Geoffrey Norman

List of Publications by Year
in descending order

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	Medical education: past, present and future. Perspectives on Medical Education, 2022, 1, 6-14.	3.5	59
2	Evaluating the effect of instruction and practice schedule on the acquisition of ECG interpretation skills. Perspectives on Medical Education, 2022, 6, 237-245.	3.5	13
3	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
4	Diagnostic reasoning in cardiovascular medicine. BMJ, The, 2022, 376, e064389.	6.0	10
5	The scope of health professions education requires complementary and diverse approaches to knowledge synthesis. Perspectives on Medical Education, 2022, 11, 139-143.	3.5	2
6	The critical role of direct observation in entrustment decisions. Canadian Medical Education Journal, 2021, 12, 18-23.	0.4	0
7	Task Switching, Multitasking, and Errors: A Psychologic Perspective on the Impact of Interruptions. Annals of Emergency Medicine, 2021, 78, 425-428.	0.6	3
8	Trainee Uncertainty around Intervening When Patients Decompensate. ATS Scholar, 2021, 2, 620-631.	1.3	1
9	The Critical Role of Stereopsis in Virtual and Mixed Reality Learning Environments. Anatomical Sciences Education, 2020, 13, 401-412.	3.7	58
10	Critical thinking, biases and dual processing: The enduring myth of generalisable skills. Medical Education, 2020, 54, 66-73.	2.1	45
11	Where weâ€™ve come from, where we might go. Advances in Health Sciences Education, 2020, 25, 1191-1201.	3.3	10
12	The Once and Future Myths of Medical Education. Journal of Graduate Medical Education, 2020, 12, 125-130.	1.3	4
13	Looking back, looking forward. Advances in Health Sciences Education, 2020, 25, 1-6.	3.3	5
14	The effect of prior experience on diagnostic reasoning: exploration of availability bias. Diagnosis, 2020, 7, 265-272.	1.9	3
15	Coming and going. Advances in Health Sciences Education, 2019, 24, 423-426.	3.3	0
16	Statistics 101. Advances in Health Sciences Education, 2019, 24, 637-642.	3.3	2
17	McMaster at 50: lessons learned from five decades of PBL. Advances in Health Sciences Education, 2019, 24, 853-863.	3.3	11
18	Debiasing versus knowledge retrieval checklists to reduce diagnostic error in ECG interpretation. Advances in Health Sciences Education, 2019, 24, 427-440.	3.3	27

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19	Two heads are better than one?. Advances in Health Sciences Education, 2019, 24, 195-198.	3.3	2
20	Experienced physician descriptions of intuition in clinical reasoning: a typology. Diagnosis, 2019, 6, 259-268.	1.9	25
21	Editorial. Advances in Health Sciences Education, 2019, 24, 1-1.	3.3	4
22	Salami-slicing and plagiarism: How should we respond?. Advances in Health Sciences Education, 2019, 24, 3-14.	3.3	38
23	Adapting Learning in a Simulated Environment. , 2019, , 67-80.		0
24	Simulation-Based Education and the Challenge of Transfer. , 2019, , 115-127.		4
25	Effect of Teaching Bayesian Methods Using Learning by Concept vs Learning by Example on Medical Studentsâ€™ Ability to Estimate Probability of a Diagnosis. JAMA Network Open, 2019, 2, e1918023.	5.9	20
26	In Reply to Eichbaum. Academic Medicine, 2019, 94, 1066.	1.6	1
27	Assessment of Attitudes and Perceptions of Health Care Students in an Interâ€Professional Cadaveric Dissection Elective. FASEB Journal, 2019, 33, 328.2.	0.5	0
28	Good news, bad news. Advances in Health Sciences Education, 2018, 23, 1-5.	3.3	8
29	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
30	A critical narrative review of transfer of basic science knowledge in health professions education. Medical Education, 2018, 52, 592-604.	2.1	46
31	Getting granted. Advances in Health Sciences Education, 2018, 23, 233-239.	3.3	0
32	Lies, damned lies, and statistics. Perspectives on Medical Education, 2018, 7, 24-27.	3.5	3
33	Managing Multiplicity: Conceptualizing Physician Cognition in Multipatient Environments. Academic Medicine, 2018, 93, 786-793.	1.6	19
34	Statistics Commentary Series. Journal of Clinical Psychopharmacology, 2018, 38, 420-421.	1.4	0
35	Clinical practice, deliberate practice, and â€œbig dataâ€• Advances in Health Sciences Education, 2018, 23, 863-866.	3.3	1
36	Is the mouth the mirror of the mind?. Advances in Health Sciences Education, 2018, 23, 665-669.	3.3	7

