

David A Cook

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

212
papers

18,152
citations

67
h-index

133
g-index

223
ext. papers

22,250
ext. citations

4.4
avg, IF

7.32
L-index

#	Paper	IF	Citations
212	Standards for reporting qualitative research: a synthesis of recommendations. <i>Academic Medicine</i> , 2014 , 89, 1245-51	3.9	2638
211	Technology-enhanced simulation for health professions education: a systematic review and meta-analysis. <i>JAMA - Journal of the American Medical Association</i> , 2011 , 306, 978-88	27.4	1054
210	Internet-based learning in the health professions: a meta-analysis. <i>JAMA - Journal of the American Medical Association</i> , 2008 , 300, 1181-96	27.4	918
209	Current concepts in validity and reliability for psychometric instruments: theory and application. <i>American Journal of Medicine</i> , 2006 , 119, 166.e7-16	2.4	762
208	Association between funding and quality of published medical education research. <i>JAMA - Journal of the American Medical Association</i> , 2007 , 298, 1002-9	27.4	491
207	Comparative effectiveness of instructional design features in simulation-based education: systematic review and meta-analysis. <i>Medical Teacher</i> , 2013 , 35, e867-98	3	374
206	Virtual patients: a critical literature review and proposed next steps. <i>Medical Education</i> , 2009 , 43, 303-11	3.7	372
205	Instructional design variations in internet-based learning for health professions education: a systematic review and meta-analysis. <i>Academic Medicine</i> , 2010 , 85, 909-22	3.9	328
204	Reconsidering fidelity in simulation-based training. <i>Academic Medicine</i> , 2014 , 89, 387-92	3.9	317
203	Computerized virtual patients in health professions education: a systematic review and meta-analysis. <i>Academic Medicine</i> , 2010 , 85, 1589-602	3.9	308
202	Description, justification and clarification: a framework for classifying the purposes of research in medical education. <i>Medical Education</i> , 2008 , 42, 128-33	3.7	284
201	Appraising the quality of medical education research methods: the Medical Education Research Study Quality Instrument and the Newcastle-Ottawa Scale-Education. <i>Academic Medicine</i> , 2015 , 90, 1067-76	2.9	275
200	Web-based learning: pros, cons and controversies. <i>Clinical Medicine</i> , 2007 , 7, 37-42	1.9	246
199	A contemporary approach to validity arguments: a practical guide to KaneQ framework. <i>Medical Education</i> , 2015 , 49, 560-75	3.7	245
198	Debriefing for technology-enhanced simulation: a systematic review and meta-analysis. <i>Medical Education</i> , 2014 , 48, 657-66	3.7	243
197	Motivation to learn: an overview of contemporary theories. <i>Medical Education</i> , 2016 , 50, 997-1014	3.7	228
196	Cost: the missing outcome in simulation-based medical education research: a systematic review. <i>Surgery</i> , 2013 , 153, 160-76	3.6	228

