

David A Cook

List of Publications by Year in Descending Order

Source: <https://exaly.com/author-pdf/8322084/david-a-cook-publications-by-year.pdf>

Version: 2024-04-28

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.

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	Autonomy and focus of attention in medical motor skills learning: a randomized experiment.. <i>BMC Medical Education</i> , 2022 , 22, 46	3.3	
211	Physician Training for Electrocardiogram Interpretation: A Systematic Review and Meta-Analysis.. <i>Academic Medicine</i> , 2022 ,	3.9	1
210	Cost-effectiveness and Economic Benefit of Continuous Professional Development for Drug Prescribing: A Systematic Review.. <i>JAMA Network Open</i> , 2022 , 5, e2144973	10.4	
209	Digital Education for Health Professionals: An Evidence Map, Conceptual Framework, and Research Agenda.. <i>Journal of Medical Internet Research</i> , 2022 , 24, e31977	7.6	3
208	Establishing Evidence 2022 , 37-51		
207	Quality of cost evaluations of physician continuous professional development: Systematic review of reporting and methods.. <i>Perspectives on Medical Education</i> , 2022 , 1	4.3	
206	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
205	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
204	Learning Curves in Health Professions Education Simulation Research: A Systematic Review. <i>Simulation in Healthcare</i> , 2021 , 16, 128-135	2.8	8
203	Multi-level longitudinal learning curve regression models integrated with item difficulty metrics for deliberate practice of visual diagnosis: groundwork for adaptive learning. <i>Advances in Health Sciences Education</i> , 2021 , 26, 881-912	3.7	3
202	Barriers to identifying and obtaining CME: a national survey of physicians, nurse practitioners and physician assistants. <i>BMC Medical Education</i> , 2021 , 21, 168	3.3	3
201	Assessments of Physicians' Electrocardiogram Interpretation Skill: A Systematic Review. <i>Academic Medicine</i> , 2021 ,	3.9	1
200	Physicians' Electrocardiogram Interpretations-Reply. <i>JAMA Internal Medicine</i> , 2021 , 181, 722-723	11.5	
199	Costs and Economic Impacts of Physician Continuous Professional Development: A Systematic Scoping Review. <i>Academic Medicine</i> , 2021 , 97,	3.9	2
198	Managing the tension: From innovation to application in health professions education. <i>Medical Teacher</i> , 2020 , 42, 333-339	3	7
197	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
196	Speed and quality goals in procedural skills learning: A randomized experiment. <i>Medical Teacher</i> , 2020 , 42, 196-203	3	

195	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
194	Accuracy of Physicians' Electrocardiogram Interpretations: A Systematic Review and Meta-analysis. <i>JAMA Internal Medicine</i> , 2020 , 180, 1461-1471	11.5	16
193	Associations Among Practice Variation, Clinician Characteristics, and Care Algorithm Usage: A Multispecialty Vignette Study. <i>American Journal of Medical Quality</i> , 2019 , 34, 596-606	1.1	1
192	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
191	AMEE Guide No. 123 - How to read studies of educational costs. <i>Medical Teacher</i> , 2019 , 41, 497-504	3	17
190	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
189	An Inexpensive, Portable Physical Endoscopic Simulator: Description and Initial Evaluation. <i>Journal of Surgical Research</i> , 2019 , 243, 560-566	2.5	0
188	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
187	Statistical Analysis: Getting to Insight Through Collaboration and Critical Thinking 2019 , 199-206		
186	Reliability and Validity 2019 , 191-197		
185	Systematic and Nonsystematic Reviews: Choosing an Approach 2019 , 55-60		1
184	Management Reasoning: Implications for Health Professions Educators and a Research Agenda. <i>Academic Medicine</i> , 2019 , 94, 1310-1316	3.9	27
183	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
182	Influencing Mindsets and Motivation in Procedural Skills Learning: Two Randomized Studies. <i>Journal of Surgical Education</i> , 2019 , 76, 652-663	3.4	5
181	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
180	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
179	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
178	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

