C. (2014). *Gross Pathology Handbook: A Guide to Descriptive Terms* (1st ed.). Alberta: Brush Education.

Lester, S.C. (2010). *Manual of Surgical Pathology* (3rd ed.). Philadelphia: Saunders.

Taxy, J.B., Husain, A.L., & Montag, A.G. (2014). *Biopsy Interpretation: The Frozen Section* (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Learning Objectives: The Surgical Pathology Learning Objectives, the Autopsy Pathology Learning Objectives, and the Student Learning Outcomes can be found in Section 1 of this manual. Together these three documents form the foundation for the expectations of the learning experience during this course sequence. Mastery of the Surgical Pathology Learning Objectives, the Autopsy Pathology Learning Objectives, and the Student Learning Outcomes is required prior to the completion of the clerkship experience.

Course Evaluation Methods: Quarterly assignments must be submitted by the end of quarter deadline or a 5% deduction from the overall quarter grade will occur for each day that the submission is late.

Quarterly grades will be determined using the following schema:

1st Quarter

Component	Percentage
Journal/Specimen Log	10%
Quarterly Presentation	15%
Evaluations	5%
Quarterly Objectives	40%
Quarterly Examinations*	30%

*Students will be provided with monthly competency-based online examinations to aid them in their continual study of anatomic and surgical pathology. These examinations are based on the objectives and material covered during the first year of the curriculum. Students must pass all exams with a score of 70% or above in order to be eligible to graduate. One (1) remediation attempt will be offered for those who fail to pass an exam with a 70% or higher on the first attempt.

SCHEDULE: All exams will be posted on-line via D2L for the first four (4) days of each month (96 hr period), available from noon on the 1st of the month through noon on the

5th of the month, Central Standard Time (CST). Exams are one hundred multiple-choice questions (100 MC), time restricted (100 minutes) and are to be taken independently without books, notes or other assistance.

Exam topics per month are outlined below:

MONTH	EXAM TOPICS
July	Exam I: Cell Injury, Inflammation and Repair, Hemodynamic Disorders/Thromboembolic Disease & Shock, Genetic Disorders (Robbins Chs. 2-4 & 7)
August	Exam II: Diseases of the Immune System, Neoplasia, Infectious Disease, Environmental and Nutritional Diseases, Diseases of Infancy and Childhood, Perinatal Pathology (Robbins Chs. 5-8 & 19, Lester Ch. 22)

**Note: the Grossing Guidelines may be used for any exam featuring an organ system.*

Grading Criteria: This course is Pass/Fail. In order to pass, all students must receive a score of 70% or higher on all components of the clinical year curriculum including, but not limited to: quarterly exams, journal/specimen log, required objectives, and PowerPoint presentation.

Student Progression: The Pathologists' Assistant program curriculum requires natural progression from testing knowledge to assessing the technical skills and behaviors required to perform successfully in the clinical year. One measure of progression from quarter-to-quarter includes the types of CPT codes a student can competently* gross.

For Quarter 1, the student must be able to competently* gross specimens from the following codes: 88300, 88302, 88304 and 88305.

**Competency is defined as performing at the level expected of an ASCP certified Pathologists' Assistant.*

Academic Accommodation: Rosalind Franklin University of Medicine and Science is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure to this class and your program, please contact the ADA Coordinator at 847.578.8354 or ada.coordinator@rosalindfranklin.edu to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings.

Course Policies: Remediation

Each quarter, feedback regarding student submissions will be provided via email. Any failing submissions will result in a grade of "NR" for the quarter pending one attempt at remediation. Students who are granted the opportunity to remediate any component of their quarterly submission will have 15 business days to submit their attempt. Successful completion of remediation will result in a maximum grade of 70% for said component(s).

Students will be allowed one remediation attempt for each online exam. Successful completion of remediation will result in a maximum grade of 70% for said exam. Failure to demonstrate competency by achieving a score of 70% or higher will result in a grade of "F" for the quarter. Any student failing to meet this criterion will be subject to dismissal.

Course Policies: Quarterly Submission Guidelines

Quarterly portfolio submissions must be submitted online via Exxat and available to the department for review by the due dates outlined by 5pm CST. Each assignment submission file cannot be larger than 15MB.

Required quarterly objective due dates:

Quarter	Submission	Due Date
1st Quarter	SPO 2-4, 6 & 12 Quarterly Evaluations Log/Journal Interesting Case PPT	Friday, July 30, 2021 at 5pm (CST)

Course Policies: Evaluations

The Director of Clinical Education maintains regular contact with the students and the preceptors throughout the clerkship experience. Feedback from the student and preceptor on student performance should be based on the competencies and objectives for the clerkship experience and are obtained via phone and e-mail conversations as well as through formal evaluations in the form of the Evaluation of Clerkship Learning Competencies form and quarterly written evaluations. The Director of Clinical Education will also evaluate the student during physical site visitations, teleconferences and email correspondence. Following clinical site visits, students will receive formal written feedback from the site visitor. Students are required to complete evaluations for practicum and learning competencies each quarter. The necessary evaluation forms are located in Exxat.

Evaluation narratives must be a minimum of 100 words.

Student completed evaluations must be submitted by the end of quarter deadline or a 5% deduction from the overall quarter grade will occur.

It is possible for a student to meet the expectations of the clinical rotation but have identified issues, either professional or knowledge-based, that can jeopardize clinical progression. Consistent concerns related to professionalism or foundational knowledge documented on formative evaluations (quarterly evaluations and clinical visitation forms) or via communication with preceptors can trigger an on-campus meeting to review student performance. These patterns of evidence may result in a focused clinical evaluation plan.

ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE
The College of Health Professions
Pathologists' Assistant Department
HAPA 631 – Anatomic Pathology Clerkship II
2021-2022 Fall Quarter

Course Director(s): Elizabeth K. Betten

Contact Information for Course Director(s): See contact information on page 63.

Credit Hours: 13 QH

Course Description: Continuation of HAPA 630.

Prerequisites: Enrollment in the Pathologists' Assistant Program and successful completion of the didactic year of the curriculum.

Class Schedule: Attendance in clinical experiences is mandatory. Work hours are site specific, but must be documented by the student, be at least 40 hours a week, and be verified by the preceptor. It is expected that students will set appropriate work hours with their clinical preceptor that will reflect the workload at their clinical site. Remember that clinical preceptors and the faculty at the University are basing part of your evaluation on effort and willingness to learn and participate which may be evaluated by the amount of time you are at your clinical site.

Round Up Schedule

Round-Up	Campus Return Date
2nd Quarter: Midterm Round-Up	Friday, October 29, 2021

Instructional Methods: Hands-on clinical training, supplemented with out-of-clinic readings and assignments.

Required and Recommended Textbooks and Materials:

ANATOMY AND HISTOLOGY

Haines, D.E. (2019). Neuroanatomy Atlas in Clinical Context: Structures, Sections, Systems, and Syndromes (10th ed.).

Wolters Kluwer Health. Moore, K.L., Agur, A.M.R, & Dalley, A.F. (2018). Clinically Oriented Anatomy (8th ed.). Wolters Kluwer.

Netter, F.H. (2019). Atlas of Human Anatomy (7 th ed.). Philadelphia: Elsevier.

Pawlina, W.& Ross, M.H. (2020). Histology: A Text and Atlas with Correlated Cell and Molecular Biology (8th ed.). Wolters Kluwer Health.

Young, B., et al. (Eds.). (2014). Wheater's Functional Histology: A Text and Colour Atlas (6th ed.). New York: Churchill Livingstone.

