College of Veterinary Medicine, Department of Veterinary Biosciences

Combined Veterinary Pathology Residency / PhD Program in Comparative and Veterinary Medicine

The Ohio State University

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General Information

The Ohio State University (OSU) Department of Veterinary Biosciences (VBS) is one of three departments in the College of Veterinary Medicine (CVM), an important component of one of the most comprehensive health sciences center in America. The department has a long and successful track record of training research pathologists, incorporating elements of both veterinary pathology residency training and graduate education in Comparative and Veterinary Medicine into a seamless program with a typical targeted duration of 5-6 years. Specialty training is offered in veterinary clinical and anatomic pathology, with both courses of study being similarly structured. In the first year, the program is pathology intensive, and instruction is based upon service activities, didactic coursework, and participation in regular seminar series (Figure 1). Approximately 10% effort is devoted to the identification of laboratories in which to pursue graduate education leading to the PhD degree. Years two through five are research intensive. Students engage in dissertation research, and participate in scientific meetings, workshops, and seminar series that hone their skills as investigators in biomedical research. Many of the activities in the program are designed to promote development of both written and verbal communication skills, which are important for pathologists in all career paths. Veterinary pathologists with research training have a greater breadth of employment opportunities, including being leaders and key members of research teams that investigate critical problems in basic science research, translational medicine, public heath, and ecosystem management and conservation in academic, industrial and government settings. Success in the research arena is reflected in the quantity and quality of student first-authored publications and extramurally-funded fellowships. Pathology training continues after the first year in the form of more flexible service-related activities (e.g., reading surgical biopsies in lieu of participation in autopsy rotations or serving as a senior resident on cytology service), continued enrollment in didactic coursework, and participation in a wide variety of regularly scheduled pathology seminars. With implementation of the two-phase American College of Veterinary Pathologists (ACVP) Certifying Examination, trainees typically coordinate completion of Phase I with their PhD candidacy/preliminary exams, while the timing of Phase II will depend on successful completion of Phase I as well as research progress and funding considerations. Preparation for the Phase II Examination generally begins in the fifth year of the program, as the dissertation draws to completion, and follows a carefully structured regimen that takes advantage of the large group of residents in VBS; individuals typically prepare in groups, maximizing the economy of effort on behalf of both the student and faculty mentors.

The guidelines provided herein complement information found in The OSU CVM Comparative and Veterinary Medicine Graduate Program Handbook (http://vet.osu.edu/assets/pdf/education/graduatePrograms/cvmGraduateProgramHandbook.pdf) and The OSU Graduate School Handbook (http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook.pdf). While subject to flexibility according to factors such as a trainee’s graduate committee and source of funding, these guidelines are intended for Trainees and Advisors to direct balanced and productive matriculation through the pathology residency and graduate education, ensuring timely completion of the PhD and success on the ACVP board certification exam.
Phase I - Introduction to Pathology

Educational pathology training activities for both anatomic pathology and clinical pathology trainees are covered under the formal courses noted below.

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<thead>
<tr>
<th>YR1</th>
<th>Summer</th>
<th>Anatomic Pathology</th>
<th>Clinical Pathology</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• VBS 8893.01, Applied Comparative Pathology, 2 hr</td>
<td>• VBS 8739, Specialty Training in Clinical Pathology, 4 hr</td>
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<tr>
<td></td>
<td></td>
<td>• VBS 8895.04, Histopathology Seminar, 1 hr</td>
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<td>• VBS 8895.02, Seminars in Diagnostic Pathology, 1 hr</td>
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<tr>
<td>YR1</td>
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<td>• VBS 8895.02, Seminars in Diagnostic Pathology, 1 hr</td>
<td>• VBS 7193.01, Independent study</td>
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<td></td>
<td></td>
<td>• VBS 88XX, Advanced Systemic Pathology, 2 hrs</td>
<td>• Moderate weekly Cytology Rounds</td>
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<td></td>
<td></td>
<td>• VBS 7193.01, Independent study</td>
<td>• Rotating weekend cytology duty</td>
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<td></td>
<td>Rotating weekend autopsy duty</td>
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<td>• VBS 8739, Specialty Training in Clinical Pathology, 4 hr</td>
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<td>• VBS 8895.04, Histopathology Seminar, 1 hr</td>
<td>• VBS 8895.03, Clinical Pathology Seminar, 1 hr</td>
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<td>• VPM 8891, Research Seminar, 1 hr</td>
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<td>• VBS 88XX, Advanced Systemic Pathology, 2 hrs</td>
<td>• VBS 7193.01, Independent study</td>
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<td>• VBS 7193.01, Independent study</td>
<td>• Moderate weekly Cytology Rounds</td>
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<td>Rotating weekend autopsy duty</td>
<td>• Rotating weekend cytology duty</td>
</tr>
<tr>
<td>YR1</td>
<td>May</td>
<td>• 3 free credit hours in May 2013 if registered full time in spring 2013</td>
<td>• 3 free credit hours in May 2013 if registered full time in spring 2013</td>
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<tr>
<td>Session</td>
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NOTES

• The Advanced Systemic Pathology sequence (VBS 8810-8815) is taken autumn, spring and May session for YR1 and YR2 of the program.
• 8 credit hours autumn/spring and 4 credit hours summer for GRAs before passing candidacy exam; 12 credit hours autumn/spring and 4 credit hours summer for students on fellowships; maximum of 3 credit hours each after passing candidacy exam
• 47 total weeks of autopsy duty divided among 2-3 first year residents
• #3 1-week laboratory rotations (see below)
• 50 weeks of full time effort assigned to research, service, scholarly activity and teaching with the opportunity for up to 2 weeks negotiated vacation depending on funding sources and expectations.
• 47 total weeks of cytology duty
• 8 credit hours autumn/spring and 4 credit hours summer for GRAs before passing candidacy exam; 12 credit hours autumn/spring and 4 credit hours summer for students on fellowships; maximum of 3 credit hours each after passing candidacy exam
• #3 1-week laboratory rotations (see below)
• 50 weeks of full time effort assigned to research, service, scholarly activity and teaching with the opportunity for up to 2 weeks negotiated vacation depending on funding sources and expectations.

Please see Appendix A for human resource position titles (i.e. Graduate Research Associate, University Fellow or Post-Doctoral Fellow) and corresponding credit hour requirements and benefits.

During the first year of the program, trainees are immersed in the basics of pathology at the gross and/or microscopic level with autopsy (VBS 8893.01 Applied Comparative Pathology) or cytology (VBS 8739 Specialty Training in Clinical Pathology) service providing
the foundation. Trainees will gain the knowledge and technical skills to recognize, interpret, and explain pathologic processes in the practice of anatomic and clinical pathology. They will also provide oversight of veterinary professional students participating in clinical rotations, attend and participate in various specialty pathology seminars, and initiate coursework (see table above) such as the 2-year Advanced Systemic Pathology sequence (VBS 8810-8815). Clinical pathology trainees are encouraged to register for and attend VBS 8813 Advanced Systemic Pathology covering dermatologic, hepatobiliary and gastrointestinal pathology (check with course coordinator [La Perle] for sequence).