195	Comparative effectiveness of technology-enhanced simulation versus other instructional methods: a systematic review and meta-analysis. <i>Simulation in Healthcare</i> , 2012 , 7, 308-20	2.8	213
194	Mentoring programs for physicians in academic medicine: a systematic review. <i>Academic Medicine</i> , 2013 , 88, 1029-37	3.9	210
193	Mastery learning for health professionals using technology-enhanced simulation: a systematic review and meta-analysis. <i>Academic Medicine</i> , 2013 , 88, 1178-86	3.9	206
192	State of the evidence on simulation-based training for laparoscopic surgery: a systematic review. <i>Annals of Surgery</i> , 2013 , 257, 586-93	7.8	205
191	Patient outcomes in simulation-based medical education: a systematic review. <i>Journal of General Internal Medicine</i> , 2013 , 28, 1078-89	4	201
190	The research we still are not doing: an agenda for the study of computer-based learning. <i>Academic Medicine</i> , 2005 , 80, 541-8	3.9	198
189	A systematic review of validity evidence for checklists versus global rating scales in simulation-based assessment. <i>Medical Education</i> , 2015 , 49, 161-73	3.7	186
188	A practical guide to developing effective web-based learning. <i>Journal of General Internal Medicine</i> , 2004 , 19, 698-707	4	182
187	Technology-enhanced simulation to assess health professionals: a systematic review of validity evidence, research methods, and reporting quality. <i>Academic Medicine</i> , 2013 , 88, 872-83	3.9	176
186	What counts as validity evidence? Examples and prevalence in a systematic review of simulation-based assessment. <i>Advances in Health Sciences Education</i> , 2014 , 19, 233-50	3.7	175
185	What do we mean by web-based learning? A systematic review of the variability of interventions. <i>Medical Education</i> , 2010 , 44, 765-74	3.7	162
184	Quality of reporting of experimental studies in medical education: a systematic review. <i>Medical Education</i> , 2007 , 41, 737-45	3.7	161
183	Reporting Guidelines for Health Care Simulation Research: Extensions to the CONSORT and STROBE Statements. <i>Simulation in Healthcare</i> , 2016 , 11, 238-48	2.8	159
182	Predictive validity evidence for medical education research study quality instrument scores: quality of submissions to JGIM® Medical Education Special Issue. <i>Journal of General Internal Medicine</i> , 2008 , 23, 903-7	4	157
181	Linking simulation-based educational assessments and patient-related outcomes: a systematic review and meta-analysis. <i>Academic Medicine</i> , 2015 , 90, 246-56	3.9	155
180	Simulation technology for resuscitation training: a systematic review and meta-analysis. <i>Resuscitation</i> , 2013 , 84, 1174-83	4	145
179	Simulation-based training in anaesthesiology: a systematic review and meta-analysis. <i>British Journal of Anaesthesia</i> , 2014 , 112, 231-45	5.4	133
178	Advanced airway management simulation training in medical education: a systematic review and meta-analysis. <i>Critical Care Medicine</i> , 2014 , 42, 169-78	1.4	126

177	Effect of rater training on reliability and accuracy of mini-CEX scores: a randomized, controlled trial. <i>Journal of General Internal Medicine</i> , 2009 , 24, 74-9	4	125
176	What is the validity evidence for assessments of clinical teaching?. <i>Journal of General Internal Medicine</i> , 2005 , 20, 1159-64	4	120
175	How reliable are assessments of clinical teaching? A review of the published instruments. <i>Journal of General Internal Medicine</i> , 2004 , 19, 971-7	4	117
174	The failure of e-learning research to inform educational practice, and what we can do about it. <i>Medical Teacher</i> , 2009 , 31, 158-62	3	116
173	Validation of educational assessments: a primer for simulation and beyond. <i>Advances in Simulation</i> , 2016 , 1, 31	3.7	115
172	Perspective: Reconsidering the focus on "outcomes research" in medical education: a cautionary note. <i>Academic Medicine</i> , 2013 , 88, 162-7	3.9	115
171	Technology-enhanced simulation and pediatric education: a meta-analysis. <i>Pediatrics</i> , 2014 , 133, e1313-23	3.4	110
170	Technology-enhanced simulation in emergency medicine: a systematic review and meta-analysis. <i>Academic Emergency Medicine</i> , 2013 , 20, 117-27	3.4	110
169	Time and learning efficiency in Internet-based learning: a systematic review and meta-analysis. <i>Advances in Health Sciences Education</i> , 2010 , 15, 755-70	3.7	108
168	Feedback for simulation-based procedural skills training: a meta-analysis and critical narrative synthesis. <i>Advances in Health Sciences Education</i> , 2014 , 19, 251-72	3.7	104
167	Script concordance testing: a review of published validity evidence. <i>Medical Education</i> , 2011 , 45, 329-38	3.7	103
166	Conducting systematic reviews in medical education: a stepwise approach. <i>Medical Education</i> , 2012 , 46, 943-52	3.7	101
165	Web-based learning in residents continuity clinics: a randomized, controlled trial. <i>Academic Medicine</i> , 2005 , 80, 90-7	3.9	101
164	Incentive and Reminder Strategies to Improve Response Rate for Internet-Based Physician Surveys: A Randomized Experiment. <i>Journal of Medical Internet Research</i> , 2016 , 18, e244	7.6	99
163	How much evidence does it take? A cumulative meta-analysis of outcomes of simulation-based education. <i>Medical Education</i> , 2014 , 48, 750-60	3.7	96
162	Method and reporting quality in health professions education research: a systematic review. <i>Medical Education</i> , 2011 , 45, 227-38	3.7	93
161	Reporting guidelines for health care simulation research: extensions to the CONSORT and STROBE statements. <i>Advances in Simulation</i> , 2016 , 1, 25	3.7	92
160	Learning and cognitive styles in web-based learning: theory, evidence, and application. <i>Academic Medicine</i> , 2005 , 80, 266-78	3.9	90

