

Steven J Durning

List of Publications by Year in descending order

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Version: 2024-02-01

363
papers

13,475
citations

38720

50
h-index

32815

100
g-index

395
all docs

395
docs citations

395
times ranked

10119
citing authors

#	ARTICLE	IF	CITATIONS
1	Dual processing theory and experts' reasoning: exploring thinking on national multiple-choice questions. <i>Perspectives on Medical Education</i> , 2022, 4, 168-175.	1.8	31
2	Beyond standard checklist assessment: Question sequence may impact student performance. <i>Perspectives on Medical Education</i> , 2022, 5, 95-102.	1.8	8
3	Context and clinical reasoning: Understanding the medical student perspective. <i>Perspectives on Medical Education</i> , 2022, 7, 256-263.	1.8	25
4	Use of an "portfolio mapping tool: connecting experiences, analysis and action by learners. <i>Perspectives on Medical Education</i> , 2022, 8, 197-200.	1.8	9
5	Early identification of struggling learners: using prematriculation and early academic performance data. <i>Perspectives on Medical Education</i> , 2022, 8, 298-304.	1.8	10
6	When will I get my paper back? A replication study of publication timelines for health professions education research. <i>Perspectives on Medical Education</i> , 2022, 9, 139-146.	1.8	14
7	Expanding Opportunities: An Evaluation of Uniformed Services University's Premedical Program for Enlisted Service Members. <i>Military Medicine</i> , 2022, 187, e1225-e1229.	0.4	4
8	Sharing the Bandwidth in Cognitively Overloaded Teams and Systems: Mechanistic Insights from a Walk on the Wild Side of Clinical Reasoning. <i>Teaching and Learning in Medicine</i> , 2022, 34, 215-222.	1.3	4
9	Distributed cognition: a framework for conceptualizing tediagnosis in teams. <i>Diagnosis</i> , 2022, 9, 143-145.	1.2	2
10	Advancing the science of health professions education through a shared understanding of terminology: a content analysis of terms for "faculty". <i>Perspectives on Medical Education</i> , 2022, 11, 22-27.	1.8	9
11	Groupthink among health professional teams in patient care: A scoping review. <i>Medical Teacher</i> , 2022, 44, 309-318.	1.0	12
12	The Need for Listening Leaders. <i>Academic Medicine</i> , 2022, 97, 165-166.	0.8	1
13	The pursuit of fairness in assessment: Looking beyond the objective. <i>Medical Teacher</i> , 2022, 44, 353-359.	1.0	13
14	Advancing the assessment of clinical reasoning across the health professions: Definitional and methodologic recommendations. <i>Perspectives on Medical Education</i> , 2022, 11, 108-104.	1.8	6
15	Extending growth curves: a trajectory monitoring approach to identification and interventions in struggling medical student learners. <i>Advances in Health Sciences Education</i> , 2022, 27, 645-658.	1.7	2
16	Pre-clerkship EPA assessments: a thematic analysis of rater cognition. <i>BMC Medical Education</i> , 2022, 22, 347.	1.0	0
17	Harnessing Followership to Empower Graduate Medical Education Trainees. <i>Journal of Medical Education and Curricular Development</i> , 2022, 9, 238212052210963.	0.7	0
18	Management reasoning scripts: Qualitative exploration using simulated physician-patient encounters. <i>Perspectives on Medical Education</i> , 2022, 11, 196-206.	1.8	3

