

TRAINEE HANDBOOK 2019



Post Fellowship Diploma in Dermatopathology

It is essential to read this Handbook in conjunction with the ***Trainee Handbook – Administrative Requirements*** which is relevant to all candidates. This has information about the College's structure and policies, together with details of requirements for registration, training and examination applications.

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GLOSSARY

CPDP	RACP Continuing Professional Development Program
(F)RCPA	(Fellow of the) Royal College of Pathologists of Australasia
IANZ	International Accreditation New Zealand
MDT	Multi-disciplinary team
NATA	National Association of Testing Authorities
PPD	Personal professional development
QAP	RCPA Quality Assurance Programs Pty Ltd
SOP	Standard Operating Procedure
WHS	Workplace health and safety

SECTION 1

INTRODUCTION

The College offers a post-Fellowship Diploma in Dermatopathology (Dip.Dermpath) for Fellows of the Royal College of Pathologists of Australasia who have completed Fellowship in the disciplines of Anatomical Pathology or General Pathology.

GENERAL AIMS OF THE TRAINING PROGRAM

Most RCPA Fellows trained in Anatomical and General Pathology report skin pathology and this will continue. The aims of the Diploma in Dermatopathology are to further advance the practice of dermatopathology by:

- Allowing Fellows whose practice includes a substantial component of dermatopathology to demonstrate further expertise in dermatopathology and
- Certifying professional expertise in dermatopathology;

These aims of the training program relate to four general functions of dermatopathologists:

- Discipline specific functions as a medical specialist (dermatopathologist) in the laboratory;
- Functions as a manager in the laboratory;
- Research and scholarship;
- Professional qualities.

These functions are elaborated as specific training outcomes and activities in Section 2.

The Diploma builds on Fellowship and Post Fellowship training. Candidates are expected to further develop the skills in management, research, scholarship, and professional qualities they have been developing during their pre- and post-Fellowship years and will continue to develop during their professional life.

This Handbook is designed for Dermatopathology but is based on the handbooks used in other College Post Fellowship Diplomas and shares some common requirements.

REGISTRATION

Fellows intending to train for the Diploma should write to the Registrar of the Board of Education and Assessment with details of their training position (full time or part time) and proposed training program. This should be accompanied by a confirmatory letter from the supervisor(s) of the proposed training program.

Training fees will be notified. In addition, Fellows will be expected to continue payment of annual membership fees. Examination fees are payable at the time of the examination application.

TRAINING REQUIREMENTS

Minimal prior dermatopathology experience: For these applicants, the training requirement is for twelve (12) months' equivalent full time (FTE) experience in a laboratory approved by the RCPA Board of Education and Assessment for training in dermatopathology. This would include anatomical pathology departments with a major service in dermatopathology and with an identifiable dermatopathology subspecialty area in the laboratory.

Recognition of prior training or experience: Consideration may be given to a period of post-Fellowship experience or training specifically in dermatopathology before commencing the Diploma. Applicants will be required to match their qualifications and experience against the learning outcomes detailed in Section 2 of this Handbook.

Award of the Diploma: Fellows who have completed the required 12 months' FTE experience are eligible for immediate award of the Diploma on successful completion of the examination. For those who take the examination part-way during this period, award of the Diploma is deferred until the requisite 12 months' FTE experience is complete.

Please refer to the *Trainee Handbook - Administrative Requirements* for essential information regarding training limitation, retrospective accreditation of training and temporary suspension of training.

SUPERVISION

All training must be supervised. More than one supervisor can be appointed if candidates divide the year between two or more unrelated laboratories. The College recommends that a single supervisor be responsible for no more than two candidates.

Who can be a supervisor?

The supervisor will normally be a Fellow of the RCPA; however non-Fellows may be approved by the Board of Education and Assessment if no Fellow is available. If the candidate spends significant periods working in an area where the supervisor has no personal involvement, the supervisor must certify that suitable supervision is being provided. The supervisor must also ensure that adequate supervision is arranged in their absence.

In circumstances where training occurs in more than one laboratory, a named supervisor is required, however there must be a nominated primary supervisor, usually at the primary laboratory, who has overall responsibility. Candidates working towards higher academic degrees (e.g. PhD), who find that their research supervisor is not suitable to be the RCPA training supervisor, should have a FRCPA co-supervisor.

While it is not appropriate for supervision to be delegated largely to a non-pathologist, it is appropriate for other pathologists and senior scientific staff with relevant experience to undertake some teaching and to sign off some workplace-based assessment forms required for the portfolio.

The role of the supervisor

Supervisors should devise a prospective training program, in collaboration with the candidate, on initial registration and annually. If the primary laboratory is unable to provide the full scope of required training, the program must include evidence of agreements with other laboratories to ensure that the curriculum is fully covered and supervision will be available.

The prospective program should be submitted for approval to the Registrar of the Board of Education and Assessment. Supervisors should ensure that the candidate has sufficient time and opportunities to carry out the required training activities.

Supervisors, and others to whom aspects of training have been delegated, are expected to monitor and provide regular feedback on the development of the candidate's competence. Formal meetings with the candidate are expected to occur at least every three months. They should observe the candidate's laboratory performance and interaction with scientists, peers and clinicians; and review result reporting. This may be delegated to other trainers where appropriate, eg, when the candidate is on secondment to another laboratory for a segment of training.

Please refer to **Appendix 2** Guidelines for Completing the Supervisor Report Form. This form has links to documents describing the formal duties of supervisors, such as the RCPA Induction Manual for Supervisors and the RCPA policy on the Role of the Supervisor.

ASSESSMENT

Assessment is by examination, evidence of personal and professional development and workplace-based assessment. Records of workplace-based achievements during training should be collected in a portfolio and submitted as evidence of competence.

Examinations

- **A written examination** encompassing all areas of dermatopathology, including relevant areas of clinical dermatology, molecular pathology, cytogenetics, microbiology, haematology and laboratory medicine and management as related to dermatopathology.
- **A slide (practical) examination** comprising 20 dermatopathology cases to be marked as for the Part 2 Slide Practical examination in Anatomical Pathology.
- **A structured oral examination** encompassing all areas of dermatopathology, including relevant areas of clinical dermatology, molecular pathology, cytogenetics, microbiology, haematology and laboratory medicine and management as related to dermatopathology.

See Appendix 2 for details of the examinations.

Examinations are prepared in accordance with [RCPA Guideline 3/2015 Quality Framework for RCPA Examinations – Written, Practical and Oral](#).

Evidence of personal and professional development

One example of personal and professional development in research/scholarship will be assessed. This must be bound as a single volume and submitted by the specified date.

Portfolio and workplace-based assessment

A variety of activities are to be completed to provide evidence of technical competence as well as broader professional development. Evidence of achievement is to be assembled in the portfolio. Please refer to the Portfolio Guidelines (Appendix 3) for specific requirements.

Limited Assessment for the Dermatopathology Diploma

At its discretion, with the exception of the slide exam and an oral examination, the Board of Education and Assessment may waive any component of the assessment, depending on the candidate's qualifications and experience. All applications for exemptions will be assessed on their merits and on an individual basis.

