

# Steven J Durning

## List of Publications by Year in descending order

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Version: 2024-02-01

363  
papers

13,475  
citations

38660

50  
h-index

32761

100  
g-index

395  
all docs

395  
docs citations

395  
times ranked

10119  
citing authors

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 1  | Burnout and Suicidal Ideation among U.S. Medical Students. <i>Annals of Internal Medicine</i> , 2008, 149, 334.   | 2.0 | 1,085     |
| 2  | Relationship Between Burnout and Professional Conduct and Attitudes Among US Medical Students. <i>JAMA - Journal of the American Medical Association</i> , 2010, 304, 1173.                 | 3.8 | 689       |
| 3  | Peer teaching in medical education: twelve reasons to move from theory to practice. <i>Medical Teacher</i> , 2007, 29, 591-599.   | 1.0 | 501       |
| 4  | Factors Associated With Medical Students' Career Choices Regarding Internal Medicine. <i>JAMA - Journal of the American Medical Association</i> , 2008, 300, 1154.                          | 3.8 | 335       |
| 5  | Burnout and Serious Thoughts of Dropping Out of Medical School: A Multi-Institutional Study. <i>Academic Medicine</i> , 2010, 85, 94-102.   | 0.8 | 328       |
| 6  | Dimensions and psychology of peer teaching in medical education. <i>Medical Teacher</i> , 2007, 29, 546-552.  | 1.0 | 322       |
| 7  | Student teaching: views of student near-peer teachers and learners. <i>Medical Teacher</i> , 2007, 29, 583-590.   | 1.0 | 320       |
| 8  | Distress Among Matriculating Medical Students Relative to the General Population. <i>Academic Medicine</i> , 2014, 89, 1520-1525.   | 0.8 | 297       |
| 9  | Situativity theory: A perspective on how participants and the environment can interact: AMEE Guide no. 52. <i>Medical Teacher</i> , 2011, 33, 188-199.                                      | 1.0 | 282       |
| 10 | Is There a Consensus on Consensus Methodology? Descriptions and Recommendations for Future Consensus Research. <i>Academic Medicine</i> , 2016, 91, 663-668.                                | 0.8 | 260       |
| 11 | Second-year medical students'™ motivational beliefs, emotions, and achievement. <i>Medical Education</i> , 2010, 44, 1203-1212.   | 1.1 | 224       |
| 12 | Patterns of distress in US medical students. <i>Medical Teacher</i> , 2011, 33, 834-839.  | 1.0 | 206       |
| 13 | The Impact of Stigma and Personal Experiences on the Help-Seeking Behaviors of Medical Students With Burnout. <i>Academic Medicine</i> , 2015, 90, 961-969.                                 | 0.8 | 204       |
| 14 | Improving response rates and evaluating nonresponse bias in surveys: AMEE Guide No. 102. <i>Medical Teacher</i> , 2016, 38, 217-228.  | 1.0 | 192       |
| 15 | Relationship of Pass/Fail Grading and Curriculum Structure With Well-Being Among Preclinical Medical Students: A Multi-Institutional Study. <i>Academic Medicine</i> , 2011, 86, 1367-1373. | 0.8 | 180       |
| 16 | Context and clinical reasoning: understanding the perspective of the expert's™ voice. <i>Medical Education</i> , 2011, 45, 927-938.   | 1.1 | 161       |
| 17 | Assessing the Reliability and Validity of the Mini-™ Clinical Evaluation Exercise for Internal Medicine Residency Training. <i>Academic Medicine</i> , 2002, 77, 900-904.                   | 0.8 | 151       |
| 18 | The Role for Virtual Patients in the Future of Medical Education. <i>Academic Medicine</i> , 2016, 91, 1217-1222.   | 0.8 | 137       |