**Student Evaluations of Teaching and Pathology Competency Evaluations**

At the conclusion of each professional veterinary clinical rotation, veterinary students are given the opportunity to evaluate Trainees and Faculty they have encountered during weekday and weekend duty in one45 (Appendix B). The Combined Veterinary Pathology Residency/Graduate Program Coordinator compiles an anonymous student summary evaluation report which is provided to the Combined Veterinary Pathology Residency/Graduate Program Director and the Specialty Veterinary Pathology Residency Training Coordinator, with the latter discussing the reports with the individual Trainee. These student evaluations are used to guide performance improvement.

All veterinary pathologists in the Trainee’s designated residency specialty complete a Semi-Annual Veterinary Pathology Competency Evaluation of the Trainee in one45 (Appendix C). The Combined Veterinary Pathology Residency/Graduate Program Coordinator then compiles an anonymous summary faculty evaluation report that is provided to the Combined Veterinary Pathology Residency/Graduate Program Director, the Specialty Veterinary Pathology Residency Training Coordinator, and the 1st Year Faculty Mentor, with the latter discussing the report with the Trainee during the first year. In subsequent years, the report will be presented to the Trainee as well as the veterinary pathologist on the Trainee’s graduate committee, with the latter providing an assessment of the Trainee’s progress in the pathology program during committee meetings (see Phase 2 – Dissertation Research, Graduate Committees and Committee Meetings). These faculty evaluations are used to guide performance improvement.

**Faculty and Program Evaluations**

Trainees have the opportunity to provide constructive feedback on individual pathologists (Appendix D) and various aspects of the program (Appendix E) at the conclusion of the first year and on an annual basis thereafter. The Combined Veterinary Pathology Residency/Graduate Program Coordinator compiles the anonymous summary evaluation reports. Reports on individual pathologists are provided to the respective pathologist and VBS Department Chair. The anonymous summary evaluation report on the Combined Program is provided to the Combined Veterinary Pathology Residency/Graduate Program Director for distribution to and discussion by all pathologists in order to make programmatic enhancements.

**Personal and Professional Leave**

In order to take time off for personal or professional reasons, trainees must complete the Combined Pathology Residency/Graduate Program Leave Form (Appendix F) and have it
approved by your Specialty Veterinary Pathology Residency Coordinator, the VBS Department Chair, and your Faculty Advisor (your Specialty Veterinary Pathology Residency Coordinator in the first year, and your Research Advisor in subsequent years). You will receive 10 personal/vacation days per academic year.

**Research Laboratory Rotations**

While effort is primarily dedicated to pathology training during the first year, trainees commence exploring research laboratories of faculty in the health sciences community immediately upon arrival, searching websites, networking with current and past trainees, consulting with potential faculty mentors or other graduate faculty, and attending relevant seminars. More formal engagement should begin by the start of autumn semester of year one and may include participation in laboratory meetings or more focused discussions with faculty mentors, and will culminate in the identification of more formal laboratory rotations (see below).

Trainees are required to perform three 1 week laboratory rotations during year one, scheduled no earlier than the start of autumn semester, to facilitate identification of a research advisor. Introductory meetings with prospective research rotation advisors are indicated to express interest, propose dates and discuss schedules and commitments. During these rotations, trainees should be fully engaged with the investigator and his/her laboratory members. While continued participation and attendance at weekly histopathology/clinical pathology and college research seminars is required during research laboratory rotations, other pathology-related activities should be conducted after hours. Consequently, trainees need to coordinate research laboratory rotations around duty schedules to ensure appropriate coverage of service responsibilities. A Laboratory Rotation Contract (Appendix G), outlining the expectations at the beginning of the research rotation and the accomplishments at the end of the rotation should be signed by both the Trainee and Faculty Member, and filed with the Combined Pathology Residency/Graduate Program Coordinator.

Recommended rotation activities can include but are not limited to:

- Meetings with the Faculty Member at the beginning and end of the rotation to discuss:
  - Expectations of a graduate student (i.e., distribution of effort to balance research and pathology training; coursework; number of publications to graduate; attendance/presentations at pathology and scientific conferences)
  - Philosophy of advising
  - Organization of the laboratory
  - Communication and management styles
  - Ongoing projects in the laboratory and possible projects that could involve the Trainee
  - Funding (i.e. Trainee stipends; types of extramural funding applications the Trainee will have the opportunity to submit and when; support for supplies and travel)
  - Former graduate students including their publications and time to graduation
  - History of trainees in the Combined Veterinary Pathology Residency/PhD Program (the Trainee should share this document with the Faculty Member if he/she is unfamiliar with the program)
Animal research

Meetings with all laboratory members including graduate students, post doctoral fellows, technicians, etc. to:

- Evaluate the laboratory culture
- Understand their projects and individual roles within the laboratory
- Assess their productivity (i.e., papers submitted versus published; conference presentations)
- Obtain feedback on the management style and available mentorship

Attend research meetings for the laboratory and any associated sections/centers

- Presentations by the Trainee during the research laboratory rotation are at the discretion of the Faculty Member

Supervised technical laboratory activities

Additional time with a laboratory is encouraged, particularly once a tentative laboratory for PhD dissertation research is identified. Trainees are expected to identify a research advisor and dissertation research laboratory by May 31st of year one to ensure a continuous source of stipend support during the transition to year 2 (July 1st).

In some cases, the Trainee may identify a Research Advisor external to the CVM. In this case, the intended Advisor will submit the following materials to the Chair of the CVM Council for Graduate Studies for approval:

- Current CV of the non-CVM intended Advisor
- Letter of intent from the non-CVM intended Advisor specifying graduate faculty state in his/her tenure-initiating unit, his/her graduate training history, and whether he/she is applying for M or P graduate status in the CVM
- Letter of support from the VBS Chair

Upon identifying a laboratory/mentor for the dissertation research, the Trainee should schedule a meeting to be attended by the Trainee, Research Advisor, and Specialty Veterinary Pathology Residency Training Coordinator. This meeting will outline expectations of a combined program (division of effort between pathology training and graduate education), pathology representation on the advisory committee, salary expectations, fellowship opportunities, etc. While stipends after the first year of the program are established by the advisor when not dictated by extramural funding sources, all have historically recognized the need to maintain funding at the Trainee’s first year Graduate Research Associate level or higher. Stipend and benefits for Trainees with Research Advisors primarily appointed at Nationwide Children’s Hospital (NCH) will be invoiced annually to and paid quarterly by NCH. Pre-candidacy trainees with Research Advisors within the CVM are eligible for the CVM pool for tuition and fee subsidies; the level of subsidy is defined by availability.

