

Geoffrey Norman

List of Publications by Year in descending order

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Version: 2024-02-01

230
papers

21,845
citations

22153

59
h-index

9589

142
g-index

238
all docs

238
docs citations

238
times ranked

20189
citing authors

#	ARTICLE	IF	CITATIONS
1	Interpretation of Changes in Health-related Quality of Life. <i>Medical Care</i> , 2003, 41, 582-592.	2.4	3,681
2	Likert scales, levels of measurement and the "laws" of statistics. <i>Advances in Health Sciences Education</i> , 2010, 15, 625-632.	3.3	2,537
3	Methods to Explain the Clinical Significance of Health Status Measures. <i>Mayo Clinic Proceedings</i> , 2002, 77, 371-383.	3.0	1,279
4	Research in clinical reasoning: past history and current trends. <i>Medical Education</i> , 2005, 39, 418-427.	2.1	737
5	An admissions OSCE: the multiple mini-interview. <i>Medical Education</i> , 2004, 38, 314-326.	2.1	524
6	Effectiveness of problem-based learning curricula: theory, practice and paper darts. <i>Medical Education</i> , 2000, 34, 721-728.	2.1	510
7	Methodological problems in the retrospective computation of responsiveness to change: The lesson of Cronbach. <i>Journal of Clinical Epidemiology</i> , 1997, 50, 869-879.	5.0	462
8	Correction for Multiple Testing. <i>Chest</i> , 2011, 140, 16-18.	0.8	451
9	The minimal relationship between simulation fidelity and transfer of learning. <i>Medical Education</i> , 2012, 46, 636-647.	2.1	410
10	Need for expertise based randomised controlled trials. <i>BMJ: British Medical Journal</i> , 2005, 330, 88.	2.3	377
11	The truly remarkable universality of half a standard deviation: confirmation through another look. <i>Expert Review of Pharmacoeconomics and Outcomes Research</i> , 2004, 4, 581-585.	1.4	375
12	The Causes of Errors in Clinical Reasoning: Cognitive Biases, Knowledge Deficits, and Dual Process Thinking. <i>Academic Medicine</i> , 2017, 92, 23-30.	1.6	367
13	Diagnostic error and clinical reasoning. <i>Medical Education</i> , 2010, 44, 94-100.	2.1	365
14	Role of specific similarity in a medical diagnostic task.. <i>Journal of Experimental Psychology: General</i> , 1991, 120, 278-287.	2.1	316
15	Non-analytical models of clinical reasoning: the role of experience. <i>Medical Education</i> , 2007, 41, 071116225013001-???	2.1	292
16	How medical students learn spatial anatomy. <i>Lancet, The</i> , 2001, 357, 363-364.	13.7	287
17	How Can I Know What I Don't Know? Poor Self Assessment in a Well-Defined Domain. <i>Advances in Health Sciences Education</i> , 2004, 9, 211-224.	3.3	235
18	Relation of Distribution- and Anchor-Based Approaches in Interpretation of Changes in Health-Related Quality of Life. <i>Medical Care</i> , 2001, 39, 1039-1047.	2.4	229

