

Development of Core Curriculum for Cytopathology Fellowship Training in the Philippines

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ABSTRACT

Cytopathology in the Philippines is currently practiced by board-certified anatomic pathologists who receive only a three-month rotation in the discipline during their four-year combined Anatomic and Clinical Pathology residency training. At present, the country lacks a formal fellowship program in cytopathology, and no national core curriculum has been developed for this subspecialty. Local pathologists with advanced training and extensive experience in cytopathology recognized by the Philippine Society of Pathologists, Inc. (PSP), developed the first national core curriculum for cytopathology fellowship training. This initiative marks the first locally developed guideline for cytopathology fellowship training in the Philippines, representing a significant milestone in the advancement of subspecialty pathology education in the country.

Key words: cytopathology, core curriculum, core competencies, fellowship training

ISSN 2507-8364 (Online)

Printed in the Philippines.

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Received: 2 September 2025.

Accepted: 22 September 2025.

Published online first: 2 December 2025.

<https://doi.org/10.21141/PJP.2025.10>

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INTRODUCTION

Cytopathology is a subspecialty of pathology concerned with the study and diagnosis of disease at the cellular level, utilizing specimens obtained through exfoliative cytology or interventional techniques such as fine-needle aspiration (FNA). It plays a critical role in the diagnosis of a broad spectrum of conditions, including neoplastic (benign and malignant), infectious, inflammatory, and other non-neoplastic diseases.

In the Philippines, cytopathology is currently taught as part of a three-month rotation within the four-year combined Anatomic and Clinical Pathology residency program. While this provides introductory exposure, it remains insufficient to achieve subspecialty-level proficiency. Gaps persist in several competency areas, including limited knowledge and practical experience, underutilization of ancillary diagnostic tests, inadequate training in FNA procedures, and lack of structured patient interaction during diagnostic interventions. At present, the country lacks a formal fellowship program in cytopathology, and no national core curriculum has been developed for this subspecialty.

ESTABLISHMENT OF THE PHILIPPINE SOCIETY OF CYTOPATHOLOGY AND THE CYTOPATHOLOGY FELLOWSHIP TRAINING PROGRAM

Recognizing this gap, the Philippine Society of Pathologists, Inc. (PSP) initiated the subspecialty recognition of fellows with advanced training and extensive experience in cytopathology. Six such fellows subsequently founded the Philippine Society of Cytopathology (PSC), the first subspecialty society formally recognized by the PSP. In line



with its mandate to ensure a sustainable pipeline of future subspecialists, the PSC has developed a formal one-year fellowship program for cytopathology fellowship training.

The overarching objective of the Cytopathology Fellowship Training Program is to produce competent cytopathologists capable of independently diagnosing diseases and conditions based on cytologic specimens. The core curriculum is designed to cultivate a deep understanding of cellular morphology, diagnostic techniques, and the clinical implications of cytologic findings. Fellows are expected to acquire the knowledge, technical skills, interpretative expertise, and professional attitudes necessary to function independently as cytopathologists in clinical, academic, and research settings.^{1,2} Through hands-on experience, didactic instruction, and exposure to a diverse range of cases, the program seeks to produce graduates who can advance cytopathology practice in the Philippines.

Specifically, the program shall:

1. Equip fellows with advanced knowledge and interpretative skills in exfoliative and fine-needle aspiration cytology.
2. Develop technical proficiency in specimen collection, preparation, processing, and application of ancillary diagnostic methods.
3. Enhance communication skills and professional conduct in patient interaction and multidisciplinary collaboration.
4. Instill values of ethical practice, lifelong learning, and evidence-based decision-making in cytopathology.
5. Prepare fellows for leadership roles in academic, clinical, and laboratory-based cytopathology practice.

CURRICULUM DEVELOPMENT

The development of the fellowship curriculum followed a consensus-driven process among the founding members of the Philippine Society of Cytopathology. Deliberations were conducted en banc to define the key result areas, competencies, learning objectives, teaching strategies, training activities, and methods of evaluation.