177	The value proposition of simulation-based education. <i>Surgery</i> , 2018 , 163, 944-949	3.6	39
176	Personalized video feedback improves suturing skills of incoming general surgery trainees. <i>Surgery</i> , 2018 , 163, 921-926	3.6	12
175	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
174	Educational Technologies for Physician Continuous Professional Development: A National Survey. <i>Academic Medicine</i> , 2018 , 93, 104-112	3.9	21
173	Management Reasoning: Beyond the Diagnosis. <i>JAMA - Journal of the American Medical Association</i> , 2018 , 319, 2267-2268	27.4	58
172	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
171	Audit of ten years of donation after circulatory death experience in Queensland: observations of agonal physiology following withdrawal of cardiorespiratory support. <i>Anaesthesia and Intensive Care</i> , 2018 , 46, 400-403	1.1	2
170	Electronic Knowledge Resources and Point-of-Care Learning: A Scoping Review. <i>Academic Medicine</i> , 2018 , 93, S60-S67	3.9	11
169	Diagnostic vs Management Reasoning-Reply. <i>JAMA - Journal of the American Medical Association</i> , 2018 , 320, 1818-1819	27.4	1
168	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
167	Measuring Mindsets and Achievement Goal Motivation: A Validation Study of Three Instruments. <i>Academic Medicine</i> , 2018 , 93, 1391-1399	3.9	5
166	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
165	Reporting quality and risk of bias in randomised trials in health professions education. <i>Medical Education</i> , 2017 , 51, 61-71	3.7	12
164	Measuring achievement goal motivation, mindsets and cognitive load: validation of three instruments. <i>Medical Education</i> , 2017 , 51, 1061-1074	3.7	20
163	E-learning in graduate medical education: survey of residency program directors. <i>BMC Medical Education</i> , 2017 , 17, 114	3.3	50
162	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
161	Optimization of infobutton design and Implementation: A systematic review. <i>Journal of Biomedical Informatics</i> , 2017 , 74, 10-19	10.2	6
160	New roles for cost as an outcome: opportunities and challenges. <i>Medical Education</i> , 2017 , 51, 680-682	3.7	10

159	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
158	Comment on: Improving Escalation of Care: Development and Validation of the Quality of Information Transfer Tool. <i>Annals of Surgery</i> , 2017 , 266, e113-e114	7.8	
157	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	7.1	19
156	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
155	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
154	Sharing simulation-based training courses between institutions: opportunities and challenges. <i>Advances in Simulation</i> , 2017 , 2, 1	3.7	26
153	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
152	Twelve tips for getting your manuscript published. <i>Medical Teacher</i> , 2016 , 38, 41-50	3	10
151	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
150	Motivation to learn: an overview of contemporary theories. <i>Medical Education</i> , 2016 , 50, 997-1014	3.7	228
149	Physician Attitudes About Maintenance of Certification: A Cross-Specialty National Survey. <i>Mayo Clinic Proceedings</i> , 2016 , 91, 1336-1345	6.4	48
148	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
147	Validation of educational assessments: a primer for simulation and beyond. <i>Advances in Simulation</i> , 2016 , 1, 31	3.7	115
146	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
145	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
144	Consequences Validity Evidence: Evaluating the Impact of Educational Assessments. <i>Academic Medicine</i> , 2016 , 91, 785-95	3.9	65
143	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
142	When Assessment Data Are Words: Validity Evidence for Qualitative Educational Assessments. <i>Academic Medicine</i> , 2016 , 91, 1359-1369	3.9	76