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19	Predictive validity of the multiple mini-interview for selecting medical trainees. <i>Medical Education</i> , 2009, 43, 767-775.	2.1	228
20	Performance-Based Assessment: Lessons From the Health Professions. <i>Educational Researcher</i> , 1995, 24, 5-11.	5.4	220
21	Overconfidence in Clinical Decision Making. <i>American Journal of Medicine</i> , 2008, 121, S24-S29.	1.5	194
22	Exploring the Etiology of Content Specificity. <i>Academic Medicine</i> , 1998, 73, S1-5.	1.6	192
23	The Ability of the Multiple Mini-Interview to Predict Preclerkship Performance in Medical School. <i>Academic Medicine</i> , 2004, 79, S40-S42.	1.6	192
24	Dual processing and diagnostic errors. <i>Advances in Health Sciences Education</i> , 2009, 14, 37-49.	3.3	191
25	The relative effectiveness of computer-based and traditional resources for education in anatomy. <i>Anatomical Sciences Education</i> , 2013, 6, 211-215.	3.7	173
26	RCT = results confounded and trivial: the perils of grand educational experiments. <i>Medical Education</i> , 2003, 37, 582-584.	2.1	172
27	Generalizability theory for the perplexed: A practical introduction and guide: AMEE Guide No. 68. <i>Medical Teacher</i> , 2012, 34, 960-992.	1.8	169
28	The value of basic science in clinical diagnosis: creating coherence among signs and symptoms. <i>Medical Education</i> , 2005, 39, 107-112.	2.1	163
29	Virtual reality and brain anatomy: a randomised trial of e-learning instructional designs. <i>Medical Education</i> , 2007, 41, 495-501.	2.1	161
30	Is There Any Real Virtue of Virtual Reality?. <i>Academic Medicine</i> , 2002, 77, S97-S99.	1.6	152
31	Impact of a clinical scenario on accuracy of electrocardiogram interpretation. <i>Journal of General Internal Medicine</i> , 1999, 14, 126-129.	2.6	146
32	Hi! How are you? Response shift, implicit theories and differing epistemologies. <i>Quality of Life Research</i> , 2003, 12, 239-249.	3.1	145
33	Validity of Admissions Measures in Predicting Performance Outcomes: The Contribution of Cognitive and Non-Cognitive Dimensions. <i>Teaching and Learning in Medicine</i> , 2002, 14, 34-42.	2.1	144
34	Practice makes perfect: the critical role of mixed practice in the acquisition of ECG interpretation skills. <i>Advances in Health Sciences Education</i> , 2003, 8, 17-26.	3.3	139
35	The Etiology of Diagnostic Errors. <i>Academic Medicine</i> , 2014, 89, 277-284.	1.6	139
36	Teaching basic science to optimize transfer. <i>Medical Teacher</i> , 2009, 31, 807-811.	1.8	135

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37	Research in medical education: three decades of progress. BMJ: British Medical Journal, 2002, 324, 1560-1562.	2.3	132
38	How specific is case specificity?. Medical Education, 2006, 40, 618-623.	2.1	131
39	The Value of Basic Science in Clinical Diagnosis. Academic Medicine, 2006, 81, S124-S127.	1.6	127
40	The need for needs assessment in continuing medical education. BMJ: British Medical Journal, 2004, 328, 999-1001.	2.3	123
41	The Development of Expertise in Dermatology. Archives of Dermatology, 1989, 125, 1063.	1.4	122
42	The Relationship Between Response Time and Diagnostic Accuracy. Academic Medicine, 2012, 87, 785-791.	1.6	122
43	The role of biomedical knowledge in diagnosis of difficult clinical cases. Advances in Health Sciences Education, 2007, 12, 417-426.	3.3	121
44	Building on Experience – The Development of Clinical Reasoning. New England Journal of Medicine, 2006, 355, 2251-2252.	27.0	116
45	Believing Is Seeing. Academic Medicine, 2002, 77, S67-S69.	1.6	110
46	Sample size calculations: should the emperor's clothes be off the peg or made to measure?. BMJ, The, 2012, 345, e5278-e5278.	6.0	110
47	Cognitive differences in clinical reasoning related to postgraduate training. Teaching and Learning in Medicine, 1994, 6, 114-120.	2.1	108
48	Expertise in Medicine and Surgery. , 2006, , 339-354.		103
49	Is bias in the eye of the beholder? A vignette study to assess recognition of cognitive biases in clinical case workups. BMJ Quality and Safety, 2017, 26, 104-110.	3.7	96
50	Relative effectiveness of high- versus low-fidelity simulation in learning heart sounds. Medical Education, 2009, 43, 661-668.	2.1	93
51	Assessment steers learning down the right road: Impact of progress testing on licensing examination performance. Medical Teacher, 2010, 32, 496-499.	1.8	89
52	Heuristics and biases - a biased perspective on clinical reasoning. Medical Education, 2005, 39, 870-872.	2.1	83
53	Data dredging, salami-slicing, and other successful strategies to ensure rejection: twelve tips on how to not get your paper published. Advances in Health Sciences Education, 2014, 19, 1-5.	3.3	82
54	Ineffectiveness of cognitive forcing strategies to reduce biases in diagnostic reasoning: a controlled trial. Canadian Journal of Emergency Medicine, 2014, 16, 34-40.	1.1	79