The framework was organized according to the domains of knowledge, skills, and attitudes, consistent with outcome-based education principles.³ International standards, particularly those from the Accreditation Council for Graduate Medical Education (ACGME),^{1,2} were reviewed and adapted to align with the Commission on Higher Education (CHED) regulatory framework and the local training environment.³ The resulting curriculum reflects both global best practices and the unique needs of cytopathology practice in the Philippines.

CORE CURRICULUM

In the context of fellowship training, *competency* refers to the fellow's demonstrated ability to integrate knowledge, technical skills, and professional attitudes in the effective practice of cytopathology. The curriculum emphasizes the delivery of high-quality patient care within both academic and clinical settings.

Table 1. Core Competencies for Cytopathology Fellowship

Core competency	Description
<i>Patient care</i>	Provision of safe, effective, accurate, patient-centered diagnostic services, including fine-needle aspiration (FNA) and handling of specimens.
<i>Medical knowledge</i>	Demonstration of knowledge applicable to the practice of cytopathology like cytomorphology, disease mechanisms, and various testing.
<i>Professionalism and ethical standards</i>	Commitment to carry out professional responsibilities following highest ethical standards, respect, and self-awareness.
<i>Practice-based learning and improvement</i>	Evaluation of the fellow's own practices, appraisal and assimilation of scientific evidence, and improvement based on self-evaluation and feedback
<i>Interpersonal and communication skills</i>	Effective interaction and communication with clinicians, patients, and families, writing and issuance of succinct cytology reports, and good performance as part of the health care team.
<i>Systems-based practice</i>	Knowledge on the healthcare system including its resources most especially to laboratory operation, quality assurance, compliance in regulations, and collaboration.

Competencies are mapped to specific learning objectives and reinforced through a variety of teaching modalities, including didactic lectures, case-based discussions, supervised diagnostic sign-outs, FNA procedures, laboratory rotations, multidisciplinary conferences, and research activities. Assessment tools, ranging from direct observation and case log reviews to written and practical examinations, are employed to ensure mastery.

The program's structured design ensures that graduates are not only proficient in accurate cytologic diagnosis but also capable of applying their expertise toward comprehensive patient management, collaborative clinical practice, and the advancement of cytopathology as a discipline in the Philippines.

CORE COMPETENCIES

There are six (6) **Core Competencies for Cytopathology Fellowship** (Table 1).¹

LEVELS OF COMPETENCY

It is important to understand the levels of competency for both trainers and fellows in cytopathology to track the progression of fellows from novices to experts. Based on the ACGME milestone framework, there are five levels of competency (Table 2).¹

INSTRUCTIONAL DESIGN MATRIX^{1,2,4}

The instructional design matrix (Annex 1) is a tool used to systematically align the learning objectives, learning content, activities and strategies as well as evaluation tools with the core competencies.⁵ It is a strategic framework to guide the design, delivery, and evaluation of the entire training program ensuring that every learning activity has a clear purpose aligned with the core competencies that can be assessed properly. This alignment creates a competency-based curriculum that is goal-driven, measurable, and assessment-ready. The matrix can be used by various stakeholders, i.e. program directors, fellows (trainees), trainers (cytopathologists, faculty, and attending

Table 2. Levels of Competency for Cytopathology Fellowship Training Program

Competency Level	Description
Level 1	The novice who starts training and is expected to know the basic concepts in cytomorphology and reviews the cellular features in health and in disease. He is guided and supervised in preparing and triaging of specimens.
Level 2	The developing fellow who applies his knowledge and skills learned under close supervision of the trainers. These entail generation of cytologic diagnoses using the standard nomenclatures for reporting and the ability to explain the basic report terminologies to clinicians. The fellow likewise can participate in the performance of FNA under close supervision of the trainer.
Level 3	The competent fellow who manages the assigned tasks with limited supervision. He can diagnose both gynecologic and non gynecologic samples accurately, performs FNA and rapid on-site evaluation (ROSE), has knowledge of appropriate utilization of ancillary tests, and can effectively communicate with clinicians in most instances.
Level 4	The proficient fellow who is ready to graduate for independent practice. He can confidently render cytopathologic diagnoses of complicated cases and discuss these with clinicians. He can confidently perform FNAs and ROSE and has good judgment in test utilization. He participates in tumor board discussions and teaching activities.
Level 5	The fellow who has achieved mastery of the subspecialty and can be recognized as an expert in the field. He is capable of leading quality improvement initiatives and research projects related to cytopathology.

pathologists), department heads, quality assurance committees, and accreditation bodies.