141	Tips for a great review article: crossing methodological boundaries. <i>Medical Education</i> , 2016 , 50, 384-7	3.7	7
140	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
139	Reporting Guidelines for Health Care Simulation Research. <i>Clinical Simulation in Nursing</i> , 2016 , 12, iii-xiii	3	7
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	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
136	A contemporary approach to validity arguments: a practical guide to Kane's framework. <i>Medical Education</i> , 2015 , 49, 560-75	3.7	245
135	Evaluating technology-enhanced learning: A comprehensive framework. <i>Medical Teacher</i> , 2015 , 37, 961-70	3.0	59
134	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
133	Reply to Letter: "Surgical Simulation: Seeing the Bigger Picture and Asking the Right Questions". <i>Annals of Surgery</i> , 2015 , 262, e51-2	7.8	
132	American Board of Internal Medicine and Maintenance of Certification Standards--Reply. <i>JAMA Internal Medicine</i> , 2015 , 175, 1425-6	11.5	
131	Learning curves in health professions education. <i>Academic Medicine</i> , 2015 , 90, 1034-42	3.9	83
130	Self-regulated learning in simulation-based training: a systematic review and meta-analysis. <i>Medical Education</i> , 2015 , 49, 368-78	3.7	76
129	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	3.9	275
128	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
127	An automated clinical alert system for newly-diagnosed atrial fibrillation. <i>PLoS ONE</i> , 2015 , 10, e0122153	3.7	17
126	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
125	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, 1149-57	3.7	73
124	Enhancing motivation with the "virtual" supervisory role: a randomized trial. <i>BMC Medical Education</i> , 2015 , 15, 76	3.3	2

123	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
122	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
121	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
120	Simulation-based training in anaesthesiology: a systematic review and meta-analysis. <i>British Journal of Anaesthesia</i> , 2014 , 112, 231-45	5.4	133
119	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
118	In reply--Curbside consultations: a call for more investigation into a common practice. <i>Mayo Clinic Proceedings</i> , 2014 , 89, 1590	6.4	0
117	What is the role of e-learning? Looking past the hype. <i>Medical Education</i> , 2014 , 48, 930-7	3.7	49
116	When I say validity. <i>Medical Education</i> , 2014 , 48, 948-9	3.7	23
115	Debriefing for technology-enhanced simulation: a systematic review and meta-analysis. <i>Medical Education</i> , 2014 , 48, 657-66	3.7	243
114	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
113	Technology-enhanced simulation and pediatric education: a meta-analysis. <i>Pediatrics</i> , 2014 , 133, e1313-23	3.4	110
112	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
111	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
110	The authors reply. <i>Critical Care Medicine</i> , 2014 , 42, e542	1.4	
109	Redefining Quality in Medical Education Research: A Consumer's View. <i>Journal of Graduate Medical Education</i> , 2014 , 6, 424-9	1.6	17
108	Preparing leaders in health professions education. <i>Medical Teacher</i> , 2014 , 36, 269-71	3	27
107	The value of online learning and MRI: finding a niche for expensive technologies. <i>Medical Teacher</i> , 2014 , 36, 965-72	3	30
106	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

105	Standards for reporting qualitative research: a synthesis of recommendations. <i>Academic Medicine</i> , 2014 , 89, 1245-51	3.9	2638
104	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
103	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
102	Reconsidering fidelity in simulation-based training. <i>Academic Medicine</i> , 2014 , 89, 387-92	3.9	317
101	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
100	Faculty Development Online 2014 , 217-241		4
99	Patient outcomes in simulation-based medical education: a systematic review. <i>Journal of General Internal Medicine</i> , 2013 , 28, 1078-89	4	201
98	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
97	Simulation technology for resuscitation training: a systematic review and meta-analysis. <i>Resuscitation</i> , 2013 , 84, 1174-83	4	145
96	Online learning for faculty development: a review of the literature. <i>Medical Teacher</i> , 2013 , 35, 930-7	3	69
95	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
94	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
93	Technology-enhanced simulation in emergency medicine: a systematic review and meta-analysis. <i>Academic Emergency Medicine</i> , 2013 , 20, 117-27	3.4	110
92	Cost: the missing outcome in simulation-based medical education research: a systematic review. <i>Surgery</i> , 2013 , 153, 160-76	3.6	228
91	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
90	In reply. <i>Academic Medicine</i> , 2013 , 88, 1403	3.9	
89	Cricoid pressure training using simulation: a systematic review and meta-analysis. <i>British Journal of Anaesthesia</i> , 2013 , 111, 338-46	5.4	28
88	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

