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*JAMA* is a general medical journal. Its mission and educational purpose is to promote the science and art of medicine and the betterment of the public health. A flexible curriculum of article topics is developed annually by THE JOURNAL'S editorial board and is then supplemented throughout the year with information gained from readers, authors, reviewers, and editors. To accommodate the diversity of practice types within *JAMA*'s readership, the Reader's Choice CME activity allows readers, as adult learners, to determine their own educational needs and to assist the editors in addressing their needs in future issues.

Readers of *JAMA* should be able to attain the following educational objectives: (1) select and read at least 3 articles in 1 issue to gain new medical information on topics of particular interest to them as physicians, (2) assess the articles' value to them as practicing physicians, and (3) think carefully about how this new information may influence their own practices. The educational objective for each CME article is given after the article title below.

**CME Hiatus:** CME will be suspended between July and December 2002. Beginning in early 2003, we will offer CME online (see notice on page 2850). We apologize for the interruption.

**CME Articles in This Issue of JAMA**

<b>Effects of Editorial Peer Review: A Systematic Review</b>	<b>2784</b>
<i>Educational Objective:</i> To review the evidence that editorial peer review improves the quality of published studies.	
<b>Discussion Sections in Reports of Controlled Trials Published in General Medical Journals</b>	<b>2799</b>
<i>Educational Objective:</i> To learn that authors may seldom discuss the results of trials in the context of systematic reviews of relevant research.	
<b>Publication Bias in Editorial Decision Making</b>	<b>2825</b>
<i>Educational Objective:</i> To learn that medical journals may not be more likely to publish manuscripts with positive results than manuscripts with results that are negative.	
<b>Postpublication Criticism and the Shaping of Clinical Knowledge</b>	<b>2843</b>
<i>Educational Objective:</i> To learn that criticism raised in letters to the editor about published studies may seldom be acknowledged or responded to in clinical practice guidelines.	
<b>Comparison of Review Articles Published in Peer-Reviewed and Throwaway Journals</b>	<b>2853</b>
<i>Educational Objective:</i> To learn that review articles published in "throwaway" journals may be deficient in methodologic and reporting quality, but may be easier to read.	
<b>Media Coverage of Scientific Meetings: Too Much, Too Soon?</b>	<b>2859</b>
<i>Educational Objective:</i> To learn that many studies that are presented at scientific meetings and receive news media coverage are not subsequently published in scientific journals.	
<b>Qualitative and Quantitative Measures of Indexed Health Sciences Electronic Journals</b>	<b>2865</b>
<i>Educational Objective:</i> To learn that electronic health sciences journals without print counterparts may not have the qualitative or quantitative complexity of traditional print journals.	

**After reading 3 of these articles, complete the CME Evaluation Form on the next page.**

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	Article 1					Article 2					Article 3				
	Page No. ____					Page No. ____					Page No. ____				
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	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
<i>Educational value:</i>															
I learned something new that was important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I verified some important information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to discuss this information with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to seek more information on this topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My attitude about this topic changed in some way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This information is likely to have an impact on my practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Readability feedback:</i>															
I understood what the authors were trying to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was able to interpret the tables and figures (if there were no tables or figures, leave blank).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the presentation of the article enhanced my ability to read and understand it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 2. Commitment to change:** What change(s) (if any) do you plan to make in your practice as a result of reading any of these 3 articles?

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**Part 3. Statement of completion:** I attest to having completed the CME activity.

Sign here \_\_\_\_\_ Date \_\_\_\_\_

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country code city code  
 Professional degree:  MD or DO  Other Your **TELEPHONE** number: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
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**Part 5. For US physicians only:**

\*ME# \_\_\_\_\_  
 Medical school: \_\_\_\_\_ Year of graduation: 19 \_\_\_\_ or 20 \_\_\_\_ Date of birth: \_\_\_\_/\_\_\_\_/19 \_\_\_\_  
m m / d d / y y

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