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**What Is *Contemporary Neurosurgery*?**

*Contemporary Neurosurgery* is a bi-weekly publication for continuing education in neurosurgery. The six- to eight-page newsletter provides in-depth coverage of current topics to keep neurosurgeons up to date on new developments, procedures, and advances in neurosurgery.

**How Should Manuscripts Be Prepared?**

- **Please refer to the accompanying documents for a more detailed discussion of the responsibilities and obligations of authors providing CME lessons.**
- Begin each article with one or more learning objectives that reflect the desired outcomes for learners in terms of competence or performance (see the Faculty Responsibilities and Obligations document for more detail).
- In your introduction, please describe the scope of the problem or issue being addressed and identify for learners how they can apply the educational activity to their practice. Mention any audience-specific competencies that your activity will address.
- Your content and recommendations should be evidence based and fair balanced, using generic names of products or devices (if any) whenever possible, and identifying any off-label or investigational uses of drugs or devices. Consider including case studies or thought-provoking questions throughout the article to engage the learner. Identify barriers learners may encounter in applying the article to their practice, and include strategies for overcoming them. Include tables, figures,

algorithms, or other tools that support your content and that learners can use in practice.

- In general, manuscripts should not contain more than 10 Readings (*Contemporary Neurosurgery* does not cite numbered references) provided that information and recommendations are supported by evidence contained in the Readings.
- In your conclusion, please summarize the patient care recommendations and strategies that learners can incorporate into their practice. If the word count permits, include a table of “practice pearls” summarizing the recommendations.
- Provide 10 questions at the end of the document that assess attainment of the learning objectives. Questions should measure competence or performance rather than knowledge recall. Mini case studies may be particularly effective for assessing competence (see the Faculty Responsibilities and Obligations document for more detail).
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