Anthony Artino Jr

List of Publications by Citations

187 papers	5,687 citations	36 h-index	70 g-index
221 ext. papers	7,224 ext. citations	2.8 avg, IF	6.52 L-index

#	Paper	IF	Citations
187	Analyzing and interpreting data from likert-type scales. *Journal of Graduate Medical Education*, **2013**, 5, 541-2	1.6	802
186	Developing questionnaires for educational research: AMEE Guide No. 87. *Medical Teacher*, **2014**, 36, 463-74	3	397
185	Motivation to learn: an overview of contemporary theories. *Medical Education*, **2016**, 50, 997-1014	3.7	228
184	What Do Our Respondents Think We're Asking? Using Cognitive Interviewing to Improve Medical Education Surveys. *Journal of Graduate Medical Education*, **2013**, 5, 353-6	1.6	219
183	Situativity theory: a perspective on how participants and the environment can interact: AMEE Guide no. 52. *Medical Teacher*, **2011**, 33, 188-99	3	196
182	Second-year medical students' motivational beliefs, emotions, and achievement. *Medical Education*, **2010**, 44, 1203-12	3.7	176
181	Academic motivation and self-regulation: A comparative analysis of undergraduate and graduate students learning online. *Internet and Higher Education*, **2009**, 12, 146-151	7.4	159
180	Academic self-efficacy: from educational theory to instructional practice. *Perspectives on Medical Education*, **2012**, 1, 76-85	4.3	148
179	Exploring the complex relations between achievement emotions and self-regulated learning behaviors in online learning. *Internet and Higher Education*, **2012**, 15, 170-175	7.4	148
178	Context and clinical reasoning: understanding the perspective of the expert's voice. *Medical Education*, **2011**, 45, 927-38	3.7	121
177	Motivational beliefs and perceptions of instructional quality: predicting satisfaction with online training*. *Journal of Computer Assisted Learning*, **2007**, 24, 260-270	3.8	102
176	Clarifying assumptions to enhance our understanding and assessment of clinical reasoning. *Academic Medicine*, **2013**, 88, 442-8	3.9	100
175	The impact of selected contextual factors on experts' clinical reasoning performance (does context impact clinical reasoning performance in experts?). *Advances in Health Sciences Education*, **2012**, 17, 65-79	3.7	89
174	Perspective: redefining context in the clinical encounter: implications for research and training in medical education. *Academic Medicine*, **2010**, 85, 894-901	3.9	89
173	You Can't Fix by Analysis What You've Spoiled by Design: Developing Survey Instruments and Collecting Validity Evidence. *Journal of Graduate Medical Education*, **2012**, 4, 407-10	1.6	87
172	Perspective: viewing "strugglers" through a different lens: how a self-regulated learning perspective can help medical educators with assessment and remediation. *Academic Medicine*, **2011**, 86, 488-95	3.9	82
171	Achievement goal structures and self-regulated learning: relationships and changes in medical school. *Academic Medicine*, **2012**, 87, 1375-81	3.9	64