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37	The superiority of threeâ€dimensional physical models to twoâ€dimensional computer presentations in anatomy learning. Medical Education, 2018, 52, 1138-1146.	2.1	65
38	May: a month of myths. Advances in Health Sciences Education, 2018, 23, 449-453.	3.3	10
39	Virtual Unreality â€“ Promise vs. Performance of Technology in Anatomy Education. FASEB Journal, 2018, 32, 91.2.	0.5	0
40	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
41	Examining the Influence of Context and Professional Culture on Clinical Reasoning Through Rhetorical-Narrative Analysis. Qualitative Health Research, 2017, 27, 866-876.	2.1	17
42	Contexts, concepts and cognition: principles for the transfer of basic science knowledge. Medical Education, 2017, 51, 184-195.	2.1	38
43	How Expert Clinicians Intuitively Recognize a Medical Diagnosis. American Journal of Medicine, 2017, 130, 629-634.	1.5	66
44	The Causes of Errors in Clinical Reasoning: Cognitive Biases, Knowledge Deficits, and Dual Process Thinking. Academic Medicine, 2017, 92, 23-30.	1.6	367
45	Generalization and the qualitativeâ€“quantitative debate. Advances in Health Sciences Education, 2017, 22, 1051-1055.	3.3	10
46	In Reply to Croskerry and to Patel and Bergl. Academic Medicine, 2017, 92, 1065.	1.6	1
47	Why?. Advances in Health Sciences Education, 2017, 22, 577-580.	3.3	0
48	Eyeballing: the use of visual appearance to diagnose â€˜sickâ€™. Medical Education, 2017, 51, 1138-1145.	2.1	16
49	Have admissions committees considered all the evidence?. Advances in Health Sciences Education, 2017, 22, 573-576.	3.3	12
50	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
51	The birth and death of curricula. Advances in Health Sciences Education, 2017, 22, 797-801.	3.3	8
52	On Rating Angels: The Halo Effect and Straight Line Scoring. Journal of Graduate Medical Education, 2017, 9, 721-723.	1.3	13
53	The phantom professor: an emeritus professor's perspective. Medical Education, 2016, 50, 260-260.	2.1	0
54	Education and neuroscience. Advances in Health Sciences Education, 2016, 21, 919-920.	3.3	4

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55	Is psychometrics science?. Advances in Health Sciences Education, 2016, 21, 731-734.	3.3	4
56	Revisiting â€˜Effectiveness of problem-based learning curricula: theory, practice and paper dartsâ€™. Medical Education, 2016, 50, 793-797.	2.1	15
57	A bridge too far. Advances in Health Sciences Education, 2016, 21, 251-256.	3.3	5
58	When Guidelines Donâ€™t Guide. Academic Medicine, 2015, 90, 191-196.	1.6	65
59	Happy bedfellows. Advances in Health Sciences Education, 2015, 20, 839-842.	3.3	0
60	Of prime ministers, presidents and professors. Advances in Health Sciences Education, 2015, 20, 1111-1113.	3.3	0
61	Readiness of hospital-based internists to embrace and discuss high-value care with patients and family members: a single-centre cross-sectional survey study. CMAJ Open, 2015, 3, E382-E386.	2.4	4
62	Disrupting Diagnostic Reasoning. Academic Medicine, 2015, 90, 511-517.	1.6	54
63	The negative consequences of consequential validity. Advances in Health Sciences Education, 2015, 20, 575-579.	3.3	4
64	Thinking about the un-thinking. Advances in Health Sciences Education, 2015, 20, 1-3.	3.3	7
65	Manipulation of cognitive load variables and impact on auscultation test performance. Advances in Health Sciences Education, 2015, 20, 935-952.	3.3	10
66	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
67	Identifying the bad apples. Advances in Health Sciences Education, 2015, 20, 299-303.	3.3	15
68	Evaluating the impact of high- and low-fidelity instruction in the development of auscultation skills. Medical Education, 2015, 49, 276-285.	2.1	47
69	Reflecting on Diagnostic Errors: Taking a Second Look is Not Enough. Journal of General Internal Medicine, 2015, 30, 1270-1274.	2.6	54
70	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
71	Context, curriculum and competence. Advances in Health Sciences Education, 2014, 19, 625-628.	3.3	8
72	Reflecting Upon Reflection in Diagnostic Reasoning. Academic Medicine, 2014, 89, 1195.	1.6	6