Phase Two - Dissertation Research

Dissertation research commences at the start of the 2nd year of the program and lasts until the trainee is finished with his/her research experience culminating with the PhD. The duration of this phase varies according to his/her progress, but is typically 4.5 years. During this phase, no less than 80% of the trainee’s efforts are dedicated to research, including laboratory bench work, didactic coursework and seminars approved by his/her graduate
committee; preparation of extramural funding applications and first authored, peer-reviewed manuscripts; as well as presentations at local and national conferences. In addition to pathology coursework, the student will complete courses needed to support their dissertation research by the end of their second year in the program, at which time they will sit the candidacy examination. This is also the ideal time to sit Phase I of the American College of Veterinary Pathologists Certifying Examination. After this time, coursework is minimized, enrolling in no more than 3 credit hours per semester that are generally focused on core pathology and research seminars.

Graduate Committees and Committee Meetings

Trainees, in conjunction with their research advisors, should formulate graduate committees within 3 months of joining a research dissertation laboratory. Committees are comprised of a minimum of 4 faculty members to include the research advisor as well as a veterinary pathologist from the trainee’s designated residency specialty. Committee members with OSU faculty appointments outside of the CVM should not comprise more than one of the four members. Non-OSU faculty members can be included as additional committee members, but they are subject to approval by the Graduate School and require the following materials submitted by the CVM Office for Research and Graduate Studies:
- A written petition co-signed by the Research Advisor and Trainee requesting inclusion of the non-OSU faculty member
- Current CV of the non-OSU faculty member
- Letter of support from the CVM Associate Dean for Research and Graduate Studies

The first committee meeting should be held within 6 months of joining a dissertation research laboratory, with subsequent meetings held no less frequently than on an annual basis. Topics for discussion during meetings may include but are not limited to: proposed/completed coursework; pathology service duty schedules; research specific aims and objectives; candidacy exam format and timing; scope and timing of extramural funding applications; and, ACVP board exam scheduling and preparation. In addition, progress with regard to both the research and pathology components of the combined program should be assessed. The CVM Graduate Student Annual Review Form (Appendix H; please be sure to complete the current version of the form distributed by the CVM Graduate Program Coordinator) provides the basis for assessment of the Trainee’s research progress as led by the Research Advisor. All veterinary pathologists in the Trainee’s designated residency specialty complete an annual evaluation in one45 (Appendix C), after which the Combined Veterinary Pathology Residency/Graduate Program Coordinator compiles an anonymous summary faculty evaluation report that is provided to the Specialty Veterinary Pathology Residency Training Coordinator, Combined Veterinary Pathology Residency/Graduate Program Director, the Trainee, and the veterinary pathologist on the Trainee’s graduate committee. The veterinary pathologist on the Trainee’s graduate committee is responsible for providing: the cumulative assessment of the Trainee’s demonstrated proficiency in pathology; the pathology program guidelines with regard to service and seminar participation; and, the feasibility of ACVP board exam scheduling and preparation.
## Pathology Coursework and Service Guidelines

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<tr>
<th></th>
<th><strong>ANATOMIC PATHOLOGY</strong></th>
<th><strong>CLINICAL PATHOLOGY</strong></th>
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</table>
| **YRS2-5** | • VBS 7193.01 OR VBS 8999, Research*  
• VBS 8895.04, Histopathology Seminar, 1 hr  
• VPM 8891, Research Seminar, 1 hr  
• Statistics and other pertinent coursework as indicated by Advisor and Committee (pre-candidacy)** | • VBS 7193.01 OR VBS 8999, Research*  
• VBS 8895.03, Clinical Pathology Seminar, 1 hr  
• VPM 8891, Research Seminar, 1 hr  
• Statistics and other pertinent coursework as indicated by Advisor and Committee (pre-candidacy)* |

### NOTES

- 8 credit hours autumn/spring and 4 credit hours summer for GRAs before passing candidacy exam; maximum of 3 credit hours each after passing candidacy exam
- When possible, sign up for 3 “free credit hours” during first summer session to avoid tuition fees
- The Advanced Systemic Pathology sequence (VBS 8810-8815) is taken autumn, spring and May session for YR1 and YR2 of the program.
- If on surgical service duty: VBS 8893.02, Veterinary Surgical Pathology (pre-candidacy only)
- Must still attend and participate in VBS 8895.04 even if not officially registered for class
- Only register for VBS 8895.02, Seminars in Diagnostic Pathology, 1 hr, until candidacy exam is taken

*Trainees should sign up for VBS 7193.01 until successful completion of the candidacy exam, unless the maximum number of 60 credit hours is exceeded.

**It is expected that coursework in support of the dissertation will be completed within the first two years in the research laboratory, and immediately followed by the candidacy exam: 8 credit hours autumn/spring and 4 credit hours summer for GRAs before passing candidacy exam; 12 credit hours autumn/spring and 4 credit hours summer for students on fellowships; maximum of 3 credit hours each after passing candidacy exam. Trainees begin registering for the 3 credit “post-candidacy” hours IN the semester that the candidacy exam is taken. Please see Appendix A for human resource position titles (i.e. Graduate Research Associate, University Fellow, Post-Doctoral Fellow) and corresponding credit hour requirements.

- 50 weeks of full time effort assigned to research, service, scholarly activity and teaching with the opportunity for up to 2 weeks negotiated vacation depending on funding sources and expectations.

The weekly Histopathology and Clinical Pathology Seminars are considered to be the core fundamental activities for the Anatomic and Clinical Pathology Residency training programs, respectively, in the development of diagnostic skills, and for board preparation; therefore, participation is mandatory. In addition to participating in the pathology courses and seminars noted in the table above, Trainees are expected to maintain pathology service commitments during years 2-5+ as outlined below to ensure eligibility for the ACVP board examination. Modifications to these service guidelines can only be made upon consensus of the Graduate Committee which must include a veterinary pathologist in the appropriate specialty.
Graduation and Publication Requirements/Expectations

Ultimately, the decision regarding appropriateness and timing of graduation is made in conjunction with the Research Advisor and the Graduate Committee. In accordance with the OSU CVM Graduate Program Handbook, the minimum publication requirement for the Comparative and Veterinary Medicine Graduate Program is one first-authored manuscript directly related to the Trainee’s dissertation research that is in press or published in a relevant peer-reviewed journal. Nevertheless, the expectation for Trainees in the Combined Veterinary Pathology Residency/PhD Program is at least three first authored, peer-reviewed research manuscripts that are submitted, in press and/or published.

