

Jeffrey C Valentine

List of Publications by Year in descending order

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42
papers

15,494
citations

186209

28
h-index

276775

41
g-index

43
all docs

43
docs citations

43
times ranked

21011
citing authors

#	ARTICLE	IF	CITATIONS
1	A Primer on Meta-Analytic Structural Equation Modeling: the Case of Depression. <i>Prevention Science</i> , 2022, 23, 346-365.	1.5	5
2	When to replicate systematic reviews of interventions: consensus checklist. <i>BMJ, The</i> , 2020, 370, m2864.	3.0	58
3	Expecting and Learning From Null Results. <i>Educational Researcher</i> , 2019, 48, 611-613.	3.3	2
4	INCORPORATING JUDGMENTS ABOUT STUDY QUALITY INTO RESEARCH SYNTHESSES. , 2019, , 129-140.		17
5	Therapeutic alliance, empathy, and genuineness in individual adult psychotherapy: A meta-analytic review. <i>Psychotherapy Research</i> , 2018, 28, 593-605.	1.1	134
6	Empirical Performance of Covariates in Education Observational Studies. <i>Journal of Research on Educational Effectiveness</i> , 2017, 10, 207-236.	0.9	24
7	Exploring Effectiveness and Moderators of Language Learning Strategy Instruction on Second Language and Self-Regulated Learning Outcomes. <i>Review of Educational Research</i> , 2017, 87, 544-582.	4.3	50
8	Rumination and posttraumatic stress symptoms in trauma-exposed adults: a systematic review and meta-analysis. <i>Anxiety, Stress and Coping</i> , 2017, 30, 396-414.	1.7	60
9	Quasi-experimental study designs seriesâ€™ paper 9: collecting data from quasi-experimental studies. <i>Journal of Clinical Epidemiology</i> , 2017, 89, 77-83.	2.4	16
10	Quasi-experimental study designs seriesâ€™ paper 10: synthesizing evidence for effects collected from quasi-experimental studies presents surmountable challenges. <i>Journal of Clinical Epidemiology</i> , 2017, 89, 84-91.	2.4	17
11	What Happens to Students Placed Into Developmental Education? A Meta-Analysis of Regression Discontinuity Studies. <i>Review of Educational Research</i> , 2017, 87, 806-833.	4.3	52
12	Quasi-experimental study designs seriesâ€™ paper 7: assessing the assumptions. <i>Journal of Clinical Epidemiology</i> , 2017, 89, 53-66.	2.4	94
13	Synthesizing Evidence in Public Policy Contexts. <i>Evaluation Review</i> , 2017, 41, 3-26.	0.4	15
14	ROBINS-I: a tool for assessing risk of bias in non-randomised studies of interventions. <i>BMJ, The</i> , 2016, 355, i4919.	3.0	8,654
15	How to communicate effect sizes for continuous outcomes: a review of existing options and introducing a new metric. <i>Journal of Clinical Epidemiology</i> , 2016, 72, 84-89.	2.4	4
16	Psychotherapist effects in meta-analyses: How accurate are treatment effects?. <i>Psychotherapy</i> , 2015, 52, 321-328.	0.7	29
17	Systematic Reviewing and Meta-Analysis. , 2015, , 906-913.		2
18	Life After NHST: How to Describe Your Data Without â€œ <i>p</i> -ingâ€™ Everywhere. <i>Basic and Applied Social Psychology</i> , 2015, 37, 260-273.	1.2	74

#	ARTICLE	IF	CITATIONS
19	Issues relating to confounding and meta-analysis when including non-randomized studies in systematic reviews on the effects of interventions. <i>Research Synthesis Methods</i> , 2013, 4, 26-35.	4.2	99
20	Systematic reviews of complex interventions: framing the review question. <i>Journal of Clinical Epidemiology</i> , 2013, 66, 1215-1222.	2.4	84
21	Issues relating to study design and risk of bias when including non-randomized studies in systematic reviews on the effects of interventions. <i>Research Synthesis Methods</i> , 2013, 4, 12-25.	4.2	143
22	Outcome-Reporting Bias in Education Research. <i>Educational Researcher</i> , 2013, 42, 424-432.	3.3	81
23	A meta-analytic study: The relationship between acculturation and depression among Asian Americans.. <i>American Journal of Orthopsychiatry</i> , 2013, 83, 372-385.	1.0	50
24	How to do a good systematic review of effects in international development: a tool kit. <i>Journal of Development Effectiveness</i> , 2012, 4, 359-387.	0.4	167
25	Costing program implementation using systematic reviews: interventions for the prevention of adolescent depression. <i>Research Synthesis Methods</i> , 2012, 3, 191-201.	4.2	4
26	Depression as a risk factor for breast cancer: investigating methodological limitations in the literature. <i>Cancer Causes and Control</i> , 2012, 23, 1223-1229.	0.8	25
27	Replication in Prevention Science. <i>Prevention Science</i> , 2011, 12, 103-117.	1.5	139
28	Commentaries on Replication in Prevention Science: A Rejoinder. <i>Prevention Science</i> , 2011, 12, 123-125.	1.5	2
29	Keeping At-Risk Students in School. <i>Educational Evaluation and Policy Analysis</i> , 2011, 33, 214-234.	1.6	39
30	How Effective Are Mentoring Programs for Youth? A Systematic Assessment of the Evidence. <i>Psychological Science in the Public Interest: A Journal of the American Psychological Society</i> , 2011, 12, 57-91.	6.7	577
31	A method for evaluating research syntheses: The quality, conclusions, and consensus of 12 syntheses of the effects of after-school programs. <i>Research Synthesis Methods</i> , 2010, 1, 20-38.	4.2	29
32	How Many Studies Do You Need?. <i>Journal of Educational and Behavioral Statistics</i> , 2010, 35, 215-247.	1.0	882
33	Methods of Instructional Improvement in Algebra. <i>Review of Educational Research</i> , 2010, 80, 372-400.	4.3	103
34	A systematic and transparent approach for assessing the methodological quality of intervention effectiveness research: The Study Design and Implementation Assessment Device (Study DIAD).. <i>Psychological Methods</i> , 2008, 13, 130-149.	2.7	131
35	The effects of attrition on baseline comparability in randomized experiments in education: A meta-analysis.. <i>Psychological Methods</i> , 2007, 12, 268-282.	2.7	23
36	Personality and aggressive behavior under provoking and neutral conditions: A meta-analytic review.. <i>Psychological Bulletin</i> , 2006, 132, 751-777.	5.5	512

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37	Standards of Evidence: Criteria for Efficacy, Effectiveness and Dissemination. <i>Prevention Science</i> , 2005, 6, 151-175.	1.5	1,045
38	The Relation Between Self-Beliefs and Academic Achievement: A Meta-Analytic Review. <i>Educational Psychologist</i> , 2004, 39, 111-133.	4.7	854
39	Out-of-School Activities and Academic Achievement: The Mediating Role of Self-Beliefs. <i>Educational Psychologist</i> , 2002, 37, 245-256.	4.7	34
40	Effectiveness of Mentoring Programs for Youth: A Meta-Analytic Review. <i>American Journal of Community Psychology</i> , 2002, 30, 157-197.	1.2	936
41	Effect of Students' After-School Activities on Teachers' Academic Expectancies. <i>Contemporary Educational Psychology</i> , 2000, 25, 167-183.	1.6	27
42	Relationships between five after-school activities and academic achievement.. <i>Journal of Educational Psychology</i> , 1999, 91, 369-378.	2.1	199