AUTOPSY

Connolly, A.J., et al. (2016). Autopsy Pathology: A Manual and Atlas(3rd ed.). Elsevier, Inc.

Gilbert-Barnes, E., Spicer, D.E., & Steffensen, T.S. (2014). Handbook of Pediatric Autopsy Pathology (2nd ed.).New York: Springer Science +Business Media.

CLINICAL PATHOLOGY

Fischbach, F.T. & Fischbach, M.A. (2018). Fischbach's A Manual of Laboratory and Diagnostic Tests(10th ed.). Wolters Kluwer Health.

GENERAL PATHOLOGY

Gupta, M.E.P. (2021). Board Review Series: Pathology (6th ed.). Wolters Kluwer/Lippincott, Williams & Wilkins.

Kumar, V., Abbas, A.K., & Aster, J.C. (2018). Robbins Basic Pathology (10th ed.). Philadelphia: Elsevier.

Kumar, V., Abbas, A.K., & Aster, J.C. (2021). Robbins & Cotran Pathologic Basis of Disease (10th ed.). Philadelphia: Elsevier Saunders.

Sattar, H.A. (2020). Fundamentals of Pathology: Medical Course and Step 1 Review, 2020 edition. Pathoma LLC.

FORENSIC PATHOLOGY

DiMaio, V.J.M. & Dana, S.E. (2006). Handbook of Forensic Pathology (2nd ed.). Boca Raton, FL: CRC Press.

HISTOTECHNOLOGY

Carson, F.L. and Hladik, C. (2015). Histotechnology: A Self-Instructional Text(4th ed.). Chicago: ASCP Press.

LABORATORY OPERATIONS

American Medical Association (2020). CPT 2020: Professional Edition. Chicago: AMA Press.

Davis, D.L. (2016). Laboratory Safety: A Self-Assessment Workbook (2nd ed.). Chicago: ASCP Press.

Harmening, D.M. (2020). Laboratory Management: Principles and Processes(4 th ed.). St. Petersburg: D.H. Pub. & Consulting, Inc.

PEDIATRIC PATHOLOGY

Stocker, J.T., Dehner, L.P., & Husain, A.L. (Eds.). (2016). Stocker and Dehner's Pediatric Pathology (4th ed.). Wolters Kluwer.

SURGICAL PATHOLOGY

Amin, M.B., et al. (Eds). (2018). AJCC Cancer Staging Manual(8th ed.). Springer.

Horn, C. & Naugler, C. (2014). Gross Pathology Handbook: A Guide to Descriptive Terms (1st ed.). Alberta: Brush Education.

Lester, S.C. (2010). Manual of Surgical Pathology (3rd ed.). Philadelphia: Saunders.

Taxy, J.B., Husain, A.L., & Montag, A.G. (2014). Biopsy Interpretation: The Frozen Section (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Learning Objectives: The Surgical Pathology Learning Objectives, the Autopsy Pathology Learning Objectives, and the Student Learning Outcomes can be found in Section 1 of this manual. Together these three documents form the foundation for the expectations of the learning experience during this course sequence. Mastery of the Surgical Pathology Learning Objectives, the Autopsy Pathology Learning Objectives, and the Student Learning Outcomes is required prior to the completion of the clerkship experience.

Course Evaluation Methods: Quarterly assignments must be submitted by the end of quarter deadline or a 5% deduction from the overall quarter grade will occur for each day that the submission is late.

Quarterly grades will be determined using the following schema:

2nd Quarter

Component	Percentage
Journal/Specimen Log	10%
Midterm Presentation	15%
Evaluations	5%
Quarterly Objectives	20%
Quarterly Examinations*	25%
Midterm Examination	25%

*Students will be provided with monthly competency-based online examinations to aid them in their continual study of anatomic and surgical pathology. These examinations are based on the objectives and material covered during the first year of the curriculum. Students must pass all exams with a score of 70% or above in order to be eligible to graduate. At Midterm Round-Up, a comprehensive exam will be administered. As with the monthly clerkship exams, students must pass the exam with a score of 70% or above. One (1) remediation attempt will be offered for those who fail to pass the exam with a 70% or higher on the first attempt.

SCHEDULE: All exams will be posted on-line via D2L for the first four (4) days of each month (96 hr period), available from noon on the 1st of the month through noon on the

5th of the month, Central Standard Time (CST). Exams are one hundred multiple-choice questions (100 MC), time restricted (100 minutes) and are to be taken independently without books, notes or other assistance.

Exam topics per month are outlined below:

MONTH	EXAM TOPICS
September	Exam III: Blood Vessels, The Heart, Diseases of White Blood Cells/Lymph Nodes/Spleen, Red Blood Cells and Bleeding Disorders (Robbins Chs. 11-14, Lester Chs. 16, 27 and 33)
October	Exam IV: The Lung, Head and Neck, The Gastrointestinal Tract, Hernia Sacs (Robbins Chs. 15-17, Lester Chs. 19 and 23-26)
November	Exam V: Liver and Gallbladder, The Pancreas, The Kidney, Lower Urinary Tract (Robbins Chs. 18-21, Lester Chs. 19-20)
Midterm Exam	Comprehensive assessment of your knowledge, overview of Anatomy, Path, Clin Corr, and S&F in addition to laboratory safety.

**Note: the Grossing Guidelines may be used for any exam featuring an organ system.*

Grading Criteria: This course is Pass/Fail. In order to pass, all students must receive a score of 70% or higher on all components of the clinical year curriculum including, but not limited to: quarterly exams, midterm exam, journal/specimen log, required objectives, Midterm PowerPoint presentation.

Student Progression: The Pathologists' Assistant program curriculum requires natural progression from testing knowledge to assessing the technical skills and behaviors required to perform successfully in the clinical year. One measure of progression from quarter-to-quarter includes the types of CPT codes a student can competently* gross.

For Quarter 2, the student must be able to competently gross specimens from the following codes: 88300, 88302, 88304, 88305 and 88307.

**Competency is defined as performing at the level expected of an ASCP certified Pathologists' Assistant.*

Academic Accommodation: Rosalind Franklin University of Medicine and Science is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure to this class and your program, please contact the ADA Coordinator at 847.578.8354 or ada.coordinator@rosalindfranklin.edu to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings.

Course Policies: Remediation

Each quarter, feedback regarding student submissions will be provided via email. Any failing submissions will result in a grade of "NR" for the quarter pending one attempt at remediation. Students who are granted the opportunity to remediate any component of their quarterly submission will have 15 business days to submit their attempt.

Successful completion of remediation will result in a maximum grade of 70% for said component(s).

Students will be allowed one remediation attempt for each online exam. Successful completion of remediation will result in a maximum grade of 70% for said exam. Failure to demonstrate competency by achieving a score of 70% or higher will result in a grade of “F” for the quarter. Any student failing to meet this criterion will be subject to dismissal.

Course Policies: Quarterly Submission Guidelines

Quarterly portfolio submissions must be submitted online via Exxat and available to the department for review by the due dates outlined by 5pm CST. Each assignment submission file cannot be larger than 15MB.

Required quarterly objective due dates:

Quarter	Submission	Due Date
2nd Quarter	SPO 1, 6 & 12-14 Quarterly Evaluations Log/Journal Interesting Case PPT	Friday, October 22, 2021 at 5pm (CST)

Course Policies: Evaluations

The Director of Clinical Education maintains regular contact with the students and the preceptors throughout the clerkship experience. Feedback from the student and preceptor on student performance should be based on the competencies and objectives for the clerkship experience and are obtained via phone and e-mail conversations as well as through formal evaluations in the form of the Evaluation of Clerkship Learning Competencies form and quarterly written evaluations. The Director of Clinical Education will also evaluate the student during physical site visitations, teleconferences and email correspondence. Following clinical site visits, students will receive formal written feedback from the site visitor. Students are required to complete evaluations for practicum and learning competencies each quarter. The necessary evaluation forms are located in Exxat.