Phase 3 – Preparation for the ACVP Board Certification Exam

Decisions regarding ACVP board examination scheduling and preparation are also made in conjunction with the Trainee, Research Advisor and Graduate Committee including a veterinary pathologist of the appropriate specialty. Numerous factors should be considered in the decision-making process including:

- Eligibility guidelines
  - Pathology service guidelines outlined above
  - Successful completion of the candidacy examination
  - One first-authored manuscript directly related to the Trainee’s dissertation research that has been submitted to, or is in press/published in a relevant peer-reviewed journal
- Resident pathology competency as assessed by annual one45 Faculty Evaluations
- Timeline for experimental studies yet to be completed

The ACVP Certification Exam is now completed in two phases. Phase I is comprised of 100 multiple choice questions on general pathology and is administered electronically at regional testing centers in mid-March of each year. While a candidate is eligible to take Phase I upon completion of one year in a training program, trainees in our Combined Program are strongly encouraged to coordinate Phase I with their candidacy exam. Upon successful completion of Phase I, candidates are eligible to take Phase II. Preparation for Phase II typically occurs at or near the end of the PhD program and consists of an intense one year board preparatory period that is closely guided by faculty. The Phase II exam is now administered over 1-day in August at the American Board of Pathology's Testing Facility in Tampa, FL (see [http://www.acvp.org](http://www.acvp.org) – Certifying Exam and Phase II Redesign for future
dates, recommended study materials, and sample questions), with applications due mid-December of the preceding year. In general, Phase II exam preparation is best done in the familiar teaching environment that is an extension of the training program. The “Introduction to Pathology” phase and pathology service duty completed during Phase 2 of the Combined Program are not sufficient to prepare students for the certification process. The emphasis on research experience and self-study in the combined program must be supplemented by specific guidance in preparation during Phase 3 of the Combined Program. Pathology faculty with intimate knowledge of the examination process are a unique strength of OSU, and provide guidance to enhance the likelihood of success. For highly motivated students, the final year has been an excellent capstone experience helping them build confidence and sit the Phase II examination with the correct mental preparation and attitude. The final year of preparation is not intended to be a “cramming” year and students who have not kept up in the development of their pathology skills during the research years historically have struggled.

The amount and scheduling of dedicated time for Phase II exam preparation should not exceed 25% total effort for the year, and should be clearly outlined in a plan developed in conjunction with your Advisor and Graduate Committee. One potential model entails 25% study time (as a proportion of a full-year work effort) in the year that the examination is taken, such as 1 weekday out of the research lab/week from January 1st until June 30th followed by a period of intensified study from July 1st until the examination in mid-September (or similar). Research should comprise 75% of the Trainee’s effort over the course of this preparation year. The Trainee should continue to execute planned experiments, as well as attend and contribute to laboratory meetings, prepare manuscripts, etc. It should be noted that released time from research and pathology service responsibilities should not constitute the Trainee’s sole study time. Board preparation to successfully complete Phase II of the ACVP Certification Examination will require substantial self-motivated effort and use of evening and weekend time.

Departmental microscopes are made available to trainees to take Phase II of the ACVP Certification Examination provided trainees remain affiliated with OSU at the time of the exam. Microscopes are not available to trainees who have graduated and left, or to others not formally affiliated with OSU.

Pathology Obligations Following ACVP Board Certification

A Trainee’s continued involvement in the pathology program upon achieving ACVP Diplomate status while finishing the PhD is beneficial to the Trainee’s continued development as a pathologist, and is expected. Participation during weekly histopathology and clinical pathology seminars by new Diplomates who are familiar with the current literature is especially valuable to residents. New Diplomates rotate weekend autopsy duty with faculty pathologists and are paired with residents. New Diplomates’ participation in surgical biopsy and cytology services is determined on a case by case basis and in consideration of their dissertation research progress.

Trainees will be presented with residency certificates upon completion of their graduate degree.
Remediation

Open and regular communication among the Trainee, Research Advisor, Graduate Committee and Specialty Veterinary Pathology Residency Training Coordinator is the key to successful matriculation through this combined program. In the event a student is considering a change in his/her matriculation through and/or commitment to the Combined Veterinary Pathology Residency/Graduate Program, the following sequential steps should be taken:

1. Discussion(s) with the following parties:
   a. Research Advisor
   b. Other graduate committee member(s)
   c. Specialty Veterinary Pathology Residency Training Coordinator
   d. Combined Veterinary Pathology Residency/Graduate Program Director

2. Meeting with entire graduate committee. The Specialty Veterinary Pathology Residency Training Coordinator AND/OR Combined Veterinary Pathology Residency/Graduate Program Director, who will represent the Department Chair, should also participate in the meeting.

3. Contact should be initiated with the Chair of the CVM Council for Graduate Studies, who remains a resource throughout the process, in the event the issue(s) can’t be resolved during the course of the above discussions.

Program Completion

At the conclusion of the program, Trainees must:

- Submit a ‘letter of resignation’ to the Research Advisor, Combined Veterinary Pathology Residency/Graduate Program Coordinator, and VBS Administrator to ensure appropriate timing of stipend support termination.
- Notify the Combined Veterinary Pathology Residency/Graduate Program Director of new position and title for VBS and CVM notification
- Return: key(s), microscope(s); computer (to Research Advisor for cleaning and reformatting by VIS); glass slides and medical records for Veterinary Medical Center patients
- Clean out VBS locker, desk/office, mailboxes, and any saved specimens.
- Schedule exit interview(s) with: Advisor, Specialty Veterinary Pathology Residency Training Coordinator, VBS Chair, CVM Council for Graduate Studies Chair, and Associate Dean for Research and Graduate Studies.
A. The first year of the program is devoted to pathology residency training comprising autopsy or cytology service duty and pathology seminars. Trainees identify 3 principal investigators with research laboratories for one week rotations before committing to a PhD advisor and laboratory. Trainees also attend the weekly college-wide research seminars.

B. The majority of the trainee’s effort is directed toward research after the first year. Trainees typically complete didactic coursework and candidacy examinations by the end of the second year in the graduate program (i.e. third year in the combined program). It is recommended that completion of Phase I of the ACVP Certification Examination, administered by regional testing centers, be coordinated with the candidacy examination.

C. The majority of the trainee’s effort continues to be directed toward research. Defined dissertation chapters corresponding to individual publications start to clearly emerge after successful completion of the candidacy examination.

D. Preparation for Phase II of the ACVP Certification Examination occurs throughout the training program. However, upon successful completion of Phase I, most trainees take Phase II at or near the end of the PhD Program. There typically is a concentrated period of board preparation during the 3 months prior to Phase II of the ACVP Board Certification Examination administered in August. The amount of time for board preparation should be discussed with the Research Advisor early in the research portion of the training program and with the Graduate Committee as the examination date approaches. The graph above indicates a recommendation of 25% effort in the research laboratory during this concentrated study period. However, it is important for each Trainee and Graduate Committee to discuss what is acceptable to ensure continued progress in the research laboratory and success on the examination.

E. The timing of graduation is based on the expectation that Trainees in the Combined Veterinary Pathology Residency/PhD Program will have at least three first authored, peer-reviewed research manuscripts that are submitted, in press and/or published.
GRADUATE RESEARCH ASSOCIATE FACT SHEET

CREDIT HOURS:
Minimum Graduate School registration requirements for pre-candidacy
- 8 credit hours during each semester a 50% or greater GA appointment is held, except during the summer session, when the minimum is 4 credit hours

Minimum Graduate School registration requirements for post-candidacy
- 3 credit hours during each semester, including summer

LEAVE:
In order to take time off, you will have to fill out the Combined Pathology Residency/Graduate Program leave form and have it approved by your faculty advisor, the VBS department chair and your specific residency training program coordinator. You will receive 10 personal/vacation days per academic year.