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55	The Benefit of Diagnostic Hypotheses in Clinical Reasoning: Experimental Study of an Instructional Intervention for Forward and Backward Reasoning. <i>Cognition and Instruction</i> , 1999, 17, 433-448.	2.9	76
56	On the Difficulty of Noticing Obvious Features in Patient Appearance. <i>Psychological Science</i> , 2000, 11, 112-117.	3.3	76
57	Diagnostic Reasoning: Where We've Been, Where We're Going. <i>Teaching and Learning in Medicine</i> , 2013, 25, S26-S32.	2.1	71
58	The Effectiveness of Cognitive Forcing Strategies to Decrease Diagnostic Error: An Exploratory Study. <i>Teaching and Learning in Medicine</i> , 2011, 23, 78-84.	2.1	67
59	How Expert Clinicians Intuitively Recognize a Medical Diagnosis. <i>American Journal of Medicine</i> , 2017, 130, 629-634.	1.5	66
60	When Guidelines Don't Guide. <i>Academic Medicine</i> , 2015, 90, 191-196.	1.6	65
61	The superiority of three-dimensional physical models to two-dimensional computer presentations in anatomy learning. <i>Medical Education</i> , 2018, 52, 1138-1146.	2.1	65
62	Influence of a Single Example on Subsequent Electrocardiogram Interpretation. <i>Teaching and Learning in Medicine</i> , 1999, 11, 110-117.	2.1	64
63	Fifty years of medical education research: waves of migration. <i>Medical Education</i> , 2011, 45, 785-791.	2.1	63
64	Examining the assumptions of evidence-based medicine. <i>Journal of Evaluation in Clinical Practice</i> , 1999, 5, 139-147.	1.8	62
65	Using Comprehensive Feature Lists to Bias Medical Diagnosis.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 2004, 30, 563-572.	0.9	62
66	The Epistemology of Clinical Reasoning. <i>Academic Medicine</i> , 2000, 75, S127-S133.	1.6	61
67	Innovations in Problem-based Learning: What can we Learn from Recent Studies?. <i>Advances in Health Sciences Education</i> , 2006, 11, 403-422.	3.3	61
68	Renowned Physicians' Perceptions of Expert Diagnostic Practice. <i>Academic Medicine</i> , 2012, 87, 1413-1417.	1.6	61
69	Medical education: past, present and future. <i>Perspectives on Medical Education</i> , 2022, 1, 6-14.	3.5	59
70	The Critical Role of Stereopsis in Virtual and Mixed Reality Learning Environments. <i>Anatomical Sciences Education</i> , 2020, 13, 401-412.	3.7	58
71	Measurement of Physician Performance by Standardized Patients. <i>Medical Care</i> , 1985, 23, 1019-1027.	2.4	57
72	Assessing Diagnostic Reasoning: A Consensus Statement Summarizing Theory, Practice, and Future Needs. <i>Academic Emergency Medicine</i> , 2012, 19, 1454-1461.	1.8	57