Fellows who already hold a recent qualification in dermatopathology (US Board Certified, European Diploma, FRCP-DermPath Diploma) would normally be exempt from the written component of the examination. Holders of such dermatopathology qualifications may also be exempt from some training and assessment requirements eg personal and professional development, and portfolio and work-place assessments, but each application for exemptions will be individually assessed.

Applicants for exemption from all assessment components **except** the slide examination and an oral examination should be nominated by a College Fellow or the Head of the Department or another pathologist of equivalent status from the department in which they work. The applicant should:

- be a Fellow of the RCPA; and
- have substantial full-time experience as a specialist in dermatopathology (eg full or part-time experience as a specialist in anatomical or general pathology and dermatopathology amounting to more than 10 years in aggregate, of which more than 5 years shall be in dermatopathology); or

- have significant experience in a senior administrative or academic post with a substantial professional component in dermatopathology (eg full or part-time experience as a specialist in anatomical or general pathology and dermatopathology amounting to more than 10 years in aggregate, of which more than 5 years shall be in dermatopathology).

Fellows with less than a total of ten (10) years' specialty experience are unlikely to be approved unless there are exceptional circumstances. In this situation, the applicant and sponsor should detail why they believe an exception may be justifiable.

Approval for the slide and oral form of examination is most likely for those Fellows who fulfil at least one and preferably several of the following criteria:

- have a national and international reputation among peers for excellence in dermatopathology;
- are a major contributor to dermatopathology through publications (books; book chapters; or papers published in peer-refereed journals); or have presented or given invited lectures at national and international scientific meetings. Candidates with fewer than 20-30 publications or presentations are unlikely to be successful;
- are members of national or international committees related to dermatopathology;
- have substantially contributed to professional organisations such as learned Colleges or Societies in Dermatopathology;
- consult or advise government, academic or professional bodies in Dermatopathology;
- have national or international awards recognising research achievements or professional excellence, or for other contributions in dermatopathology.

Applicants and their sponsors should address these selection criteria in their applications and may request one or more of these criteria to be weighted.

The RCPA Board of Education and Assessment may give each application, the applicant's curriculum vitae, and any supporting documents, to up to three referees. Because referee reports may take time, the Fellows and their sponsors should send applications well in advance of the examination application closing date, which is the last working day in February each year.

At its discretion, the Board of Education and Assessment may vary any of the above guidelines depending on the circumstances and merits of a particular case.

RESOURCES

Relevant texts and journals related to dermatopathology. The following are examples; many others are also appropriate, however the resources listed below will be used by the examiners to reference appropriate answers to assessment tasks.

Texts

(The edition used for examination purposes will be the latest edition which is available on 1 January in the year in which the examination is held)

Calonje JE, Brenn T, Lazar A, McKee P. McKee's Pathology of the Skin. 4th edition. Elsevier, 2011.

Cerroni L. Skin Lymphoma: The Illustrated Guide. Wiley, 2014.

Kazakov DV, McKee P, Michal M, Kacerovska Cutaneous Adnexal Tumors, 1st edition. Wolters Kluwer, London, 2012.

Patterson J. Weedon's Skin Pathology. 4th edition. Elsevier, 2015

Requena L, Kutzner H. Cutaneous Soft Tissue Tumors. Wolters Kluwer, London, 2015.

Sperling LC, Cowper SE, Knopp EA. An Atlas of Hair Pathology with Clinical Correlations. 2nd edition. New York & London: Informa Healthcare. 2012.

Wolff K, Johnson RC, Saavedra A, Roh EK. Fitzpatrick's Color Atlas and Synopsis of Clinical Dermatology. 8th edition. McGraw-Hill Education, 2014

Journals

Australasian Journal of Dermatology

American Journal of Dermatopathology

American Journal of Surgical Pathology

Journal of the American Academy of Dermatology

Journal of Cutaneous Pathology

JAMA Dermatology

Medical Journal of Australia

Pathology

SECTION 2

LEARNING OUTCOMES AND RECOMMENDED TRAINING ACTIVITIES

In Section 2 of this handbook, the discipline-specific functions of a dermatopathologist are elaborated as lists of training outcomes and the activities that candidates are recommended to perform in order to achieve the outcomes.

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1 DISCIPLINE-SPECIFIC FUNCTIONS AS A MEDICAL SPECIALIST IN THE LABORATORY

Experienced dermatopathologists demonstrate specialised expertise in all aspects of dermatopathology, including non tumour and tumour biopsies and excision specimens. They also provide a consultative service to clinicians and pathologists in cases requiring a specialised dermatopathology opinion.

By the end of training, candidates are expected to demonstrate that they have acquired the experience, specialized skills and knowledge in the above areas to function as a dermatopathologist. This is the primary aim of the Diploma.

The following lists of learning outcomes and activities are a guide as to what Fellows should have achieved by the end of post-Fellowship diploma training.

1.1 Knowledge and skills

Dermatopathology is the subspecialty of pathology related to the study and diagnosis of diseases of the skin and adjacent mucous membranes, cutaneous appendages, nails and subcutaneous tissues. Multiple methods are used including histological, histochemical, immunological, haematological, ultrastructural, molecular, genetic and microbiological techniques.

1.1.1 Foundation knowledge

Outcomes

The following topics should be understood at a level that enables candidates to competently carry out routine duties:

- Basic embryology, cytogenetics, molecular genetics and clinical genetics as applied to dermatopathology.
- Basic anatomical and physiological aspects of skin;
- The epidemiology of common and/or serious skin diseases;
- Basic understanding of principles and diagnostic techniques used in dermatology including dermoscopy;
- Pathological diagnosis of diseases of the skin and adjacent mucous membranes, cutaneous appendages, nails and subcutaneous tissues;
- Basic understanding of clinical diagnosis, treatment, management of common and/or serious skin conditions.

Activities

- Read text books, journals;
- Routine reporting and consultation with senior colleagues;
- Attend local, national and international dermatopathology meetings and conferences;
- Participate in clinics, dermatology meetings and other multi-disciplinary team meetings with a strong emphasis on clinicopathological correlation.

1.1.2 Dermatopathology

Outcomes

- Know the spectrum of dermatopathology;
- Demonstrate expertise in recognising and interpreting the histological appearances in a wide range of dermatopathology, including tumour and non-tumour pathology, inherited disorders, infection, lymphomas, alopecia, cutaneous soft tissue tumours and nail disorders;
- Competently use and interpret techniques such as histochemistry, immunohistochemistry, immunofluorescence, electron microscopy and photography as appropriate for dermatopathology;

- Competently order and liaise with the providers of techniques such as cytogenetics, flow cytometry, fluorescence in situ hybridization (FISH), comparative genomic hybridization (CGH), and next generation sequencing (NGS) and be able to explain the significance of results to clinicians as appropriate for dermatopathology;
- Competently perform and report frozen sections, including consulting on Mohs cases if required.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Report a minimum of 2000 dermatopathology cases including a wide range of tumour and non tumour cases. A minimum of 200 inflammatory dermatoses must be included. Logbook to be signed off by supervisor. This is a **mandatory** activity. Please refer to Portfolio Guidelines in Appendix 3.