170	Control-value theory: using achievement emotions to improve understanding of motivation, learning, and performance in medical education: AMEE Guide No. 64. *Medical Teacher*, **2012**, 34, e148-60	3	63
169	Online or face-to-face learning? Exploring the personal factors that predict students' choice of instructional format. *Internet and Higher Education*, **2010**, 13, 272-276	7.4	60
168	Exploring clinical reasoning in novices: a self-regulated learning microanalytic assessment approach. *Medical Education*, **2014**, 48, 280-91	3.7	59
167	Clinical Reasoning Assessment Methods: A Scoping Review and Practical Guidance. *Academic Medicine*, **2019**, 94, 902-912	3.9	58
166	The feasibility, reliability, and validity of a post-encounter form for evaluating clinical reasoning. *Medical Teacher*, **2012**, 34, 30-7	3	55
165	Think, feel, act: motivational and emotional influences on military students□ online academic success. *Journal of Computing in Higher Education*, **2009**, 21, 146-166	3.5	52
164	Using self-regulated learning theory to understand the beliefs, emotions, and behaviors of struggling medical students. *Academic Medicine*, **2011**, 86, S35-8	3.9	51
163	Can achievement emotions be used to better understand motivation, learning, and performance in medical education?. *Medical Teacher*, **2012**, 34, 240-4	3	48
162	Comparing Open-Book and Closed-Book Examinations: A Systematic Review. *Academic Medicine*, **2016**, 91, 583-99	3.9	44
161	Development and Initial Validation of the Online Learning Value and Self-Efficacy Scale. *Journal of Educational Computing Research*, **2008**, 38, 279-303	3.8	44
160	Sentinel Emotional Events: The Nature, Triggers, and Effects of Shame Experiences in Medical Residents. *Academic Medicine*, **2019**, 94, 85-93	3.9	42
159	Wikis and forums for collaborative problem-based activity: A systematic comparison of learners' interactions. *Internet and Higher Education*, **2015**, 24, 35-45	7.4	41
158	Correlation of National Board of Medical Examiners scores with United States Medical Licensing Examination Step 1 And Step 2 scores. *Academic Medicine*, **2012**, 87, 1348-54	3.9	40
157	Does the think-aloud protocol reflect thinking? Exploring functional neuroimaging differences with thinking (answering multiple choice questions) versus thinking aloud. *Medical Teacher*, **2013**, 35, 720-6	3	39
156	Promoting Academic Motivation and Self-Regulation: Practical Guidelines for Online Instructors. *TechTrends*, **2008**, 52, 37-45	2	39
155	Ethical Shades of Gray: International Frequency of Scientific Misconduct and Questionable Research Practices in Health Professions Education. *Academic Medicine*, **2019**, 94, 76-84	3.9	37
154	Authenticity of instruction and student performance: a prospective randomised trial. *Medical Education*, **2011**, 45, 807-17	3.7	36
153	AM last page: survey development guidance for medical education researchers. *Academic Medicine*, **2010**, 85, 925	3.9	36

152	Aging and cognitive performance: challenges and implications for physicians practicing in the 21st century. *Journal of Continuing Education in the Health Professions*, **2010**, 30, 153-60	2.1	36
151	AM last page: Avoiding five common pitfalls of survey design. *Academic Medicine*, **2011**, 86, 1327	3.9	35
150	The Survey Checklist (Manifesto). *Academic Medicine*, **2018**, 93, 360-366	3.9	35
149	Tying knots: an activity theory analysis of student learning goals in clinical education. *Medical Education*, **2017**, 51, 687-698	3.7	34
148	Beyond Grades in Online Learning: Adaptive Profiles of Academic Self-Regulation Among Naval Academy Undergraduates. *Journal of Advanced Academics*, **2009**, 20, 568-601	1.7	34
147	Beyond Citation Rates: A Real-Time Impact Analysis of Health Professions Education Research Using Altmetrics. *Academic Medicine*, **2017**, 92, 1449-1455	3.9	33
146	The Positivism Paradigm of Research. *Academic Medicine*, **2020**, 95, 690-694	3.9	32
145	Consequences of contextual factors on clinical reasoning in resident physicians. *Advances in Health Sciences Education*, **2015**, 20, 1225-36	3.7	31
144	Expertise, Time, Money, Mentoring, and Reward: Systemic Barriers That Limit Education Researcher Productivity-Proceedings From the AAMC GEA Workshop. *Journal of Graduate Medical Education*, **2014**, 6, 430-6	1.6	31
143	Emotions in online learning environments: Introduction to the special issue. *Internet and Higher Education*, **2012**, 15, 137-140	7.4	31
142	Functional Neuroimaging Correlates of Burnout among Internal Medicine Residents and Faculty Members. *Frontiers in Psychiatry*, **2013**, 4, 131	5	30
141	Does the MCAT predict medical school and PGY-1 performance?. *Military Medicine*, **2015**, 180, 4-11	1.3	29
140	AM last page: master's degree in health professions education programs. *Academic Medicine*, **2013**, 88, 1399	3.9	29
139	Medical education in the United States of America. *Medical Teacher*, **2012**, 34, 521-5	3	29
138	Tracing the steps of survey design: a graduate medical education research example. *Journal of Graduate Medical Education*, **2013**, 5, 1-5	1.6	27
137	Online learning: Are subjective perceptions of instructional context related to academic success?. *Internet and Higher Education*, **2009**, 12, 117-125	7.4	27
136	Clinical Reasoning Tasks and Resident Physicians: What Do They Reason About?. *Academic Medicine*, **2016**, 91, 1022-8	3.9	26
135	Validity evidence for medical school OSCEs: associations with USMLE step assessments. *Teaching and Learning in Medicine*, **2014**, 26, 379-86	3.4	26