Evaluation narratives must be a minimum of 100 words.

Student completed evaluations must be submitted by the end of quarter deadline or a 5% deduction from the overall quarter grade will occur.

It is possible for a student to meet the expectations of the clinical rotation but have identified issues, either professional or knowledge-based, that can jeopardize clinical progression. Consistent concerns related to professionalism or foundational knowledge documented on formative evaluations (quarterly evaluations and clinical visitation forms) or via communication with preceptors can trigger an on-campus meeting to review student performance. These patterns of evidence may result in a focused clinical evaluation plan.

ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE
The College of Health Professions
Pathologists' Assistant Department
HAPA 632 – Anatomic Pathology Clerkship III
2021-2022 Winter Quarter

Course Director(s): Elizabeth K. Betten

Contact Information for Course Director(s): See contact information on page 63.

Credit Hours: 15 QH

Course Description: Continuation of HAPA 631.

Prerequisites: Enrollment in the Pathologists' Assistant Program and successful completion of the didactic year of the curriculum.

Class Schedule: Attendance in clinical experiences is mandatory. Work hours are site specific, but must be documented by the student, be at least 40 hours a week, and be verified by the preceptor. It is expected that students will set appropriate work hours with their clinical preceptor that will reflect the workload at their clinical site. Remember that clinical preceptors and the faculty at the University are basing part of your evaluation on effort and willingness to learn and participate which may be evaluated by the amount of time you are at your clinical site.

Instructional Methods: Hands-on clinical training, supplemented with out-of-clinic readings and assignments.

Required and Recommended Textbooks and Materials:

ANATOMY AND HISTOLOGY

Haines, D.E. (2019). Neuroanatomy Atlas in Clinical Context: Structures, Sections, Systems, and Syndromes (10th ed.).

Wolters Kluwer Health. Moore, K.L., Agur, A.M.R, & Dalley, A.F. (2018). Clinically Oriented Anatomy (8th ed.). Wolters Kluwer.

Netter, F.H. (2019). Atlas of Human Anatomy (7 th ed.). Philadelphia: Elsevier.

Pawlina, W.& Ross, M.H. (2020). Histology: A Text and Atlas with Correlated Cell and Molecular Biology (8th ed.). Wolters Kluwer Health.

Young, B., et al. (Eds.). (2014). Wheater's Functional Histology: A Text and Colour Atlas (6th ed.). New York: Churchill Livingstone.

AUTOPSY

Connolly, A.J., et al. (2016). Autopsy Pathology: A Manual and Atlas(3rd ed.). Elsevier, Inc.

Gilbert-Barnes, E., Spicer, D.E., & Steffensen, T.S. (2014). Handbook of Pediatric Autopsy Pathology (2nd ed.).New York: Springer Science +Business Media.

CLINICAL PATHOLOGY

Fischbach, F.T. & Fischbach, M.A. (2018). Fischbach's A Manual of Laboratory and Diagnostic Tests(10th ed.). Wolters Kluwer Health.

GENERAL PATHOLOGY

Gupta, M.E.P. (2021). Board Review Series: Pathology (6th ed.). Wolters Kluwer/Lippincott, Williams & Wilkins.

Kumar, V., Abbas, A.K., & Aster, J.C. (2018). Robbins Basic Pathology (10th ed.). Philadelphia: Elsevier.

Kumar, V., Abbas, A.K., & Aster, J.C. (2021). Robbins & Cotran Pathologic Basis of Disease (10th ed.). Philadelphia: Elsevier Saunders.

Sattar, H.A. (2020). Fundamentals of Pathology: Medical Course and Step 1 Review, 2020 edition. Pathoma LLC.

FORENSIC PATHOLOGY

DiMaio, V.J.M. & Dana, S.E. (2006). Handbook of Forensic Pathology (2nd ed.). Boca Raton, FL: CRC Press.

HISTOTECHNOLOGY

Carson, F.L. and Hladik, C. (2015). Histotechnology: A Self-Instructional Text(4th ed.). Chicago: ASCP Press.

LABORATORY OPERATIONS

American Medical Association (2020). CPT 2020: Professional Edition. Chicago: AMA Press.

Davis, D.L. (2016). Laboratory Safety: A Self-Assessment Workbook (2nd ed.). Chicago: ASCP Press.

Harmening, D.M. (2020). Laboratory Management: Principles and Processes(4 th ed.). St. Petersburg: D.H. Pub. & Consulting, Inc.

PEDIATRIC PATHOLOGY

Stocker, J.T., Dehner, L.P., & Husain, A.L. (Eds.). (2016). Stocker and Dehner's Pediatric Pathology (4th ed.). Wolters Kluwer.

SURGICAL PATHOLOGY

Amin, M.B., et al. (Eds.). (2018). AJCC Cancer Staging Manual(8th ed.). Springer.

Horn, C. & Naugler, C. (2014). Gross Pathology Handbook: A Guide to Descriptive Terms (1st ed.). Alberta: Brush Education.

Lester, S.C. (2010). Manual of Surgical Pathology (3rd ed.). Philadelphia: Saunders.

Taxy, J.B., Husain, A.L., & Montag, A.G. (2014). Biopsy Interpretation: The Frozen Section (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Learning Objectives: The Surgical Pathology Learning Objectives, the Autopsy Pathology Learning Objectives, and the Student Learning Outcomes can be found in Section 1 of this manual. Together these three documents form the foundation for the expectations of the learning experience during this course sequence. Mastery of the Surgical Pathology Learning Objectives, the Autopsy Pathology Learning Objectives, and the Student Learning Outcomes is required prior to the completion of the clerkship experience.

Course Evaluation Methods: Quarterly assignments must be submitted by the end of quarter deadline or a 5% deduction from the overall quarter grade will occur for each day that the submission is late.

Quarterly grades will be determined using the following schema:

3rd Quarter

Component	Percentage
Journal/Specimen Log	10%
Quarterly Presentation	15%
Evaluations	5%
Quarterly Objectives	40%
Quarterly Examinations*	30%

*Students will be provided with monthly competency-based online examinations to aid them in their continual study of anatomic and surgical pathology. These examinations are based on the objectives and material covered during the first year of the curriculum. Students must pass all exams with a score of 70% or above in order to be eligible to graduate. At Midterm Round-Up, a comprehensive exam will be administered. As with the monthly clerkship exams, students must pass the exam with a score of 70% or above. One (1) remediation attempt will be offered for those who fail to pass the exam with a 70% or higher on the first attempt.

SCHEDULE: All exams will be posted on-line via D2L for the first four (4) days of each month (96 hr period), available from noon on the 1st of the month through noon on the 5th of the month, Central Standard Time (CST). Exams are one hundred multiple-choice questions (100 MC), time restricted (100 minutes) and are to be taken independently without books, notes or other assistance.

Exam topics per month are outlined below:

MONTH	EXAM TOPICS
December	Exam VI: Male Genital, Female Genital, The Breast, Gross Only (medical devices and foreign material) (Robbins Chs. 21-23, Lester Chs. 15, 20-22, 28 and 31)
January	Exam VII: Endocrine, The Skin, Bones/Joints and Soft Tissue, Amputation and Large Resections (Robbins Chs. 24-26, Lester Chs. 11-12, 14, 18, 32 and 34)
February	Exam VIII: Peripheral Nerves and Skeletal Muscles, The Central Nervous System and The Eye (Robbins Chs. 27-29, Lester Chs. 29-30)

**Note: the Grossing Guidelines may be used for any exam featuring an organ system.*

Grading Criteria: This course is Pass/Fail. In order to pass, all students must receive a score of 70% or higher on all components of the clinical year curriculum including, but not limited to: quarterly exams, journal/specimen log, required objectives, and PowerPoint presentation.