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73	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
74	Reframing Diagnostic Error: Maybe It's Content, and Not Process, That Leads to Error. Academic Emergency Medicine, 2014, 21, 931-933.	1.8	15
75	Research challenges in digital education. Perspectives on Medical Education, 2014, 3, 260-265.	3.5	4
76	When I say â€¦ reliability. Medical Education, 2014, 48, 946-947.	2.1	3
77	Simulation comes of age. Advances in Health Sciences Education, 2014, 19, 143-146.	3.3	16
78	The Bias in researching cognitive bias. Advances in Health Sciences Education, 2014, 19, 291-295.	3.3	13
79	Conscious versus unconscious thinking in the medical domain: the deliberation-without-attention effect examined. Perspectives on Medical Education, 2014, 3, 179-189.	3.5	7
80	The Etiology of Diagnostic Errors. Academic Medicine, 2014, 89, 277-284.	1.6	139
81	Cognitive Load Theory: Implications for Nursing Education and Research. Canadian Journal of Nursing Research, 2014, 46, 28-41.	1.5	3
82	The third wave in health sciences education. Advances in Health Sciences Education, 2013, 18, 319-322.	3.3	7
83	Historical factors influencing medical education research productivity. Medical Teacher, 2013, 35, 269-270.	1.8	2
84	On objective: based education, objectivity, and rater cognition. Advances in Health Sciences Education, 2013, 18, 547-550.	3.3	0
85	Evaluation of Irreversible Compression Ratios for Medical Images Thin Slice CT and Update of Canadian Association of Radiologists (CAR) Guidelines. Journal of Digital Imaging, 2013, 26, 440-446.	2.9	5
86	The decline and fall of the art of teaching?. Advances in Health Sciences Education, 2013, 18, 869-871.	3.3	0
87	The reliability of encounter cards to assess the CanMEDS roles. Advances in Health Sciences Education, 2013, 18, 987-996.	3.3	38
88	Working memory and mental workload. Advances in Health Sciences Education, 2013, 18, 163-165.	3.3	9
89	Diagnostic Reasoning: Where We've Been, Where Weâ€™re Going. Teaching and Learning in Medicine, 2013, 25, S26-S32.	2.1	71
90	The relative effectiveness of computerâ€based and traditional resources for education in anatomy. Anatomical Sciences Education, 2013, 6, 211-215.	3.7	173

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91	The roles of deliberate practice and innate ability in developing expertise: evidence and implications. Medical Education, 2013, 47, 979-989.	2.1	46
92	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
93	Is Clinical Cognition Binary or Continuous?. Academic Medicine, 2013, 88, 1058-1060.	1.6	22
94	The Relationship Between Response Time and Diagnostic Accuracy. Academic Medicine, 2012, 87, 785-791.	1.6	122
95	Differential Student Attrition and Differential Exposure Mask Effects of Problem-Based Learning in Curriculum Comparison Studies. Academic Medicine, 2012, 87, 463-475.	1.6	20
96	Renowned Physiciansâ€™ Perceptions of Expert Diagnostic Practice. Academic Medicine, 2012, 87, 1413-1417.	1.6	61
97	Mine Is Bigger Than Yours. Chest, 2012, 141, 595-598.	0.8	24
98	Do CIs Give You Confidence?. Chest, 2012, 141, 17-19.	0.8	8
99	The effect of conceptual and contextual familiarity on transfer performance. Advances in Health Sciences Education, 2012, 17, 489-499.	3.3	29
100	The basic role of basic science. Advances in Health Sciences Education, 2012, 17, 453-456.	3.3	9
101	On competence, curiosity and creativity. Advances in Health Sciences Education, 2012, 17, 611-613.	3.3	4
102	Testing the validity of a scenario-based questionnaire to assess the ethical sensitivity of undergraduate medical students. Medical Teacher, 2012, 34, 635-642.	1.8	20
103	Generalizability theory for the perplexed: A practical introduction and guide: AMEE Guide No. 68. Medical Teacher, 2012, 34, 960-992.	1.8	169
104	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
105	Assessing Diagnostic Reasoning: A Consensus Statement Summarizing Theory, Practice, and Future Needs. Academic Emergency Medicine, 2012, 19, 1454-1461.	1.8	57
106	The relationship between fidelity and cost in simulation: authorsâ€™ response. Medical Education, 2012, 46, 1227-1227.	2.1	0
107	Waging war and scientific progress. Advances in Health Sciences Education, 2012, 17, 157-159.	3.3	1
108	Influences on medical studentsâ€™ selfâ€regulated learning after test completion. Medical Education, 2012, 46, 326-335.	2.1	34