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|----|---|-----|-----------|
| 19 | Clinical Reasoning Assessment Methods: A Scoping Review and Practical Guidance. <i>Academic Medicine</i> , 2019, 94, 902-912.   | 0.8 | 135       |
| 20 | Faculty staff perceptions of feedback to residents after direct observation of clinical skills. <i>Medical Education</i> , 2012, 46, 201-215.   | 1.1 | 134       |
| 21 | Clarifying Assumptions to Enhance Our Understanding and Assessment of Clinical Reasoning. <i>Academic Medicine</i> , 2013, 88, 442-448.   | 0.8 | 132       |
| 22 | AM Last Page. <i>Academic Medicine</i> , 2013, 88, 737.   | 0.8 | 132       |
| 23 | A Multi-institutional Study Exploring the Impact of Positive Mental Health on Medical Students'™ Professionalism in an Era of High Burnout. <i>Academic Medicine</i> , 2012, 87, 1024-1031.                     | 0.8 | 128       |
| 24 | Knowledge Syntheses in Medical Education: Demystifying Scoping Reviews. <i>Academic Medicine</i> , 2017, 92, 161-166.   | 0.8 | 124       |
| 25 | Perspective: Redefining Context in the Clinical Encounter: Implications for Research and Training in Medical Education. <i>Academic Medicine</i> , 2010, 85, 894-901.   | 0.8 | 112       |
| 26 | The impact of selected contextual factors on experts'™ clinical reasoning performance (does context) Tj ETQq0 0 0 rgBT /Overlock 10<br>65-79.   | 1.7 | 111       |
| 27 | 2014 Question of the Year. <i>Academic Medicine</i> , 2014, 89, 1.  | 0.8 | 103       |
| 28 | Conceptualizing Learning Environments in the Health Professions. <i>Academic Medicine</i> , 2019, 94, 969-974.  | 0.8 | 101       |
| 29 | Perspective: Viewing 'Strugglers' Through a Different Lens: How a Self-Regulated Learning Perspective Can Help Medical Educators With Assessment and Remediation. <i>Academic Medicine</i> , 2011, 86, 488-495. | 0.8 | 99        |
| 30 | Lingual Thyroid Carcinoma: A Case Report and Review of the Literature. <i>Thyroid</i> , 2001, 11, 1191-1196.  | 2.4 | 89        |
| 31 | Management Reasoning. <i>JAMA - Journal of the American Medical Association</i> , 2018, 319, 2267.  | 3.8 | 89        |
| 32 | Achievement Goal Structures and Self-Regulated Learning. <i>Academic Medicine</i> , 2012, 87, 1375-1381.  | 0.8 | 88        |
| 33 | Clinical Reasoning Education at US Medical Schools: Results from a National Survey of Internal Medicine Clerkship Directors. <i>Journal of General Internal Medicine</i> , 2017, 32, 1242-1246.                 | 1.3 | 88        |
| 34 | Control' value theory: Using achievement emotions to improve understanding of motivation, learning, and performance in medical education: AMEE Guide No. 64. <i>Medical Teacher</i> , 2012, 34, e148-e160.      | 1.0 | 87        |
| 35 | Guidelines for Reporting Survey-Based Research Submitted to <i>Academic Medicine</i> . <i>Academic Medicine</i> , 2018, 93, 337-340.  | 0.8 | 86        |
| 36 | Scoping Review of Entrustable Professional Activities in Undergraduate Medical Education. <i>Academic Medicine</i> , 2019, 94, 1040-1049.   | 0.8 | 86        |