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73	Recall by expert medical practitioners and novices as a record of processing attention.. Journal of Experimental Psychology: Learning Memory and Cognition, 1989, 15, 1166-1174.	0.9	56
74	CASPer, an online pre-interview screen for personal/professional characteristics: prediction of national licensure scores. Advances in Health Sciences Education, 2017, 22, 327-336.	3.3	56
75	Disrupting Diagnostic Reasoning. Academic Medicine, 2015, 90, 511-517.	1.6	54
76	Reflecting on Diagnostic Errors: Taking a Second Look is Not Enough. Journal of General Internal Medicine, 2015, 30, 1270-1274.	2.6	54
77	Doggie diagnosis, diagnostic success and diagnostic reasoning strategies: an alternative view. Medical Education, 2003, 37, 676-677.	2.1	51
78	Conceptual and methodological issues in studies comparing assessment formats. Teaching and Learning in Medicine, 1996, 8, 208-216.	2.1	50
79	A prospective global measure, the Punum Ladder, provides more valid assessments of quality of life than a retrospective transition measure. Journal of Clinical Epidemiology, 2010, 63, 1123-1131.	5.0	49
80	Evaluating the impact of high- and low-fidelity instruction in the development of auscultation skills. Medical Education, 2015, 49, 276-285.	2.1	47
81	The roles of deliberate practice and innate ability in developing expertise: evidence and implications. Medical Education, 2013, 47, 979-989.	2.1	46
82	A critical narrative review of transfer of basic science knowledge in health professions education. Medical Education, 2018, 52, 592-604.	2.1	46
83	Critical thinking, biases and dual processing: The enduring myth of generalisable skills. Medical Education, 2020, 54, 66-73.	2.1	45
84	The effectiveness of PBL: the debate continues. Is meta-analysis helpful?. Medical Education, 2003, 37, 1131-1132.	2.1	44
85	Iterative diagnosis. BMJ, The, 2009, 339, b3490-b3490.	6.0	39
86	The Power of the Plural: Effect of Conceptual Analogies on Successful Transfer. Academic Medicine, 2007, 82, S16-S18.	1.6	38
87	The Role of Medical Language in Changing Public Perceptions of Illness. PLoS ONE, 2008, 3, e3875.	2.5	38
88	The reliability of encounter cards to assess the CanMEDS roles. Advances in Health Sciences Education, 2013, 18, 987-996.	3.3	38
89	Contexts, concepts and cognition: principles for the transfer of basic science knowledge. Medical Education, 2017, 51, 184-195.	2.1	38
90	Salami-slicing and plagiarism: How should we respond?. Advances in Health Sciences Education, 2019, 24, 3-14.	3.3	38

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91	Problem-based learning makes a difference. But why?. Cmaj, 2008, 178, 61-62.	2.0	34
92	Influences on medical studentsâ€™ self-regulated learning after test completion. Medical Education, 2012, 46, 326-335.	2.1	34
93	Non-association between Neo-5 personality tests and multiple mini-interview. Advances in Health Sciences Education, 2010, 15, 415-423.	3.3	33
94	Predicting doctor performance outcomes of curriculum interventions: problem-based learning and continuing competence. Medical Education, 2008, 42, 794-799.	2.1	32
95	Editorial â€” How Bad Is Medical Education Research Anyway?. Advances in Health Sciences Education, 2007, 12, 1-5.	3.3	30
96	Editorial â€” Outcomes, Objectives, and the Seductive Appeal of Simple Solutions. Advances in Health Sciences Education, 2006, 11, 217-220.	3.3	29
97	When will learning style go out of style?. Advances in Health Sciences Education, 2009, 14, 1-4.	3.3	29
98	The effect of conceptual and contextual familiarity on transfer performance. Advances in Health Sciences Education, 2012, 17, 489-499.	3.3	29
99	Detection of COPD Exacerbations and Compliance With Patient-Reported Daily Symptom Diaries Using a Smartphone-Based Information System. Chest, 2013, 144, 507-514.	0.8	29
100	Experimental studies of learning dermatologic diagnosis: The impact of examples. Teaching and Learning in Medicine, 1992, 4, 35-44.	2.1	28
101	Chaos, complexity and complicatedness: lessons from rocket science. Medical Education, 2011, 45, 549-559.	2.1	27
102	Debiasing versus knowledge retrieval checklists to reduce diagnostic error in ECG interpretation. Advances in Health Sciences Education, 2019, 24, 427-440.	3.3	27
103	The mediating effect of context variation in mixed practice for transfer of basic science. Advances in Health Sciences Education, 2015, 20, 953-968.	3.3	26
104	Experienced physician descriptions of intuition in clinical reasoning: a typology. Diagnosis, 2019, 6, 259-268.	1.9	25
105	Mine Is Bigger Than Yours. Chest, 2012, 141, 595-598.	0.8	24
106	Failure to flow: An exploration of learning and teaching in busy, multi-patient environments using an interpretive description method. Perspectives on Medical Education, 2022, 6, 380-387.	3.5	24
107	The 3 faces of clinical reasoning: Epistemological explorations of disparate error reduction strategies. Journal of Evaluation in Clinical Practice, 2018, 24, 666-673.	1.8	23
108	Content specificity and oral certification examinations. Medical Education, 1996, 30, 56-59.	2.1	22