159	Learning curves in health professions education. <i>Academic Medicine</i> , 2015 , 90, 1034-42	3.9	83
158	Reflections on experimental research in medical education. <i>Advances in Health Sciences Education</i> , 2010 , 15, 455-64	3.7	82
157	Where are we with Web-based learning in medical education?. <i>Medical Teacher</i> , 2006 , 28, 594-8	3	80
156	Simulation-based objective assessment discerns clinical proficiency in central line placement: a construct validation. <i>Chest</i> , 2010 , 137, 1050-6	5.3	79
155	Developing scholarly projects in education: a primer for medical teachers. <i>Medical Teacher</i> , 2007 , 29, 210-8	3	79
154	Impact of self-assessment questions and learning styles in Web-based learning: a randomized, controlled, crossover trial. <i>Academic Medicine</i> , 2006 , 81, 231-8	3.9	79
153	Twelve tips for evaluating educational programs. <i>Medical Teacher</i> , 2010 , 32, 296-301	3	77
152	Self-regulated learning in simulation-based training: a systematic review and meta-analysis. <i>Medical Education</i> , 2015 , 49, 368-78	3.7	76
151	When Assessment Data Are Words: Validity Evidence for Qualitative Educational Assessments. <i>Academic Medicine</i> , 2016 , 91, 1359-1369	3.9	76
150	Constructing a validity argument for the Objective Structured Assessment of Technical Skills (OSATS): a systematic review of validity evidence. <i>Advances in Health Sciences Education</i> , 2015 , 20, 1149-73	3.7	73
149	Online learning for faculty development: a review of the literature. <i>Medical Teacher</i> , 2013 , 35, 930-7	3	69
148	Validity evidence for the Fundamentals of Laparoscopic Surgery (FLS) program as an assessment tool: a systematic review. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2016 , 30, 512-520	5.2	68
147	Simulation-based bronchoscopy training: systematic review and meta-analysis. <i>Chest</i> , 2013 , 144, 183-192	5.3	67
146	Computer animations in medical education: a critical literature review. <i>Medical Education</i> , 2009 , 43, 838-46	3.6	67
145	Consequences Validity Evidence: Evaluating the Impact of Educational Assessments. <i>Academic Medicine</i> , 2016 , 91, 785-95	3.9	65
144	Preparing for the changing role of instructional technologies in medical education. <i>Academic Medicine</i> , 2011 , 86, 435-9	3.9	65
143	Evaluating technology-enhanced learning: A comprehensive framework. <i>Medical Teacher</i> , 2015 , 37, 961-70	3.0	59
142	Management Reasoning: Beyond the Diagnosis. <i>JAMA - Journal of the American Medical Association</i> , 2018 , 319, 2267-2268	27.4	58