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|----|---|-----|-----------|
| 37 | Exploring clinical reasoning in novices: a self-regulated learning microanalytic assessment approach. <i>Medical Education</i> , 2014, 48, 280-291.                                   | 1.1 | 83        |
| 38 | Drawing Boundaries: The Difficulty in Defining Clinical Reasoning. <i>Academic Medicine</i> , 2018, 93, 990-995.  | 0.8 | 80        |
| 39 | Comparing Open-Book and Closed-Book Examinations. <i>Academic Medicine</i> , 2016, 91, 583-599.   | 0.8 | 79        |
| 40 | <i>Clostridium difficile</i> Small Bowel Enteritis Occurring after Total Colectomy. <i>Clinical Infectious Diseases</i> , 2001, 33, 1429-1431.  | 2.9 | 77        |
| 41 | Using Self-Regulated Learning Theory to Understand the Beliefs, Emotions, and Behaviors of Struggling Medical Students. <i>Academic Medicine</i> , 2011, 86, S35-S38.                 | 0.8 | 71        |
| 42 | Medical School Policies Regarding Struggling Medical Students During the Internal Medicine Clerkships: Results of a National Survey. <i>Academic Medicine</i> , 2008, 83, 876-881.    | 0.8 | 70        |
| 43 | Patient Safety Education at U.S. and Canadian Medical Schools: Results From the 2006 Clerkship Directors in Internal Medicine Survey. <i>Academic Medicine</i> , 2009, 84, 1672-1676. | 0.8 | 69        |
| 44 | Exercise-Induced Syncope Associated With QT Prolongation and Ephedra-Free Xenadrine. <i>Mayo Clinic Proceedings</i> , 2004, 79, 1059-1062.  | 1.4 | 68        |
| 45 | Surveys of Health Professions Trainees: Prevalence, Response Rates, and Predictive Factors to Guide Researchers. <i>Academic Medicine</i> , 2017, 92, 222-228.                        | 0.8 | 68        |
| 46 | Can achievement emotions be used to better understand motivation, learning, and performance in medical education?. <i>Medical Teacher</i> , 2012, 34, 240-244.                        | 1.0 | 67        |
| 47 | The feasibility, reliability, and validity of a post-encounter form for evaluating clinical reasoning. <i>Medical Teacher</i> , 2012, 34, 30-37.                                      | 1.0 | 66        |
| 48 | Use of Electronic Medical Records by Physicians and Students in Academic Internal Medicine Settings. <i>Academic Medicine</i> , 2009, 84, 1698-1704.                                  | 0.8 | 64        |
| 49 | Constructing a Validity Argument for the Mini-Clinical Evaluation Exercise: A Review of the Research. <i>Academic Medicine</i> , 2010, 85, 1453-1461.                                 | 0.8 | 59        |
| 50 | Mapping clinical reasoning literature across the health professions: a scoping review. <i>BMC Medical Education</i> , 2020, 20, 107.  | 1.0 | 58        |
| 51 | Twelve tips for teaching with concept maps in medical education. <i>Medical Teacher</i> , 2013, 35, 201-208.  | 1.0 | 54        |
| 52 | An Interdisciplinary, Multi-Institution Telehealth Course for Third-Year Medical Students. <i>Academic Medicine</i> , 2019, 94, 833-837.  | 0.8 | 53        |
| 53 | Resident run journal club: A model based on the adult learning theory. <i>Medical Teacher</i> , 2009, 31, e156-e161.  | 1.0 | 51        |
| 54 | Correlation of National Board of Medical Examiners Scores with United States Medical Licensing Examination Step 1 and Step 2 Scores. <i>Academic Medicine</i> , 2012, 87, 1348-1354.  | 0.8 | 51        |

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|----|---|-----|-----------|
| 55 | Does the think-aloud protocol reflect thinking? Exploring functional neuroimaging differences with thinking (answering multiple choice questions) versus thinking aloud. <i>Medical Teacher</i> , 2013, 35, 720-726.          | 1.0 | 51        |
| 56 | What we measure and what we should measure in medical education. <i>Medical Education</i> , 2019, 53, 86-94.  | 1.1 | 51        |
| 57 | Scoping reviews in health professions education: challenges, considerations and lessons learned about epistemology and methodology. <i>Advances in Health Sciences Education</i> , 2020, 25, 989-1002.                        | 1.7 | 51        |
| 58 | Letters of Recommendation: Rating, Writing, and Reading by Clerkship Directors of Internal Medicine. <i>Teaching and Learning in Medicine</i> , 2009, 21, 153-158.  | 1.3 | 49        |
| 59 | Longitudinal Research Databases in Medical Education: Facilitating the Study of Educational Outcomes Over Time and Across Institutions. <i>Academic Medicine</i> , 2010, 85, 1340-1346.                                       | 0.8 | 47        |
| 60 | Assessing clinical reasoning: moving from in vitro to in vivo. <i>Diagnosis</i> , 2014, 1, 111-117.   | 1.2 | 47        |
| 61 | AM Last Page. <i>Academic Medicine</i> , 2010, 85, 925.   | 0.8 | 45        |
| 62 | Ageing and cognitive performance: Challenges and implications for physicians practicing in the 21st century *. <i>Journal of Continuing Education in the Health Professions</i> , 2010, 30, 153-160.                          | 0.4 | 45        |
| 63 | Medical education in the United States of America. <i>Medical Teacher</i> , 2012, 34, 521-525.  | 1.0 | 45        |
| 64 | Management Reasoning: Implications for Health Professions Educators and a Research Agenda. <i>Academic Medicine</i> , 2019, 94, 1310-1316.  | 0.8 | 45        |
| 65 | Identifying Medical Students Likely to Exhibit Poor Professionalism and Knowledge During Internship. <i>Journal of General Internal Medicine</i> , 2007, 22, 1711-1717.   | 1.3 | 44        |
| 66 | AM Last Page: Avoiding Five Common Pitfalls of Survey Design. <i>Academic Medicine</i> , 2011, 86, 1327.  | 0.8 | 44        |
| 67 | The Prevalence and Nature of Postinterview Communications Between Residency Programs and Applicants During the Match. <i>Academic Medicine</i> , 2012, 87, 1434-1442.   | 0.8 | 44        |
| 68 | Medical education scholarship: An introductory guide: AMEE Guide No. 89. <i>Medical Teacher</i> , 2014, 36, 657-674.  | 1.0 | 44        |
| 69 | Microanalytic Assessment of Self-Regulated Learning During Clinical Reasoning Tasks: Recent Developments and Next Steps. <i>Academic Medicine</i> , 2016, 91, 1516-1521.  | 0.8 | 44        |
| 70 | The terminology of clinical reasoning in health professions education: Implications and considerations. <i>Medical Teacher</i> , 2019, 41, 1277-1284.   | 1.0 | 43        |
| 71 | Heart Rate and Heart Rate Variability Correlate with Clinical Reasoning Performance and Self-Reported Measures of Cognitive Load. <i>Scientific Reports</i> , 2019, 9, 14668.   | 1.6 | 43        |
| 72 | An Internal Medicine Interest Group Research Program Can Improve Scholarly Productivity of Medical Students and Foster Mentoring Relationships With Internists. <i>Teaching and Learning in Medicine</i> , 2008, 20, 163-167. | 1.3 | 42        |