134	Using functional neuroimaging combined with a think-aloud protocol to explore clinical reasoning expertise in internal medicine. *Military Medicine*, **2012**, 177, 72-8	1.3	26
133	Relationship between OSCE scores and other typical medical school performance indicators: a 5-year cohort study. *Military Medicine*, **2012**, 177, 44-6	1.3	24
132	Longitudinal effects of medical students' communication skills on future performance. *Military Medicine*, **2015**, 180, 24-30	1.3	23
131	Dual processing theory and experts' reasoning: exploring thinking on national multiple-choice questions. *Perspectives on Medical Education*, **2015**, 4, 168-75	4.3	23
130	AM last page: self-regulated learning--a dynamic, cyclical perspective. *Academic Medicine*, **2013**, 88, 1048	3.9	22
129	#MedEd: exploring the relationship between altmetrics and traditional measures of dissemination in health professions education. *Perspectives on Medical Education*, **2018**, 7, 239-247	4.3	21
128	Measuring achievement goal motivation, mindsets and cognitive load: validation of three instruments' scores. *Medical Education*, **2017**, 51, 1061-1074	3.7	20
127	Contextual factors and clinical reasoning: differences in diagnostic and therapeutic reasoning in board certified versus resident physicians. *BMC Medical Education*, **2017**, 17, 211	3.3	20
126	Microanalytic Assessment of Self-Regulated Learning During Clinical Reasoning Tasks: Recent Developments and Next Steps. *Academic Medicine*, **2016**, 91, 1516-1521	3.9	20
125	Factors associated with scientific misconduct and questionable research practices in health professions education. *Perspectives on Medical Education*, **2019**, 8, 74-82	4.3	18
124	"The Questions Shape the Answers": Assessing the Quality of Published Survey Instruments in Health Professions Education Research. *Academic Medicine*, **2018**, 93, 456-463	3.9	18
123	Who Am I, and Who Do I Strive to Be? Applying a Theory of Self-Conscious Emotions to Medical Education. *Academic Medicine*, **2018**, 93, 874-880	3.9	17
122	Heart Rate and Heart Rate Variability Correlate with Clinical Reasoning Performance and Self-Reported Measures of Cognitive Load. *Scientific Reports*, **2019**, 9, 14668	4.9	17
121	When I say...emotion in medical education. *Medical Education*, **2013**, 47, 1062-3	3.7	17
120	Development and initial validation of a survey to assess students' self-efficacy in medical school. *Military Medicine*, **2012**, 177, 31-7	1.3	17
119	Does the authenticity of preclinical teaching format affect subsequent clinical clerkship outcomes? A prospective randomized crossover trial. *Teaching and Learning in Medicine*, **2012**, 24, 177-82	3.4	16
118	Functional neuroimaging correlates of thinking flexibility and knowledge structure in memory: Exploring the relationships between clinical reasoning and diagnostic thinking. *Medical Teacher*, **2016**, 38, 570-7	3	15
117	Neural basis of nonanalytical reasoning expertise during clinical evaluation. *Brain and Behavior*, **2015**, 5, e00309	3.4	15