141	Does scale length matter? A comparison of nine- versus five-point rating scales for the mini-CEX. <i>Advances in Health Sciences Education</i> , 2009 , 14, 655-64	3.7	56
140	Much ado about differences: why expert-novice comparisons add little to the validity argument. <i>Advances in Health Sciences Education</i> , 2015 , 20, 829-34	3.7	53
139	Barriers and decisions when answering clinical questions at the point of care: a grounded theory study. <i>JAMA Internal Medicine</i> , 2013 , 173, 1962-9	11.5	53
138	Getting maintenance of certification to work: a grounded theory study of physicians' perceptions. <i>JAMA Internal Medicine</i> , 2015 , 175, 35-42	11.5	50
137	E-learning in graduate medical education: survey of residency program directors. <i>BMC Medical Education</i> , 2017 , 17, 114	3.3	50
136	What is the role of e-learning? Looking past the hype. <i>Medical Education</i> , 2014 , 48, 930-7	3.7	49
135	Physician Attitudes About Maintenance of Certification: A Cross-Specialty National Survey. <i>Mayo Clinic Proceedings</i> , 2016 , 91, 1336-1345	6.4	48
134	Effects of simulation-based training in gastrointestinal endoscopy: a systematic review and meta-analysis. <i>Clinical Gastroenterology and Hepatology</i> , 2014 , 12, 1611-23.e4	6.9	48
133	Internal structure of mini-CEX scores for internal medicine residents: factor analysis and generalizability. <i>Advances in Health Sciences Education</i> , 2010 , 15, 633-45	3.7	48
132	Simulation-based training for cardiac auscultation skills: systematic review and meta-analysis. <i>Journal of General Internal Medicine</i> , 2013 , 28, 283-91	4	47
131	Mastery learning simulation-based curriculum for laparoscopic TEP inguinal hernia repair. <i>Journal of Surgical Education</i> , 2012 , 69, 208-14	3.4	46
130	Adapting web-based instruction to residents' knowledge improves learning efficiency: a randomized controlled trial. <i>Journal of General Internal Medicine</i> , 2008 , 23, 985-90	4	46
129	E-learning: is there anything special about the "E"? <i>Perspectives in Biology and Medicine</i> , 2008 , 51, 5-21	1.5	41
128	Comfort with uncertainty: reframing our conceptions of how clinicians navigate complex clinical situations. <i>Advances in Health Sciences Education</i> , 2019 , 24, 797-809	3.7	41
127	Simulation training for breast and pelvic physical examination: a systematic review and meta-analysis. <i>BJOG: an International Journal of Obstetrics and Gynaecology</i> , 2013 , 120, 1171-82	3.7	40
126	Lack of interaction between sensing-intuitive learning styles and problem-first versus information-first instruction: a randomized crossover trial. <i>Advances in Health Sciences Education</i> , 2009 , 14, 79-90	3.7	40
125	A systematic review of titles and abstracts of experimental studies in medical education: many informative elements missing. <i>Medical Education</i> , 2007 , 41, 1074-81	3.7	40
124	The value proposition of simulation-based education. <i>Surgery</i> , 2018 , 163, 944-949	3.6	39

123	Randomized controlled trials and meta-analysis in medical education: what role do they play?. <i>Medical Teacher</i> , 2012 , 34, 468-73	3	39
122	Features of effective medical knowledge resources to support point of care learning: a focus group study. <i>PLoS ONE</i> , 2013 , 8, e80318	3.7	39
121	Technology-enabled assessment of health professions education: consensus statement and recommendations from the Ottawa 2010 Conference. <i>Medical Teacher</i> , 2011 , 33, 364-9	3	38
120	Longitudinal research databases in medical education: facilitating the study of educational outcomes over time and across institutions. <i>Academic Medicine</i> , 2010 , 85, 1340-6	3.9	38
119	Instructional methods and cognitive and learning styles in web-based learning: report of two randomised trials. <i>Medical Education</i> , 2007 , 41, 897-905	3.7	38
118	Validity of index of learning styles scores: multitrait-multimethod comparison with three cognitive/learning style instruments. <i>Medical Education</i> , 2006 , 40, 900-7	3.7	37
117	New directions in e-learning research in health professions education: Report of two symposia. <i>Medical Teacher</i> , 2012 , 34, e15-20	3	36
116	Speed mentoring: an innovative method to facilitate mentoring relationships. <i>Medical Teacher</i> , 2010 , 32, 692-4	3	34
115	Practice variation and practice guidelines: Attitudes of generalist and specialist physicians, nurse practitioners, and physician assistants. <i>PLoS ONE</i> , 2018 , 13, e0191943	3.7	34
114	Measuring motivational characteristics of courses: applying Keller's instructional materials motivation survey to a web-based course. <i>Academic Medicine</i> , 2009 , 84, 1505-9	3.9	32
113	Got power? A systematic review of sample size adequacy in health professions education research. <i>Advances in Health Sciences Education</i> , 2015 , 20, 73-83	3.7	31
112	Factor instability of clinical teaching assessment scores among general internists and cardiologists. <i>Medical Education</i> , 2006 , 40, 1209-16	3.7	31
111	Professional Development Perceptions and Practices Among U.S. Physicians: A Cross-Specialty National Survey. <i>Academic Medicine</i> , 2017 , 92, 1335-1345	3.9	30
110	Context-sensitive decision support (infobuttons) in electronic health records: a systematic review. <i>Journal of the American Medical Informatics Association: JAMIA</i> , 2017 , 24, 460-468	8.6	30
109	The value of online learning and MRI: finding a niche for expensive technologies. <i>Medical Teacher</i> , 2014 , 36, 965-72	3	30
108	Using In-Training Evaluation Report (ITER) Qualitative Comments to Assess Medical Students and Residents: A Systematic Review. <i>Academic Medicine</i> , 2017 , 92, 868-879	3.9	29
107	The Motivated Strategies for Learning Questionnaire: score validity among medicine residents. <i>Medical Education</i> , 2011 , 45, 1230-40	3.7	29
106	Value and process of curbside consultations in clinical practice: a grounded theory study. <i>Mayo Clinic Proceedings</i> , 2014 , 89, 602-14	6.4	28