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|----|--|-----|-----------|
| 73 | Functional Neuroimaging Correlates of Burnout among Internal Medicine Residents and Faculty Members. <i>Frontiers in Psychiatry</i> , 2013, 4, 131.  | 1.3 | 42        |
| 74 | Does the MCAT Predict Medical School and PGY-1 Performance?. <i>Military Medicine</i> , 2015, 180, 4-11.   | 0.4 | 42        |
| 75 | Effect of Continuing Professional Development on Health Professionalsâ€™ Performance and Patient Outcomes: A Scoping Review of Knowledge Syntheses. <i>Academic Medicine</i> , 2021, 96, 913-923.                            | 0.8 | 41        |
| 76 | The Structure of Program Evaluation: An Approach for Evaluating a Course, Clerkship, or Components of a Residency or Fellowship Training Program. <i>Teaching and Learning in Medicine</i> , 2007, 19, 308-318.              | 1.3 | 40        |
| 77 | Changes in clinical skills education resulting from the introduction of the USMLEâ€™s step 2 clinical skills (CS) examination. <i>Medical Teacher</i> , 2008, 30, 325-327.   | 1.0 | 40        |
| 78 | Authenticity of instruction and student performance: a prospective randomised trial. <i>Medical Education</i> , 2011, 45, 807-817.   | 1.1 | 40        |
| 79 | The Feasibility, Reliability, and Validity of a Program Directorâ€™s (Supervisorâ€™s) Evaluation Form for Medical School Graduates. <i>Academic Medicine</i> , 2005, 80, 964-968.  | 0.8 | 39        |
| 80 | Whose Paper Is It Anyway? Authorship Criteria According to Established Scholars in Health Professions Education. <i>Academic Medicine</i> , 2018, 93, 1171-1175.   | 0.8 | 39        |
| 81 | Evaluation, Grading, and Use of the RIME Vocabulary on Internal Medicine Clerkships: Results of a National Survey and Comparison to Other Clinical Clerkships. <i>Teaching and Learning in Medicine</i> , 2008, 20, 118-126. | 1.3 | 38        |
| 82 | Effect of Financial Remuneration on Specialty Choice of Fourth-Year U.S. Medical Students. <i>Academic Medicine</i> , 2011, 86, 187-193.   | 0.8 | 38        |
| 83 | The problems program directors inherit: medical student distress at the time of graduation. <i>Medical Teacher</i> , 2011, 33, 756-758.  | 1.0 | 38        |
| 84 | Consequences of contextual factors on clinical reasoning in resident physicians. <i>Advances in Health Sciences Education</i> , 2015, 20, 1225-1236.   | 1.7 | 38        |
| 85 | â€œThe Questions Shape the Answersâ€ Assessing the Quality of Published Survey Instruments in Health Professions Education Research. <i>Academic Medicine</i> , 2018, 93, 456-463.  | 0.8 | 37        |
| 86 | A Resident Research Director Can Improve Internal Medicine Resident Research Productivity. <i>Teaching and Learning in Medicine</i> , 2004, 16, 279-283.   | 1.3 | 36        |
| 87 | Clinical Reasoning as a Core Competency. <i>Academic Medicine</i> , 2020, 95, 1166-1171.   | 0.8 | 36        |
| 88 | Teaching metacognition in clinical decision-making using a novel mnemonic checklist: an exploratory study. <i>Singapore Medical Journal</i> , 2016, 57, 694-700.   | 0.3 | 36        |
| 89 | Needles and Haystacks. <i>Academic Medicine</i> , 2016, 91, 480-484.   | 0.8 | 35        |
| 90 | Graduate Programs in Health Professions Education: Preparing Academic Leaders for Future Challenges. <i>Journal of Graduate Medical Education</i> , 2018, 10, 119-122.   | 0.6 | 35        |