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19	Commentary: A View From the Inside—A Perspective on How the American Board of Internal Medicine (ABIM) Is Innovating in Response to Feedback. <i>Evaluation and the Health Professions</i> , 2021, 44, 312-314.	0.9	0
20	In reply to Cox et al. (2020). <i>Medical Teacher</i> , 2021, 43, 1-1.	1.0	2
21	Gathering Validity Evidence on an Internal Medicine Clerkship Multistep Exam to Assess Medical Student Analytic Ability. <i>Teaching and Learning in Medicine</i> , 2021, 33, 28-35.	1.3	3
22	The Association With Physical Fitness and Academic Performance at America's Military Medical School. <i>Military Medicine</i> , 2021, 186, 112-118.	0.4	1
23	Once in the Door, Grit May Matter More: An Evaluation of Grit in Medical Students. <i>Military Medicine</i> , 2021, 186, 13-17.	0.4	5
24	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
25	Train for the Game: What Is the Learning Environment of Deployed Navy Emergency Medicine Physicians?. <i>AEM Education and Training</i> , 2021, 5, e10521.	0.6	1
26	Curricular Change and Resiliency in the Era of Coronavirus (COVID-19): The Uniformed Services University of the Health Sciences (USU) Experience. <i>Military Medicine</i> , 2021, 186, 212-218.	0.4	3
27	Do Interviews Influence Admission Decisions? An Empirical Analysis From an Institution. <i>Military Medicine</i> , 2021, 186, 426-436.	0.4	3
28	Piloting the FIRE: A Novel Error Management Training Simulation Curriculum for Fasciotomy Instruction. <i>Journal of Surgical Education</i> , 2021, 78, 655-664.	1.2	5
29	The importance of theory and method: A brief reflection on an innovative program of research examining how situational factors influence physicians' clinical reasoning. <i>FASEB BioAdvances</i> , 2021, 3, 490-496.	1.3	0
30	Delivering patient care during large-scale emergency situations: Lessons from military care providers. <i>PLoS ONE</i> , 2021, 16, e0248286.	1.1	2
31	In Reply to Brown. <i>Academic Medicine</i> , 2021, 96, 614-615.	0.8	0
32	Three learning concepts to improve diagnosis and enhance the practice of medicine. <i>Diagnosis</i> , 2021, .	1.2	2
33	Developing Academic Leadership From a Distance: A Health Professions Education Practicum Course. <i>Academic Medicine</i> , 2021, 96, 854-858.	0.8	1
34	Career Accomplishments of Public Health Service Alumni of the Uniformed Services University of the Health Sciences: Classes of 1980-2017. <i>Military Medicine</i> , 2021, 186, 593-598.	0.4	0
35	Effect of Continuing Professional Development on Health Professionals' Performance and Patient Outcomes: A Scoping Review of Knowledge Syntheses. <i>Academic Medicine</i> , 2021, 96, 913-923.	0.8	41
36	Design and Assessment of a Mobile Health Care Solution for the Military Pediatrician: The DHA Pediatrics App. <i>Military Medicine</i> , 2021, , .	0.4	0

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37	Making it fair: Learnersâ€™ and assessorsâ€™ perspectives of the attributes of fair judgement. <i>Medical Education</i> , 2021, 55, 1056-1066.	1.1	6
38	Preparing Adult Learners for Success in Blended Learning through Onboarding: A pilot study. <i>ELearn</i> , 2021, 2021, .	0.1	1
39	Clinical Reasoning Needs to Be Explicitly Addressed in Health Professions Curricula: Recommendations from a European Consortium. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 11202.	1.2	14
40	New Insights About Military Interprofessional Healthcare Teams: Lessons Learned and New Directions From a Program of Research. <i>Military Medicine</i> , 2021, 186, 53-56.	0.4	0
41	Military Interprofessional Healthcare Teams: Identifying the Characteristics That Support Success. <i>Military Medicine</i> , 2021, 186, 1-6.	0.4	4
42	Leadership and Followership in Military Interprofessional Health Care Teams. <i>Military Medicine</i> , 2021, 186, 7-15.	0.4	12
43	Perseverance: An Essential Trait of Military Interprofessional Healthcare Teams. <i>Military Medicine</i> , 2021, 186, 29-34.	0.4	6
44	Even a little sleepiness influences neural activation and clinical reasoning in novices. <i>Health Science Reports</i> , 2021, 4, e406.	0.6	0
45	Why is it so difficult to implement a longitudinal clinical reasoning curriculum? A multicenter interview study on the barriers perceived by European health professions educators. <i>BMC Medical Education</i> , 2021, 21, 575.	1.0	13
46	Reimagining Physician Development and Lifelong Learning: An Ecological Framework. <i>Journal of Continuing Education in the Health Professions</i> , 2021, 41, 291-298.	0.4	5
47	Preparing Future Medical Educators: Development and Pilot Evaluation of a Student-Led Medical Education Elective. <i>Military Medicine</i> , 2020, 185, e131-e137.	0.4	12
48	A National Assessment on Patient Safety Curricula in Undergraduate Medical Education: Results From the 2012 Clerkship Directors in Internal Medicine Survey. <i>Journal of Patient Safety</i> , 2020, 16, 14-18.	0.7	8
49	Humans and machines: Moving towards a more symbiotic approach to learning clinical reasoning. <i>Medical Teacher</i> , 2020, 42, 246-251.	1.0	7
50	Five Principles for Using Educational Theory. <i>Academic Medicine</i> , 2020, 95, 518-522.	0.8	15
51	14 Years Later. <i>Academic Medicine</i> , 2020, 95, 629-636.	0.8	8
52	Clinical Reasoning and Diagnostic Error: A Call to Merge Two Worlds to Improve Patient Care. <i>Academic Medicine</i> , 2020, 95, 1159-1161.	0.8	13
53	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
54	Clinical Reasoning as a Core Competency. <i>Academic Medicine</i> , 2020, 95, 1166-1171.	0.8	36