105	Cricoid pressure training using simulation: a systematic review and meta-analysis. <i>British Journal of Anaesthesia</i> , 2013 , 111, 338-46	5.4	28
104	Preparing leaders in health professions education. <i>Medical Teacher</i> , 2014 , 36, 269-71	3	27
103	Management Reasoning: Implications for Health Professions Educators and a Research Agenda. <i>Academic Medicine</i> , 2019 , 94, 1310-1316	3.9	27
102	Sharing simulation-based training courses between institutions: opportunities and challenges. <i>Advances in Simulation</i> , 2017 , 2, 1	3.7	26
101	A comprehensive information technology system to support physician learning at the point of care. <i>Academic Medicine</i> , 2015 , 90, 33-9	3.9	25
100	Proposed standards for medical education submissions to the Journal of General Internal Medicine. <i>Journal of General Internal Medicine</i> , 2008 , 23, 908-13	4	24
99	Teaching on the web: automated online instruction and assessment of residents in an acute care clinic. <i>Medical Teacher</i> , 2004 , 26, 599-603	3	24
98	Reliability and validity of scores from the index of learning styles. <i>Academic Medicine</i> , 2005 , 80, S97-101	3.9	24
97	When I say validity. <i>Medical Education</i> , 2014 , 48, 948-9	3.7	23
96	Narrowing the focus and broadening horizons: complementary roles for systematic and nonsystematic reviews. <i>Advances in Health Sciences Education</i> , 2008 , 13, 391-5	3.7	23
95	Educational Technologies for Physician Continuous Professional Development: A National Survey. <i>Academic Medicine</i> , 2018 , 93, 104-112	3.9	21
94	Teaching first or teaching last: does the timing matter in simulation-based surgical scenarios?. <i>Journal of Surgical Education</i> , 2010 , 67, 432-8	3.4	21
93	Measuring achievement goal motivation, mindsets and cognitive load: validation of three instruments. <i>Medical Education</i> , 2017 , 51, 1061-1074	3.7	20
92	Cost evaluations in health professions education: a systematic review of methods and reporting quality. <i>Medical Education</i> , 2019 , 53, 1196-1208	3.7	19
91	Factors Influencing Physicians' Selection of Continuous Professional Development Activities: A Cross-Specialty National Survey. <i>Journal of Continuing Education in the Health Professions</i> , 2017 , 37, 154-160	2.1	19
90	Test-enhanced web-based learning: optimizing the number of questions (a randomized crossover trial). <i>Academic Medicine</i> , 2014 , 89, 169-75	3.9	19
89	Lack of association between resident doctors' well-being and medical knowledge. <i>Medical Education</i> , 2010 , 44, 1224-31	3.7	19
88	Case-based or non-case-based questions for teaching postgraduate physicians: a randomized crossover trial. <i>Academic Medicine</i> , 2009 , 84, 1419-25	3.9	19