1.2 Accession, management and processing of specimens

Outcomes

- Give advice on the best specimen for diagnosis, eg, fresh, formalin fixed, incision biopsy, excision
- Identify potential diagnoses and submit fresh and other appropriate tissue for ancillary investigations, eg, immunofluorescence, flow cytometry, cytogenetics, FISH, CGH, electron microscopy, NGS, microbiology;
- Consider cost-benefit issues when planning to use additional techniques;
- Understand medico-legal and ethical issues involved with dermatopathology specimens.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Sign off having read the cut-up manual;
- Understand, perform and supervise appropriate cut up of skin specimens including methods to avoid problems with cut up and solving cut up problems.
- General sign off, every three (3) months, by the supervisor of correct identification of specimens requiring ancillary investigations.

1.3 Storage and retrieval of laboratory data

Outcomes

- Use laboratory information systems in recording patient and request information, including a storage and retrieval system for specimens, results, comments and final reporting;
- Conform to specimen indexation conventions of the laboratory and use laboratory information systems to retrieve reports/specimens for examination and review to satisfy clinical audit and/or research purposes.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Read laboratory manual;
- Read NATA and NPAAC guidelines;
- Participate in daily laboratory activities.

1.4 Analysis of laboratory data

Outcomes

- Understand principles of histochemical, immunohistochemical, and immunofluorescence methods appropriate to dermatopathology and know when to use them;

- Recognise histological features of histochemical, immunohistochemical and immunofluorescence stains in normal and diseased tissues from a wide range of dermatopathology specimens;
- Understand principles of common molecular pathology techniques and electron microscopy as applied to dermatopathology and be able to order appropriately and explain the significance of results to clinicians as appropriate for dermatopathology

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Report all samples that are specified in this Handbook. To be signed off by supervisor. See portfolio guidelines.

1.5 Developing and reporting a professional opinion

Outcomes

- Make careful observations, describe accurately, record observations succinctly, with use of photography and video when appropriate;
- Demonstrate respect for the need for accuracy, attention to detail and timeliness in the performance of all duties;
- Understand the limitations of pathological findings;
- Understand the limitations of one's own ability to interpret findings and the need to seek a second opinion;
- Recommend and use standardised information structures, terminology and units for requesting and reporting, e.g. structured cancer reporting and use of formal terminologies;
- Explain evidence-based advice, guideline development, prediction and research, and describe the knowledge and information tools that can be used to help with this.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Report all samples that are specified in the portfolio guidelines. Keep records.

2 FUNCTIONS OF THE DERMATOPATHOLOGIST AS MANAGER IN THE LABORATORY

Experienced dermatopathologists have a significant role in safely and effectively managing the laboratory in the context of finite resources. They ensure cost-effective work practices through staffing and by developing policies and procedures based on appropriate use of information and evidence. They ensure that workplace health and safety protocols are observed in all aspects of the accession, management and processing of specimens. They demonstrate leadership in the organisation to promote safe patient care and they identify matters that are reportable to the coroner.

By the end of training, candidates are expected to carry out all these functions. In particular they should understand and be able to apply workplace health and safety protocols to all aspects of accessioning, management and processing of specimen and ensure cost effective work practices.

The following lists of learning outcomes and suggested activities are a guide as to what candidates should have achieved by the end of training.

2.1 Quality Management

Outcomes

- Apply, review and plan quality assurance strategies for monitoring processes and outputs in the laboratory;
- Document, notify and apply corrective actions, employing laboratory information systems where appropriate, in the event of incidents, errors and adverse events;
- Promote timely and appropriate use of pathology investigations.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Review summaries of relevant requirements for laboratory accreditation and performance, for example the NATA Checklist for Laboratory Accreditation;
- Participate in case/slide/laboratory/clinical rounds, peer review meetings, external quality assurance (e.g. RCPA QAP) and continuing professional development activities;
- Read current literature on QA strategies, risk management, informatics and evidence-based medicine in anatomical pathology laboratories;
- Participate in workflow checks to ensure effective and efficient laboratory function;
- Recognise, report and analyse quality problems when they arise in the laboratory;
- Participate in implementing plans for testing and evaluating measures to improve the quality of laboratory practice and patient care
- Complete the [Quality Management](#) eLearning Module in RCPA Education Online and print the certificate for the portfolio. A certificate of completion from previous pathology training will satisfy this requirement.

2.2 Laboratory Safety

Outcomes

- Apply, review and plan laboratory safety procedures, to protect self and staff against infection, radiation, toxic materials, electrical and fire hazards;
- Apply and evaluate processes for assessing risk and investigating and reporting hazards, in accordance with legal aspects of investigation and disclosure;
- Analyse incident reports and near misses to identify opportunities for improvements in practice;

- Contribute to the management of staff needs in the event of an adverse event in the laboratory;

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Participate in orientation program for new staff members;
- Meet with workplace health and safety (WHS) officer;
- Participate in WHS drills and meetings, especially fire safety;
- Participate in training to use equipment for biological, chemical and fire safety, first aid and resuscitation;
- Review incident reports and explore improvements if relevant;
- Follow relevant laboratory safety protocols and report breaches;
- Wear appropriate safety (personal protective) equipment when in the laboratory;
- Ensure relevant personal vaccinations are completed prior to commencement of duties;
- Complete the [Laboratory Safety](#) eLearning Module in RCPA Education Online and print the certificate of completion for the portfolio. A certificate of completion from previous training will satisfy this requirement.

2.3 Compliance with Legislation

Outcomes

- Understand legal and ethical aspects of dermatopathology;
- Demonstrate basic knowledge of requirements of Approved Pathology Provider (Australia) or other relevant undertakings;
- Operate with awareness of the potential for medical litigation and the role of pathologists as defendants or consultants, and apply appropriate risk management strategies;
- Ensure laboratory compliance with current requirements for notifiable diseases;
- Identify acceptable standards of billing practice appropriate to the work setting.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Review summaries and seek advice from appropriate senior staff;
- Document incidents and discussions with medico-legal implications and discuss with senior colleagues;
- Review laboratory manuals and State/Territory/country legislation for notifiable diseases;
- Maintain currency with the relevant requirements for notifiable diseases.

2.4 Managing People

Outcomes

- Review and use orientation and training protocols for new staff;
- Provide supervision and constructive feedback to staff;
- Display skills in conflict resolution in the workplace;
- Behave in accordance with equal opportunity and antidiscrimination practices in the workplace.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Participate in staff and business meetings in the Department;
- Observe administrative procedures in relation to selection and appointment of staff;
- Reflect on observations of interactions in the workplace;
- Participate in training on giving and receiving feedback and/or read articles on the subject;
- Participate in a conflict resolution course and/or read articles on the subject;
- Assist in the orientation and mentoring of junior colleagues;
- Participate as candidate representative on College committees.