In practice, the matrix will be used in curriculum planning to design or revise it so that each learning objective is delivered through appropriate teaching methods and assessed using valid tools. It is useful in structuring learning activities not only dependent on lectures but also in a variety of educational methods such as case-based learning, hands-on procedures, and slide review. Likewise, the matrix can be utilized in competency-based assessment ensuring fair and consistent evaluation of each fellow across the domains of knowledge, skills, and professional attitudes and behavior. The fellow can also find the matrix helpful in tracking his own progress enabling himself to identify areas which need improvement. Faculty guidance and standardization can help attending pathologists know what and how to teach, and how to assess. In program evaluation and accreditation, the instructional design can help provide a structured competency-aligned curriculum and identify the strengths and areas of program improvement.

The rotational grid in the matrix (Annex 2) is a planning tool used in the education program design to map how the specific competencies, learning activities, and evaluation tools are covered during the rotations. Its application in a one-year program helps provide that all core competencies are addressed, learning objectives are met using diverse educational experiences with balanced and progressive instruction as well as systematic assessment of the fellow. The grid in a 12-month curriculum follows a step-by-step guide showing the key rotations and duration which is usually continuous once started, using the learning activities, and incorporating the evaluation tools.

Table 3. Requirements for Cytopathology Fellowship Training Program Applicants

1. Must hold a valid medical license issued by the Philippine Regulation Commission (PRC) to practice medicine in the Philippines.
2. Must be a bona fide member of the Philippine Medical Association (PMA).
3. Must be board-certified in Anatomic Pathology by the Philippine Board of Pathology (BOP), or the applicant may be board eligible but can only apply for certification in cytopathology after being certified in Anatomic Pathology by the Philippine Board of Pathology.

Table 4. Requirements for Cytopathology Fellowship Program Trainers

1. Achieving the objectives of the training program requires strong leadership, a dedicated faculty supported by competent and collaborative staff, and an administration fully committed to the educational goals. Additionally, the availability of appropriate facilities and resources is essential to support effective learning and professional development.
2. Trainers should promote critical thinking by engaging in educational activities, self-directed learning (reading of suggested textbooks and online sources), and oral presentations at seminars and conferences. Trainers should inspire and encourage their fellows to pursue excellence and foster a commitment to lifelong learning. This commitment encompasses the completion of a faculty-supervised research project, aimed at contributing to the field through publication in reputable peer-reviewed journals.
3. The number of trainers must be sufficient to provide effective and personalized supervision for fellows participating in the training program. A trainer-to-fellow ratio of 1:2 is considered an appropriate standard to ensure quality mentorship and guidance. This ratio should reflect not only the total number of cytopathology consultants on record but also the actual, active commitment of faculty members who are directly involved in the program's execution and trainee development.
4. The training program should be overseen by a director, typically the chief of the Department of Pathology, who is responsible for overall leadership and strategic direction. The core training team should be led by a designated training officer, supported by selected faculty members who serve as mentors providing continuous support, supervision, and professional development for the fellows.

TRAINING PROGRAM REQUIREMENTS

In order to standardize the implementation of the Fellowship Training Program, the Society has updated its list of requirements for applicants (Table 3), trainers (Table 4), and training institutions (Table 5).

EVALUATION OF FELLOWS^{4,5}

Evaluation of fellows during training involves the assessment of medical knowledge and professional competencies in clinical, diagnostic and interpersonal domains. The evaluation should be structured, objective, and aligned with the ACGME competencies and national standards. Methods of evaluation include sign-outs with cytopathologists and faculty, clarity and accuracy of written cytology reports, slide review logs and unknown case sets, peer-reviewed cytology cases, written exams, presentation during case conferences and seminars, direct observation and feedback from supervising pathologists during FNA and ROSE procedures, interaction with clinicians during procedures, oral communication with clinicians, colleagues, and other healthcare staff, punctuality and ethical behavior, self-assessment tools, engagement in quality improvement and research activities, and exit interview as feedback for program improvement.