87	AMEE Guide No. 123 - How to read studies of educational costs. <i>Medical Teacher</i> , 2019 , 41, 497-504	3	17
86	An automated clinical alert system for newly-diagnosed atrial fibrillation. <i>PLoS ONE</i> , 2015 , 10, e0122153	3.7	17
85	Redefining Quality in Medical Education Research: A Consumer's View. <i>Journal of Graduate Medical Education</i> , 2014 , 6, 424-9	1.6	17
84	Revisiting cognitive and learning styles in computer-assisted instruction: not so useful after all. <i>Academic Medicine</i> , 2012 , 87, 778-84	3.9	17
83	A web-based course on complementary medicine for medical students and residents improves knowledge and changes attitudes. <i>Teaching and Learning in Medicine</i> , 2007 , 19, 230-8	3.4	17
82	Effect of clot removal on cerebrovascular contraction after subarachnoid hemorrhage in the monkey: pharmacological study. <i>Heart and Vessels</i> , 1996 , 11, 69-79	2.1	17
81	Avoiding confounded comparisons in education research. <i>Medical Education</i> , 2009 , 43, 102-4	3.7	16
80	Accuracy of Physicians' Electrocardiogram Interpretations: A Systematic Review and Meta-analysis. <i>JAMA Internal Medicine</i> , 2020 , 180, 1461-1471	11.5	16
79	Barriers and facilitators to clinical information seeking: a systematic review. <i>Journal of the American Medical Informatics Association: JAMIA</i> , 2019 , 26, 1129-1140	8.6	15
78	Speed and accuracy of a point of care web-based knowledge resource for clinicians: a controlled crossover trial. <i>Interactive Journal of Medical Research</i> , 2014 , 3, e7	2.1	15
77	Vasoconstrictor mechanism of neuropeptides augmented after endothelial removal in isolated, perfused canine basilar arteries. <i>Neurological Research</i> , 1995 , 17, 193-200	2.7	14
76	Reporting guidelines for health care simulation research: Extensions to the CONSORT and STROBE statements. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2016 , 2, 51-60	1.1	14
75	Reporting quality and risk of bias in randomised trials in health professions education. <i>Medical Education</i> , 2017 , 51, 61-71	3.7	12
74	Personalized video feedback improves suturing skills of incoming general surgery trainees. <i>Surgery</i> , 2018 , 163, 921-926	3.6	12
73	Introducing resident doctors to complexity in ambulatory medicine. <i>Medical Education</i> , 2008 , 42, 838-48	3.7	12
72	Research productivity of graduates from 3 physician-scientist training programs. <i>American Journal of Medicine</i> , 2008 , 121, 1107-13	2.4	12
71	Information needs of generalists and specialists using online best-practice algorithms to answer clinical questions. <i>Journal of the American Medical Informatics Association: JAMIA</i> , 2017 , 24, 754-761	8.6	11
70	Impact of Clinicians' Use of Electronic Knowledge Resources on Clinical and Learning Outcomes: Systematic Review and Meta-Analysis. <i>Journal of Medical Internet Research</i> , 2019 , 21, e13315	7.6	11