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55	The Impact of Military Pediatrics: Assessing Clinical, Leadership, Academic, and Operational Experience Among Pediatric-trained Graduates From the Uniformed Services University of the Health Sciences (USU). <i>Military Medicine</i> , 2020, 185, e1584-e1589.	0.4	3
56	What Influences the Decision to Interview a Candidate for Medical School?. <i>Military Medicine</i> , 2020, 185, e1999-e2003.	0.4	5
57	The USMLE Step 1 Examination: Can Pass/Fail Make the Grade?. <i>Academic Medicine</i> , 2020, 95, 1287-1289.	0.8	9
58	Approaches to Clinical Reasoning Assessment. <i>Academic Medicine</i> , 2020, 95, 1285-1285.	0.8	5
59	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
60	Transition to online teaching with self-compassion. <i>Clinical Teacher</i> , 2020, 17, 538-540.	0.4	3
61	Innovation Reports: Successes and Limitations for Promoting Innovation in Medical Education. <i>Academic Medicine</i> , 2020, 95, 1647-1651.	0.8	4
62	On the Use and Value of Reporting Guidelines in Health Professions Education Research. <i>Academic Medicine</i> , 2020, 95, 1619-1622.	0.8	4
63	Effects of live and video simulation on clinical reasoning performance and reflection. <i>Advances in Simulation</i> , 2020, 5, 17.	1.0	8
64	Assessing open-book examination in medical education: The time is now. <i>Medical Teacher</i> , 2020, 43, 1-2.	1.0	32
65	Faculty Assessments in a Military Medical Field Practicum: Rater Experience and Gender Do Not Appear to Influence Scoring. <i>Military Medicine</i> , 2020, 185, e358-e363.	0.4	0
66	Assessment of clinical reasoning: three evolutions of thought. <i>Diagnosis</i> , 2020, 7, 191-196.	1.2	10
67	Exploring the Predictors of Post-Clerkship USMLE Step 1 Scores. <i>Teaching and Learning in Medicine</i> , 2020, 32, 330-336.	1.3	11
68	Widening the lens on teaching and assessing clinical reasoning: from "in the head" to "out in the world". <i>Diagnosis</i> , 2020, 7, 181-190.	1.2	14
69	Could application of leader-member exchange theory have saved a residency mentorship program?. <i>Perspectives on Medical Education</i> , 2020, 9, 264-267.	1.8	2
70	Clinical reasoning performance assessment: using situated cognition theory as a conceptual framework. <i>Diagnosis</i> , 2020, 7, 241-249.	1.2	15
71	It Totally Possibly Could Be: How a Group of Military Physicians Reflect on Their Clinical Reasoning in the Presence of Contextual Factors. <i>Military Medicine</i> , 2020, 185, 575-582.	0.4	11
72	It's a matter of trust: exploring the basis of program directors' decisions about whether to trust a resident to care for a loved one. <i>Advances in Health Sciences Education</i> , 2020, 25, 691-709.	1.7	1