2.5 Managing resources

Outcomes

- Describe budgetary considerations in an established anatomical pathology laboratory;
- Describe issues concerned with the assessment, procurement, installation, maintenance and use of laboratory equipment and electronic information systems in the laboratory; environment and evaluate cost effectiveness;
- Understand sources of pathology financing information, e.g. Medicare Benefits Schedule, Health Insurance Act or other documentation relevant to your jurisdiction.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Review and discuss with senior staff laboratory budget reports including income, expenditure, salary, overtime, annual leave and sick leave costs, maintenance and consumables costs;
- Participate as an observer in committees concerned with resource management;
- Teach colleagues to use new laboratory equipment and IT software and hardware;
- Attend training sessions concerned with implementing new technology, noting costs and benefits of the technology;
- Access Medicare Benefits Schedule and other documents relevant to your jurisdiction;
- Demonstrate judicious use of auxiliary investigations and immunohistochemical stains.

2.6 Information fundamentals

Outcomes

- Understand statistical concepts, methods and tools used to assess the accuracy, uncertainty, variation and reproducibility of test results, including data for both individual patients and populations, and to be able to determine confidence levels, reference or expected values and the clinical significance of testing;
- Understand the role and scope of informatics in laboratory medicine, including concepts of information architecture, quality and analysis, systems design, and specialised sub-domains such as bioinformatics, imaging and statistics;
- Explain the basics of laboratory systems architecture and the movement of data for communication of requests, reports and instrument interfacing;
- Identify the information technology environment in which the laboratory information system operates, including integrated systems (i.e. hospital information systems, back-ups, reporting and network structure);
- Describe meaningful and secure use of electronic health records in pathology practice.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Access and read documents and view video presentations relating to informatics to be found in RCPA Education Online;
- Participate in departmental and clinical meetings;
- Network and share information with colleagues;
- Plan, organise and review teaching activities, together with supervisor, peers and laboratory staff;
- Participate in College activities and meetings.

3 RESEARCH AND SCHOLARSHIP

Experienced dermatopathologists maintain their professional competence through self-education throughout their career. They contribute to the body of knowledge and/or enhancement of practice in their discipline through research and by educating colleagues. They continuously reflect on their practice and demonstrate and promote professional behaviour and attitudes at all times, being responsible and accountable to colleagues and the community.

The following lists of learning outcomes and suggested activities are a guide as to what candidates should have achieved by the end of training.

3.1 Research and critical appraisal

Outcomes

- Critically appraise sources of medical information, discriminating between them in terms of their currency, format, authority and relevance;
- Develop a personal strategy, using IT software where appropriate, to discover, store, access and share information resources;
- Apply and interpret basic statistical and epidemiological concepts and data;
- Demonstrate skill in developing a research proposal, conducting appropriate research activities and writing up for peer review/publication;
- Comply with the requirements of relevant bodies concerned with ethics in human and animal research;
- Prepare reports and papers for publication that comply with the conventions and guidelines for reporting biomedical research;
- Contribute to data analysis and publication in the department.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Undertake project(s) under supervision. See guidelines on Personal and Professional Development;
- Participate in and present cases, reviews and original work, to peers at grand rounds, specialist meetings, journal club, etc;
- Attend research meetings;
- Contribute to writing research proposals and ethics submissions;
- Use clinical and laboratory databases for research for collecting, organizing and analysing data;
- Use a standard bibliographic application (e.g. EndNote) to download citations from a search and organise them into a personal database;
- Read reference material on basic statistical concepts including distribution, mean, median, standard deviation, statistical significance, confidence intervals, correlation, sensitivity, specificity, predictive values, incidence and prevalence;
- Use the [research and scholarship](#) eLearning resources in RCPA Education Online;
- Consult a medical librarian, statistician or researcher.

3.2 Undertaking Self-Education and Continuing Professional Development

Outcomes

- As part of a personal continuing education strategy, practice the habit of identifying and documenting own learning needs, planning educational strategies to meet them, monitoring achievements through self-assessment and reflecting on the outcomes;

- Identify personal learning preferences and reflect on how effective they are in developing competence;
- Demonstrate up to date knowledge of and ability to appraise medical and pathological literature and innovations in areas relevant to dermatopathology.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Formulate a personal learning plan;
- Complete an online learning style inventory and explore a variety of ways to learn;
- Apply various computer-based instructional tools, such as electronic tutorials for confirming or updating knowledge and skills;
- Review RCPA CPDP documentation to identify and apply activities and recording strategies that may be applicable;
- Select relevant mentors to guide professional activities;
- Regularly review journals relevant to dermatopathology and participate in or lead discussions on contemporary issues;
- Participate in and present personal work at relevant educational meetings and journal clubs;
- Participate in case/slide/laboratory/clinical rounds, peer review meetings, external quality assurance (e.g. RCPA QAP) and continuing professional development activities.

3.3 Educating colleagues and others

Outcomes

- Prepare and deliver educational sessions, incorporating the principles of adult learning and using effective oral, visual or written modes, and reflect on their effectiveness;
- Contribute to the informal education of laboratory personnel, peers, medical students and other health professionals;
- Translate and convey technical concepts and information in an understandable manner to people without a background in anatomical pathology.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Participate in and contribute to departmental teaching sessions, clinico-pathological meetings, conference presentations;
- Prepare posters or educational articles of scientific investigations in dermatopathology and present to peers and other health professionals;
- Mentor students, registrars and other candidates and advise on effective preparation for examinations;
- Read journals relevant to dermatopathology, including articles on effective teaching strategies;
- Participate in training on the effective teaching and supervision of adult learners in laboratory and clinical settings, such as the “Teaching on the Run” program;
- Seek evidence of own teaching effectiveness.

4 PROFESSIONAL QUALITIES

Experienced dermatopathologists ensure patient safety through timely, accurate, appropriate, ethical use of investigations. They show respect for patient confidentiality and rights. They collaborate and communicate appropriately with others, showing awareness of cultural and linguistic diversity.

The following lists of learning outcomes and suggested activities are a guide as to what candidates should have achieved by the end of training.

4.1 Ethics and Confidentiality

Outcomes

- Demonstrate respect for patients' points of view and wishes and act with compassion at all times;
 - Practice ethically, which includes:
 - promptness of reporting;
 - interacting appropriately with clinicians, laboratory staff and other health professionals;
 - knowing when to seek opinion from others;
 - financial probity;
- Comply with legal, ethical and medical requirements relating to patient records and documentation, including confidentiality, informed consent and data security;
- Differentiate between ethically appropriate and ethically inappropriate procedures;
- Identify appropriate courses of action in regard to unprofessional conduct by or ill health in a colleague;
- Comply with copyright and intellectual property rules;
- Describe strategies to ensure equity of access to pathology testing for patients;
- Advocate for and protect patient rights.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Complete the Ethics eLearning modules in RCPA Education Online and get sign-off on the workbook from your supervisor. Evidence of having completed this module in previous training will satisfy this requirement.
- Complete the Monash University Clinical Ethics resource: [Monash clinical ethics](#)
- Review appropriate literature and guidelines including the National Patient Safety Education Framework;
- Read the most recent Australian Medical Association Code of Ethics;
- Read the Australian Medical Council Good Medical Practice Code of Conduct;
- Access and read documents relating to cultural competence, including those concerning indigenous people, such as Aboriginal and Torres Strait Islander and Maori people;
- Reflect on professional behaviour of self and others, identifying potential for ethical dilemmas and strategies to deal with them.