116	Examining shifts in medical students' microanalytic motivation beliefs and regulatory processes during a diagnostic reasoning task. *Advances in Health Sciences Education*, **2015**, 20, 611-26	3.7	15
115	How is clinical reasoning developed, maintained, and objectively assessed? Views from expert internists and internal medicine interns. *Journal of Continuing Education in the Health Professions*, **2013**, 33, 215-23	2.1	15
114	Understanding context specificity: the effect of contextual factors on clinical reasoning. *Diagnosis*, **2020**, 7, 257-264	4.2	15
113	Science: the slow march of accumulating evidence. *Perspectives on Medical Education*, **2016**, 5, 350-353	4.3	14
112	What aspects of letters of recommendation predict performance in medical school? Findings from one institution. *Academic Medicine*, **2014**, 89, 1408-15	3.9	14
111	Interprofessional Healthcare Teams in the Military: A Scoping Literature Review. *Military Medicine*, **2018**, 183, e448-e454	1.3	13
110	Making use of contrasting participant views of the same encounter. *Medical Education*, **2010**, 44, 953-61	3.7	13
109	Impact of increased authenticity in instructional format on preclerkship students' performance: a two-year, prospective, randomized study. *Academic Medicine*, **2012**, 87, 1341-7	3.9	13
108	Development and initial validation of a program director's evaluation form for medical school graduates. *Military Medicine*, **2015**, 180, 97-103	1.3	12
107	Is poor performance on NBME clinical subject examinations associated with a failing score on the USMLE step 3 examination?. *Academic Medicine*, **2014**, 89, 762-6	3.9	12
106	Does self-reported clinical experience predict performance in medical school and internship?. *Medical Education*, **2012**, 46, 172-8	3.7	12
105	It's Not All in Your Head: Viewing Graduate Medical Education Through the Lens of Situated Cognition. *Journal of Graduate Medical Education*, **2013**, 5, 177-9	1.6	12
104	Development and initial validation of an online engagement metric using virtual patients. *BMC Medical Education*, **2018**, 18, 213	3.3	12
103	O-chlorobenzylidene malononitrile (CS riot control agent) associated acute respiratory illnesses in a U.S. Army Basic Combat Training cohort. *Military Medicine*, **2014**, 179, 793-8	1.3	11
102	A pilot study exploring the relationship between internists' self-reported sleepiness, performance on multiple-choice exam items and prefrontal cortex activity. *Medical Teacher*, **2014**, 36, 434-40	3	11
101	It's time to explore the role of emotion in medical students' learning. *Academic Medicine*, **2011**, 86, 275; author reply 275-6	3.9	11
100	Predicting medical school and internship success: does the quality of the research and clinical experience matter?. *Military Medicine*, **2015**, 180, 12-7	1.3	10
99	Instructional authenticity and clinical reasoning in undergraduate medical education: a 2-year, prospective, randomized trial. *Military Medicine*, **2012**, 177, 38-43	1.3	10

98	Commentary: On regulation and medical education: sociology, learning, and accountability. *Academic Medicine*, **2009**, 84, 545-7	3.9	10
97	Are You Sure You Want to Do That? Fostering the Responsible Conduct of Medical Education Research. *Academic Medicine*, **2018**, 93, 544-549	3.9	10
96	First-year medical students' calibration bias and accuracy across clinical reasoning activities. *Advances in Health Sciences Education*, **2019**, 24, 767-781	3.7	9
95	It Totally Possibly Could Be: How a Group of Military Physicians Reflect on Their Clinical Reasoning in the Presence of Contextual Factors. *Military Medicine*, **2020**, 185, 575-582	1.3	9
94	To tweet or not to tweet, that is the question: A randomized trial of Twitter effects in medical education. *PLoS ONE*, **2019**, 14, e0223992	3.7	9
93	Where are they now? USU School of Medicine graduates after their military obligation is complete. *Military Medicine*, **2012**, 177, 68-71	1.3	9
92	The association between specialty match and third-year clerkship performance. *Military Medicine*, **2012**, 177, 47-52	1.3	9
91	Self-regulated learning in healthcare profession education: theoretical perspectives and research methods	155-166	
90	Exploring researchers' perspectives on authorship decision making. *Medical Education*, **2019**, 53, 1253-1262	3.7	8
89	Applying Clinical Research Skills to Conduct Education Research: Important Recommendations for Success. *Journal of Graduate Medical Education*, **2014**, 6, 619-22	1.6	8
88	Broadening our understanding of clinical quality: from attribution error to situated cognition. *Clinical Pharmacology and Therapeutics*, **2012**, 91, 167-9	6.1	8
87	AM last page. Reliability and validity in educational measurement. *Academic Medicine*, **2010**, 85, 1545	3.9	8
86	Addressing the Elephant in the Room: A Shame Resilience Seminar for Medical Students. *Academic Medicine*, **2019**, 94, 1132-1136	3.9	8
85	Examining the readiness of best evidence in medical education guides for integration into educational practice: A meta-synthesis. *Perspectives on Medical Education*, **2018**, 7, 292-301	4.3	8
84	Using functional magnetic resonance imaging to improve how we understand, teach, and assess clinical reasoning. *Journal of Continuing Education in the Health Professions*, **2014**, 34, 76-82	2.1	7
83	Relationship between clinical experiences and internal medicine clerkship performance. *Medical Education*, **2012**, 46, 689-97	3.7	7
82	Application essays and future performance in medical school: are they related?. *Teaching and Learning in Medicine*, **2013**, 25, 55-8	3.4	7
81	The Linguistic Effects of Context Specificity: Exploring Affect, Cognitive Processing, and Agency in Physicians' Think-Aloud Reflections. *Diagnosis*, **2020**, 7, 273-280	4.2	7