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73	Interprofessional Musculoskeletal Education. <i>Rheumatic Disease Clinics of North America</i> , 2020, 46, 135-153.	0.8	2
74	The need for longitudinal clinical reasoning teaching and assessment: Results of an international survey. <i>Medical Teacher</i> , 2020, 42, 457-462.	1.0	28
75	Fundamentals of Anorectal Technical Skills: A Concise Surgical Skills Course. <i>Military Medicine</i> , 2020, 185, e1794-e1802.	0.4	1
76	Mapping clinical reasoning literature across the health professions: a scoping review. <i>BMC Medical Education</i> , 2020, 20, 107.	1.0	58
77	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
78	Situativity: a family of social cognitive theories for understanding clinical reasoning and diagnostic error. <i>Diagnosis</i> , 2020, 7, 169-176.	1.2	33
79	The Linguistic Effects of Context Specificity: Exploring Affect, Cognitive Processing, and Agency in Physicians'™ Think-Aloud Reflections. <i>Diagnosis</i> , 2020, 7, 273-280.	1.2	15
80	A situated cognition model for clinical reasoning performance assessment: a narrative review. <i>Diagnosis</i> , 2020, 7, 227-240.	1.2	10
81	Situated cognition: clinical reasoning and error are context dependent. <i>Diagnosis</i> , 2020, 7, 341-342.	1.2	7
82	Distributed cognition: interactions between individuals and artifacts. <i>Diagnosis</i> , 2020, 7, 343-344.	1.2	5
83	Understanding context specificity: the effect of contextual factors on clinical reasoning. <i>Diagnosis</i> , 2020, 7, 257-264.	1.2	27
84	Examining the patterns of uncertainty across clinical reasoning tasks: effects of contextual factors on the clinical reasoning process. <i>Diagnosis</i> , 2020, 7, 299-305.	1.2	9
85	Teamwork in clinical reasoning – cooperative or parallel play?. <i>Diagnosis</i> , 2020, 7, 307-312.	1.2	25
86	Clinical reasoning in the wild: premature closure during the COVID-19 pandemic. <i>Diagnosis</i> , 2020, 7, 177-179.	1.2	5
87	Understanding the social in diagnosis and error: a family of theories known as situativity to better inform diagnosis and error. <i>Diagnosis</i> , 2020, 7, 161-164.	1.2	7
88	Embodied cognition: knowing in the head is not enough. <i>Diagnosis</i> , 2020, 7, 337-338.	1.2	2
89	Expanding boundaries: a transtheoretical model of clinical reasoning and diagnostic error. <i>Diagnosis</i> , 2020, 7, 333-335.	1.2	4
90	Ecological psychology: diagnosing and treating patients in complex environments. <i>Diagnosis</i> , 2020, 7, 339-340.	1.2	1

