

Educational Case Background & Submission Instructions

Background

Becoming a competent physician requires the ability to gain a broad foundation of knowledge, skills, and attitudes essential for independent medical practice. Essential in this is the understanding of the normal and pathological processes of each organ system, the ability to apply disease mechanisms to describe the pathobiology, and the ability to continually improve the diagnostic acumen and optimal treatment decisions through lifelong learning.

The Pathology Competencies for Medical Education (PCME) have detailed learning objectives under each goal that direct medical students and course directors to important facets of each learning goal that can be individually applied by learners. The competencies are divided into three sections—disease mechanisms and processes, organ system pathology, and diagnostic medicine and therapeutic pathology—and allow flexibility for each medical school and learner to apply the learning goals and objectives in a way that can keep the unique design of each curriculum or learning plan. The competencies are purposefully kept broad as they represent the minimum requirements of what pathology course directors across the nation have agreed upon to prepare medical students for entry into any residency program and for the subsequent contemporary practice of medicine.

Educational Cases for the PCME are current, peer-reviewed, and highlight the pathology competencies through fictional (but realistic) learning cases that can easily be adapted to multiple types of educational modalities. Educational Cases reference at least one primary learning objective, but may have one or more secondary learning objective(s). The pathology competencies and learning objectives are clearly indicated in the beginning of each case so that the focus of the educational case is evident. Key elements of the current format include clinical presentation, discussion questions or points, learning points, and references. The clinical presentation may include images or laboratory data for the patient's presentation. The discussion questions or points are questions or statements that promote clinical reasoning followed by detailed explanations of the pathology, medicine, or therapeutics brought up in the discussion point or question. The learning points at the end of the case highlight the main teaching points from the preceding discussion. Thus, the cases demonstrate the application of medical reasoning to clinical scenarios that allow the learner to understand and apply diagnostic principles, incorporating morphologic findings and laboratory values with discussion of the laboratory medicine essentials for accurate diagnosis and treatment. References are included in each case and will allow the reader to review the original sources used to create the learning case or gain additional in-depth information. Thus, the Educational Cases are written in a style that can be easily used or adapted to multiple educational formats, such as small group discussions or flipped classrooms.

Case Submission Guidelines

- Submission Portal: <https://mc.manuscriptcentral.com/apc>
- Manuscript Type: *Educational Case*
- Key Words:
 - list “pathology competencies” as first keyword
 - list relevant competency, topic, learning goal, and objective keywords, e.g. “disease mechanisms, genetic mechanisms, inheritance patterns”
 - other relevant keywords from the case content, e.g. “cystic fibrosis”
- Abstract: “None needed”
- Case Content:
 - Primary (and secondary if applicable) learning objective(s), cited from the PCME (doi: [10.1177/2374289517715040](https://doi.org/10.1177/2374289517715040))
 - Example of primary objective formatting:
Objective GM1.2: Inheritance Patterns. Compare and contrast the inheritance patterns of different types of Mendelian disorders and give examples of each type of pattern.
Competency 1: Disease Mechanisms and Processes; Topic GM: Genetic Mechanisms; Learning Goal 1: Genetic Mechanisms of Developmental and Functional Abnormalities.
 - Patient Presentation: *Include presentation (History of present illness, past medical history, etc. and physical examination)*
 - Diagnostic Findings: *This can include laboratory findings or histology.*
 - Questions/Discussion Points: *The questions and discussion points should be presented in a logical order to promote clinical reasoning. In addition, you can include additional laboratory data/histologic images in later discussion points. The discussions should thoroughly explain the learning objectives to which the case is applied.*
 - Teaching Points: *These should be covered in your discussion.*
 - References: *Linked to the discussion.*
- Images (if applicable): *All images must be original work or have appropriate approval for publication.*

Accepted Cases

Published Educational Cases receive the same scholarly recognition, citation and merit as other articles published in *Academic Pathology*. Cases accepted for publication will incur an Open Access article processing fee of \$500.00 for authors who are faculty and students of APC member departments; \$750 for non-members. For more information, contact *Academic Pathology* at journal@apcprods.org or 302-660-4940.