69	Electronic Knowledge Resources and Point-of-Care Learning: A Scoping Review. <i>Academic Medicine</i> , 2018 , 93, S60-S67	3.9	11
68	Mindfulness Meditation and Interprofessional Cardiopulmonary Resuscitation: A Mixed-Methods Pilot Study. <i>Teaching and Learning in Medicine</i> , 2018 , 30, 433-443	3.4	11
67	Twelve tips for getting your manuscript published. <i>Medical Teacher</i> , 2016 , 38, 41-50	3	10
66	New roles for cost as an outcome: opportunities and challenges. <i>Medical Education</i> , 2017 , 51, 680-682	3.7	10
65	How to conduct cost and value analyses in health professions education: AMEE Guide No. 139. <i>Medical Teacher</i> , 2021 , 43, 984-998	3	8
64	Twelve tips on writing abstracts and titles: How to get people to use and cite your work. <i>Medical Teacher</i> , 2016 , 38, 1100-1104	3	8
63	Personalized Video Feedback and Repeated Task Practice Improve Laparoscopic Knot-Tying Skills: Two Controlled Trials. <i>Academic Medicine</i> , 2017 , 92, S26-S32	3.9	8
62	Training for perioperative smoking cessation interventions: a national survey of anesthesiology program directors and residents. <i>Journal of Clinical Anesthesia</i> , 2014 , 26, 563-9	1.9	8
61	Getting started in medical education scholarship. <i>Keio Journal of Medicine</i> , 2010 , 59, 96-103	1.6	8
60	Learning Curves in Health Professions Education Simulation Research: A Systematic Review. <i>Simulation in Healthcare</i> , 2021 , 16, 128-135	2.8	8
59	Comfort and experience with online learning: trends over nine years and associations with knowledge. <i>BMC Medical Education</i> , 2014 , 14, 128	3.3	7
58	Scores from riding@ cognitive styles analysis have poor test-retest reliability. <i>Teaching and Learning in Medicine</i> , 2008 , 20, 225-9	3.4	7
57	Flexible teaching for inflexible schedules: an online resident curriculum in acute ambulatory care. <i>Medical Teacher</i> , 2003 , 25, 330-1	3	7
56	What Influences Choice of Continuing Medical Education Modalities and Providers? A National Survey of U.S. Physicians, Nurse Practitioners, and Physician Assistants. <i>Academic Medicine</i> , 2021 , 96, 93-100	3.9	7
55	Managing the tension: From innovation to application in health professions education. <i>Medical Teacher</i> , 2020 , 42, 333-339	3	7
54	Tips for a great review article: crossing methodological boundaries. <i>Medical Education</i> , 2016 , 50, 384-7	3.7	7
53	Reporting Guidelines for Health Care Simulation Research. <i>Clinical Simulation in Nursing</i> , 2016 , 12, iii-xiii	3	7
52	Supporting self-regulation in simulation-based education: a randomized experiment of practice schedules and goals. <i>Advances in Health Sciences Education</i> , 2019 , 24, 199-213	3.7	7

51	Optimization of infobutton design and Implementation: A systematic review. <i>Journal of Biomedical Informatics</i> , 2017 , 74, 10-19	10.2	6
50	Overcoming barriers to addressing education problems with research design: a panel discussion. <i>Academic Emergency Medicine</i> , 2012 , 19, 1344-9	3.4	6
49	Reporting inquiry in simulation. <i>Simulation in Healthcare</i> , 2011 , 6 Suppl, S63-6	2.8	6
48	Competencies and Feedback on Internal Medicine Residents' End-of-Rotation Assessments Over Time: Qualitative and Quantitative Analyses. <i>Academic Medicine</i> , 2019 , 94, 1961-1969	3.9	6
47	Rush desensitization with a single antigen induces subclinical activation of mast cells and protects against bystander challenge in dually sensitized mice. <i>Clinical and Experimental Allergy</i> , 2019 , 49, 484-494	4.1	6
46	Impact of electronic clinical decision support on adherence to guideline-recommended treatment for hyperlipidaemia, atrial fibrillation and heart failure: protocol for a cluster randomised trial. <i>BMJ Open</i> , 2017 , 7, e019087	3	5
45	An online core curriculum in primary care medicine for internal medicine residents. <i>Medical Education</i> , 2003 , 37, 1043	3.7	5
44	Influencing Mindsets and Motivation in Procedural Skills Learning: Two Randomized Studies. <i>Journal of Surgical Education</i> , 2019 , 76, 652-663	3.4	5
43	Measuring Mindsets and Achievement Goal Motivation: A Validation Study of Three Instruments. <i>Academic Medicine</i> , 2018 , 93, 1391-1399	3.9	5
42	Is Speed a Desirable Difficulty for Learning Procedures? An Initial Exploration of the Effects of Chronometric Pressure. <i>Academic Medicine</i> , 2018 , 93, 920-928	3.9	4
41	Trends in P Value, Confidence Interval, and Power Analysis Reporting in Health Professions Education Research Reports: A Systematic Appraisal. <i>Academic Medicine</i> , 2018 , 93, 314-323	3.9	4
40	Faculty Development Online 2014 , 217-241		4
39	Computerized Advisory Decision Support for Cardiovascular Diseases in Primary Care: A Cluster Randomized Trial. <i>American Journal of Medicine</i> , 2020 , 133, 750-756.e2	2.4	4
38	Adaptive instruction and learner interactivity in online learning: a randomized trial. <i>Advances in Health Sciences Education</i> , 2020 , 25, 95-109	3.7	4
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