Student Progression: The Pathologists' Assistant program curriculum requires natural progression from testing knowledge to assessing the technical skills and behaviors required to perform successfully in the clinical year. One measure of progression from quarter-to-quarter includes the types of CPT codes a student can competently* gross. For Quarter 3, the student must be able to competently gross specimens from the following codes: 88300, 88302, 88304, 88305, 88307 and 88309.

**Competency is defined as performing at the level expected of an ASCP certified Pathologists' Assistant.*

Academic Accommodation: Rosalind Franklin University of Medicine and Science is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure to this class and your program, please contact the ADA Coordinator at 847.578.8354 or ada.coordinator@rosalindfranklin.edu to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings.

Course Policies: Remediation

Each quarter, feedback regarding student submissions will be provided via email. Any failing submissions will result in a grade of "NR" for the quarter pending one attempt at remediation. Students who are granted the opportunity to remediate any component of their quarterly submission will have 15 business days to submit their attempt. Successful completion of remediation will result in a maximum grade of 70% for said component(s).

Students will be allowed one remediation attempt for each online exam. Successful completion of remediation will result in a maximum grade of 70% for said exam. Failure to demonstrate competency by achieving a score of 70% or higher will result in a grade

of “F” for the quarter. Any student failing to meet this criterion will be subject to dismissal.

Course Policies: Quarterly Submission Guidelines

Quarterly portfolio submissions must be submitted online via Exxat and available to the department for review by the due dates outlined by 5pm CST. Each assignment submission file cannot be larger than 15MB.

Required quarterly objective due dates:

Quarter	Submission	Due Date
3rd Quarter	SPO 5-12 Quarterly Evaluations Log/Journal Interesting Case PPT Autopsy Objectives (if applicable)	Friday, February 11, 2022 at 5pm (CST)

NOTE: If your autopsy rotation ends on OR before Friday, January 28, 2022 your Autopsy Pathology Learning Goals & Objectives are due with your 3rd Quarter Submission on Friday, February 11, 2022.

Course Policies: Evaluations

The Director of Clinical Education maintains regular contact with the students and the preceptors throughout the clerkship experience. Feedback from the student and preceptor on student performance should be based on the competencies and objectives for the clerkship experience and are obtained via phone and e-mail conversations as well as through formal evaluations in the form of the Evaluation of Clerkship Learning Competencies form and quarterly written evaluations. The Director of Clinical Education will also evaluate the student during physical site visitations, teleconferences and email correspondence. Following clinical site visits, students will receive formal written feedback from the site visitor. Students are required to complete evaluations for practicum and learning competencies each quarter. The necessary evaluation forms are located in Exxat.

Evaluation narratives must be a minimum of 100 words.

Student completed evaluations must be submitted by the end of quarter deadline or a 5% deduction from the overall quarter grade will occur.

It is possible for a student to meet the expectations of the clinical rotation but have identified issues, either professional or knowledge-based, that can jeopardize clinical progression. Consistent concerns related to professionalism or foundational knowledge documented on formative evaluations (quarterly evaluations and clinical visitation forms) or via communication with preceptors can trigger an on-campus meeting to review student performance. These patterns of evidence may result in a focused clinical evaluation plan.

ROSALIND FRANKLIN UNIVERSITY OF MEDICINE AND SCIENCE
The College of Health Professions
Pathologists' Assistant Department
HAPA 633 – Anatomic Pathology Clerkship IV
2021-2022 Spring Quarter

Course Director(s): Elizabeth K. Betten

Contact Information for Course Director(s): See contact information on page 63.

Credit Hours: 7 QH

Course Description: Continuation of HAPA 632.

Prerequisites: Enrollment in the Pathologists' Assistant Program and successful completion of the didactic year of the curriculum.

Class Schedule: Attendance in clinical experiences is mandatory. Work hours are site specific, but must be documented by the student, be at least 40 hours a week, and be verified by the preceptor. It is expected that students will set appropriate work hours with their clinical preceptor that will reflect the workload at their clinical site. Remember that clinical preceptors and the faculty at the University are basing part of your evaluation on effort and willingness to learn and participate which may be evaluated by the amount of time you are at your clinical site.

Round Up Schedule

Round-Up	Campus Return Date
4th Quarter: Final Round-Up	Friday, April 8, 2022

Instructional Methods: Hands-on clinical training, supplemented with out-of-clinic readings and assignments.

Required and Recommended Textbooks and Materials:

ANATOMY AND HISTOLOGY

Haines, D.E. (2019). Neuroanatomy Atlas in Clinical Context: Structures, Sections, Systems, and Syndromes (10th ed.).

Wolters Kluwer Health. Moore, K.L., Agur, A.M.R, & Dalley, A.F. (2018). Clinically Oriented Anatomy (8th ed.). Wolters Kluwer.

Netter, F.H. (2019). Atlas of Human Anatomy (7 th ed.). Philadelphia: Elsevier.

Pawlina, W.& Ross, M.H. (2020). Histology: A Text and Atlas with Correlated Cell and Molecular Biology (8th ed.). Wolters Kluwer Health.

Young, B., et al. (Eds.). (2014). Wheater's Functional Histology: A Text and Colour Atlas (6th ed.). New York: Churchill Livingstone.

AUTOPSY

Connolly, A.J., et al. (2016). Autopsy Pathology: A Manual and Atlas(3rd ed.). Elsevier, Inc.

Gilbert-Barnes, E., Spicer, D.E., & Steffensen, T.S. (2014). Handbook of Pediatric Autopsy Pathology (2nd ed.).New York: Springer Science +Business Media.

CLINICAL PATHOLOGY

Fischbach, F.T. & Fischbach, M.A. (2018). Fischbach's A Manual of Laboratory and Diagnostic Tests(10th ed.). Wolters Kluwer Health.

GENERAL PATHOLOGY

Gupta, M.E.P. (2021). Board Review Series: Pathology (6th ed.). Wolters Kluwer/Lippincott, Williams & Wilkins.

Kumar, V., Abbas, A.K., & Aster, J.C. (2018). Robbins Basic Pathology (10th ed.). Philadelphia: Elsevier.

Kumar, V., Abbas, A.K., & Aster, J.C. (2021). Robbins & Cotran Pathologic Basis of Disease (10th ed.). Philadelphia: Elsevier Saunders.

Sattar, H.A. (2020). Fundamentals of Pathology: Medical Course and Step 1 Review, 2020 edition. Pathoma LLC.

FORENSIC PATHOLOGY

DiMaio, V.J.M. & Dana, S.E. (2006). Handbook of Forensic Pathology (2nd ed.). Boca Raton, FL: CRC Press.

HISTOTECHNOLOGY

Carson, F.L. and Hladik, C. (2015). Histotechnology: A Self-Instructional Text(4th ed.). Chicago: ASCP Press.

LABORATORY OPERATIONS

American Medical Association (2020). CPT 2020: Professional Edition. Chicago: AMA Press.

Davis, D.L. (2016). Laboratory Safety: A Self-Assessment Workbook (2nd ed.). Chicago: ASCP Press.

Harmening, D.M. (2020). Laboratory Management: Principles and Processes(4 th ed.). St. Petersburg: D.H. Pub. & Consulting, Inc.

