

**Physicians in the United States, Canada, and Mexico**

Physicians with current and valid licenses in the United States, Canada, or Mexico who read any 3 of the selected continuing medical education (CME) articles in this issue of *JAMA*, complete the CME Evaluation Form on the next page, and fax it to the number or mail it to the address at the bottom of the CME Evaluation Form are eligible for category 1 CME credit. There is no charge.

The American Medical Association (AMA) is accredited by the Accreditation Council for Continuing Medical Education to sponsor CME for physicians. The AMA designates this educational activity for up to 1 hour of category 1 CME credit per *JAMA* issue toward the AMA Physician's Recognition Award (PRA). Each physician should claim for credit only those hours that were actually spent in this educational activity.

**Physicians in Other Countries**

Physicians with current and valid licenses in the United States, Mexico, or Canada are eligible for CME credit even if they live or practice in other countries. Physicians licensed in other countries are also welcome to participate in this CME activity. However, the PRA is available only to physicians licensed in the United States, Canada, or Mexico.

**Earning Credit and the CME Evaluation Form**

To earn credit, read 3 of the articles listed below that are designated for CME credit carefully and complete the CME Evaluation Form on

the next page. The CME Evaluation Form must be submitted within 1 month of the issue date. A certificate awarding 1 hour of category 1 CME credit will be faxed or mailed to you; it is then your responsibility to maintain a record of credit received.

**Statement of Educational Purpose**

*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>Education 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.**

**CME Hiatus: CME will be suspended between July and December 2002. Beginning in early 2003, we will offer CME online (see notice on page 2946). We apologize for the interruption.**

**This CME Evaluation Form must be fax marked or postmarked within 4 weeks of this JAMA issue date.** To earn credit, read any 3 of the articles listed on the previous page that are designated for CME credit carefully and mark your responses for each article on this evaluation form. You must complete parts 1, 2, 3, and 4 to receive credit. Then fax this page to the number indicated at the bottom of this page (you may mail it to the address listed at the bottom of this page if you prefer). A certificate awarding 1 hour of category 1 CME credit will be returned to you by fax or by mail. Please allow up to 4 weeks for your certificate to arrive.

**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?

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**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:

Name: \_\_\_\_\_ Your **FAX** number: \_\_\_\_\_  
 Address: \_\_\_\_\_ In the United States \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
area code  
 \_\_\_\_\_ Outside the United States 011 \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
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.

Please fax the completed form to The Blackstone Group at (312) 419-8419. Or, if you prefer, you may mail the form to:  
 The Blackstone Group, 15th Floor, 360 N Michigan Ave, Chicago, IL 60601. For questions, please call (312) 419-0400, ext 225.