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91	Sequence matters: patterns in task-based clinical reasoning. <i>Diagnosis</i> , 2020, 7, 281-289.	1.2	8
92	Challenges in mitigating context specificity in clinical reasoning: a report and reflection. <i>Diagnosis</i> , 2020, 7, 291-297.	1.2	1
93	Innovation Reports: Guidance From the Editors. <i>Academic Medicine</i> , 2020, 95, 1623-1625.	0.8	4
94	Specialty Choices, Practice Characteristics, and Long-term Outcomes of Two Cohorts of USUHS Medical School Graduates Compared with National Data. <i>Military Medicine</i> , 2019, 184, e65-e70.	0.4	1
95	Trust in Group Decisions: a scoping review. <i>BMC Medical Education</i> , 2019, 19, 309.	1.0	7
96	Post-Carnegie II curricular reform: a north American survey of emerging trends & challenges. <i>BMC Medical Education</i> , 2019, 19, 260.	1.0	23
97	The terminology of clinical reasoning in health professions education: Implications and considerations. <i>Medical Teacher</i> , 2019, 41, 1277-1284.	1.0	43
98	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
99	In Response to RE: Uniformed Services University Women's Enrollment and Career Choices in Military Medicine: A Retrospective Descriptive Analysis. <i>Military Medicine</i> , 2019, 184, 195-195.	0.4	0
100	Ethics approval for health professions education research: are we going too far down the barrel?. <i>Medical Education</i> , 2019, 53, 956-958.	1.1	7
101	Medical Student Leader Performance in an Applied Medical Field Practicum. <i>Military Medicine</i> , 2019, 184, 653-660.	0.4	14
102	Why health professions education needs functional linguistics: the power of "stealth words". <i>Medical Education</i> , 2019, 53, 1187-1195.	1.1	11
103	The Clinical Reasoning Mapping Exercise (CResME): a new tool for exploring clinical reasoning. <i>Perspectives on Medical Education</i> , 2019, 8, 47-51.	1.8	12
104	Uniformed Services University Women's Enrollment and Career Choices in Military Medicine: A Retrospective Descriptive Analysis. <i>Military Medicine</i> , 2019, 184, e158-e163.	0.4	4
105	Decoding Readiness: Towards a Ready Military Healthcare Force. <i>Military Medicine</i> , 2019, 184, 122-126.	0.4	6
106	Perception of the usability and implementation of a metacognitive mnemonic to check cognitive errors in clinical setting. <i>BMC Medical Education</i> , 2019, 19, 18.	1.0	7
107	First-year medical students' calibration bias and accuracy across clinical reasoning activities. <i>Advances in Health Sciences Education</i> , 2019, 24, 767-781.	1.7	13
108	Use of clinical reasoning tasks by medical students. <i>Diagnosis</i> , 2019, 6, 127-135.	1.2	4

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109	Conceptualizing Learning Environments in the Health Professions. <i>Academic Medicine</i> , 2019, 94, 969-974.	0.8	101
110	Management Reasoning: Implications for Health Professions Educators and a Research Agenda. <i>Academic Medicine</i> , 2019, 94, 1310-1316.	0.8	45
111	In Reply to Abu-Zaid and Alamri. <i>Academic Medicine</i> , 2019, 94, 151-152.	0.8	0
112	Boyer and Beyond. <i>Academic Medicine</i> , 2019, 94, 893-901.	0.8	8
113	An Interdisciplinary, Multi-Institution Telehealth Course for Third-Year Medical Students. <i>Academic Medicine</i> , 2019, 94, 833-837.	0.8	53
114	Dynamic Measurement in Health Professions Education. <i>Academic Medicine</i> , 2019, 94, 1323-1328.	0.8	8
115	Clinical Process Modeling. <i>Academic Medicine</i> , 2019, 94, 1317-1322.	0.8	3
116	“This Manuscript Was a Complete Waste of Time” <i>Academic Medicine</i> , 2019, 94, 744-745.	0.8	7
117	Scoping Review of Entrustable Professional Activities in Undergraduate Medical Education. <i>Academic Medicine</i> , 2019, 94, 1040-1049.	0.8	86
118	Clinical Reasoning Assessment Methods: A Scoping Review and Practical Guidance. <i>Academic Medicine</i> , 2019, 94, 902-912.	0.8	135
119	What we measure and what we should measure in medical education. <i>Medical Education</i> , 2019, 53, 86-94.	1.1	51
120	Authorship Order in Medical Education Publications: In Search of Practical Guidance for the Community. <i>Teaching and Learning in Medicine</i> , 2019, 31, 288-297.	1.3	11
121	Education and service: how theories can help in understanding tensions. <i>Medical Education</i> , 2019, 53, 42-55.	1.1	32
122	Clinical Reasoning in the Ward Setting: A Rapid Response Scenario for Residents and Attendings. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2019, 15, 10834.	0.5	4
123	Making the Transition: Clinical Practitioner to Health Professions Educator. <i>New Directions for Adult and Continuing Education</i> , 2018, 2018, 87-95.	0.5	1
124	Staying Power: Does the Uniformed Services University Continue to Meet Its Obligation to the Nation's Health Care Needs?. <i>Military Medicine</i> , 2018, 183, e277-e280.	0.4	4
125	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
126	Drawing Boundaries: The Difficulty in Defining Clinical Reasoning. <i>Academic Medicine</i> , 2018, 93, 990-995.	0.8	80