Reasonable requests for short-term absences or leaves of absence for appropriate duration should generally be approved, without requiring make-up time, for reasons due to:
- personal illness or bereavement of an immediate family member
- personal serious health condition or care of an immediate family member with a serious health condition
- childbirth or adoption (for birth mothers, fathers, domestic partners and adoptive parents)

FEES:
- The Graduate School authorizes the payment of resident and nonresident tuition, any learning technology fees, and the general fees with the following exceptions:
  - Late Fees
  - Withdrawal/Disenrollment Costs
- Room & board, application fee, books, equipment, lab fees, parking. The student’s portion of health insurance, COTA, student activity fee, student legal fee (which is an annual fee) and other personal expenses are payroll deducted from your paycheck automatically.

BENEFITS:
You are eligible for the following-
- Medical plan; the Student Health Plan or Prime Care Advantage
- Integrated Disability; Worker’s compensation
- Unpaid medical leave
- Unpaid personal leave
- Military leave
- Holiday time
- Retirement Programs; Ohio Public Employees Retirement System (OPERS) or Supplemental Retirement Accounts (SRA). Need to opt out 60 days from your start date if you do not want OPERS
- Additional Benefits; GlobalCare Referral Services, Ohio State Employee Assistance Program (EAP – only if enrolled in a University Medical Plan). Your Plan for Health (YP4H – only if enrolled in a University Medical Plan)
UNIVERSITY FELLOW FACT SHEET

CREDIT HOURS:
Minimum Graduate School registration requirements for pre-candidacy
- 12 credit hours during each semester, except during the summer session, when the minimum is 6 credit hours

Minimum Graduate School registration requirements for post-candidacy
- 3 credit hours during each semester, including summer

LEAVE:
In order to take time off, you will have to fill out the Combined Pathology Residency/Graduate Program leave form and have it approved by your faculty advisor, the VBS department chair and your specific residency training program coordinator. You will receive 10 personal/vacation days per academic year.

Reasonable requests for short-term absences or leaves of absence for appropriate duration should generally be approved, without requiring make-up time, for reasons due to:
- personal illness or bereavement of an immediate family member
- personal serious health condition or care of an immediate family member with a serious health condition
- childbirth or adoption (for birth mothers, fathers, domestic partners and adoptive parents)

FEES:
- The Graduate School authorizes the payment of resident and nonresident tuition, any learning technology fees, and the general fees with the following exceptions:
  - Late Fees
  - Withdrawal/Disenrollment Costs
- Room & board, application fee, books, equipment, lab fees, parking, the student’s portion of health insurance, COTA, student activity fee, student legal fee (which is an annual fee) and other personal expenses are payroll deducted from your paycheck automatically

BENEFITS:
You are eligible for the following:
- Medical plan; You are automatically enrolled in the Student Health Insurance Plan (SHI)
- Integrated Disability; Worker’s compensation
- Short term absence (need to request)
- Unpaid leave of absence
- If eligible, FMLA
- Military leave
- Holiday time
- Retirement Programs; Ohio Public Employees Retirement System (OPERS) or Supplemental Retirement Accounts (SRA). Need to opt out 60 days from your start date if you do not want OPERS
- Additional Benefits; GlobalCare Referral Services, Ohio State Employee Assistance Program (EAP – only if enrolled in a University Medical Plan). Your Plan for Health (YP4H – only if enrolled in a University Medical Plan)
MISCELLANEOUS:

- Taxes are not withheld from your paycheck, and the benefits paid by the college/department (health insurance, tuition) are considered taxable income in addition to the salary paid from the fellowship or grant.
CREDIT HOURS:
Maximum Graduate School registration requirements
- 10 credit hours during each semester (Fall, Spring and Summer)

Minimum Graduate School registration requirements for post-candidacy (you will register post-candidacy AFTER the semester in which you take your candidacy exam)
- 3 credit hours during each semester, including summer

LEAVE:
In order to take time off, you will have to fill out the Combined Pathology Residency/Graduate Program leave form and have it approved by your faculty advisor, the VBS department chair and your specific residency training program coordinator. You will receive 10 personal/vacation days per academic year.

Reasonable requests for short-term absences or leaves of absence for appropriate duration should generally be approved, without requiring make-up time, for reasons due to:
- personal illness or bereavement of an immediate family member
- personal serious health condition or care of an immediate family member with a serious health condition
- childbirth or adoption (for birth mothers, fathers, domestic partners and adoptive parents)

FEES:
- You will receive an employee fee authorization of up to $9,640 per term. Any tuition or fees above that dollar amount are the responsibility of the student. (please note for individuals who are not residents of Ohio, or are international students, the Non-Resident Fee will have a significant impact on the number of credit hours you can take and still remain below the $9,640 threshold, usually around 4 credit hours)
- Late payment fees, late enrollment/registration fees, and withdrawal fees are the responsibility of the student
- Room & board, application fee, books, equipment, lab fees, parking (since you are considered as Staff, you must purchase an A parking pass from CampusParc; you are no longer eligible for a central campus B or C pass),
- COTA, Student Activity Fee, Student Legal Fee (which is an annual fee), Recreational Fee, and the Student Union Fee are billed to you at the beginning of the semester.
**BENEFITS:**
You are eligible for the following:

- Medical plan; the Student Health Plan or Prime Care Advantage including dental and vision. If you choose a student health plan, you will be required to pay the full fee for that at the beginning of each term. If you choose an employee health plan, the cost will be evenly deducted from your paycheck each month.

- Additional Benefits; GlobalCare Referral Services, Ohio State Employee Assistance Program (EAP – only if enrolled in a University Medical Plan). Your Plan for Health (YP4H – only if enrolled in a University Medical Plan)

- Tuition Assistance; faculty and staff only (not including dependents). *You are considered staff.*

**MISCELLANEOUS:**

- Taxes are not withheld from your paycheck, and the benefits paid by the college/department/university (health insurance, tuition) are considered taxable income in addition to the salary paid from the fellowship or grant.
*indicates a mandatory response

# Student Evaluation of Resident or Intern

<table>
<thead>
<tr>
<th></th>
<th>N/A</th>
<th>1 Strongly Disagree</th>
<th>2 Disagree,</th>
<th>3 Neutral,</th>
<th>4 Agree</th>
<th>5 Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resident or Intern communicated his/her subject matter well.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Resident or Intern emphasized particularly important material</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Resident or Intern stimulated interest in the subject.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Resident or Intern communicated and interacted professionally with clients.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Resident or Intern communicated and interacted professionally with students.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Resident or Intern communicated and interacted professionally with staff and faculty.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Resident or Intern communicated professionally with referring DVMs (if observed)</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Resident or Intern was a good role model for teamwork with students, staff and clinicians.</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

**PLEASE NOTE:** If you select a response below a "3" (Neutral), please take the time to explain your selection in the comments section so that we can appropriately respond to your feedback.

