

## Teaching articles: a new goal of the journal

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Medical and scientific information has been appearing at an accelerating pace. This is particularly true in the fields of nephrology and urology, where the number of specialty journals and publications has sky-rocketed in recent years. It has become increasingly difficult for pediatric nephrologists to keep up with new scientific breakthroughs and ever-changing therapeutic guidelines. This race to stay current is intensified by the availability of the Internet and the curiosity of parents and patients to self-educate. Furthermore, national boards of various countries have recently mandated the need to maintain specialty practice competence in the face of new knowledge in formal recertification programs.

The Pediatric Nephrology Journal recognizes the challenge facing clinicians as they strive to digest and

assimilate new material. In response to these circumstances, the journal has initiated the Education Features Section, which has published clinical quizzes as well as educational reviews. We would like to thank all contributors to date. A special vote of thanks goes to Leo Monnens for assistance in the Teaching Molecular Genetics Series [1–3].

Furthermore, the editors now introduce a new educational feature, namely, teaching articles with specific themes, in a regular section of the journal. Our goals are to summarize and integrate clinical information as well as translate scientific discoveries into useful modules for application at the bedside. We aim to provide state-of-the-art summaries of the current knowledge and treatment guidelines for the care of children with the full spectrum of urinary tract disorders. We will strive to differentiate information and guidelines, which are based on opinion and inconclusive data from small under-powered studies, from evidence-based recommendations, which are based on well designed, statistically robust clinical trials. We will select topics, which we hope will be of general educational interest to busy clinicians, academicians and trainees at all levels. We will include a self-assessment program with each teaching article, with potential for obtaining continuing medical education (CME) credits in the future. Further details of this process will be forthcoming.

Our editorial team has planned and begun work on the following topics:

1. Chronic kidney disease
2. Focal segmental glomerulosclerosis
3. Vesicoureteral reflux and reflux nephropathy
4. Hypertension
5. Lower urinary tract disorders
6. Chronic dialysis
7. Acute renal failure

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We recognize the potential of IPNA members and other readers to complement our editorial team. We thank our colleagues who have already contributed by sharing their expertise in authoring the inaugural teaching articles. Peer review is an essential part of our editorial process and is a major part of our quality control. We would like to thank and acknowledge our past and future reviewers, without whose help this educational process will not be possible. Furthermore, we encourage all of you to submit your ideas, comments as well as constructive criticism to us. We are committed to serve in this effort to educate the global pediatric nephrology community and urge all members and

interested colleagues from associated fields to join us in making this a successful venture.

## References

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