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|-----|---|-----|-----------|
| 91  | Contextual factors and clinical reasoning: differences in diagnostic and therapeutic reasoning in board certified versus resident physicians. BMC Medical Education, 2017, 17, 211. | 1.0 | 33        |
| 92  | Making the First Cut: An Analysis of Academic Medicine Editors' Reasons for Not Sending Manuscripts Out for External Peer Review. Academic Medicine, 2018, 93, 464-470.             | 0.8 | 33        |
| 93  | Situativity: a family of social cognitive theories for understanding clinical reasoning and diagnostic error. Diagnosis, 2020, 7, 169-176.  | 1.2 | 33        |
| 94  | Clinical Reasoning Tasks and Resident Physicians: What Do They Reason About?. Academic Medicine, 2016, 91, 1022-1028.   | 0.8 | 32        |
| 95  | Education and service: how theories can help in understanding tensions. Medical Education, 2019, 53, 42-55.   | 1.1 | 32        |
| 96  | Assessing open-book examination in medical education: The time is now. Medical Teacher, 2020, 43, 1-2.  | 1.0 | 32        |
| 97  | Theories in medical education: Towards creating a union between educational practice and research traditions. Medical Teacher, 2011, 33, 183-187.                                   | 1.0 | 31        |
| 98  | Using Functional Neuroimaging Combined With a Think-Aloud Protocol to Explore Clinical Reasoning Expertise in Internal Medicine. Military Medicine, 2012, 177, 72-78.               | 0.4 | 31        |
| 99  | Longitudinal Effects of Medical Students' Communication Skills on Future Performance. Military Medicine, 2015, 180, 24-30.  | 0.4 | 31        |
| 100 | Dual processing theory and experts' reasoning: exploring thinking on national multiple-choice questions. Perspectives on Medical Education, 2022, 4, 168-175.                       | 1.8 | 31        |
| 101 | Validity Evidence for Medical School OSCEs: Associations With USMLE® Step Assessments. Teaching and Learning in Medicine, 2014, 26, 379-386.  | 1.3 | 30        |
| 102 | Exploring the institutional logics of health professions education scholarship units. Medical Education, 2017, 51, 755-767.   | 1.1 | 30        |
| 103 | Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship. Academic Medicine, 2017, 92, 205-208.                                 | 0.8 | 29        |
| 104 | Training and Assessment of ECG Interpretation Skills: Results From the 2005 CDIM Survey. Teaching and Learning in Medicine, 2009, 21, 111-115.                                      | 1.3 | 28        |
| 105 | The need for longitudinal clinical reasoning teaching and assessment: Results of an international survey. Medical Teacher, 2020, 42, 457-462.                                       | 1.0 | 28        |
| 106 | Peer teaching in medical education. Medical Teacher, 2007, 29, 523-524.   | 1.0 | 27        |
| 107 | The Impact of Increasing Medical School Class Size on Clinical Clerkships: A National Survey of Internal Medicine Clerkship Directors. Academic Medicine, 2008, 83, 432-437.        | 0.8 | 27        |
| 108 | Lifestyle Factors and Primary Care Specialty Selection. Academic Medicine, 2014, 89, 1483-1489.   | 0.8 | 27        |

