presentation and then updated that periodically with any addition or changes in the testing reference labs and/or their specimen requirements.
Results: With periodic, standardized and updated guidelines and detailed verified information and instructions for sample processing, a uniform and much coordinated specimen collection and processing could be achieved and all of our five-borough spanning multisite municipal ambulatory clinics could collect and process the COVID-19 specimens properly.
Conclusion: Centralized, Planned and concerted education planning and timely delivering that to the clinical and nursing staffs could tremendously help in answering many relevant queries and curtailing confusion and properly collecting and handling the specimens in emerging infection like COVID-19 in a large city municipal ambulatory care health system.

Leveraging Existing Institutional Resources to Maintain Quality Assurance Practices in Anatomic Pathology in the Era of Social Distancing

A. Arriola[1], A. Aneja[1], Y. Rong[1], S. Taraif[1], N. jhala[1]; [1]Pathology and Laboratory Medicine, Temple University Hospital, Philadelphia, Pennsylvania, UNITED STATES|

Introduction/Objective: Due to the COVID-19 pandemic, hospitals had to adapt practices to incorporate social distancing while maintaining quality assurance (QA) in anatomic pathology (AP). Prior to this, our general surgical pathology (SP) and cytopathology (CP) services held daily consensus conferences (CC) at a multi-headed microscope. Implementing social distancing meant only a few faculty were present onsite and avoidance of interactions at the multi-headed scope. In an effort to preserve QA through CC, faculty exploited the use of web conferencing through our HIPAA-compliant Zoom. We describe the utility of this new practice.
Methods: From 3/25-4/30/20, all SP and CP cases selected for CC were presented by respective pathologists (n=8) in their own offices by using individual microscopes with cameras, image acquisition software, and screen-sharing through Zoom. One pathologist was responsible for sending out a new CC Zoom link daily and recording the consensus diagnosis. All onsite pathologists and those at home participated.
Results: We presented 95 SP and 31 CP cases through Zoom compared to 300 SP and 60 CP cases presented at a similar timeframe prior to social distancing. This 68% and 48% decline could be attributed to elective procedure cancellation. We assigned a consensus diagnosis to all cases, with 77% overall being malignant diagnoses, and breast being the most common SP specimen type (22%). Additionally, all participating pathologists felt comfortable with the new format irrespective of being onsite or at home. Apart from minor audio issues, we did not notice significant lag time or visual disturbances that interfered with diagnostic abilities. Importantly, the transition did not involve investing in new technology.
Conclusion: The new virtual CC allowed our department to maintain QA practices in AP without sacrificing quality and serves as a starting point to investigating the use of this technology to other applications in AP, such as overnight frozen sections.

Innovating With the Times: Pathology Education in Context of Physician Burnout

R. Saxena[1], R. Crum[2], N. Moore[2], S. Warha[2]; [1]Pathology, Medical University of the Americas, Charlestown, SAINT KITTS AND NEVIS|[2]Medical University of the Americas, Potworks, Nevis, SAINT KITTS AND NEVIS|

Introduction/Objective: Learning a boundless volume of information, preparing for multiple exams, and getting involved in several other academic activities are just a few things that the current medical students need to tackle in a finite duration. While these challenges encourage learners to be their best, and prepare them for their careers as future physicians, they can also result in a largely unnoticed issue — burnout. Curricular reform targeted at developing skills to mitigate burnout is the need of the hour. To combat this issue in the pathology classroom, we used our tried and tested strategy of algorithms in combination with fun activities, particularly keyword mnemonics, to evaluate the impact on reducing burnout in medical students.
Methods: Lectures were delivered and recorded for students of semester 4 and 5, and sample algorithms and mnemonics were included. We also used pathophysiology case sessions comprising clinical vignettes and questions. Students were divided into small groups to solve questions and had to frame their own algorithms and mnemonics to help them. The method's effectiveness was assessed using performance in past and current exams. Feedback was performed to gauge students' perceptions
Results: Feedback evaluation showed that 86% of students indicated that algorithms and mnemonics not only strengthened the rote memory but also helped lessen the stress during exam preparation. 59% of students expressed that teamwork made it easier and fun to work. Almost 11% felt that mnemonics should be included as part of new lectures but they found it difficult and ineffective to make their own. Further assessment will be performed to analyze the strategy's impact on burnout.
Conclusion: Classroom traditions that encourage shared problem-solving and decision-making leads to reduced

DOI: 10.1093/ajcp/aqaa161