**Comments:**

The following will be displayed on forms where feedback is enabled...

*(for the evaluator to answer...)*
Faculty Evaluation of Anatomic Pathology Resident Competency

Knowledge of Anatomic Pathology

- Recognizes and interprets gross and histologic lesions
- Correlates gross and histopathologic findings
- Comprehends the pathophysiology and pathogenesis of common clinical diseases
- Knows the lesions associated with common clinical diseases
- Understands the clinical pathologic correlates of common diseases
- Interprets relevant laboratory data
- Is able to make appropriate recommendations for ancillary testing
- Is familiar with and understands the relevant literature
- Seeks information in current literature related to current clinical cases
- Demonstrates growth in knowledge

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Satisfactory Progress is Being Made for Level in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

Interpersonal Skills/Professional Conduct

- Interacts collegially with clinicians, pathology faculty, students and staff
- Demonstrates enthusiasm and willingness to work
- Accepts responsibility and constructive criticism
- Demonstrates good judgement, maturity and professionalism
- Supports a team effort
- Can work independently

<table>
<thead>
<tr>
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<td>O</td>
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<td>O</td>
</tr>
</tbody>
</table>

Teaching Ability

- Demonstrates adequate teaching ability in seminars and on the necropsy floor
- Is able to prepare clear, informative presentations
- Is able to answer questions
- Emphasizes important information

<table>
<thead>
<tr>
<th>Evaluation:</th>
<th>N/A</th>
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<td>O</td>
</tr>
</tbody>
</table>

Technical Skills
- Is able to perform the basic necropsy and trimming skills required to be a competent anatomic pathologist
- Can take adequate photographs (gross and photomicrographs)

<table>
<thead>
<tr>
<th>Evaluation</th>
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</tr>
</thead>
</table>

**Organizational Skills**

- Demonstrates organization
- Works efficiently
- Completes case evaluations in a timely manner
- Is available for consultation on clinical cases
- Follows-up on interesting cases

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>N/A</th>
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<th>Satisfactory Progress is Being Made for Level in Program</th>
</tr>
</thead>
</table>

**Communication Skills**

- Communicates effectively with clinicians, pathology faculty, students, staff and clients
- Writes clear and concise gross and histopathology reports, case write-ups, and seminar presentations
- Communicates effectively in rounds
- Actively seeks interactions with clinicians

<table>
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<tr>
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</thead>
</table>

**Research and Scholarly Activity**

- Rotations in 3 research labs (1st year)
- Selection of an advisor (1st year)
- Formation of advisory committee including pathologist of appropriate specialty
- Maintains appropriate progress on dissertation research
- Participates in collaborative research
- Preparation of manuscripts (submitted/in press/published) directly related to dissertation
- Preparation of manuscripts (submitted/in press/published) not related to dissertation
- Has developed appropriate critical thinking skills
- Works independently

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**Conference and Meetings**

- Participates in histopathology seminar
- Attends specialty pathology conferences (until candidacy exam completed)
- Submission of abstracts and poster/oral presentations at local/state/national meetings

<table>
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</tr>
</thead>
</table>
Leadership and Other Contributions

- Thinks creatively and shares new ideas
- Assembles information for new teaching cases/slide sets
- Makes useful suggestions for programmatic improvement

Overall Rating

<table>
<thead>
<tr>
<th>Maintains Appropriate Balance of Pathology and Research</th>
</tr>
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<tbody>
<tr>
<td>N/A</td>
</tr>
<tr>
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</tr>
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</table>

PLEASE NOTE: If you select the "Needs Improvement" response, please explain your selection in the comments section and provide possible plans for improvement.

Comments:

The following will be displayed on forms where feedback is enabled...

(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?
○ Yes
○ No

(for the evaluee to answer...)

*Did you have an opportunity to discuss your performance with your preceptor/supervisor?
○ Yes
○ No
Faculty Evaluation of Clinical Pathology Resident Competency

Knowledge of Clinical Pathology

- Understands basic concepts of clinical pathology
- Comprehends the pathophysiology and pathogenesis of common clinical diseases
- Knows the laboratory findings associated with common clinical diseases
- Understands the clinical pathologic correlates of common diseases
- Can critically evaluate newly reported information
- Is able to correlate laboratory findings with clinical findings
- Can competently evaluate a blood smear and cytology smear
- Can competently interpret a CBC and biochemical profile
- Is able to make appropriate recommendations for ancillary testing
- Is familiar with and understands the relevant literature
- Seeks information in current literature related to current clinical cases
- Demonstrates growth in knowledge

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Interpersonal Skills/Professional Conduct

- Interacts collegially with clinicians, pathology faculty, students and staff
- Demonstrates enthusiasm and willingness to work
- Accepts responsibility and constructive criticism
- Demonstrates good judgement, maturity and professionalism
- Supports a team effort
- Can work independently

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<td>Evaluation:</td>
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<td></td>
</tr>
</tbody>
</table>

Teaching Ability

- Demonstrates adequate teaching ability in seminars, lectures, and laboratories
- Is able to prepare clear, informative presentations
- Is able to answer questions
- Emphasizes important information

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<tbody>
<tr>
<td>Evaluation:</td>
<td>○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Technical Skills
- Is able to perform the basic skills required to be a competent clinical pathologist
- Has a basic knowledge of instrumentation and quality control
- Can take adequate photographs

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<tr>
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<td></td>
<td>O</td>
<td>O</td>
<td>O</td>
</tr>
</tbody>
</table>

### Organizational Skills

- Demonstrates organization in the clinical laboratory
- Works efficiently
- Completes case evaluations in a timely manner
- Is available for consultation on clinical cases
- Follows-up on interesting cases

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</tbody>
</table>

### Communication Skills

- Communicates effectively with clinicians, pathology faculty, students and staff
- Writes clear and concise cytology reports, case write-ups, and seminar presentations
- Communicates effectively in rounds
- Actively seeks interactions with clinicians

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### Research and Scholarly Activity

- Rotations in 3 research labs (1st year)
- Selection of an advisor (1st year)
- Formation of an advisory committee including pathologist of appropriate specialty
- Maintains appropriate progress on dissertation research
- Participates in collaborative
- Preparation of manuscripts (submitted/in press/published) directly related to dissertation
- Preparation of manuscripts (submitted/in press/published) not related to dissertation
- Has developed appropriate critical thinking skills
- Works independently

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</tr>
</tbody>
</table>

### Conference and Meetings

- Participates in clinical pathology seminar
- Attends CPC (1st year)
- Attends cytology rounds (1st year)
- Attends sections meetings
- Submission of abstracts and poster/oral presentations at local/state/national meetings
Leadership and Other Contributions

- Thinks creatively and shares new ideas
- Assembles information for new teaching cases/slide sets
- Makes useful suggestions for programmatic improvement

<table>
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<tr>
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</tr>
</tbody>
</table>

Overall Rating

<table>
<thead>
<tr>
<th>Maintains Appropriate Balance of Pathology and Research</th>
<th>N/A</th>
<th>Needs Improvement</th>
<th>Satisfactory Progress is Being Made for Level in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>O</td>
<td></td>
<td>O</td>
</tr>
</tbody>
</table>

PLEASE NOTE: If you select the "Needs Improvement" response, please explain your selection in the comments section and provide possible plans for improvement.