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109	Non-cognitive factors in health sciences education: from the clinic floor to the cutting room floor. <i>Advances in Health Sciences Education</i> , 2010, 15, 1-8.	3.3	22
110	Is Clinical Cognition Binary or Continuous?. <i>Academic Medicine</i> , 2013, 88, 1058-1060.	1.6	22
111	Differential Student Attrition and Differential Exposure Mask Effects of Problem-Based Learning in Curriculum Comparison Studies. <i>Academic Medicine</i> , 2012, 87, 463-475.	1.6	20
112	Testing the validity of a scenario-based questionnaire to assess the ethical sensitivity of undergraduate medical students. <i>Medical Teacher</i> , 2012, 34, 635-642.	1.8	20
113	Effect of Teaching Bayesian Methods Using Learning by Concept vs Learning by Example on Medical Studentsâ€™ Ability to Estimate Probability of a Diagnosis. <i>JAMA Network Open</i> , 2019, 2, e1918023.	5.9	20
114	Evaluation of Graduating Neonatal Nurse Practitioners. <i>Pediatrics</i> , 1991, 88, 789-794.	2.1	20
115	Managing Multiplicity: Conceptualizing Physician Cognition in Multipatient Environments. <i>Academic Medicine</i> , 2018, 93, 786-793.	1.6	19
116	Validity Of Admissions Measures in Predicting Performance Outcomes: A Comparison of Those Who Were and Were not Accepted at McMaster. <i>Teaching and Learning in Medicine</i> , 2002, 14, 43-48.	2.1	18
117	The Relation Between the Minimally Important Difference and Patient Benefit. <i>COPD: Journal of Chronic Obstructive Pulmonary Disease</i> , 2005, 2, 69-73.	1.6	18
118	Found in translation: the impact of familiar symptom descriptions on diagnosis in novices. <i>Medical Education</i> , 2007, 41, 1146-1151.	2.1	18
119	Expertise in Medicine and Surgery. , 0, , 331-355.		18
120	Editorial ? Beyond PBL. <i>Advances in Health Sciences Education</i> , 2004, 9, 257-260.	3.3	17
121	Publishing Ethics in Medical Education Journals. <i>Academic Medicine</i> , 2009, 84, S132-S134.	1.6	17
122	Examining the Influence of Context and Professional Culture on Clinical Reasoning Through Rhetorical-Narrative Analysis. <i>Qualitative Health Research</i> , 2017, 27, 866-876.	2.1	17
123	The American College of Chest Physicians Evidence-Based Educational Guidelines for Continuing Medical Education Interventions. <i>Chest</i> , 2009, 135, 834-837.	0.8	16
124	Simulation comes of age. <i>Advances in Health Sciences Education</i> , 2014, 19, 143-146.	3.3	16
125	Eyeballing: the use of visual appearance to diagnose â€˜sickâ€™. <i>Medical Education</i> , 2017, 51, 1138-1145.	2.1	16
126	Reframing Diagnostic Error: Maybe It's Content, and Not Process, That Leads to Error. <i>Academic Emergency Medicine</i> , 2014, 21, 931-933.	1.8	15