Table 5. Requirements for Training Institutions for Cytopathology Fellowship Training Program

1. The training institution is the venue where the training program comes into realization and completion. The institution should provide an intellectual environment conducive to the acquisition of knowledge, skills, attitude, and values essential to cytopathology. There should be available and adequate resources in terms of physical infrastructure. Access to resources should be arranged depending on the available facilities, services, and policies. Outside rotation may be done to fulfill the minimum requirements if resources are either absent or inadequate in a particular training facility. Collaborative learning is done not only to satisfy reportorial requirements but also to encourage camaraderie among the fellows in training.
2. For administrative requirements, the following are necessary
 - 2.1. Teaching facility equipped with conference room, physical or online library, training tools such as binocular and multi-header microscopes, teaching aids such as glass slide study sets of exfoliative gynecologic smears (both conventional and liquid-based), non-gynecologic and FNA samples;
 - 2.2. Reportorial requirements to include standards and registry of procedures, schedule of conferences, records, and proceedings of conferences, attendance sheets, evaluation and grades, logbooks, and research output;
 - 2.3. Rules of conduct pertaining to the training manual, guide to evaluation, promotion, commendation, and disciplinary action;
 - 2.4. Existence of a quality management team for data collection and assessment of the training program for compliance to and improvement of the program as mandated by The Philippine Society of Cytopathology and The Philippine Society of Pathologists, Inc.
3. Clinical resources and learning avenues with specified areas and length of rotation per area should be available to enable the trainee to acquire the best possible knowledge, skills, and attitude.
 - 3.1. Gynecologic cytology (conventional and liquid-based) Papanicolaou smears with an annual case load of at least 3000;
 - 3.2. Non-gynecologic: body fluids: sputum, cerebrospinal fluid, urine, pleural fluid, ascitic fluid; peritoneal washing, bronchial washing and brushing, biliary brushing, including cytospin and cell blocks of various fluids, at least 2000 samples per year;
 - 3.3. Fine-needle aspirates of palpable lesions (thyroid, salivary gland, lymph nodes, breast cysts, etc.), preferably in both Giemsa (MGG) and Papanicolaou stains, at least 1000 samples per year and;
 - 3.4. Rapid on-site evaluation (ROSE) of aspirates of deep-seated lesions through FNA, endoscopic ultrasound biopsy (EUS), endobronchial ultrasound bronchoscopy (EBUS), with or without tissue cores, with a minimum annual case load of 200 cases.
 - 3.4.1. FNA clinic
 - 3.4.2. Laboratory: Cytopathology, General Laboratory, Histopathology, and Molecular Laboratory
4. Support departments: Internal Medicine, Obstetrics-Gynecology, Oncology, Otorhinolaryngology, Radiology, and Surgery

CRITERIA FOR COMPLETION OF FELLOWSHIP TRAINING^{4,5}

The fellow should meet specific training criteria that demonstrate proficiency across clinical, procedural, academic, and professional domains and are designed to ensure that the fellow is competent to practice independently as a subspecialist in cytopathology. The minimum case log requirements should be met or exceeded in gynecologic and non-gynecologic samples, FNA cases including ROSE. The fellow should be able to correlate cytologic findings with clinical, imaging, and histologic data. He should be able to produce clear, concise cytopathology reports as well as effectively participate in cytology conferences, tumor boards, and multidisciplinary discussions. Likewise, he should be involved in teaching of pathology residents. Lastly, he should complete all educational requirements including a minimum of one research project presented in a national conference and/or published in a peer-reviewed scientific journal.

FREQUENCY OF CURRICULUM REVIEW^{4,5}

Curriculum review for quality improvement should be structured, ongoing, and responsive to the goals of the institution and the performance of the fellow. Quality improvement activities should be in place throughout the academic year to ensure that the fellow is actively involved in learning while contributing to uninterrupted improvement.