PEDIATRIC PATHOLOGY

Stocker, J.T., Dehner, L.P., & Husain, A.L. (Eds.). (2016). Stocker and Dehner's Pediatric Pathology (4th ed.). Wolters Kluwer.

SURGICAL PATHOLOGY

Amin, M.B., et al. (Eds). (2018). AJCC Cancer Staging Manual(8th ed.). Springer.

Horn, C. & Naugler, C. (2014). Gross Pathology Handbook: A Guide to Descriptive Terms (1st ed.). Alberta: Brush Education.

Lester, S.C. (2010). Manual of Surgical Pathology (3rd ed.). Philadelphia: Saunders.

Taxy, J.B., Husain, A.L., & Montag, A.G. (2014). Biopsy Interpretation: The Frozen Section (2nd ed.). Philadelphia: Lippincott Williams & Wilkins.

Learning Objectives: The Surgical Pathology Learning Objectives, the Autopsy Pathology Learning Objectives, and the Student Learning Outcomes can be found in Section 1 of this manual. Together these three documents form the foundation for the expectations of the learning experience during this course sequence. Mastery of the Surgical Pathology Learning Objectives, the Autopsy Pathology Learning Objectives, and the Student Learning Outcomes is required prior to the completion of the clerkship experience.

Course Evaluation Methods: Quarterly assignments must be submitted by the end of quarter deadline or a 5% deduction from the overall quarter grade will occur for each day that the submission is late.

Quarterly grades will be determined using the following schema:

4th Quarter

Component	Percentage
Journal/Specimen Log	5%
Final Poster	20%
Evaluations	5%
Quarterly Objectives	20%
Autopsy Objectives	20%
Quarterly Examinations*	20%
Final Art Show Project	10%

The final completed portfolio is hand delivered by student at Final Round-Up and retained indefinitely by Pathologists' Assistant Department.

*Students will be provided with monthly competency-based online examinations to aid them in their continual study of anatomic and surgical pathology. These examinations are based on the objectives and material covered during the first year of the curriculum. Students must pass all exams with a score of 70% or above in order to be eligible to graduate. One (1) remediation attempt will be offered for those who fail to pass the exam with a 70% or higher on the first attempt.

SCHEDULE: All exams will be posted on-line via D2L for the first four (4) days of each month (96 hr period), available from noon on the 1st of the month through noon on the 5th of the month, Central Standard Time (CST). Exams are one hundred multiple-choice

questions (100 MC), time restricted (100 minutes) and are to be taken independently without books, notes or other assistance.

Exam topics per month are outlined below:

MONTH	EXAM TOPICS
March	Exam IX: Autopsy Pathology, Forensic and Basic Autopsy Techniques, Anatomic Techniques, Laboratory Safety, Laboratory Management -Lecture Notes from D2L will also be utilized

Grading Criteria: This course is Pass/Fail. In order to pass, all students must receive a score of 70% or higher on all components of the clinical year curriculum including, but not limited to: quarterly exam, journal/specimen log, required objectives, art show project, final poster, and final portfolio.

Student Progression: The Pathologists' Assistant program curriculum requires natural progression from testing knowledge to assessing the technical skills and behaviors required to perform successfully in the clinical year. One measure of progression from quarter-to-quarter includes the types of CPT codes a student can competently* gross.

For Quarter 4, the student must be able to competently gross specimens from the following codes: 88300, 88302, 88304, 88305, 88307 and 88309.

**Competency is defined as performing at the level expected of an ASCP certified Pathologists' Assistant.*

Academic Accommodation: Rosalind Franklin University of Medicine and Science is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure to this class and your program, please contact the ADA Coordinator at 847.578.8354 or ada.coordinator@rosalindfranklin.edu to engage in a confidential conversation about the process for requesting accommodations in the classroom and clinical settings.

Course Policies: Remediation

Each quarter, feedback regarding student submissions will be provided via email. Any failing submissions will result in a grade of "NR" for the quarter pending one attempt at remediation. Students who are granted the opportunity to remediate any component of their quarterly submission will have 15 business days to submit their attempt. Successful completion of remediation will result in a maximum grade of 70% for said component(s).

Students will be allowed one remediation attempt for each online exam. Successful completion of remediation will result in a maximum grade of 70% for said exam. Failure to demonstrate competency by achieving a score of 70% or higher will result in a grade

of “F” for the quarter. Any student failing to meet this criterion will be subject to dismissal.

Course Policies: Quarterly Submission Guidelines

Quarterly portfolio submissions must be submitted online via Exxat and available to the department for review by the due dates outlined by 5pm CST. Each assignment submission file cannot be larger than 15MB.

Required quarterly objective due dates:

Quarter	Submission	Due Date
4th Quarter	SPO 6 & 12, SLO 1-10 Quarterly Evaluations Log/Journal Autopsy Objectives (if applicable)	Friday, March 25, 2022 at 5pm (CST)
Final Portfolio	Outlined on page 47	Friday, April 8, 2022

NOTE: If your autopsy rotation is included or concludes after Friday, January 28, 2022 your Autopsy Pathology Learning Goals & Objectives are due with your 4th Quarter Submission on Friday, March 25, 2022.

Course Policies: Evaluations

The Director of Clinical Education maintains regular contact with the students and the preceptors throughout the clerkship experience. Feedback from the student and preceptor on student performance should be based on the competencies and objectives for the clerkship experience and are obtained via phone and e-mail conversations as well as through formal evaluations in the form of the Evaluation of Clerkship Learning Competencies form and quarterly written evaluations. The Director of Clinical Education will also evaluate the student during physical site visitations, teleconferences and email correspondence. Following clinical site visits, students will receive formal written feedback from the site visitor. Students are required to complete evaluations for practicum and learning competencies each quarter. The necessary evaluation forms are located in Exxat.

Evaluation narratives must be a minimum of 100 words.

Student completed evaluations must be submitted by the end of quarter deadline or a 5% deduction from the overall quarter grade will occur.

It is possible for a student to meet the expectations of the clinical rotation but have identified issues, either professional or knowledge-based, that can jeopardize clinical progression. Consistent concerns related to professionalism or foundational knowledge documented on formative evaluations (quarterly evaluations and clinical visitation forms) or via communication with preceptors can trigger an on-campus meeting to review student performance. These patterns of evidence may result in a focused clinical evaluation plan.

SECTION 4: PORTFOLIO GUIDELINES

Portfolio Guidelines

Students will develop a portfolio that will document their ten-month educational clerkship experience and provide supporting evidence and essays of successful completion of student learning outcomes, goals, and objectives. The portfolio will be electronically submitted each quarter and upon completion of their clerkship, students will submit a comprehensive printed and bound document to the department faculty.

Evaluation of students during their clerkship training is primarily accomplished through submission of quarterly evaluative portfolios and in a summative fashion at the conclusion of the clerkship experience. The portfolio provides documentation of the process of learning and documentation of completion of the second-year learning goals and objectives. Documentation may come from a variety of sources (student, preceptor, etc.), through multiple methods or artifacts (essays, dictations, specimen photographs, etc.) and should span the entire ten months of training. **All work submitted each quarter needs to be 100% your own. You are not permitted to submit cases grossed and/or dictated by another individual in your clinical setting.**

Portfolios should be organized around the Student Learning Outcomes and Surgical and Autopsy Pathology Learning Objectives. For each goal and objective there will be quarterly submissions of your progress towards mastery and documentation of your mastery of each of the stated learning outcomes at the conclusion of your clerkship. Clerkship competencies are to be evaluated based on the Evaluation of Clerkship Competencies form, which is to be completed quarterly by both the student and the preceptor.