4.2 Communication

Outcomes

- Employ effective oral, written and electronic communication strategies, including the production of concise, grammatically correct written reports;

- Use appropriate language in all communications, showing awareness of cultural and linguistic diversity;
- Demonstrate good interpersonal communication skills such as active listening and accepting and offering appraisal;
- Comply with guidelines for handling sensitive information;
- Advise laboratory staff about testing methodologies, quality assurance techniques and delineating protocols for the issuing of results;
- Advise clinicians on the choice and performance of laboratory procedures and the interpretation and relevance of pathological findings, taking into account clinicians' and patients' needs;
- Consult with clinical specialists and pathologists on issues of patient care and professional practice and in seeking and providing referral opinion on difficult cases.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Participate in training sessions on communications, cross-cultural communications, presentation skills, etc;
- Compose written reports at an appropriate level of responsibility;
- Seek feedback from supervisor, colleagues and clinicians;
- Document telephone communication of pathological findings, interpretations, clarification of requests and complaints where appropriate, seeking feedback from supervisors and colleagues;
- Read documents relating to etiquette and proper use of electronic communications such as email;
- Consult style guides for correct use of grammar and terminology for written communications;
- Demonstrate findings to clinicians with clear clinicopathological correlation;
- Participate in clinicopathological meetings;
- Liaise with clinicians as to the most appropriate specimen for diagnosis;
- Give expert dermatopathology consultative opinion and advice on referred cases.

4.3 Collaboration and teamwork

Outcomes

- Contribute effectively to the activities of laboratory and health care teams, recognizing responsibilities and limitations of own role;
- Consult with laboratory colleagues, other medical practitioners, pathology informaticians and health care professionals;
- Contribute effectively to inter-disciplinary team activities, such as peer review sessions and other education and quality activities, recognizing responsibilities and limitations of own role;
- Promote the role of pathologists as vital contributors to patient care.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Identify the elements of an effective team and reflect on your observations of teams in your work place and others with which you interact;
- Network and share information with colleagues, using available technologies;
- Plan, organize and review teaching activities, together with supervisor, peers and laboratory staff;

- Participate in mentoring programs;
- Participate in College activities and meetings;
- Participate in departmental meetings.

4.4 Cultural competence

Outcomes

- Demonstrate an awareness of cultural diversity and the ability to function effectively, and respectfully, when working with and treating people of different cultural backgrounds. Diversity includes but is not limited to ethnicity, gender, spiritual beliefs, sexual orientation, lifestyle, beliefs, age, social status or perceived economic worth;
- Apply knowledge of population health, including issues relating to health inequities and inequalities; diversity of cultural, spiritual and community values; and socio-economic and physical environment factors; to specialist pathology practice;
- Apply knowledge of the culture, spirituality and relationship to land of Aboriginal, Torres Strait Islander and/or Māori peoples to specialist pathology practice and advocacy.

Activities

Select activities that are appropriate to your training environment and, if relevant, keep a record for your portfolio

- Access and read documents relating to cultural competence, including those concerning indigenous people, such as Aboriginal and Torres Strait Islander and Maori people;
- Participate in departmental and clinical meetings;
- Network and share information with colleagues;
- Plan, organise and review teaching activities, together with supervisor, peers and laboratory staff;
- Participate in mentoring programs;
- Participate in College activities and meetings;
- the [Cultural Competence eLearning modules](#) in RCPA Education Online and print the certificate of completion for your portfolio OR provide evidence of completion of cultural competence training provided by your employer, if a registered health services provider. A certificate of completion from previous training will satisfy this requirement.

Section 3

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Appendix 1

Assessment

Assessment of the Diploma in Dermatopathology is by

- Formal examinations;
- Evidence of personal and professional development (assessed);
- A portfolio of evidence of having participated in a sufficient number and type of activities in the workplace;
- Satisfactory progress (supervisor reports).

All components must be passed to gain an overall pass.

Please refer to the assessment matrix in Appendix 7.

Examinations are prepared in accordance with [RCPA Guideline 3/2015 Quality Framework for RCPA Examinations – Written, Practical and Oral](#).

Examinations

The examination has three components. Candidates who are successful in the written and slide examinations will be invited to proceed to the oral examination.

Written Examination:

This will be in the form of short answer questions. The examination will be held at a designated examination centre(s).

Histopathology slide (practical) examination:

This is a practical examination of twenty (20) neoplastic and non-neoplastic dermatopathology cases which will be marked as for the Part II Slide Practical examination in Anatomical Pathology. The examination will be held at a designated examination centre(s).

In some cases, the diagnosis may not be straightforward or there may be no definite diagnosis. The emphasis will be on rational and scientific approaches to differential diagnosis as part of problem solving in diagnostic dermatopathology

Oral examination:

The structured oral examination is held centrally for candidates who have passed the slides. Candidates progress through a series of stations. The content of the examination encompasses all areas of dermatopathology, including areas of clinical dermatology, molecular pathology, cytogenetics, microbiology, haematology and laboratory management as well as other areas of anatomical pathology as related to dermatopathology.

Each station will take approximately ten (10) minutes to complete and will be examined by two examiners.

Each component will be assessed as pass, borderline or fail. A borderline result is not to be considered a borderline pass.

Evidence of Personal and Professional Development

One (1) item is required during training, to which the candidate must be the major contributor. Guidelines are in **Appendix 4**.

Portfolio

The portfolio presents evidence of participation in a sufficient number and type of activities during your daily dermatopathology work. The hard copy portfolio must be made available to the supervisor to check periodically. To facilitate checking by the supervisor, a print-out of the portfolio summary spreadsheet (Excel file format) must be included as the front page of the portfolio.

The hard copy portfolio and summary spreadsheet will be checked for completeness by the supervisor at the time of the pre-examination supervisor report. It is strongly recommended that you start these activities at the earliest possible time after commencing training.

In summary, the portfolio activities include

- Case-based discussions relevant to dermatopathology;
- Reporting a broad range of tumour and non-tumour dermatopathology, including inflammatory dermatoses. Laboratory numbers are sufficient for most cases but full reports are needed for a specified number of the following:
 - Alopecia reports
 - Melanoma reports using appropriate synoptic reporting
 - Cutaneous lymphoma
 - Cases involving histochemical and immunohistochemical methods
 - Cases involving immunofluorescence
 - Cases involving techniques such as cytogenetics, FISH, CGH, NGS, microbiology
- Doing and supervising cut up and trouble-shooting cut up problems;
- Participation in the dermatopathology QAP;
- Attendance at one Mohs session in order to understand the procedure and be able to interpret the histological sections if required;
- Regular participation in clinics, clinical dermatology meetings, clinicopathological meetings and multidisciplinary meetings. A specified number of complex medical dermatopathology cases must be presented at meetings.
- Laboratory workplace health and safety, management, ethics and cultural competence issues

Detailed instructions are included in **Appendix 3** and on the forms, that must be used to record the activities in **Appendix 6**. Detailed guidelines for activities related to personal professional development are in **Appendix 4**. The portfolio summary spreadsheet (Excel file) may be downloaded from the RCPA website.