CONCLUSION

Aligning cytopathology fellowship training with the domains of core competencies will elevate the program to a comprehensive and practice-ready education. At the end of the training, the fellow is prepared to become a

cytopathologist who is knowledgeable, technically skilled, ethical, and an effective communicator, willing to collaborate, receptive on quality improvements, focused on safety, ready to lead and innovate in the healthcare system. Additionally, the integration of the core competencies will have a profound and practical impact on cytopathology practice with improvement of patient safety, better clinical decisions, fewer delays in care, improved laboratory operations leading to reduced turnaround times, lower costs, and more sustainable laboratory practices in keeping cytopathology practice relevant, updated, and efficient.

ACKNOWLEDGMENT

The authors acknowledge with gratitude the significant contribution of Zubair W. Baloch, MD, PhD, Professor of Pathology and Laboratory Medicine and Director of Cytopathology Fellowship Program, University of Pennsylvania Medical Center, in refining the contents of this document.

STATEMENT OF AUTHORSHIP

All authors certified fulfillment of ICMJE authorship criteria.

DATA AVAILABILITY STATEMENT

Datasets generated and analyzed are included in the published article.

AUTHOR DISCLOSURE

The authors declared no conflict of interest.

FUNDING SOURCE

None.

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ANNEXES

Annex 1. Instructional design matrix for training in cytopathology				
Core Competency	Learning Objectives	Learning Content	Learning Activities	Method of Evaluation
1. Patient Care	<ul style="list-style-type: none"> To collaborate with pathologists, clinicians, resident physicians, and other health care personnel in delivering patient care To demonstrate knowledge of the application of ancillary techniques relevant to patient care To understand and apply the best practices for performing FNA, including assessing specimen adequacy, handling samples properly, and preparing smears To prepare smears from samples acquired from deep-seated lesions and evaluate specimen adequacy to ensure effective patient management. To explain the FNA biopsy procedure, obtain informed consent, and discuss post-FNA care with the patient To construct an appropriate cytopathology report that is succinct, concise, and understood by clinicians 	<ul style="list-style-type: none"> Knowledge on the duties and responsibilities of pathologists, clinicians, resident physicians and fellows in various departments Familiarization and knowledge on the application of ancillary techniques to help achieve a correct diagnosis Choice of appropriate procedure and laboratory technique in the proper clinical setting Familiarity with instruments and materials in the performance of FNA Knowledge on the basics of obtaining samples and smear preparation from deep-seated lesions under radiologic guidance Familiarity with the informed consent for FNA, possible complications, and post-FNA care 	<ul style="list-style-type: none"> Didactics and lectures Daily case sign-outs Multi-disciplinary conferences, case consults, clinic-pathologic conferences Simulation of FNA using training tools such as phantom models (gelatin of varied sizes and shapes) Supervised procedures Smear preparation Rapid on-site evaluation of smears 	<ul style="list-style-type: none"> Consultant/faculty evaluation Daily case sign-outs Procedure and case logs Direct observation Review of pathology reports Skills during simulated procedure and patient encounters Interdepartmental conferences
2. Medical Knowledge	<ul style="list-style-type: none"> To obtain accurate and pertinent clinical information for proper clinicopathologic correlation To know the common and special diagnostic procedures, their medical applications, and correlation To know the various laboratory techniques and their usefulness, such as special stains, immunofluorescence, immunohistochemistry, and FNA To know the basics of cytology in health and in disease, appreciate normal from abnormal (reactive, dysplastic, and neoplastic) cells To be familiar with the terminology used for reporting cytopathology in gynecologic, non-gynecologic cytology, body fluids, and fine needle aspirates of both superficial and deep-seated lesions for application in cytopathology reports To understand the fundamentals of automated screening for gynecologic samples To continually update medical knowledge including exposure to molecular cytopathology To demonstrate an analytic approach to clinical conditions and their cytologic manifestations during daily sign-out activities 	<ul style="list-style-type: none"> Application of medical knowledge on accurate history taking and clinicopathologic correlation Knowledge of the various diagnostic procedures and their application Development of skills in cytopathology in terms of specimen collection, smear preparation, and relaying of results to attending clinicians Knowledge on the basic cell structure and its function, cytogenetics, various cytologic screening programs, and the pathologic processes affecting the cells from inflammation to cancer Knowledge of the standard nomenclatures and the composition of the cytopathology report 	<ul style="list-style-type: none"> Review of patient’s chart, diagnostic procedures, etc. Use of references and suggested cytopathology reading list Didactics and lectures Daily case sign-outs Rotation in the cytology laboratory for familiarization in the different laboratory techniques Cytohistic correlations in daily cases Presentation and when required discussion of cases during departmental and interdepartmental conferences e.g., multidisciplinary tumor board participation 	<ul style="list-style-type: none"> Consultant/faculty evaluation Daily case sign-outs Direct observation Report review Evaluation of skills in laboratory techniques, in simulated procedure, and in patient encounters Performance in departmental and interdepartmental conferences