Additional documentation to demonstrate mastery of the competencies should be submitted in the portfolio and will include personal reflective essays on the student's progress at gaining mastery or demonstration of mastery of the competencies. At the on-campus Round-Ups, students will present their work from their clinical site(s) to date for discussion with their peers and feedback from program faculty.

The provided examples of evidence should form a starting point for the construction of your portfolio. Students should use your portfolio as an expression of the unique experiences you have in the clinical setting which have led to your mastery of the learning goals and objectives.

All work submitted each quarter needs to be completely de-identified prior to submission; this includes surgical case numbers, patient names, patient IDs, DOB, etc.

Clinical Site Demographics

The following items need to be included in your Midterm PowerPoint presentation.

Required demographics include:

- a. Facility and Department Description (introductory page; one per site)
- b. Name of site
- c. Nature of the site (e.g. teaching hospital, community hospital, clinic)
- d. Bed count and annual admission
- e. Surgical volume and nature of specimens (e.g. 50% skin biopsies)
- f. Autopsy volume
- g. Frozen section volume
- h. Number of pathologists
- i. Number of pathologists' assistants
- j. Residents/Fellows/Medical Students

Journal Guidelines

Students are required to keep a weekly journal documenting their educational experiences during their clerkship. These journals provide the student and department faculty a written account of the activities the student participated in during their ten-month clerkship to fulfill the learning competencies, goals and objectives of the anatomic pathology clerkships. The weekly journal submissions are to be accompanied with a time log detailing daily hours worked, daily preceptor(s), and a specimen log organized by CPT code. **Journal submissions must be a minimum of 100 words.** Topics to consider when writing your weekly journal reflection:

- a. Reflection of specimens grossed that week
- b. Review of gross dictations (alone or with your preceptor)
- c. Review of patient histories
- d. Camera set-up and gross photos opportunities
- e. Histology/embedding opportunities
- f. Research activities
- g. Professional Interaction (weekly, where applicable)
- h. Sign out opportunities
- i. Attendance at departmental/hospital conferences
- j. Participation in conference presentations
- k. Interprofessional activities
- l. Interactions with attendings
- m. Interactions with your preceptor

Weekly logs will be completed via Exxat. Additional information on how to configure your weekly logs will be provided by the Director of Clinical Education at a later date.

Presentation Guidelines

All students are required to submit PowerPoint Presentations including unique experiences and one case study of a specimen encountered that they found intriguing, is rare or had an unexpected finding.

The presentations should include:

- Clinical/patient history
- Surgical procedure
- De-identified dictation
- Gross photographs of the specimen
- Photomicrographs of the histology
- Final diagnosis
- Goals for the next quarter
- Unique experiences

Students will present their second quarter interesting case presentation at Midterm Round-Up for the current first year students. This presentation will be of your interesting case with photos, photomicrographs, and final diagnosis. As noted on page 44, clinical site demographics are to be included.

Final Poster Guidelines

For Final Round-Up, students will present a poster a case study of a specimen encountered that they found intriguing, is rare or had an unexpected finding. The following components are required:

- Abstract or Introduction
- Background or Clinical History
- Methods or Gross Description
- Results or Final Diagnosis
- Discussion
- Conclusion
- References
- Gross photographs, micrographs, radiographs

University approved templates will be provided on the [student site](#).

Final posters are due via [shared Google Drive folder](#) to the department on **March 1st by noon (CST)** if a student wishes to have their poster printed at no cost to them. To submit a poster for free printing, a PDF and PowerPoint version of the poster file needs to be included. The University does not permit modification or distortion of university logos; however, students are free to edit the background and header colorings in the provided templates as they see fit.

If a student does not have their final poster added to the shared folder by the 1st, the student shall be responsible for finding a third party to complete poster printing for them (i.e makesigns.com or a FedEx Kinkos) and paying for the expense out-of-pocket.

Art Show Guidelines

At Final Round-Up students will showcase visual and written communication skills in the form of an art show project. Additionally, the project gives the student the opportunity to reflect on and examine their work while providing health information to the campus community and visitors. The project may be photography from their portfolio or an alternative visual interpretation of a pathology/specimen they worked with. Additional information regarding specific requirements and project examples will be provided at Midterm Round-Up.

Final Portfolio Guidelines

At Final Round-Up, students will be required to submit all of their portfolio items from the clinical year. Any feedback provided throughout the clinical year must be updated in the final this version. Additional details on submission of the final portfolio will be provided via email during the 4th quarter.

Your final portfolio must include:

- Surgical Pathology Objectives 1-14 (including SPO 6 & 12 for Quarters 1-4)
- Autopsy Pathology Objectives 1-16
- Student Learning Outcomes 1-10
- Interesting Case PowerPoint Presentations for Quarters 1-3
- Copy of Final Poster
- Weekly Journal Quarters for 1-4

SECTION 5: OUTCOME AND OBJECTIVE ASSIGNMENT REQUIREMENTS

Student Learning Outcomes

- 1. Recognize and respect the diversity of patients and fellow health care providers as well as acknowledge one's responsibilities to patients' families and the community at large.**

Evidence: Submit an essay addressing the uniqueness of every surgical specimen and the role and professional responsibility pathologists' assistants have in ensuring the highest quality of care possible for the patient.

- 2. Effectively communicate and collaborate with other health care professionals in interprofessional teams.**

Evidence: Provide the definitions for interprofessional education and for interprofessional practice and site an example of when you have engaged in each during your clinical training.

- 3. Engage in evidence-based practice within the anatomic pathology laboratory while making a conscious, continued effort to improve performance.**

Evidence: Define evidence-based medicine and site a specific example of when you have engaged in evidence-based practice.

- 4. Synthesize clinical information from various sources to present comprehensive clinical pathologic correlations.**

Evidence: Define the phrase "clinical pathologic correlation" and submit a specific example from the gross bench and the autopsy suite where you have made clinical pathologic correlations. (You may submit a de-identified final autopsy report as part of your documentation.)

- 5. Communicate complex anatomic pathology information effectively in written, verbal, and photographic forms.**

Evidence: Submit sample dictations, full autopsy reports (includes patient history/clinical information, external exam, internal exam, cause, manner and mechanism of death) and gross specimen photographs. (Submit two examples of your best work from each of the categories listed. Additional examples to be submitted in fulfillment of specific surgical and autopsy objectives.)

- 6. Discern normal structure and function of organs, tissues, and cells from pathologic changes as demonstrated by selecting appropriate techniques for collecting, handling, submitting, and processing specimens.**

Evidence: Discuss a situation where you had to go back to a case and submit additional tissue and reflect on what you learned from that experience. Describe why selecting the appropriate techniques for collecting, handling, submitting and processing specimens is vital for the pathologists' assistant. (Additional

documentation may come in the form of narratives provided by your preceptor.)

7. Embrace and actively participate in a systems approach to reducing error, ensuring safety, and improving quality of care.

Evidence: A systems based approach is one that understands that a whole is made up of parts. Discuss advantages and disadvantages to using a systems-based approach in the pathology laboratory or healthcare setting.

8. Understand the value of information technology and promote its utilization in professional practice.

Evidence: Describe how information technology (IT) may be used in the pathology laboratory and site an example where IT is not currently utilized in your laboratory and how it would improve your work.

9. Provide leadership in the laboratory through an understanding of management techniques and the operations and services provided in the anatomic pathology laboratory to facilitate efficiency and productivity.

Evidence: Site a specific instance when you exhibited leadership in the laboratory which resulted in increased efficiency and productivity.

