

Dennis RÃ¼nger

List of Publications by Year in descending order

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Version: 2024-02-01

13
papers

467
citations

1040056

9
h-index

1125743

13
g-index

13
all docs

13
docs citations

13
times ranked

465
citing authors

#	ARTICLE	IF	CITATIONS
1	Drug Use is Associated with Delayed Advancement Along the HIV Care Continuum Among Transgender Women of Color. <i>AIDS and Behavior</i> , 2021, 25, 107-115.	2.7	18
2	Technology use to facilitate health care among young adult transgender women living with HIV. <i>AIDS Care - Psychological and Socio-Medical Aspects of AIDS/HIV</i> , 2020, 32, 785-792.	1.2	5
3	A Promising PrEP Navigation Intervention for Transgender Women and Men Who Have Sex with Men Experiencing Multiple Syndemic Health Disparities. <i>Journal of Community Health</i> , 2019, 44, 1193-1203.	3.8	50
4	Response-mode shifts during sequence learning of macaque monkeys. <i>Psychological Research</i> , 2013, 77, 223-233.	1.7	2
5	How sequence learning creates explicit knowledge: the role of response-stimulus interval. <i>Psychological Research</i> , 2012, 76, 579-590.	1.7	11
6	Data-driven sequence learning or search: What are the prerequisites for the generation of explicit sequence knowledge?. <i>Advances in Cognitive Psychology</i> , 2012, 8, 132-43.	0.5	9
7	Defining consciousness in the context of incidental sequence learning: theoretical considerations and empirical implications. <i>Psychological Research</i> , 2010, 74, 121-137.	1.7	44
8	Event-related potential correlates of declarative and non-declarative sequence knowledge. <i>Neuropsychologia</i> , 2010, 48, 2665-2674.	1.6	11
9	Do recognition and priming index a unitary knowledge base? Comment on Shanks et al. (2003).. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2009, 35, 572-585.	0.9	9
10	How incidental sequence learning creates reportable knowledge: The role of unexpected events.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2008, 34, 1011-1026.	0.9	54
11	Implicit Learning. <i>Current Directions in Psychological Science</i> , 2003, 12, 13-18.	5.3	161
12	The route from implicit learning to verbal expression of what has been learned. <i>Advances in Consciousness Research</i> , 2003, , 335-366.	0.2	32
13	A secondary tone-counting task suppresses expression of knowledge in the serial reaction task.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1999, 25, 260-274.	0.9	61