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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

Effects of Editorial Peer Review: A Systematic Review	2784
<i>Education Objective:</i> To review the evidence that editorial peer review improves the quality of published studies.	
Discussion Sections in Reports of Controlled Trials Published in General Medical Journals	2799
<i>Educational Objective:</i> To learn that authors may seldom discuss the results of trials in the context of systematic reviews of relevant research.	
Publication Bias in Editorial Decision Making	2825
<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.	
Postpublication Criticism and the Shaping of Clinical Knowledge	2843
<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.	
Comparison of Review Articles Published in Peer-Reviewed and Throwaway Journals	2853
<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.	
Media Coverage of Scientific Meetings: Too Much, Too Soon?	2859
<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.	
Qualitative and Quantitative Measures of Indexed Health Sciences Electronic Journals	2865
<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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Part 1. Referring to the list of CME articles on the previous page, please fill in the beginning page number of each of the 3 articles that you read for CME credit in the space provided below, and then respond to each statement for each article by filling in the appropriate box:

	Article 1					Article 2					Article 3				
	Page No. ____					Page No. ____					Page No. ____				
	Strongly Agree		Strongly Disagree			Strongly Agree		Strongly Disagree			Strongly Agree		Strongly Disagree		
	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?

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

Sign here _____ Date _____

Part 4. Identifying information: Please **PRINT** legibly or type the following:

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country code city code
 Professional degree: MD or DO Other Your **TELEPHONE** number: _____ - _____ - _____
area code

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

*The medical education (ME) number is an 11-digit number assigned by the AMA to each physician in the United States. If you are an AMA member, this number is found on your AMA membership card. If you prefer, we can look it up for you if you provide the name of your medical school, year of graduation, and date of birth.

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