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|-----|---|-----|-----------|
| 109 | Understanding context specificity: the effect of contextual factors on clinical reasoning. <i>Diagnosis</i> , 2020, 7, 257-264.   | 1.2 | 27        |
| 110 | Exploring examinee behaviours as validity evidence for multiple-choice question examinations. <i>Medical Education</i> , 2017, 51, 1075-1085.   | 1.1 | 26        |
| 111 | Clinician Educators??? Experiences with Institutional Review Boards: Results of a National Survey. <i>Academic Medicine</i> , 2008, 83, 590-595.  | 0.8 | 25        |
| 112 | Context and clinical reasoning: Understanding the medical student perspective. <i>Perspectives on Medical Education</i> , 2022, 7, 256-263.   | 1.8 | 25        |
| 113 | Teamwork in clinical reasoning – cooperative or parallel play?. <i>Diagnosis</i> , 2020, 7, 307-312.  | 1.2 | 25        |
| 114 | Expectations for Oral Case Presentations for Clinical Clerks: Opinions of Internal Medicine Clerkship Directors. <i>Journal of General Internal Medicine</i> , 2009, 24, 370-373.   | 1.3 | 24        |
| 115 | Intersite Consistency as a Measurement of Programmatic Evaluation in a Medicine Clerkship with Multiple, Geographically Separated Sites. <i>Academic Medicine</i> , 2003, 78, S36-S38.  | 0.8 | 23        |
| 116 | Pulmonary Mass in Tachypneic, Febrile Adult. <i>Chest</i> , 2003, 124, 372-375.   | 0.4 | 23        |
| 117 | Interprofessional Healthcare Teams in the Military: A Scoping Literature Review. <i>Military Medicine</i> , 2018, 183, e448-e454.   | 0.4 | 23        |
| 118 | Post-Carnegie II curricular reform: a north American survey of emerging trends & challenges. <i>BMC Medical Education</i> , 2019, 19, 260.  | 1.0 | 23        |
| 119 | Chest Pain and ST Segment Elevation Attributable to Cholecystitis: A Case Report and Review of the Literature. <i>Military Medicine</i> , 2006, 171, 1255-1258.   | 0.4 | 22        |
| 120 | Comparing a Script Concordance Examination to a Multiple-Choice Examination on a Core Internal Medicine Clerkship. <i>Teaching and Learning in Medicine</i> , 2012, 24, 187-193.  | 1.3 | 22        |
| 121 | Considering “Nonlinearity” Across the Continuum in Medical Education Assessment: Supporting Theory, Practice, and Future Research Directions. <i>Journal of Continuing Education in the Health Professions</i> , 2015, 35, 232-243. | 0.4 | 22        |
| 122 | Academics in Absentia: An Opportunity to Rethink Conferences in the Age of Coronavirus Cancellations. <i>Academic Medicine</i> , 2020, 95, 1834-1837.   | 0.8 | 22        |
| 123 | RESEARCH BASIC TO MEDICAL EDUCATION: A Time and Motion Study of the Effect of Ambulatory Medical Students on the Duration of General Internal Medicine Clinics. <i>Teaching and Learning in Medicine</i> , 2005, 17, 285-289.       | 1.3 | 21        |
| 124 | Brief Observation: A National Study of Burnout Among Internal Medicine Clerkship Directors. <i>American Journal of Medicine</i> , 2009, 122, 310-312.   | 0.6 | 21        |
| 125 | Medical Education and Health Care Delivery. <i>Academic Medicine</i> , 2018, 93, 384-390.   | 0.8 | 21        |
| 126 | Untying the Gordian knot: remediation problems in medical schools that need remediation. <i>BMC Medical Education</i> , 2018, 18, 120.  | 1.0 | 21        |