Comments:

The following will be displayed on forms where feedback is enabled...

(for the evaluator to answer...)

* Did you have an opportunity to meet with this trainee to discuss their performance?
  O Yes
  O No

(for the evaluee to answer...)

* Did you have an opportunity to discuss your performance with your preceptor/supervisor?
  O Yes
  O No
Resident Evaluation of Faculty

This evaluation is for residents to give feedback to faculty (Anatomic and Clinical Pathology). Scaled questions will be answered on a Likert scale of one (1) to five (5), where 1 = Never and 5 = Always. Read questions completely and make note of the direction of the scale.

<table>
<thead>
<tr>
<th>Question</th>
<th>1 = Never</th>
<th>2 = Infrequently</th>
<th>3 = Sometimes</th>
<th>4 = Often</th>
<th>5 = Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Effectively delivers didactic curriculum (presentation quality, content, organization and delivery).</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>*Effectively delivers small group and one-on-one teaching and mentoring (efficient, identifies and addresses specific education needs, and uses literature to explain the case and investigative work).</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>*Is relevant/up-to-date, intellectually stimulating and helpful during teaching sessions/conferences.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>*Able to explain clinicopathologic concepts, criteria, literature and controversies, and apply explanations to case material and scholarly work.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>*Available to sign out and discuss cases.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>*Available for mentoring, advising and consulting.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>*Is punctual, prepared and available.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>*Demonstrates positive and professional interpersonal communication skills with faculty, staff and students.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>*Provides feedback and suggestions for improvement, and explains when and why trainees are incorrect.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>*Supports and facilitates the balance of both pathology and graduate education/research components of the Combined Program.</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>

*List three (3) strengths of this faculty member.

*List three (3) areas this faculty member could improve.

Please provide constructive, objective and specific comments regarding faculty performance, particularly if you selected a score of 3 or lower for any of the above, so faculty can incorporate feedback to improve teaching.

The following will be displayed on forms where feedback is enabled...
(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?
- [ ] Yes
For the evaluee to answer...

*Did you have an opportunity to discuss your performance with your preceptor/supervisor?

- Yes
- No
Resident Evaluation of Combined Pathology Residency/PhD Program

This evaluation is for residents to give feedback regarding the Combined Pathology Residency/PhD Program (Anatomic and Clinical Pathology).

Scaled questions will be answered on a Likert scale of one (1) to four (4), where 1=Strongly Disagree and 4=Strongly Agree. Read questions completely and make note of the direction of the scale.

Demographics

*Residency Program (select one)

☐ Anatomic Pathology

☐ Clinical Pathology

Questions

<table>
<thead>
<tr>
<th>n/a = Did not Observe/Unable to Assess</th>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Agree</th>
<th>4 = Strongly Agree</th>
</tr>
</thead>
</table>

*Based on my current progress in the combined PhD and residency program at The Ohio State University, I believe I will be competitive for jobs in my career area of choice upon the completion of my program.

*List 3-5 strengths of your residency training program and preparation for ACVP board certification.

*List 3-5 challenges of your residency training program and preparation for ACVP board certification.

*List 3-5 strengths of your graduate training program (including the process of laboratory selection) and preparation as a scientist.

*List 3-5 challenges of your graduate training program (including the process of laboratory selection) and preparation as a scientist.

*Laboratory, service, and administrative staff are
supportive, collegial, and helpful.

Describe areas for improvement in staff support.

<table>
<thead>
<tr>
<th>The process of sample submission, processing, case reading, and finalizing reports is organized and efficient.</th>
<th>n/a = Did not Observe/Unable to Assess</th>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Agree</th>
<th>4 = Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Describe areas of improvement in sample processing and reporting.

<table>
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<th>Courses and educational opportunities focused on the residency portion of the combined program in preparation for the ACVP board examination are adequate in number, content, and delivery.</th>
<th>n/a = Did not Observe/Unable to Assess</th>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Agree</th>
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Describe areas for improvement in courses and educational opportunities.

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<th>Interactions between faculty, residents, and graduate students are professional, collegial, and respectful (including those between anatomic and clinical pathology, within the department, across the college and between colleges).</th>
<th>n/a = Did not Observe/Unable to Assess</th>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Agree</th>
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Describe areas for improvement in collegiality and professionalism.

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<th>The resident role in teaching of professional veterinary students is structured to maximize student learning in a manner that is efficient and coordinated with additional resident responsibilities.</th>
<th>n/a = Did not Observe/Unable to Assess</th>
<th>1 = Strongly Disagree</th>
<th>2 = Disagree</th>
<th>3 = Agree</th>
<th>4 = Strongly Agree</th>
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Describe areas for improvement in the role of resident teaching of professional students.

Please provide any additional comments, concerns, or recommendations.
The following will be displayed on forms where feedback is enabled...
(for the evaluator to answer...)

*Did you have an opportunity to meet with this trainee to discuss their performance?
  ○ Yes
  ○ No

(for the evaluee to answer...)

*Did you have an opportunity to discuss your performance with your preceptor/supervisor?
  ○ Yes
  ○ No
This form is used to make and approve leave requests for Residents. Trainees on leave from their appointments must generally continue to meet minimum registration requirements. Requests for scheduled time off should be made as far in advance as possible, but no later than 30 days prior to the first day of leave requested.

Trainee’s Name (Print): ________________________________

Dates Requested: ________________  Total # of Business Days: _____  Total # of Business Hours: ______

☐ PERSONAL
Vacation, personal leave, etc. – 10 days per academic year.

☐ PROFESSIONAL
Attend scientific meetings, elective educational experiences, interviews, etc. Provide the name and location of meeting/experience: __________________________________________

☐ ILLNESS/INJURY – Check Short-term absence or Long-term/Leave of Absence and reason for request

☐ Self  ☐ Immediate Family Member

☐ Short-term Absence
Note: generally one to two days; three days or more requires appropriate documentation; multiple requests for leave in excess of two weeks over the course of the residency may impact academic progress and require additional documentation and/or approval.

☐ Personal illness/injury

☐ Death in immediate family

Relationship: ____________________________

☐ Other- Explain: ____________________________

☐ Long-term/Leave of Absence
Note: see definitions on back of form; attach appropriate documentation in support of the request; maximum of six weeks during program.