80	Self-regulated learning in medical education **2013**, 465-477		7
79	Assessing curriculum effectiveness: a survey of Uniformed Services University medical school graduates. *Military Medicine*, **2015**, 180, 113-28	1.3	6
78	When will I get my paper back? A replication study of publication timelines for health professions education research. *Perspectives on Medical Education*, **2020**, 9, 139-146	4.3	6
77	Why health professions education needs functional linguistics: the power of 'stealth words'. *Medical Education*, **2019**, 53, 1187-1195	3.7	6
76	Health Professions Education Graduate Programs Are a Pathway to Strengthening Continuing Professional Development. *Journal of Continuing Education in the Health Professions*, **2017**, 37, 147-151	2.1	6
75	Wiki and Threaded Discussion for Online Collaborative Activities: Students Perceptions and Use. *Journal of Emerging Technologies in Web Intelligence*, **2009**, 1,		6
74	Scoping reviews in medical education: A scoping review. *Medical Education*, **2021**, 55, 689-700	3.7	6
73	Knowledge syntheses in medical education: A bibliometric analysis. *Perspectives on Medical Education*, **2021**, 10, 79-87	4.3	6
72	Career accomplishments of Uniformed Services University of the Health Sciences medical graduates: classes 1980-2001. *Military Medicine*, **2015**, 180, 109-12	1.3	5
71	'But how do you really feel?' Measuring emotions in medical education research. *Medical Education*, **2015**, 49, 140-2	3.7	5
70	AM last page. Overview of doctoral programs in health professions education. *Academic Medicine*, **2014**, 89, 1309	3.9	5
69	'Media will never influence learning': but will simulation?. *Medical Education*, **2012**, 46, 630-2	3.7	5
68	Why don't we conduct replication studies in medical education?. *Medical Education*, **2013**, 47, 746-7	3.7	5
67	AM last page. Using control-value theory to understand achievement emotions in medical education. *Academic Medicine*, **2014**, 89, 1696	3.9	5
66	Relationship between admissions committee review and student performance in medical school and internship. *Military Medicine*, **2012**, 177, 21-5	1.3	5
65	Postinterview communication between military residency applicants and training programs. *Military Medicine*, **2012**, 177, 54-60	1.3	5
64	Exploring the Role of Peer Advice in Self-Regulated Learning: Metacognitive, Social, and Environmental Factors. *Teaching and Learning in Medicine*, **2016**, 28, 353-357	3.4	5
63	Influencing Mindsets and Motivation in Procedural Skills Learning: Two Randomized Studies. *Journal of Surgical Education*, **2019**, 76, 652-663	3.4	5