10. Conduct the practice of a Pathologists' Assistant in a professional manner, and by doing so, act as a steward of the profession for students, colleagues, and the public through education and research into the art and science of the practice of anatomic pathology.

Evidence: Discuss a situation in which you have acted as a steward of the profession, promoting (educating) another persons' understanding of pathologists' assistants and develop a sample research project which may help promote the profession and the utilization of pathologists' assistants.

Surgical Pathology Learning Objectives

1. Outline the standards that the College of American Pathologists (CAP) requires for surgical pathology.

Evidence: Record your reflections of the overall standards of the CAP Anatomic Pathology Master Checklist for surgical pathology and specifically address the following standards, citing examples from your clinical experience: Safety Item 1 (ANP.08216), Surgical Pathology Item 1 (ANP.10016), Surgical Pathology Item 3 (ANP.10038), Quality Control Item 8 (ANP. 11640), Quality Control Item 11 (ANP.11670) and Surgical Pathology Reports Item 6 (ANP.12350) For each, include a rationale for their inclusion in the CAP checklist.

2. Assure correct specimen accessioning.

Evidence: Submit a description of the steps involved in specimen accessioning. Discuss common accessioning errors, describe specific examples of accessioning errors you have observed or been involved in and propose quality control policies and procedures to reduce these errors.

3. Obtain pertinent clinical information and data required for prosection from the requisition, medical records, consultation with the pathologist(s) and other clinical providers, etc.

Evidence: Discuss how you would obtain clinical information on a specimen you receive with no clinical information listed on the specimen requisition.

4. Identify common situations that require expedited processing of a pathology specimen.

Evidence: List the specimens commonly requiring expedited processing and provide a rationale for why expedited processing is indicated.

5. Discuss the common indications for intraoperative consultation.

Evidence: List the specimens commonly submitted for frozen section diagnosis and provide a rationale for the frozen section. List other non-frozen section intraoperative consultations which may occur and the rationale for the consultation.

6. Describe gross anatomic features and specimens clearly and concisely in the form of dictation.

*Evidence: Submit de-identified sample dictations. ***Note: Only submit the pertinent dictation, not the entire case.****

*Quarter #1: submit **two** unique sample dictations per CPT code for 88300, 88302, 88304 and 88305.*

Quarter #2: submit **two** unique sample dictations per CPT code for 88300, 88302, 88304, 88305 (different from Quarter #1) and 88307.

Quarter #3: submit **two** unique sample dictations per CPT code for 88300, 88302, 88304, 88305, 88307 (different from previous quarters) and 88309.

Quarter #4: submit **five** unique sample dictations per CPT code for 88300, 88302, 88304, 88305, 88307 and 88309 (different from previous quarters).

7. Identify, under pathologist supervision, tissue to be submitted for frozen section diagnosis, prepare frozen sections competently (e.g., with care, skill, and efficiency, etc.), and effectively manage problems with suboptimal frozen sections.

Evidence: Discuss common problems that may arise during the frozen section process. Provide an example of a problem you have been involved in. How was this problem managed to allow for an accurate and timely frozen section diagnosis?

8. Demonstrate competency (e.g., care, skill, efficiency, etc.) at prosection for routine and complex surgical specimens.

Evidence: Submit an essay to support demonstrated competency at prosection. [Additional documentation may include self-appraisal and feedback from your preceptor(s.)]

9. Perform special procedures in the surgical pathology laboratory.

Evidence: Submit an essay addressing the various special procedures and/or studies at your clinical site(s) and provide specific examples of procedures in which you have observed or participated.

10. Manage workflow effectively in the gross room.

Evidence: Submit an essay on the competing interest in the gross room for your time (e.g. frozen sections, routine biopsies, complex surgical resections, conference preparation, etc.) and how you prioritize responsibilities, utilize your time and manage workflow effectively.

11. List procedures for locating a missing specimen such as a block, slide, or tissue.

*Evidence: Draft sample protocols/policies for missing **and** lost blocks, slides and tissue. Submit a reflective essay on a missing specimen that you have observed or have been involved in including the common problems which may lead to missing specimens and how these problems were managed to prevent further occurrences.*

12. Demonstrate proficiency at taking gross photographs of pertinent findings.

Evidence: Submit five individual cases per quarter including gross photographs with the accompanying dictation and a critique (minimum of 75 words) of the photo (e.g. Is it a quality photo that I could use for publication or display? Why or why not? Does it effectively demonstrate what I am trying to show? etc.) ***Note: Only submit the pertinent dictation, not the entire case.***

13. Explain the basic principles of informatics in anatomic pathology and effectively utilize the Laboratory Information System (LIS) and local computer network.

Evidence: Submit an essay outlining the LIS used at your clinical site(s) and evaluating the pros and cons of the system. Include a discussion of your day-to-day utilization of the system.

14. Perform other related job functions as needed such as laboratory maintenance, administrative tasks, and assisting with conference preparation.

Evidence: Submit an essay outlining examples of your participation in other job related functions.

Autopsy Pathology Learning Objectives

- 1. Determine whether proper legal authorization for an autopsy procedure has been obtained and the appropriate authorities to contact prior to the autopsy.**

Evidence: Describe how you would determine whether proper legal authorization has been obtained for an autopsy and discuss the common indications which would make for a potential medical-legal case.

- 2. Explain the necessary procedures to ensure the safety of those in the autopsy suite.**

Evidence: Draft a sample set of procedures for ensuring the safety of personnel in the autopsy suite.

- 3. Collect pertinent clinical information and data (e.g., from existing medical records, clinical providers, etc.) to reconstruct the deceased patient's medical history.**

Evidence: Submit a sample de-identified write up of a deceased patient's medical history from an autopsy from which you were involved.

- 4. Distill the essential parts of the medical history into likely manner, cause, and mechanism of death.**

Evidence: Submit a de-identified sample Preliminary Anatomic Diagnosis (PAD) from an autopsy case you participated in and discuss the pertinent gross findings, which support the likely cause, manner, and mechanism the PAD.

- 5. Recognize when it is necessary to seek consultation on a case from the attending pathologist(s).**

Evidence: Describe when it would be appropriate to seek consultation on a case, site specific examples and detail your personal experience(s).

- 6. Conduct systematic and thorough external examinations and in situ organ inspection.**

Evidence: Describe a systematic protocol for performing external examinations and in situ organ inspection.

- 7. Demonstrate competency at selecting, preparing, and submitting appropriate gross tissue sections for frozen section analysis and microscopy.**

Evidence: Site examples of when special tissue processing (etc. frozen section, decal, lymphoma protocol, etc.) might be indicated in an autopsy and detail your personal experience(s).

8. Demonstrate common evisceration techniques including the Letulle Method, the Virchow Method, as well as brain and spinal cord removal.

Evidence: List the steps outlining the above procedures and an essay of your experiences performing them. [Additional documentation may come in the form of written assessment of your technique from your preceptor(s).]

9. Demonstrate competency (e.g., care, skill, efficiency, etc.) at block and organ prosection.

Evidence: Describe block and organ prosection and your experiences performing them. [Additional documentation may come in the form of written assessment of your technique from your preceptor(s).]

10. Discern abnormalities and/or pathologic changes encountered during the autopsy and dictate or record the findings accurately.

Evidence: Submit a narrative description of a specific gross pathologic change which you have observed during an autopsy and how you discerned the change to be abnormal and associated with a particular disease process.

11. Obtain biological specimens such as blood, tissue, and toxicology material for analysis.

Evidence: List common indications for the procurement of blood, tissue and/or toxicology material for analysis in an autopsy and corresponding rationale for that indication. Provide narrative discussing your personal experience.