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127	Identifying the bad apples. <i>Advances in Health Sciences Education</i> , 2015, 20, 299-303.	3.3	15
128	Revisiting "Effectiveness of problem-based learning curricula: theory, practice and paper darts"™. <i>Medical Education</i> , 2016, 50, 793-797.	2.1	15
129	From theory to application and back again: Implications of research on medical expertise for psychological theory.. <i>Canadian Journal of Experimental Psychology</i> , 2005, 59, 35-40.	0.8	14
130	The end of educational science?. <i>Advances in Health Sciences Education</i> , 2008, 13, 385-389.	3.3	14
131	Efficacy and effectiveness trials. <i>Community Oncology</i> , 2009, 6, 472-474.	0.2	14
132	The role of knowledge in teaching and assessment of problem-solving. <i>Journal of Instructional Development</i> , 1985, 8, 7-11.	0.3	13
133	The Privileged Status of Prestigious Terminology: Impact of "Medicalese" on Clinical Judgments. <i>Academic Medicine</i> , 2003, 78, S82-S84.	1.6	13
134	Editorial "Theory Testing Research Versus Theory-Based Research. <i>Advances in Health Sciences Education</i> , 2004, 9, 175-178.	3.3	13
135	How basic is basic science?. <i>Advances in Health Sciences Education</i> , 2007, 12, 401-403.	3.3	13
136	The Bias in researching cognitive bias. <i>Advances in Health Sciences Education</i> , 2014, 19, 291-295.	3.3	13
137	Evaluating the effect of instruction and practice schedule on the acquisition of ECG interpretation skills. <i>Perspectives on Medical Education</i> , 2022, 6, 237-245.	3.5	13
138	On Rating Angels: The Halo Effect and Straight Line Scoring. <i>Journal of Graduate Medical Education</i> , 2017, 9, 721-723.	1.3	13
139	Quantitative Research Methods in Medical Education. , 0, , 301-322.		13
140	Have admissions committees considered all the evidence?. <i>Advances in Health Sciences Education</i> , 2017, 22, 573-576.	3.3	12
141	Are learning portfolios worth the effort? No. <i>BMJ: British Medical Journal</i> , 2008, 337, a514-a514.	2.3	12
142	Does "Shortness of Breath" = "Dyspnea"? <i>Academic Medicine</i> , 2001, 76, S11-S13.	1.6	11
143	The influence of familiar non-diagnostic information on the diagnostic decisions of novices. <i>Medical Education</i> , 2011, 45, 407-414.	2.1	11
144	CanMEDS and other outcomes. <i>Advances in Health Sciences Education</i> , 2011, 16, 547-551.	3.3	11

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145	McMaster at 50: lessons learned from five decades of PBL. <i>Advances in Health Sciences Education</i> , 2019, 24, 853-863.	3.3	11
146	The paradox of evidence-based medicine. Commentary on Gupta (2003), A critical appraisal of evidence-based medicine: some ethical considerations. <i>Journal of Evaluation in Clinical Practice</i> 9, 111-121. <i>Journal of Evaluation in Clinical Practice</i> , 2003, 9, 129-132.	1.8	10
147	Is It Simple or Simplistic?. <i>Medical Care</i> , 2003, 41, 599-600.	2.4	10
148	The glass is a little full - of something: revisiting the issue of content specificity of problem solving. <i>Medical Education</i> , 2008, 42, 549-551.	2.1	10
149	Is experimental research passÃ©. <i>Advances in Health Sciences Education</i> , 2010, 15, 297-301.	3.3	10
150	Manipulation of cognitive load variables and impact on auscultation test performance. <i>Advances in Health Sciences Education</i> , 2015, 20, 935-952.	3.3	10
151	Generalization and the qualitativeâ€“quantitative debate. <i>Advances in Health Sciences Education</i> , 2017, 22, 1051-1055.	3.3	10
152	May: a month of myths. <i>Advances in Health Sciences Education</i> , 2018, 23, 449-453.	3.3	10
153	Where weâ€™ve come from, where we might go. <i>Advances in Health Sciences Education</i> , 2020, 25, 1191-1201.	3.3	10
154	Diagnostic reasoning in cardiovascular medicine. <i>BMJ</i> , The, 2022, 376, e064389.	6.0	10
155	Effectiveness, efficiency, and e-learning. <i>Advances in Health Sciences Education</i> , 2008, 13, 249-251.	3.3	9
156	The basic role of basic science. <i>Advances in Health Sciences Education</i> , 2012, 17, 453-456.	3.3	9
157	Working memory and mental workload. <i>Advances in Health Sciences Education</i> , 2013, 18, 163-165.	3.3	9
158	The effectiveness and effects of effect sizes. <i>Advances in Health Sciences Education</i> , 2003, 8, 183-187.	3.3	8
159	Editorial â€“ What's the Active Ingredient in Active Learning?. <i>Advances in Health Sciences Education</i> , 2004, 9, 1-3.	3.3	8
160	Do CIs Give You Confidence?. <i>Chest</i> , 2012, 141, 17-19.	0.8	8
161	Context, curriculum and competence. <i>Advances in Health Sciences Education</i> , 2014, 19, 625-628.	3.3	8
162	The birth and death of curricula. <i>Advances in Health Sciences Education</i> , 2017, 22, 797-801.	3.3	8