A print-out of the portfolio summary spreadsheet should be appended to the pre-examination supervisor report which is sent to the College. The summary will be reviewed by the Chief Examiner and the Registrar of the Board of Education and Assessment. The signatories and candidate may be contacted to confirm evidence of satisfactory completion. The portfolio and summary must be provided to the supervisor for review when preparing the annual supervisor report.

Supervisor reports

Candidates must submit a supervisor report for each year of training, including periods of rotation as well as an additional pre-examination supervisor report with the appended print-out of the portfolio summary spreadsheet. Please refer to *RCPA Trainee Handbook – Administrative Requirements* for key dates for submitting the reports.

It is the candidate's responsibility to ensure that the pre-examination supervisor report is completed and submitted by the due date. Failure to do so may jeopardise the accreditation of training time or finalisation of examination results.

Summary of assessment requirements

Item	Completion	Assessed by	Comments
Written Exam	Final year	Examiners with at least 5 years post-Fellowship experience.	
Histopathology slide examination	Final year		
Structured oral examination	Final year		
Personal and Professional Development item	Must be completed before Diploma can be awarded.		
Portfolio of evidence of having completed specified workplace activities	Prior to being awarded the Diploma.	Portfolio summary spreadsheet is checked for completeness by BEA Registrar or Deputy Registrar. If incomplete, the candidate may be required to undertake further activities.	Supervisor will review the portfolio when preparing the pre-examination supervisor report.
Supervisor reports: end of rotation, annual and pre-exam reports. Portfolio summary spreadsheet to be sent with annual and pre-exam reports	See RCPA website for submission dates	Reviewed by BEA Registrar or Deputy Registrar	Referral to Chief Examiner if necessary. The pre-exam report replaces the annual report if training is complete within one year

Assessment calendar

Please refer to the [RCPA Trainee Handbook – Administrative Requirements](#) on the RCPA website for enrolment dates and to the website for assessment dates.

Appendix 2

Guidelines for completing the supervisor report form

Information about the role and responsibilities of supervisors and resources to support supervision are available in the supervisor section of the RCPA website:

<http://www.rcpa.edu.au/Fellows/Supervisors>

The RCPA policy on the Supervision of Training and Accreditation of Supervisors is available at

<http://www.rcpa.edu.au/Library/College-Policies>

The Supervisor Report Form can be downloaded from the RCPA website:

<http://www.rcpa.edu.au/Trainees/Training-with-the-RCPA/Supervisor-Reports>

The form should be completed by the supervisor in consultation with other pathologists and laboratory staff with a significant role in the candidate's training program and with reference to the candidate's portfolio.

Candidates must make their up-to-date portfolio and logs available to the supervisor for the annual, rotation and pre-examination reviews. For the pre-examination review, a print-out of the portfolio summary spread sheet must also be made available. If training is complete within one year, the pre-examination report replaces the annual report.

The portfolio should include evidence of completion of the workplace-based assessment activities specified in Appendix 3.

Submitting the supervisor report

It is the candidate's responsibility to submit this form by the due date. At least one supervisor report is due annually and may be submitted with the annual registration for the subsequent year. For candidates who participate in rotational programs, one report is required for each period of rotation at a different institution and should be submitted on completion of the rotation. For candidates sitting the examination, the pre-examination supervisor report is due by the date specified in the *RCPA Trainee Handbook – Administrative Requirements* (on the RCPA website). A print-out of the portfolio summary spreadsheet must be appended to this report. Reports must be available for consideration at the examinations.

Please post this form by the due date to
The Royal College of Pathologists of Australasia
207 Albion Street
Surry Hills NSW 2010 AUSTRALIA

Faxed reports will not be accepted

Appendix 3

Portfolio Requirements for Candidates and Supervisors

The activities to be recorded in the portfolio are carried out in the workplace and provide evidence that the candidate is developing the desired technical skills, professional values and behaviors that are not readily assessed by formal examinations.

Candidates should accumulate evidence for the portfolio from the commencement until the completion of training. We strongly recommend commencing activities **early** in training.

The table on the next page summarises the requirements.

Appendix 6 contains instructions for completing the eLog and hard copy forms for recording portfolio activities. Please file any hard copies in a folder in separate sections. The eLog can be downloaded from the RCPA website.

A **portfolio summary spreadsheet** (Excel) should be compiled so that you can keep track of what you have completed. The spreadsheet can be downloaded from the RCPA website.

It is the candidate's responsibility to keep all records up-to-date and to present them to the supervisor for review and sign off at the periodic meetings and on the annual, rotation and pre-examination supervisor report.

The only document from the portfolio required for submission to the College is a print out of the portfolio summary spreadsheet with the annual and pre-examination supervisor reports. The actual portfolio should not be sent unless requested for audit purposes.

 <h1 style="margin: 0; font-size: 2em;">RCPA</h1> <p style="margin: 0; font-size: 0.8em;">The Royal College of Pathologists of Australasia</p>	<h2 style="margin: 0;">Dermatopathology</h2> <h3 style="margin: 0;">Portfolio requirements</h3>
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Portfolio Section	Mandatory activities	Evidence
1	CbD At least 3 case based discussions	CbD forms , signed by supervisor or delegate
2	Dermatopathology cases Report under supervision a minimum of 2000 cases covering the broad spectrum of tumour and non-tumour dermatopathology, including <ul style="list-style-type: none"> • minimum 200 inflammatory dermatoses. • Minimum 10 cases involving the use of histochemical and immunohistochemical methods The cases in sections 3-8 below are included in these 2000 cases.	eLog of laboratory numbers and other information on a spreadsheet so that an audit may be performed. Cases that the candidate has reviewed but not reported should not be included.
3	Alopecia cases Report 20 cases under appropriate supervision. A range of alopecia diagnoses is recommended.	20 full case reports. These can be electronic or print. Delete or redact any information identifying the patient except the laboratory number as report may be audited. Also record in the eLog
4	Melanoma cases Report 40 cases using appropriate synoptic reports under appropriate supervision	40 full synoptic reports. These can be electronic or print. Delete or redact any information identifying the patient except the laboratory number as report may be audited. Also record in the eLog
5	Cutaneous lymphomas Report 10 cases under appropriate supervision. A range of cutaneous lymphoma diagnoses is recommended.	10 full case reports. Can be electronic or print. Delete or redact any information identifying the patient except the laboratory number as report may be audited. Also record in the eLog
6	Immunofluorescence Interpret and report a minimum of 10 cases. Also report the associated histology.	10 full case reports , can be electronic or print. Delete or redact any information identifying the patient except the laboratory number as report may be audited. Also record in the eLog
7	Techniques such as Cytogenetics, FISH, CGH, NGS, microbiology Five (5) specimens for which these investigations are required. Justify the use of these techniques.	5 full case reports , can be electronic or print. Delete or redact any information identifying the patient except the laboratory number as report may be audited. Also record in the eLog