87	Response. <i>Chest</i> , 2013 , 144, 719	5.3	
86	¿Debo utilizar el aprendizaje en línea?. <i>Investigación En Educación Médica</i> , 2013 , 2, 3-6	0.1	1
85	Simulation-based bronchoscopy training: systematic review and meta-analysis. <i>Chest</i> , 2013 , 144, 183-192	5.3	67
84	In reply to Archer and to Lim. <i>Academic Medicine</i> , 2013 , 88, 1052-3	3.9	
83	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
82	Perspective: Reconsidering the focus on "outcomes research" in medical education: a cautionary note. <i>Academic Medicine</i> , 2013 , 88, 162-7	3.9	115
81	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
80	Mentoring programs for physicians in academic medicine: a systematic review. <i>Academic Medicine</i> , 2013 , 88, 1029-37	3.9	210
79	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
78	Conducting systematic reviews in medical education: a stepwise approach. <i>Medical Education</i> , 2012 , 46, 943-52	3.7	101
77	Randomized controlled trials and meta-analysis in medical education: what role do they play?. <i>Medical Teacher</i> , 2012 , 34, 468-73	3	39
76	New directions in e-learning research in health professions education: Report of two symposia. <i>Medical Teacher</i> , 2012 , 34, e15-20	3	36
75	Mastery learning simulation-based curriculum for laparoscopic TEP inguinal hernia repair. <i>Journal of Surgical Education</i> , 2012 , 69, 208-14	3.4	46
74	Overcoming barriers to addressing education problems with research design: a panel discussion. <i>Academic Emergency Medicine</i> , 2012 , 19, 1344-9	3.4	6
73	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
72	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
71	Pretests or advance organizers for Web-based allergy-immunology medical education? A randomized controlled trial. <i>Allergy and Asthma Proceedings</i> , 2012 , 33, 191-6	2.6	0
70	More About Technology-Enhanced Learning in Medical Education. <i>Academic Medicine</i> , 2012 , 87, 256	3.9	1

69	Reporting inquiry in simulation. <i>Simulation in Healthcare</i> , 2011 , 6 Suppl, S63-6	2.8	6
68	Virtual Patients: Are We in a New Era?. <i>Academic Medicine</i> , 2011 , 86, 151	3.9	
67	Preparing for the changing role of instructional technologies in medical education. <i>Academic Medicine</i> , 2011 , 86, 435-9	3.9	65
66	Script concordance testing: a review of published validity evidence. <i>Medical Education</i> , 2011 , 45, 329-38	3.7	103
65	Method and reporting quality in health professions education research: a systematic review. <i>Medical Education</i> , 2011 , 45, 227-38	3.7	93
64	The Motivated Strategies for Learning Questionnaire: score validity among medicine residents. <i>Medical Education</i> , 2011 , 45, 1230-40	3.7	29
63	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
62	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
61	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
60	Lack of association between resident doctors' well-being and medical knowledge. <i>Medical Education</i> , 2010 , 44, 1224-31	3.7	19
59	Getting started in medical education scholarship. <i>Keio Journal of Medicine</i> , 2010 , 59, 96-103	1.6	8
58	Computerized virtual patients in health professions education: a systematic review and meta-analysis. <i>Academic Medicine</i> , 2010 , 85, 1589-602	3.9	308
57	Simulation-based objective assessment discerns clinical proficiency in central line placement: a construct validation. <i>Chest</i> , 2010 , 137, 1050-6	5.3	79
56	Teaching with Technological Tools 2010 , 101-121		
55	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
54	Twelve tips for evaluating educational programs. <i>Medical Teacher</i> , 2010 , 32, 296-301	3	77
53	Speed mentoring: an innovative method to facilitate mentoring relationships. <i>Medical Teacher</i> , 2010 , 32, 692-4	3	34
52	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