62	Measuring Mindsets and Achievement Goal Motivation: A Validation Study of Three Instruments. *Academic Medicine*, **2018**, 93, 1391-1399	3.9	5
61	Why we should strive for emotional candour in medical education, too. *Medical Education*, **2019**, 53, 745-746	3.7	4
60	Development and initial validation of a program director's evaluation form for third-year residents. *Military Medicine*, **2015**, 180, 104-8	1.3	4
59	Foreword: Characteristics of RIME Papers That Make the Cut. *Academic Medicine*, **2016**, 91, Si-Siii	3.9	4
58	How to write an educational research grant: AMEE Guide No. 101. *Medical Teacher*, **2016**, 38, 113-22	3	4
57	Tracking the Scholarly Conversation in Health Professions Education: An Introduction to Altmetrics. *Academic Medicine*, **2017**, 92, 1501	3.9	4
56	40 years of military medical education: an overview of the Long-Term Career Outcome Study (LTCOS). *Military Medicine*, **2012**, 177, 3-6	1.3	4
55	Exploring the relationship between self-reported research experience and performance in medical school and internship. *Military Medicine*, **2012**, 177, 11-5	1.3	4
54	In-flight hypoxia events in tactical jet aviation: characteristics compared to normobaric training. *Aviation, Space, and Environmental Medicine*, **2011**, 82, 775-81		4
53	Ethical Bearing Is About Our Conduct: Ethics as an Essential Component of Military Interprofessional Healthcare Teams. *Military Medicine*, **2021**, 186, 23-28	1.3	4
52	America's medical school: 5,000 graduates since the "first class". *Military Medicine*, **2015**, 180, 1-3	1.3	3
51	The Uniformed Services University of the Health Sciences: a leadership academy for military medical officers in the U.S. Navy. *Military Medicine*, **2015**, 180, 171	1.3	3
50	The long-term career outcome study: lessons learned and implications for educational practice. *Military Medicine*, **2015**, 180, 164-70	1.3	3
49	AM last page: generalizability in medical education research. *Academic Medicine*, **2011**, 86, 917	3.9	3
48	The Long-Term Career Outcome Study (LTCOS): what have we learned from 40 years of military medical education and where should we go?. *Military Medicine*, **2012**, 177, 81-6	1.3	3
47	AM last page: Hospice and Palliative Medicine (HPM). *Academic Medicine*, **2012**, 87, 1305	3.9	3
46	Active-duty physicians' perceptions and satisfaction with humanitarian assistance and disaster relief missions: implications for the field. *PLoS ONE*, **2013**, 8, e57814	3.7	3
45	The Psychology of Shame: A Resilience Seminar for Medical Students. *MedEdPORTAL: the Journal of Teaching and Learning Resources*, **2020**, 16, 11052	1.2	3

44	Response to: Functional neuroimaging and diagnostic reasoning. *Medical Teacher*, **2016**, 38, 753-4	3	3
43	Dual process theory and intermediate effect: are faculty and residents' performance on multiple-choice, licensing exam questions different?. *Military Medicine*, **2015**, 180, 92-6	1.3	2
42	Relationship of neuroimaging to typical sleep times during a clinical reasoning task: a pilot study. *Military Medicine*, **2015**, 180, 129-35	1.3	2
41	Leadership success and the Uniformed Services University: perspectives of flag officer alumni. *Military Medicine*, **2012**, 177, 61-7	1.3	2
40	Identifying themes within a medical school admission committee's reviews of applicants. *Military Medicine*, **2012**, 177, 16-20	1.3	2
39	Alternate list matriculants: outcome data from those medical students admitted from the alternate list. *Military Medicine*, **2012**, 177, 7-10	1.3	2
38	Normobaric hypoxia training: the effects of breathing-gas flow rate on symptoms. *Aviation, Space, and Environmental Medicine*, **2009**, 80, 547-52		2
37	Assessing Ethical Dilemmas in Educational Research:Does Formal Ethics Training Make a Difference?. *Journal of College and Character*, **2007**, 8,	0.4	2
36	Knowledge syntheses in medical education: Meta-research examining author gender, geographic location, and institutional affiliation. *PLoS ONE*, **2021**, 16, e0258925	3.7	2
35	Effects of live and video simulation on clinical reasoning performance and reflection. *Advances in Simulation*, **2020**, 5, 17	3.7	2
34	Assessing task importance and anxiety in medical school: an instrument development and initial validation study. *Military Medicine*, **2015**, 180, 31-42	1.3	1
33	Fundamentals of Anorectal Technical Skills: A Concise Surgical Skills Course. *Military Medicine*, **2020**, 185, e1794-e1802	1.3	1
32	Planning the Literature Review. *Academic Medicine*, **2016**, 91, e18	3.9	1
31	Can Online Communities of Practice Improve Participation Rates of Physicians in Survey Research?. *AEM Education and Training*, **2017**, 1, 114-115	2.2	1
30	Foreword: The More Things Change, the More They Stay the Same. *Academic Medicine*, **2015**, 90, Si-Siii	3.9	1
29	AM last page: paths to national service as a military physician. *Academic Medicine*, **2010**, 85, 1393	3.9	1
28	Publishing your scholarship: a survey of pearls from top reviewers.. *Medical Education Online*, **2022**, 27, 2016561	4.4	1
27	Challenges in mitigating context specificity in clinical reasoning: a report and reflection. *Diagnosis*, **2020**, 7, 291-297	4.2	1