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127	The Association of Changing Practice Settings on Maintenance of Certification Exam Outcomes. <i>Academic Medicine</i> , 2018, 93, 756-762.	0.8	0
128	Using Relational Reasoning Strategies to Help Improve Clinical Reasoning Practice. <i>Academic Medicine</i> , 2018, 93, 709-714.	0.8	13
129	Guidelines for Reporting Survey-Based Research Submitted to <i>Academic Medicine</i> . <i>Academic Medicine</i> , 2018, 93, 337-340.	0.8	86
130	Factors Associated With Surgery Clerkship Performance and Subsequent USMLE Step Scores. <i>Journal of Surgical Education</i> , 2018, 75, 1200-1205.	1.2	14
131	Medical Education and Health Care Delivery. <i>Academic Medicine</i> , 2018, 93, 384-390.	0.8	21
132	“The Questions Shape the Answers” Assessing the Quality of Published Survey Instruments in Health Professions Education Research. <i>Academic Medicine</i> , 2018, 93, 456-463.	0.8	37
133	Making the First Cut: An Analysis of <i>Academic Medicine</i> Editors’ Reasons for Not Sending Manuscripts Out for External Peer Review. <i>Academic Medicine</i> , 2018, 93, 464-470.	0.8	33
134	Expanding the Conversation on Burnout Through Conceptions of Role Strain and Role Conflict. <i>Journal of Graduate Medical Education</i> , 2018, 10, 620-623.	0.6	6
135	Using computerized virtual cases to explore diagnostic error in practicing physicians. <i>Diagnosis</i> , 2018, 5, 229-233.	1.2	1
136	Diagnostic vs Management Reasoning—Reply. <i>JAMA - Journal of the American Medical Association</i> , 2018, 320, 1818.	3.8	2
137	Toward a National Conversation on Health: Disruptive Intervention and the Transformation from Health Care to Health. <i>Military Medicine</i> , 2018, 183, 193-197.	0.4	3
138	Developing the Next Generation of Physicians. <i>Military Medicine</i> , 2018, 183, 225-232.	0.4	5
139	A Longitudinal Study of Commonly Used Admissions Measures and Disenrollment from Medical School and Graduate Medical Education Probation or Termination from Training. <i>Military Medicine</i> , 2018, 183, e680-e684.	0.4	4
140	Untying the Gordian knot: remediation problems in medical schools that need remediation. <i>BMC Medical Education</i> , 2018, 18, 120.	1.0	21
141	Medical education research: aligning design and research goals. <i>Medical Journal of Australia</i> , 2018, 208, 473-475.	0.8	1
142	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
143	Educational research: current trends, evidence base and unanswered questions. <i>Medical Journal of Australia</i> , 2018, 208, 161-163.	0.8	5
144	Management Reasoning. <i>JAMA - Journal of the American Medical Association</i> , 2018, 319, 2267.	3.8	89