☐ Personal serious health condition

☐ Care for immediate family member with Serious health condition

☐ Childbirth or adoption

I certify that the information provided as part of this request is true, accurate, and complete. I understand that a person who, knowingly and with intent to defraud, requests leave using materially false information is guilty of fraud, which may result in disciplinary action, including action under the Code of Student Conduct.

Trainee’s Signature: ________________________________  Date: ________________

*The signed form should be submitted to the Combined Pathology Residency Graduate Program Coordinator in Goss 203, to be retained in the trainee’s record.

Faculty Advisor: ________________________________  Date: ________________

VBS Department Chair: ________________________________  Date: ________________

Residency Training Program Coordinator: ________________________________  Date: ________________
Request for Leave Definitions:

**Serious Health Condition** – an illness, injury, impairment, or physical/mental condition that meets any one of the following:

- Involves inpatient care in a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care.

- Continuing treatment by a health care provider that consists of a period of incapacity that also involves treatment multiple times by a health care provider, or treatment at least once by a health care provider that results in a regimen of continuing treatment and continuing incapacity.

- Chronic conditions – episodic incapacity (e.g. diabetes, epilepsy), permanent/long-term conditions (e.g. Alzheimer’s, cancer) or multiple treatments (e.g. chemotherapy, dialysis).

**Immediate family** – spouse, domestic partner, mother, father, sister, brother, daughter, son, grandparent, grandchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, grandparent-in-law, grandchild-in-law, or corresponding relatives of the graduate student’s partner, other persons for whom the graduate student is legally responsible, and anyone who stood in loco parentis to the graduate student as a child.

To use a leave of absence for the care of a domestic partner or for the corresponding relative of the partner, a completed Affidavit of Domestic Partnership for Funded Graduate Students’ Leaves of Absence must be on file with the Graduate School.

**Childbirth/Adoption:**

- Birth mother – a female who gives birth to a child (up to 6 weeks).

- Father – a male who is legally responsible for child rearing as the male spouse or domestic partner of the birth mother (up to 3 weeks).

- Domestic partner – a same- or opposite-sex adult partner who has met the requirements of and has a completed Affidavit of Domestic Partnership on file with the Graduate School.

- Adoptive parent – a parent who has taken a child into one’s family, through legal means, to raise as one’s own child.
SECTION 1: EXPECTATIONS
This section should be filled out by the faculty member in consultation with the student at the beginning of the rotation.

1. Time in the Laboratory:
2. Suggested Relevant Literature:
3. Laboratory/Research Group Meetings:
4. Supervised Technical/Experimental Work:
5. Student Presentations (at discretion of faculty member):

I have discussed with the student the possibility for support in my laboratory over the coming year: _______Yes _______No

Student Signature     Date     Faculty Signature     Date

SECTION 2: ACCOMPLISHMENTS OF THE STUDENT
This section should be filled out by the student after the rotation is complete. Use additional pages if necessary.

1. Date of rotation and approximate hours/day of participation:

2. Describe outside reading/literature:

3. Describe presentations in research group meetings, assigned at discretion of faculty member:

4. Describe direct participation in technical/experimental work:

5. Approximate time spent with rotation instructor:

6. Approximate time spent with other members in the lab (students/postdocs/techs):

7. Participation in other pertinent activities:

Student Signature     Date

SECTION 3: FACULTY APPROVAL
Student has participated in the above activities:  _______Agree   _______Disagree

I have discussed potential opportunities/support regarding graduate work in my program: _______Yes _______No

General comments and recommendations regarding areas courses and prerequisites this student would need before entering my lab:

Faculty Signature     Date

*** File a copy of this form with the VBS-CRP Program Coordinator in 203 Goss Lab at the beginning of the rotation and a completed copy at the end of the rotation. Keep a copy for yourself and give a copy to the lab faculty member. ***

Final 06/14
Who should fill out this form:

MS and PhD students (except for VCS residents)

MS/DVM students

Students who are in MCDB, OSBP, IBGP, etc. and have a CVM faculty advisor

Who should not fill out this form:

VCS residents do not need to complete the form, the last copy of your residency review will suffice. However, feel free to use the document as a tool for any committee meetings or for future research planning

For students who just started this Autumn Semester, please fill out as much as possible.

If you are graduating this term, please complete the form so we have a record of your plans and can brag about your success in the past year. We use the information you provide for many purposes, including grant proposals and accreditation reports.

If you are unsure of your HR title, salary, or funding source, you can ask me or your departmental HR person.

If a committee member is unavailable for a physical signature due to extenuating circumstances, an electronic signature is permissible. Use the following instructions: 1) Email a completed copy of your evaluation form to the committee member; 2) The committee member should then reply to your email indicating approval of the form; 3) when turning in your form, include a copy of the email trail (must show both the original request and the reply). Do not have the committee member email approval to me, it should go back to you.

A complete evaluation should include the following:

- Annual Progress Evaluation Form
- Student Advisory Committee Form
- Academic Course Plan
- A copy of your Research Plan signed by your advisor
- Your most recent Advising Report from buckeyelink.osu.edu
Student Name: 

Student’s Employee ID: 

Advisor(s): 

Degree Sought: choose one...

Academic Unit: Comparative & Veterinary Medicine 

Department: Choose one...

Date of Entry into Current Program: Click here to enter a date.

Appointment Title:  Choose one...

Source of Support (indicate where your funding comes from, not the dollar amount):
  - Tuition:
  - Stipend:
  - Stipend amount (monthly gross)

Established formal Graduate Student Advisory Committee? □ Yes □ No

**The expectation is to have Advisory Committees established by the end of the first year in the program and to meet annually thereafter.

Date of most recent formal committee meeting: Click here to enter a date.

Date Candidacy Exam completed (if applicable): Click here to enter a date.

For pre-candidacy PhD students, anticipated term of Candidacy Exam:

**The expectation for a CVM Student is to take the Candidacy Exam by the end of their 2nd year in the program.

Expected term of graduation:

For the following items, please attach additional sheets if necessary

  - Date of most recent departmental research seminar presentation:

  - Research presentations (oral or poster), please list date, title, and place:

  - Peer-reviewed manuscripts (submitted, in press, or published):

  - Awards received (internal and external):

Research Plan: Please submit a copy of your research plan (signed by your advisor) on separate sheet if you are an MS student past your 2nd semester, or a PhD student past your 3rd semester (please see page 18, Item F in the CVM Graduate Program Handbook)

Please attached a copy of your most recent advising report (available from buckeyelink.osu.edu)

Signature, Student ___________________________ Date ___________________________

Signature(s), Faculty Advisor ___________________________ Date ___________________________
College of Veterinary Medicine  
Student Advisory Committee Form

Student Name:

Briefly describe your goals for the next year:

Signatures are required for all members of your advisory committee

**Advisory Committee Members & Expertise Contributed**

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# College of Veterinary Medicine
## Student Academic Course Plan

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Advisor Name (printed) ___________________________ Signature ___________________________

Member Name (printed) ___________________________ Signature ___________________________

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