26	Transparency in peer review: Exploring the content and tone of reviewers' confidential comments to editors. *PLoS ONE*, **2021**, 16, e0260558	3.7	1
25	Delineating the field of medical education: Bibliometric research approach(es). *Medical Education*, **2021**,	3.7	1
24	Knowledge syntheses in medical education: A bibliometric analysis		1
23	Military Interprofessional Healthcare Teams: Identifying the Characteristics That Support Success. *Military Medicine*, **2021**, 186, 1-6	1.3	1
22	Ethical Shades of Gray: Questionable Research Practices in Health Professions Education		1
21	Exploring the relationship between altmetrics and traditional measures of dissemination in health professions education		1
20	What Influences the Decision to Interview a Candidate for Medical School?. *Military Medicine*, **2020**, 185, e1999-e2003	1.3	1
19	Piloting the FIRE: A Novel Error Management Training Simulation Curriculum for Fasciotomy Instruction. *Journal of Surgical Education*, **2021**, 78, 655-664	3.4	1
18	Use of clinical reasoning tasks by medical students. *Diagnosis*, **2019**, 6, 127-135	4.2	0
17	The unsuccessful treatment of a case of 'Writer's Block': a replication in medical education. *Medical Education*, **2016**, 50, 1262-1263	3.7	0
16	Finding Success in Scholarship: How Physician Assistant Educators Can Overcome Barriers to Publication. *Journal of Physician Assistant Education*, **2021**, 32, 237-241	0.6	0
15	MERIT: a mentor reflection instrument for identifying the personal interpretative framework. *BMC Medical Education*, **2021**, 21, 144	3.3	0
14	The Isolated Surgeon: A Scoping Review. *Journal of Surgical Research*, **2021**, 264, 562-571	2.5	0
13	Self-Regulated Learning. *Innovation and Change in Professional Education*, **2022**, 25-43	0.1	0
12	RIME foreword: change = opportunity. *Academic Medicine*, **2014**, 89, 1481-2	3.9	
11	The Impact of Pass/Fail Grading. *Academic Medicine*, **2009**, 84, 1470-1471	3.9	
10	SimLEARN Musculoskeletal Training for VHA Primary Care Providers and Health Professions Educators. *Federal Practitioner: for the Health Care Professionals of the VA, DoD, and PHS*, **2020**, 37, 42-47	0.7	
9	New Insights About Military Interprofessional Healthcare Teams: Lessons Learned and New Directions From a Program of Research. *Military Medicine*, **2021**, 186, 53-56	1.3	

8	Learners Attitudes Toward Using Wikis and Forums for Collaboration on Case Problems. *Lecture Notes in Computer Science*, **2015**, 428-434	0.9
7	Military Medical Students' Intentions to Pursue Operational Medicine: Survey Design and Initial Validation. *Military Medicine*, **2020**, 185, e1992-e1998	1.3
6	Reporting Guidelines **2022**, 83-100	
5	Survey Construction **2022**, 19-35	
4	To tweet or not to tweet, that is the question: A randomized trial of Twitter effects in medical education **2019**, 14, e0223992	
3	To tweet or not to tweet, that is the question: A randomized trial of Twitter effects in medical education **2019**, 14, e0223992	
2	To tweet or not to tweet, that is the question: A randomized trial of Twitter effects in medical education **2019**, 14, e0223992	
1	To tweet or not to tweet, that is the question: A randomized trial of Twitter effects in medical education **2019**, 14, e0223992	