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145	Preliminary Validity Evidence for a Milestones-Based Rating Scale for Chart-Stimulated Recall. <i>Journal of Graduate Medical Education</i> , 2018, 10, 269-275.	0.6	3
146	Interprofessional Healthcare Teams in the Military: A Scoping Literature Review. <i>Military Medicine</i> , 2018, 183, e448-e454.	0.4	23
147	Clinical Reasoning in the Primary Care Setting: Two Scenario-Based Simulations for Residents and Attendings. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2018, 14, 10773.	0.5	10
148	Knowledge Syntheses in Medical Education: Demystifying Scoping Reviews. <i>Academic Medicine</i> , 2017, 92, 161-166.	0.8	124
149	Exploring the institutional logics of health professions education scholarship units. <i>Medical Education</i> , 2017, 51, 755-767.	1.1	30
150	Learning at large conferences: from the "sage on the stage"™ to contemporary models of learning. <i>Perspectives on Medical Education</i> , 2017, 6, 205-208.	1.8	7
151	Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship. <i>Academic Medicine</i> , 2017, 92, 205-208.	0.8	29
152	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
153	Excellence in PhD dissertations in health professions education: Toward standards and expectations. <i>Medical Teacher</i> , 2017, 39, 1-8.	1.0	4
154	Concept Maps: Definition, Structure, and Scoring. <i>Academic Medicine</i> , 2017, 92, 1802-1802.	0.8	7
155	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
156	Exploring examinee behaviours as validity evidence for multiple-choice question examinations. <i>Medical Education</i> , 2017, 51, 1075-1085.	1.1	26
157	The Associations Between Clerkship Objective Structured Clinical Examination (OSCE) Grades and Subsequent Performance. <i>Teaching and Learning in Medicine</i> , 2017, 29, 280-285.	1.3	14
158	How to Calculate a Survey Response Rate: Best Practices. <i>Academic Medicine</i> , 2017, 92, 269-269.	0.8	18
159	Improving Scholarly Communication in Our Community Through Peer Review. <i>Academic Medicine</i> , 2017, 92, 135-137.	0.8	1
160	Health Professions Education Scholarship Unit Leaders as Institutional Entrepreneurs. <i>Academic Medicine</i> , 2017, 92, 1189-1195.	0.8	16
161	In Reply to Ma et al. <i>Academic Medicine</i> , 2017, 92, 426-427.	0.8	1
162	Health Professions Education Graduate Programs Are a Pathway to Strengthening Continuing Professional Development. <i>Journal of Continuing Education in the Health Professions</i> , 2017, 37, 147-151.	0.4	11

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163	Effect of Access to an Electronic Medical Resource on Performance Characteristics of a Certification Examination. <i>Annals of Internal Medicine</i> , 2017, 167, 302.	2.0	9
164	Group concept mapping: An approach to explore group knowledge organization and collaborative learning in senior medical students. <i>Medical Teacher</i> , 2017, 39, 1051-1056.	1.0	11
165	Medication Safety Curricula in US Medical Schools—A Call for Action. <i>Medical Science Educator</i> , 2017, 27, 183-187.	0.7	2
166	Developing Programs That Will Change Health Professions Education and Practice. <i>Academic Medicine</i> , 2017, 92, 1503-1505.	0.8	6
167	Contextual factors and clinical reasoning: differences in diagnostic and therapeutic reasoning in board certified versus resident physicians. <i>BMC Medical Education</i> , 2017, 17, 211.	1.0	33
168	Authors' reply: Comment on: Teaching metacognition in clinical decision-making using a novel mnemonic checklist: an exploratory study. <i>Singapore Medical Journal</i> , 2017, 58, 343-344.	0.3	0
169	Military Interprofessional Health Care Teams: How USU is Working to Harness the Power of Collaboration. <i>Military Medicine</i> , 2016, 181, 1404-1406.	0.4	7
170	A portable mnemonic to facilitate checking for cognitive errors. <i>BMC Research Notes</i> , 2016, 9, 445.	0.6	6
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341	Symptomatic Pericardial Constriction without Active Pericarditis. <i>Military Medicine</i> , 2005, 170, 668-671.	0.4	1
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344	Effect of Electronic Versus Print Format and Different Reading Resources on Knowledge Acquisition in the Third-Year Medicine Clerkship. <i>Teaching and Learning in Medicine</i> , 2005, 17, 349-354.	1.3	8
345	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
346	LETTER TO THE EDITOR: A Call for Use of Confidence Intervals With Correlation Coefficients. <i>Teaching and Learning in Medicine</i> , 2004, 16, 111-112.	1.3	2
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348	Exercise-Induced Syncope Associated With QT Prolongation and Ephedra-Free Xenadrine. <i>Mayo Clinic Proceedings</i> , 2004, 79, 1059-1062.	1.4	68
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