Annex 1. Instructional design matrix for training in cytopathology (continued)				
Core Competency	Learning Objectives	Learning Content	Learning Activities	Method of Evaluation
3. Practice-based Learning and Improvement	<ul style="list-style-type: none"> To apply the principles of quality control and quality assurance in cytopathology To identify and remedy the gaps in terms of personal knowledge To address clinicians' queries on expected cytology results, including turnaround times of various reports To identify improvements of processes to prevent errors 	<ul style="list-style-type: none"> Knowledge to troubleshoot problems in the technical aspect and reporting of cases Dissemination of information to clinicians regarding the turnaround time of reports Application of concurrences in difficult cases and those with opposing opinions Ability to recognize a possible omission in the report for proper issuance of an amended report Utilization of diagnostic adjuncts like immunohistochemistry, flow cytometry, and molecular testing 	<ul style="list-style-type: none"> Daily review of every 10th case signed-out by pathology resident physicians Monitoring the quality of slide preparation in coordination with the medical technology staff Rapid on-site evaluation and Intra-operative consultations Presentation of interesting and problematic cases, Cytopathology unknown conferences Pathology resident teaching (slide sessions, didactics, etc.) 	<ul style="list-style-type: none"> Maintain logbooks of cytohistologic correlation, intra-operative consultations (ROSE) and final histologic diagnosis Faculty evaluation Daily case sign-outs Report review Decision to use adjunct tests
4. Professionalism and Ethical Standards	<ul style="list-style-type: none"> To develop an understanding of the ethical and confidentiality issues that impact patient care To consistently demonstrate professionalism through behavior and attitude, reflecting core values such as honesty, integrity, and respect To demonstrate leadership qualities, including a strong sense of responsibility, compassion for others, and resilience in the face of challenges 	<ul style="list-style-type: none"> Knowledge of basic ethical principles Code of Ethics of professional and regulatory groups (PSP, Inc., PMA) Good medical and pathology practice principles 	<ul style="list-style-type: none"> Workshops/ Seminars Lecture series Code of Ethics manual Mentoring 	<ul style="list-style-type: none"> Direct observation Faculty evaluation Peer evaluation Incident reports
5. Systems-based Practice	<ul style="list-style-type: none"> To understand the processes, guidelines, and issues in the cytopathology laboratory from specimen handling to report generation To demonstrate the ability to access the HIS, LIS, and EMR for reports and clinical history To collaborate effectively with clinicians and other healthcare personnel in evaluating the appropriateness and clinical utility of diagnostic tests with the goal of optimizing patient outcomes To know the basics of effective managerial practices To participate in faculty-supervised quality improvement and research activities To remain informed and current on the diverse rules and regulations governing the practice of Pathology and Cytopathology 	<ul style="list-style-type: none"> Procedures and guidelines related to specimen handling, processing, slide preparation, staining, laboratory and hospital information systems, EMR and all other matters pertinent to the cytopathology laboratory Flow chart in addressing issues and their resolution in the laboratory File copies of the different administrative orders of the Department of Health, including revisions and updates on issues concerning the practice of cytopathology 	<ul style="list-style-type: none"> Regular system checks on processes and guidelines to ensure quality results Filing of records on issues addressed and their resolution for improvement Discussion with the laboratory staff, for updated issues concerning the laboratory that require immediate attention 	<ul style="list-style-type: none"> Direct observation Faculty evaluation Peer evaluation of pathology residents, laboratory personnel, and residents training in the clinical departments Procedure and case logs
6. Interpersonal and Communication Skills	<ul style="list-style-type: none"> To convey the necessary information to the patient and the other members of the management team To implement the appropriate use of communication, whether direct, telephone, written, or email, in a timely manner To maintain proper records pertinent to the management of patients and training To write a cytopathology report that is complete, accurate, grammatically correct, easily understood, and in a timely manner To demonstrate the ability to seek consultation with other members of the faculty or other subspecialists for proper cytohistologic correlation 	<ul style="list-style-type: none"> Basic communication skills interpersonal communication skills Data recording and management Public speaking skills 	<ul style="list-style-type: none"> Patient encounters Departmental and interdepartmental conferences and presentations Discussion of interesting cases with faculty and pathology residents Lecture series to pathology residents 	<ul style="list-style-type: none"> Direct observation Faculty evaluation Daily case sign-outs Peer evaluation Procedures and case logs Report review