8	Dermatopathology QAP participation	Signed off by supervisor.
9	Mohs session Attendance at 1 session involving at least 3 patients, in order to understand the procedure and be able to interpret the histological sections.	Attendance at Mohs session Confirmation of attendance by Mohs surgeon.
10	Clinical meetings Provide evidence of having attended at least 10 meetings. Present cases at 5 of these meetings of which 3 cases must be complex medical dermatopathology conditions. This is the minimum number of clinical meetings which candidates must attend but are strongly encouraged to have as much clinical exposure as possible including regular attendance at clinics (see below).	Supervisor Sign-off Form for Clinical Meetings Each meeting noted on this form should be signed by a senior person at the meeting to verify the candidate's involvement in the meeting. Candidate should also keep a list of cases/entities presented at each meeting.
11	Clinic attendance Observe at least 50 hours of clinics. Can include dermatology-related ward rounds and outpatient clinics and private dermatologist rooms. It is the candidate's responsibility to arrange this.	Clinic attendance form Document attendance at clinics.
12	Professional qualities The following RCPA e-learning modules are required to be completed during training <ul style="list-style-type: none"> • Quality Management • Laboratory Safety • Ethics • Cultural Competence Candidates who can supply evidence of having completed the modules previously are exempt.	A certificate of completion can be printed when the module has been completed (a workbook is required for the Ethics module). Note: A cultural competence certificate issued by a recognised health service provider can substitute for the RCPA ethics module certificate. Certificates of completion from previous RCPA training are acceptable.
13	Supervisor reports for rotations, annual and pre-examination. Portfolio summary spreadsheet to be sent with annual and pre-examination reports.	Reports and a brief reflection (maximum 1 page) on the supervisor's comments for each report.

Appendix 4

Guidelines for presenting evidence of Personal & Professional Development (PPD)

By the end of training candidates should provide evidence of having completed one example of personal professional development in dermatopathology. The candidate must be the major contributor to the work presented.

The choices are:

Item	Documentation
<p>Principal author on a publication in a peer-reviewed journal on a dermatopathology case.</p> <p>OR</p> <p>Two (2) oral and/or poster presentations on a dermatopathology topic at a national or international meeting The candidate must be a major contributor to the work being presented and must be significantly responsible for the production of the poster</p>	<p>Copy of article or manuscript with evidence of acceptance; sign off from the supervisor that the candidate made a major contribution to the work</p> <p>Copy of meeting poster abstracts and A4 or A3 printout of mini version of the poster; sign off from the supervisor that the candidate made a major contribution to the work and production of the poster</p>

Candidates are strongly advised to commence this activity early in training.

Submission of PPD item for assessment

The PPD item will be assessed as satisfactory or unsatisfactory. An Item that is assessed as unsatisfactory may be revised and re-submitted one time only.

Candidate and supervisor declarations must be included (see **Appendix 5**).

Candidates should keep your own copy of the PPD item because the copy sent to the College will not be returned,

Please post to
The Royal College of Pathologists of Australasia
207 Albion Street
Surry Hills NSW 2010 AUSTRALIA

Appendix 5

Declarations for PPD items

Declaration for published manuscript

Candidate declaration: I certify that this published article is work that I completed during my accredited training in dermatopathology or in the preceding 12 months. The work is original and has not been submitted for assessment in any other PPD category. I have read and understand RCPA Policy 10/2002 - Plagiarism and Cheating in Examinations.

Supervisor declaration: As the supervisor for Dr., I certify that this published article reports work to which he/she made a major contribution and was carried out during his/her training in dermatopathology or in the preceding 12 months. I have reviewed this item and read the relevant RCPA PPD requirements and believe it is suitable for submission to the RCPA examiners.

Candidate signature.....date.....

Supervisor name (print)

Supervisor signature.....date.....

Declaration for conference oral or poster presentation

Candidate declaration: I certify that this oral/poster presentation (cross out as applicable) reports work that I completed during my accredited training in dermatopathology or in the prior 12 months. The work is original and has not been submitted for assessment in any other PPD category and has not been used by any other candidate in this laboratory. I have read and understand RCPA Policy 10/2002 - Plagiarism and Cheating in Examinations.

Supervisor declaration: As the supervisor for Dr., I certify that this oral/poster presentation (cross out as applicable) reports work to which he/she made a major contribution and was carried out during his/her training in dermatopathology or in the prior 12 months and has not been used by any other candidate in this laboratory. I have reviewed this item and read the relevant RCPA PPD requirements and believe it is suitable for submission to the RCPA examiners.

Candidate signature.....date.....

Supervisor name (print)

Supervisor signature.....date.....

Appendix 6

Forms and Logbook pages

Appendix 6 contains master copies of forms to be used to record activities for the portfolio. Please make as many copies as you need and file the completed forms safely in the portfolio folder.

The forms are

- CbD (case-based discussion) form
- Mohs session
- Participation in dermatopathology QAP
- Supervisor sign-off form for clinical meetings
- Attendance at clinics
- Professional qualities: Certificates of completion of the Quality Management, Laboratory Safety, Ethics and Cultural Competence eLearning modules in RCPA Education Online.

There are also instructions on how to set out the eLog spreadsheet to record details of the required 2000 dermatopathology cases.

CbD (Case-based Discussion) Assessment Form

Throughout training, candidates should seek opportunities to present and discuss cases with colleagues and receive feedback.

The CbD assessment is an opportunity to present in a relatively informal setting to a supervisor or other senior pathologist. It is not a formal presentation at a meeting. The CbD indicates the candidate's ability to interpret and relate pathological results to clinical findings, to plan appropriate investigations and make decisions regarding patient care, including decisions with ethical and legal dimensions. The purpose of the CbD assessment is also to provide feedback about candidates' progress by highlighting strengths and areas for improvement.

The CbD form should be used to formally record and sign off as satisfactory at least three (3) of these sessions before the examination. These should be complex cases, in which the level of complexity may relate to the condition itself or to clinical complexity where there is a wide differential diagnosis.

The candidate should initiate each CbD assessment by selecting two recent cases in which s/he has been involved. The assessor should select one of these for the candidate to present and discuss. The assessor, who should be an RCPA Fellow but not necessarily the listed supervisor, can note this as a CPDP quality activity. The candidate should request a mutually convenient time for a 30-minute discussion, which allows 15-20 minutes for the presentation/discussion and 5-10 minutes for the assessor to give immediate feedback and complete the CbD form.