12. Indicate when special studies are needed such as non-routine cultures, special evaluation of bones, sinus cavities, and other tissues not routinely evaluated.

Evidence: List common indications when special studies are needed in an autopsy and corresponding rationale for that indication. Provide narrative discussing your personal experience.

13. Demonstrate proficiency at taking gross photographs of pertinent findings.

Evidence: Submit an essay about the importance of photography in an autopsy pathology laboratory. [Additional documentation may come in the form of sample gross photographs from autopsies you have participated in with corresponding critiques.]

14. Summarize patient information and autopsy findings clearly and concisely for oral and written presentation.

Evidence: Submit an essay on your experiences presenting gross autopsy findings to an attending pathologist and/ or at an autopsy conference and submit a de-identified full autopsy report (includes patient history/clinical

information, external exam, internal exam, cause, manner and mechanism of death) which you have written (may be a mock report and not the one actually used for the case).

15. Outline the proper procedure for preparing the body for release and releasing the body to the appropriate mortuary or funeral home representative.

Evidence: Outline the procedure for preparing and releasing a body from the autopsy service and submit a narrative on your personal experience with this task.

16. Perform other related job functions as needed such as laboratory maintenance, administrative tasks, and assisting with conference preparation.

Evidence: Submit an essay outlining examples of your participation in other job related functions.

SECTION 6: ASCP EXAM INFORMATION

ASCP Suggested Reading List

This list is intended only as a partial reference source. Its distribution does not indicate endorsement by the American Society for Clinical Pathology Board of Certification (ASCP BOC), nor does the BOC wish to imply that the content of the examination will be drawn solely from these publications.

ANATOMY AND HISTOLOGY

Haines, D.E. (2019). *Neuroanatomy Atlas in Clinical Context: Structures, Sections, Systems, and Syndromes* (10th ed.).

Wolters Kluwer Health. Moore, K.L., Agur, A.M.R., & Dalley, A.F. (2018). *Clinically Oriented Anatomy* (8th ed.). Wolters Kluwer.

Netter, F.H. (2019). *Atlas of Human Anatomy* (7th ed.). Philadelphia: Elsevier.

Pawlina, W. & Ross, M.H. (2020). *Histology: A Text and Atlas with Correlated Cell and Molecular Biology* (8th ed.). Wolters Kluwer Health.

Young, B., et al. (Eds.). (2014). *Wheater's Functional Histology: A Text and Colour Atlas* (6th ed.). New York: Churchill Livingstone.

AUTOPSY

Connolly, A.J., et al. (2016). *Autopsy Pathology: A Manual and Atlas* (3rd ed.). Elsevier, Inc.

Gilbert-Barnes, E., Spicer, D.E., & Steffensen, T.S. (2014). *Handbook of Pediatric Autopsy Pathology* (2nd ed.). New York: Springer Science + Business Media.

CLINICAL PATHOLOGY

Fischbach, F.T. & Fischbach, M.A. (2018). *Fischbach's A Manual of Laboratory and Diagnostic Tests* (10th ed.). Wolters Kluwer Health.

GENERAL PATHOLOGY

Gupta, M.E.P. (2021). *Board Review Series: Pathology* (6th ed.). Wolters Kluwer/Lippincott, Williams & Wilkins.

Kumar, V., Abbas, A.K., & Aster, J.C. (2018). *Robbins Basic Pathology* (10th ed.). Philadelphia: Elsevier.

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LABORATORY OPERATIONS

American Medical Association (2020). CPT 2020: Professional Edition. Chicago: AMA Press.

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ASCP Examination Content Guidelines

The PA(ASCP) certification examination is composed of 100 questions given in a 2 hour 30 minute time frame. All exam questions are multiple-choice with one best answer. The certification exam is administered using the format of computer adaptive testing (CAT). With CAT, when a person answers a question correctly, the next test question has a slightly higher level of difficulty. The difficulty level of the questions presented to the examinee continues to increase until a question is answered incorrectly. Then a slightly easier question is presented. In this way, the test is tailored to the individual's ability level.

Each question in the test bank is calibrated for level of difficulty and is classified by content area. The content area aligns with the examination specific content outline. The examinee must answer enough questions correctly to achieve a measure above the pass point in order to successfully pass the certification examination. There is no set number of questions one must answer to pass, nor is there a set percentage one must

achieve to pass. If at the end of the exam the examinee's score is above the pass point, then he or she passes the exam.

Examination Content Areas

The PA exam questions encompass the following content areas within Pathology: Fundamentals of Pathology, Anatomic Pathology Techniques, Anatomy, Autopsy Pathology, and Laboratory Operations. Each of these content areas comprises a specific percentage of the overall 100-question exam. The content areas and percentages are described below:

Content Areas	Description	Exam Percentages
Fundamentals of Pathology	General & Systemic Pathology	40-50%
Anatomic Pathology Techniques	Autopsy Pathology, Surgical Pathology & Histological Techniques	10-15%
Anatomy	Normal Microscopic Anatomy & Gross Anatomy	10-15%
Autopsy Pathology	Adult, Neonatal/Perinatal, Pediatric & Medicolegal/Forensic	10-15%
Laboratory Operations	Regulatory & Compliance, Management, Safety & Infection Control	5-10%

IMPORTANT: Examination questions, which are related to the subtest areas outlined below, may be both theoretical and/or procedural. Theoretical questions measure skills necessary to apply knowledge of pathology/histology, identify/evaluate morphological characteristics of disease, and correlate pathologic findings to physiologic/disease processes. Procedural questions measure skills necessary to select/perform appropriate laboratory techniques and follow quality assurance protocols.

- Fundamentals of Pathology (40-50%)
 - General Pathology
 - Cell injury
 - Environmental, toxic, and nutritional
 - Fluid and hemodynamic derangements
 - Genetic and metabolic disorders
 - Immunopathology
 - Infectious diseases
 - Neoplasia
 - Systemic Pathology
 - Blood and lymphoid
 - Bone and soft tissue
- Autopsy Pathology (10-15%)
 - Adult
 - Neonatal/perinatal
 - Pediatric
 - Medicolegal/forensic
- Laboratory Operations (5-10%)
 - Regulatory And Compliance
 - Governmental agencies (e.g., CLIA, HIPAA)
 - Laboratory accreditation (e.g. CAP, The Joint Commission)
 - Coding (e.g., CPT)
 - Management
 - Personnel

- Breast
- Cardiovascular
- Endocrine
- Gastrointestinal
- Kidney and urinary tract
- Liver and biliary tract
- Nervous system
- Pediatric
- Perinatal
- Reproductive - female
- Reproductive - male
- Respiratory
- Skin
- Anatomic Pathology Techniques (10-15%)
 - Autopsy Pathology Techniques
 - Histological Techniques
 - Surgical Pathology Techniques
- Anatomy (10-15%)
 - Gross
 - Normal Microscopic
- Work flow, scheduling and productivity
- Education/training
- Safety and Infection Control (e.g., OSHA, SDS, NFPA)

Examples provided (as indicated by e.g.) are not limited to those listed.

Other resources (hyperlinked below):

[AAPA Macroscopic Examination Guidelines: Utilization of the CAP Cancer Protocols at the Surgical Gross Bench](#)

[American Joint Committee on Cancer \(AJCC\)](#)

[College of American Pathologists \(CAP\)](#)

[The Joint Commission](#)

[Occupational Safety and Health Administration \(OSHA\)](#)

[Pathoma](#)

[U.S. Department of Health and Human Services \(HHS\)](#)

[U.S. Equal Employment Opportunity Commission \(EEOC\)](#)

SECTION 7: CONTACT INFORMATION

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