Annex 2. Rotational grid for the cytopathology fellow

Activity-Learning Content per Month	Month											
	1	2	3	4	5	6	7	8	9	10	11	12
<i>Knowledge of the cell in health and in disease, including related standard nomenclatures of widely employed reporting systems (The Bethesda System for reporting cervicovaginal cytology and The International system for fluid cytology)</i>	*	*	*									
<i>Cytology routine, special, and IHC stains to include troubleshooting</i>	*	*	*									
<i>Screening of gynecologic smears (conventional and LBC)</i>	*	*	*	*	*	*	*	*	*	*	*	*
<i>Screening of non-gynecologic smears and cell blocks</i>	*	*	*	*	*	*	*	*	*	*	*	*
<i>Knowledge of the basics of FNA and its application, simulation of procedure, and optimum smear preparation</i>				*	*							
<i>Review of standard nomenclatures in cytologic diagnosis of aspirates of thyroid, salivary gland, lymph nodes, and breast</i>				*	*	*	*	*	*	*	*	*
<i>Screening / interpretation of thyroid, salivary gland, lymph node, and breast aspirates</i>				*	*	*	*	*	*	*	*	*
<i>Knowledge of ROSE and subsequent interpretation of deep-seated sample aspirates obtained with radiologic imaging using the standard cytologic nomenclatures</i>							*	*	*	*	*	*
<i>Proposal for a research project as early as the 6th month of rotation for presentation on or before the end of the training program</i>						*	*	*	*	*	*	*
<i>Cytology didactics alternating with cytology slide conference are scheduled every last week of each month</i>	*The cell in health and disease, TBS for reporting cervicovaginal cytology and body fluid cytology	*Routine staining and other lab techniques	*Slide conference on interesting gynecologic and non-gynecologic cases	*Lecture on The Bethesda System for reporting thyroid cytopathology	*Slide conference on thyroid, aspirates	*Lecture on The Milan System for reporting salivary gland cytopathology, WHO Reporting Systems for lymph node, lung, and breast cytology	*Slide conference on salivary gland, lymph node, and breast aspirates	*Lecture on standard cytology nomenclature of aspirates from deep-seated lesions	*Slide conference on aspirates of deep-seated lesions	*Comprehensive assessment of the training program (objectives met, adequate learning/teaching activities, rotation, fair performance evaluation)	*Written and practical feedback from fellow by pathology consultants involved in training	*Exit interview
<i>Outside rotation in an institution with an accredited cytopathology training program, with submission of an accomplishment report and certificate of rotation</i>									*Schedule subject to change	*Schedule subject to change		
<i>Evaluation of performance- written and practical exams every quarter</i> <i>Evaluation of sign-outs with faculty</i> <i>Performance of various tasks</i> <i>Research output/s</i>			*			*			*		*	*Latest submission of research output. Performance evaluation and final deliberation by faculty