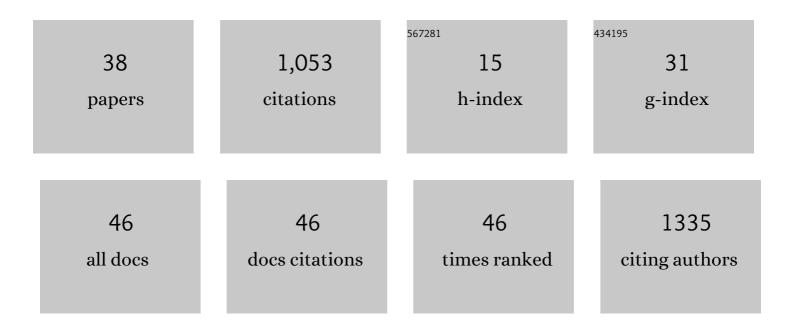
## **Frances A Maratos**

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/353506/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	Nurturing compassion in schools: A randomized controlled trial of the effectiveness of a Compassionate Mind Training program for teachers. PLoS ONE, 2022, 17, e0263480.	2.5	15
2	Factors Influencing Successful Coping among Crime Scene Investigation (CSI) Personnel: Recruiting for Resilience – A Mixed Methods Study. Journal of Police and Criminal Psychology, 2022, 37, 549-568.	1.9	4
3	A Systematic Review of Self-Report Measures of Negative Self-Referential Emotions Developed for Non-Clinical Child and Adolescent Samples. Clinical Child and Family Psychology Review, 2021, 24, 224-243.	4.5	2
4	Influence of the COVID-19 Lockdown on the Physical and Psychosocial Well-being and Work Productivity of Remote Workers: Cross-sectional Correlational Study. Jmirx Med, 2021, 2, e30708.	0.4	13
5	Authors' Responses to Peer Review of "Influence of the COVID-19 Lockdown on the Physical and Psychosocial Well-being and Work Productivity of Remote Workers: Cross-sectional Correlational Study― Jmirx Med, 2021, 2, e34609.	0.4	0
6	Interpretation Biases in Pain: Validation of Two New Stimulus Sets. Frontiers in Psychology, 2021, 12, 784887.	2.1	0
7	Brief Compassion-Focused Imagery Dampens Physiological Pain Responses. Mindfulness, 2020, 11, 2730-2740.	2.8	7
8	The Visual Search Strategies Underpinning Effective Observational Analysis in the Coaching of Climbing Movement. Frontiers in Psychology, 2020, 11, 1025.	2.1	7
9	Can compassion, happiness and sympathetic concern be differentiated on the basis of facial expression?. Cognition and Emotion, 2020, 34, 1395-1407.	2.0	3
10	Evaluation of a Compassionate Mind Training Intervention with School Teachers and Support Staff. Mindfulness, 2019, 10, 2245-2258.	2.8	28
11	Improving Well-Being in Higher Education: Adopting a Compassionate Approach. , 2019, , 261-278.		9
12	An international study of analgesic dependence among people with pain in the general population. Substance Use and Misuse, 2019, 54, 1319-1331.	1.4	7
13	What drives prioritized visual processing? A motivational relevance account. Progress in Brain Research, 2019, 247, 111-148.	1.4	15
14	The origins of disordered eating and childhood food neophobia. , 2018, , 305-328.		6
15	The physiological and emotional effects of touch: Assessing a hand-massage intervention with high self-critics. Psychiatry Research, 2017, 250, 221-227.	3.3	14
16	Development and validation of a short-form Pain Medication Attitudes Questionnaire (PMAQ-14). Pain, 2017, 158, 400-407.	4.2	12
17	Development of the Critical Thinking Toolkit (CriTT): A measure of student attitudes and beliefs about critical thinking. Thinking Skills and Creativity, 2017, 23, 91-100.	3.5	59
18	Attentional Bias towards Threatening and Neutral Facial Expressions in High Trait Anxious Children. Journal of Experimental Psychopathology, 2016, 7, 343-359.	0.8	9

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19	Recognition of subtle and universal facial expressions in a communityâ€based sample of adults classified with intellectual disability. Journal of Intellectual Disability Research, 2016, 60, 344-354.	2.0	6
20	Investigating the relationship between consultation length and patient experience: a cross-sectional study in primary care. British Journal of General Practice, 2016, 66, e896-e903.	1.4	64
21	Do Cardiovascular Responses to Active and Passive Coping Tasks predict Future Blood Pressure over a 10-Month Later?. Spanish Journal of Psychology, 2016, 19, E10.	2.1	3
22	Joy and Calm: How an Evolutionary Functional Model of Affect Regulation Informs Positive Emotions in Nature. Evolutionary Psychological Science, 2016, 2, 308-320.	1.3	71
23	Do therapeutic imagery practices affect physiological and emotional indicators of threat in high selfâ€critics?. Psychology and Psychotherapy: Theory, Research and Practice, 2015, 88, 270-284.	2.5	34
24	Hemodynamic responses to active and passive coping tasks and the prediction of future blood pressure in <scp>T</scp> hai participants: A preliminary prospective cohort study. Japanese Psychological Research, 2015, 57, 288-299.	1.1	5
25	Attentional biases towards familiar and unfamiliar foods in children. The role of food neophobia. Appetite, 2015, 91, 220-225.	3.7	32
26	When is a Face a Face? Schematic Faces, Emotion, Attention and the N170. AIMS Neuroscience, 2015, 2, 172-182.	2.3	6
27	Facial Expressions Depicting Compassionate and Critical Emotions: The Development and Validation of a New Emotional Face Stimulus Set. PLoS ONE, 2014, 9, e88783.	2.5	22
28	Predictors of Painkiller Dependence among People with Pain in the General Population. Pain Medicine, 2014, 15, 613-624.	1.9	27
29	Emotion Based Attentional Priority for Storage in Visual Short-Term Memory. PLoS ONE, 2014, 9, e95261.	2.5	16
30	In Search of Critical Thinking in Psychology: An Exploration of Student and Lecturer Understandings in Higher Education. Psychology Learning and Teaching, 2013, 12, 275-281.	2.0	15
31	Early gamma-band activity as a function of threat processing in the extrastriate visual cortex. Cognitive Neuroscience, 2012, 3, 62-68.	1.4	17
32	Visual Processing Speeds in Children. Child Development Research, 2011, 2011, 1-6.	1.9	3
33	Temporal processing of emotional stimuli: The capture and release of attention by angry faces Emotion, 2011, 11, 1242-1247.	1.8	41
34	Having a word with yourself: Neural correlates of self-criticism and self-reassurance. NeuroImage, 2010, 49, 1849-1856.	4.2	297
35	Coarse threat images reveal theta oscillations in the amygdala: A magnetoencephalography study. Cognitive, Affective and Behavioral Neuroscience, 2009, 9, 133-143.	2.0	62
36	Identification of angry faces in the attentional blink. Cognition and Emotion, 2008, 22, 1340-1352.	2.0	88

#	Article	IF	CITATIONS
37	The spatial distribution and temporal dynamics of brain regions activated during the perception of object and non-object patterns. NeuroImage, 2007, 34, 371-383.	4.2	19
38	Building Compassionate Schools: Pilot Study of a Compassionate Mind Training Intervention to Promote Teachers' Well-being. Mindfulness, 0, , 1.	2.8	11