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163	Good news, bad news. <i>Advances in Health Sciences Education</i> , 2018, 23, 1-5.	3.3	8
164	The third wave in health sciences education. <i>Advances in Health Sciences Education</i> , 2013, 18, 319-322.	3.3	7
165	Conscious versus unconscious thinking in the medical domain: the deliberation-without-attention effect examined. <i>Perspectives on Medical Education</i> , 2014, 3, 179-189.	3.5	7
166	Thinking about the un-thinking. <i>Advances in Health Sciences Education</i> , 2015, 20, 1-3.	3.3	7
167	Is the mouth the mirror of the mind?. <i>Advances in Health Sciences Education</i> , 2018, 23, 665-669.	3.3	7
168	Implications of psychology-type theories for full curriculum interventions. <i>Medical Education</i> , 2005, 39, 247-249.	2.1	6
169	Sample sizes, scoops and educational science. <i>Advances in Health Sciences Education</i> , 2010, 15, 621-624.	3.3	6
170	Reflecting Upon Reflection in Diagnostic Reasoning. <i>Academic Medicine</i> , 2014, 89, 1195.	1.6	6
171	What does two disciplines of scientific psychology have to say to medical education?. <i>Advances in Health Sciences Education</i> , 2002, 7, 57-62.	3.3	5
172	Evaluation of Irreversible Compression Ratios for Medical Images Thin Slice CT and Update of Canadian Association of Radiologists (CAR) Guidelines. <i>Journal of Digital Imaging</i> , 2013, 26, 440-446.	2.9	5
173	A bridge too far. <i>Advances in Health Sciences Education</i> , 2016, 21, 251-256.	3.3	5
174	Looking back, looking forward. <i>Advances in Health Sciences Education</i> , 2020, 25, 1-6.	3.3	5
175	Medical expertise and mashed potatoes. <i>Medical Education</i> , 2002, 36, 1167-1168.	2.1	4
176	Clinical Experience and Quality of Health Care. <i>Annals of Internal Medicine</i> , 2005, 143, 85.	3.9	4
177	Compliance of Medical Students With Voluntary Use of Personal Data Assistants for Clerkship Assessments. <i>Teaching and Learning in Medicine</i> , 2008, 20, 295-301.	2.1	4
178	Anatomical mysteries. <i>Advances in Health Sciences Education</i> , 2010, 15, 149-151.	3.3	4
179	On competence, curiosity and creativity. <i>Advances in Health Sciences Education</i> , 2012, 17, 611-613.	3.3	4
180	Research challenges in digital education. <i>Perspectives on Medical Education</i> , 2014, 3, 260-265.	3.5	4

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181	Readiness of hospital-based internists to embrace and discuss high-value care with patients and family members: a single-centre cross-sectional survey study. <i>CMAJ Open</i> , 2015, 3, E382-E386.	2.4	4
182	The negative consequences of consequential validity. <i>Advances in Health Sciences Education</i> , 2015, 20, 575-579.	3.3	4
183	Education and neuroscience. <i>Advances in Health Sciences Education</i> , 2016, 21, 919-920.	3.3	4
184	Is psychometrics science?. <i>Advances in Health Sciences Education</i> , 2016, 21, 731-734.	3.3	4
185	Editorial. <i>Advances in Health Sciences Education</i> , 2019, 24, 1-1.	3.3	4
186	Simulation-Based Education and the Challenge of Transfer. , 2019, , 115-127.		4
187	The Once and Future Myths of Medical Education. <i>Journal of Graduate Medical Education</i> , 2020, 12, 125-130.	1.3	4
188	Academe, anarchy and digital anatomy. <i>Advances in Health Sciences Education</i> , 2008, 13, 129-132.	3.3	3
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