51	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
50	Reflections on experimental research in medical education. <i>Advances in Health Sciences Education</i> , 2010 , 15, 455-64	3.7	82
49	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
48	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
47	From the Editors' Desk: Renewing the Call for Innovations in Medical Education. <i>Journal of General Internal Medicine</i> , 2010 , 25, 887-888	4	1
46	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
45	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
44	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
43	Avoiding confounded comparisons in education research. <i>Medical Education</i> , 2009 , 43, 102-4	3.7	16
42	Virtual patients: a critical literature review and proposed next steps. <i>Medical Education</i> , 2009 , 43, 303-11	3.7	372
41	Computer animations in medical education: a critical literature review. <i>Medical Education</i> , 2009 , 43, 838-46	3.7	67
40	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
39	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
38	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
37	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
36	Introducing resident doctors to complexity in ambulatory medicine. <i>Medical Education</i> , 2008 , 42, 838-48	3.7	12
35	Research productivity of graduates from 3 physician-scientist training programs. <i>American Journal of Medicine</i> , 2008 , 121, 1107-13	2.4	12
34	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

33	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
32	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
31	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
30	Navigating the JGIM Special Issue on Medical Education. <i>Journal of General Internal Medicine</i> , 2008 , 23, 899-902	4	
29	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
28	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
27	E-learning: is there anything special about the "E"?. <i>Perspectives in Biology and Medicine</i> , 2008 , 51, 5-21	1.5	41
26	Developing scholarly projects in education: a primer for medical teachers. <i>Medical Teacher</i> , 2007 , 29, 210-8	3	79
25	Quality of reporting of experimental studies in medical education: a systematic review. <i>Medical Education</i> , 2007 , 41, 737-45	3.7	161
24	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
23	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
22	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
21	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
20	Web-based learning: pros, cons and controversies. <i>Clinical Medicine</i> , 2007 , 7, 37-42	1.9	246
19	Where are we with Web-based learning in medical education?. <i>Medical Teacher</i> , 2006 , 28, 594-8	3	80
18	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
17	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
16	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

15	Factor instability of clinical teaching assessment scores among general internists and cardiologists. <i>Medical Education</i> , 2006 , 40, 1209-16	3.7	31
14	Reliability and validity of scores from the index of learning styles. <i>Academic Medicine</i> , 2005 , 80, S97-101	3.9	24
13	Learning and cognitive styles in web-based learning: theory, evidence, and application. <i>Academic Medicine</i> , 2005 , 80, 266-78	3.9	90
12	Web-based learning in residents continuity clinics: a randomized, controlled trial. <i>Academic Medicine</i> , 2005 , 80, 90-7	3.9	101
11	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
10	What is the validity evidence for assessments of clinical teaching?. <i>Journal of General Internal Medicine</i> , 2005 , 20, 1159-64	4	120
9	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
8	A practical guide to developing effective web-based learning. <i>Journal of General Internal Medicine</i> , 2004 , 19, 698-707	4	182
7	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
6	Educational epidemiology. <i>JAMA - Journal of the American Medical Association</i> , 2004 , 292, 2969; author reply 2970-1	27.4	2
5	Flexible teaching for inflexible schedules: an online resident curriculum in acute ambulatory care. <i>Medical Teacher</i> , 2003 , 25, 330-1	3	7
4	An online core curriculum in primary care medicine for internal medicine residents. <i>Medical Education</i> , 2003 , 37, 1043	3.7	5
3	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
2	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

1