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|-----|--|-----|-----------|
| 127 | Does Student Promotions Committee Appearance Predict Below-Average Performance During Internship? A Seven-Year Study. <i>Teaching and Learning in Medicine</i> , 2008, 20, 267-272.  | 1.3 | 20        |
| 128 | Does the Authenticity of Preclinical Teaching Format Affect Subsequent Clinical Clerkship Outcomes? A Prospective Randomized Crossover Trial. <i>Teaching and Learning in Medicine</i> , 2012, 24, 177-182.                                      | 1.3 | 20        |
| 129 | Primary Care, the ROAD Less Traveled. <i>Academic Medicine</i> , 2013, 88, 1522-1528.  | 0.8 | 20        |
| 130 | Exploring Clinical Reasoning Strategies and Test-Taking Behaviors During Clinical Vignette Style Multiple-Choice Examinations: A Mixed Methods Study. <i>Journal of Graduate Medical Education</i> , 2014, 6, 709-714.                           | 0.6 | 20        |
| 131 | Neural basis of nonanalytical reasoning expertise during clinical evaluation. <i>Brain and Behavior</i> , 2015, 5, e00309.   | 1.0 | 20        |
| 132 | Fairness in human judgement in assessment: a hermeneutic literature review and conceptual framework. <i>Advances in Health Sciences Education</i> , 2021, 26, 713-738.   | 1.7 | 20        |
| 133 | EQual Rubric Evaluation of the Association of American Medical Colleges'™ Core Entrustable Professional Activities for Entering Residency. <i>Academic Medicine</i> , 2020, 95, 1755-1762.   | 0.8 | 20        |
| 134 | The Reliability and Validity of the American Board of Internal Medicine Monthly Evaluation Form. <i>Academic Medicine</i> , 2003, 78, 1175-1182.   | 0.8 | 19        |
| 135 | The Subinternship Curriculum in Internal Medicine: A National Survey of Clerkship Directors. <i>Teaching and Learning in Medicine</i> , 2008, 20, 151-156.   | 1.3 | 19        |
| 136 | Clerkship Directors'™ Practices With Respect to Preparing Students for and Using the National Board of Medical Examiners Subject Exam in Medicine: Results of a United States and Canadian Survey. <i>Academic Medicine</i> , 2009, 84, 867-871. | 0.8 | 19        |
| 137 | Does self-reported clinical experience predict performance in medical school and internship?. <i>Medical Education</i> , 2012, 46, 172-178.  | 1.1 | 19        |
| 138 | The R.O.A.D. confirmed: ratings of specialties' lifestyles by fourth-year US medical students with a military service obligation. <i>Family Medicine</i> , 2013, 45, 240-6.  | 0.3 | 19        |
| 139 | What Aspects of Letters of Recommendation Predict Performance in Medical School? Findings From One Institution. <i>Academic Medicine</i> , 2014, 89, 1408-1415.  | 0.8 | 18        |
| 140 | Functional neuroimaging correlates of thinking flexibility and knowledge structure in memory: Exploring the relationships between clinical reasoning and diagnostic thinking. <i>Medical Teacher</i> , 2016, 38, 570-577.                        | 1.0 | 18        |
| 141 | How to Calculate a Survey Response Rate: Best Practices. <i>Academic Medicine</i> , 2017, 92, 269-269.   | 0.8 | 18        |
| 142 | Training and Assessment of CXR/Basic Radiology Interpretation Skills: Results From the 2005 CDIM Survey. <i>Teaching and Learning in Medicine</i> , 2008, 20, 157-162.   | 1.3 | 17        |
| 143 | Using Qualitative Data From a Program Director's Evaluation Form as an Outcome Measurement for Medical School. <i>Military Medicine</i> , 2010, 175, 448-452.  | 0.4 | 17        |
| 144 | Perspective: Medical Education Research and the Institutional Review Board: Reexamining the Process. <i>Academic Medicine</i> , 2011, 86, 809-817.   | 0.8 | 17        |

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|-----|--|-----|-----------|
| 145 | Commentary. <i>Academic Medicine</i> , 2012, 87, 1002-1004.  | 0.8 | 17        |
| 146 | How Is Clinical Reasoning Developed, Maintained, and Objectively Assessed? Views from Expert Internists and Internal Medicine Interns. <i>Journal of Continuing Education in the Health Professions</i> , 2013, 33, 215-223. | 0.4 | 17        |
| 147 | Are Commonly Used Premedical School or Medical School Measures Associated With Board Certification?. <i>Military Medicine</i> , 2015, 180, 18-23.  | 0.4 | 17        |
| 148 | Internal Medicine Clerkship Directors'™ Perceptions About Student Interest in Internal Medicine Careers. <i>Journal of General Internal Medicine</i> , 2008, 23, 1101-1104.  | 1.3 | 16        |
| 149 | Almost Internists: Analysis of Students Who Considered Internal Medicine but Chose Other Fields. <i>Academic Medicine</i> , 2011, 86, 194-200.   | 0.8 | 16        |
| 150 | Health Professions Education Scholarship Unit Leaders as Institutional Entrepreneurs. <i>Academic Medicine</i> , 2017, 92, 1189-1195.  | 0.8 | 16        |
| 151 | Is a Faculty Developed Pretest Equivalent to Pre-Third Year GPA or USMLE Step 1 as a Predictor of Third-Year Internal Medicine Clerkship Outcomes?. <i>Teaching and Learning in Medicine</i> , 2004, 16, 329-332.            | 1.3 | 15        |
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