Each CbD case must be an example of complex medical dermatopathology and can encompass one or more of the following aspects:

- Clinical/dermatopathological assessment;
- Clinical management, ie, selection of investigation(s), interpreting and reporting results.
- Quality improvement;
- Professionalism, eg ethical/legal aspects, teamwork

Grading, standards and outcome of assessment

Each aspect of the candidate's performance should be graded. The "n/a" option should be used if the assessor has not observed that aspect or is otherwise unable to comment. Feedback should be given sensitively in a suitable environment and should include strengths and areas for development which should be identified agreed and recorded on the CbD form.

The final outcome should be graded according to whether the standard of performance is as expected for the stage of training. A candidate whose performance does not meet the standard will be able to repeat the assessment with no penalty.

Record keeping

The CbD forms must be fully completed, signed and dated by the candidate and the assessor. The forms must be retained by the candidate

		Dermatopathology Case-based Discussion (CbD) Assessment Form			
Candidate name		Candidate ID			
Assessor name		Assessor position			
Brief description of case presented, discussed and assessed					
Please comment on whether these aspects of the candidate's performance are as expected for the stage of training			Yes	No	n/a
Initial assessment of clinical, pathological aspects of case					
Appropriate initial and follow up investigation/s selected					
Interpretation of findings					
Clinical management advice					
Overall laboratory and clinical judgment					
Reporting of findings					
Ability to present and discuss case					
Please comment on other relevant aspects, especially on aspects for improvement					
Final outcome (please circle) As expected for the stage of training Below expected for the stage of training		Date of CbD	Time taken for CbD	Time taken for feedback	
Name (please print) and signature of assessor			Signature of trainee		
Name of laboratory					

Electronic log of dermatopathology cases

The portfolio requires you to record details of cases that you have encountered during training. Please begin recording cases as soon as possible after beginning training.

The easiest way to do this is to search your laboratory information management system (LIMS) for cases that you have been involved with and export the case identifiers into an Excel spreadsheet. You can then add columns as suggested in the table below.

If your LIMS does not allow you to search for and export cases that you have been involved with, download the spreadsheet at <https://www.rcpa.edu.au/Trainees/Curriculum> and add the case identifier manually, along with the other information required.

Column	Information required
A	Unique key: a number that starts at 1 increments by 1, to make the sheet easier to sort
B	Date: dd/mm/yy
C	Case identifier: the case-specific number that enables you to find the case in the laboratory information management system (LIMS). If not in the LIMS (eg viewed during a course or slide exchange) use a reference that enables the origin of the case to be identified.
D	Specimen type
E	Diagnosis
F	Ancillary technique used: histochemical, immunohistochemical, immunofluorescence, electron microscopy, cytogenetics, FISH, CGH, NGS, EM, microbiology or other. If none, n/a
G	Other: DOPS, Case report, Synoptic report, alopecia, melanoma, cutaneous lymphoma or other full report done

Synoptic report protocols and proformas may be downloaded from [Cancer Protocols](#)

		Dermatopathology Supervisor sign off form for Mohs session	
Candidate name		Candidate ID	
How to use this form By signing this Mohs session form, the Mohs surgeon and the supervisor confirm that the candidate has attended a Mohs session and seen at least 3 cases during the training period.			
Case	Brief description of case		
1			
2			
3			
Name (please print) and signature of Mohs surgeon <div style="text-align: right;">Date</div>			
Name (please print) and signature of supervisor <div style="text-align: right;">Date</div>			
Signature of trainee <div style="text-align: right;">Date</div>			

 RCPA The Royal College of Pathologists of Australasia		Dermatopathology Supervisor sign off form for Clinical Meetings		
How to use this form By signing this Clinical Meetings form, the supervisor verifies that the candidate has presented cases at a minimum of 5 clinical meetings during the training period and that 3 of these were complex cases. The candidate should have attended at least 10 clinical meetings				
Candidate name				Candidate ID
	Meeting date	Type of meeting	Case presented	Consultant signature
1				
2				
3				
4				
5				



The Royal College of Pathologists of Australasia

Dermatopathology
Supervisor sign off form for
Clinic attendance

How to use this form

By signing this clinic attendance form, the supervisor verifies that the candidate has attended at least 50 hours of clinics. These can include dermatology-related ward rounds and outpatient clinics and private dermatologist rooms.

Add rows as required.

Candidate name				Candidate ID
	Date	Type of clinic	Duration (hours)	Consultant signature
1				
2				
3				
4				
5				
6				
7				
8				

Appendix 7

Assessment matrix

Outcome		Assessment method (see key below)				
		Exams			PPD	Portfolio
		A	B	C	D	E
Discipline-specific functions in the laboratory						
1.1	Knowledge of essential topics in dermatopathology	X	X	X		X
1.2	Accession, management, processing specimens		X	X	X	X
1.3	Storage and retrieval of laboratory data		X	X	X	X
1.4	Analysis of laboratory data	X	X	X	X	X
1.5	Developing, reporting a professional opinion	X	X	X	X	X
1.6	Monitoring patient progress		X	X	X	X
Functions as a manager in the laboratory						
2.1	Quality assurance		X	X		X
2.2	Laboratory safety		X	X		X
2.3	Compliance with legislation		X	X		X
2.4	Managing people			X		X
2.5	Managing resources			X		X
2.6	Information fundamentals		X	X		X
Research and scholarship						
3.1	Research and critical appraisal				X	
3.2	Self-education and CPD				X	
3.3	Educating colleagues and others				X	X
Professional qualities						
4.1	Ethics and confidentiality			X	X	X
4.2.1	Oral communication			X		
4.2.2	Written communication		X		X	
4.2.3	Academic writing				X	
4.3	Collaboration and teamwork					X
4.4	Cultural competence				X	X

Assessment key	
A	Histopathology slide exam
B	Written exam
C	Structured oral exam
D	Personal professional development items
E	Portfolio items: DOPS (directly observed practical skills) Case-based discussions Log of dermatopathology cases Log of clinical meetings Professional qualities

Appendix 8 Essential dermatopathology topics

Topic
Skin structure & function
Patterns of inflammation in the skin
Minor skin reaction patterns
Lichenoid reactions
Spongiotic reactions
Psoriatic reactions
Granulomatous disorders
Vasculopathic disorders
Vesiculobullous disorders
Disorders of epidermal maturation & keratinisation
Pigmentary disorders
Collagen disorders
Elastic tissue disorders
Cutaneous mucinoses
Cutaneous deposits
Appendageal disorders including alopecias
Cysts, sinuses and pits
Panniculitis
Metabolic & storage disorders
Drug reactions
Reactions to physical agents
Bacterial and rickettsial infections
Spirochetal infections
Mycoses & algal infections
Viral diseases
Protozoal infections
Maine injuries
Helminth infestations
Arthropod-induced diseases
Tumours of the epidermis
Lentigines, nevi and melanomas
Tumours of cutaneous appendages
Tumours of fibrous & related tissues
Tumours of fat
Tumours of muscle, cartilage and bone
Neural and neuroendocrine tumours
Vascular tumours
Cutaneous metastases
Infiltrates-non-lymphoid
Infiltrates-lymphoid
The skin in systemic disease
Nail disorders
Oral disorders
Genital dermatopathology
Dermoscopy