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109	The minimal relationship between simulation fidelity and transfer of learning. Medical Education, 2012, 46, 636-647.	2.1	410
110	Oops!!!. Advances in Health Sciences Education, 2012, 17, 5-5.	3.3	1
111	Simulator Training for Recognition of Murmurs. Chest, 2011, 139, 1257-1258.	0.8	2
112	The influence of familiar non-diagnostic information on the diagnostic decisions of novices. Medical Education, 2011, 45, 407-414.	2.1	11
113	Fifty years of medical education research: waves of migration. Medical Education, 2011, 45, 785-791.	2.1	63
114	Chaos, complexity and complicatedness: lessons from rocket science. Medical Education, 2011, 45, 549-559.	2.1	27
115	Issues in (inter)professionalism. Advances in Health Sciences Education, 2011, 16, 1-3.	3.3	2
116	Editorial: Medicine man meets machine. Advances in Health Sciences Education, 2011, 16, 147-150.	3.3	3
117	Now you see it, now you donâ€™t?. Advances in Health Sciences Education, 2011, 16, 287-289.	3.3	1
118	Most popular article awards. Advances in Health Sciences Education, 2011, 16, 435-435.	3.3	0
119	CanMEDS and other outcomes. Advances in Health Sciences Education, 2011, 16, 547-551.	3.3	11
120	The Effectiveness of Cognitive Forcing Strategies to Decrease Diagnostic Error: An Exploratory Study. Teaching and Learning in Medicine, 2011, 23, 78-84.	2.1	67
121	Correction for Multiple Testing. Chest, 2011, 140, 16-18.	0.8	451
122	Commentary: Breaking the Mold of Normative Clinical Decision Making: Is It Adaptive, Suboptimal, or Somewhere in Between?. Academic Medicine, 2010, 85, 393-394.	1.6	3
123	Non-cognitive factors in health sciences education: from the clinic floor to the cutting room floor. Advances in Health Sciences Education, 2010, 15, 1-8.	3.3	22
124	Non-association between Neo-5 personality tests and multiple mini-interview. Advances in Health Sciences Education, 2010, 15, 415-423.	3.3	33
125	Likert scales, levels of measurement and the â€œlawsâ€•of statistics. Advances in Health Sciences Education, 2010, 15, 625-632.	3.3	2,537
126	Anatomical mysteries. Advances in Health Sciences Education, 2010, 15, 149-151.	3.3	4

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127	Is experimental research passÃ©. Advances in Health Sciences Education, 2010, 15, 297-301.	3.3	10
128	Interpretation and inference: towards an understanding of methods. Advances in Health Sciences Education, 2010, 15, 465-468.	3.3	2
129	Sample sizes, scoops and educational science. Advances in Health Sciences Education, 2010, 15, 621-624.	3.3	6
130	Diagnostic error and clinical reasoning. Medical Education, 2010, 44, 94-100.	2.1	365
131	Michael G. DeGroote School of Medicine Faculty of Health Sciences, McMaster University. Academic Medicine, 2010, 85, S624-S627.	1.6	3
132	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
133	Assessment steers learning down the right road: Impact of progress testing on licensing examination performance. Medical Teacher, 2010, 32, 496-499.	1.8	89
134	Teaching basic science to optimize transfer. Medical Teacher, 2009, 31, 807-811.	1.8	135
135	Publishing Ethics in Medical Education Journals. Academic Medicine, 2009, 84, S132-S134.	1.6	17
136	When will learning style go out of style?. Advances in Health Sciences Education, 2009, 14, 1-4.	3.3	29
137	Dual processing and diagnostic errors. Advances in Health Sciences Education, 2009, 14, 37-49.	3.3	191
138	Relative effectiveness of high- versus low-fidelity simulation in learning heart sounds. Medical Education, 2009, 43, 661-668.	2.1	93
139	Predictive validity of the multiple mini-interview for selecting medical trainees. Medical Education, 2009, 43, 767-775.	2.1	228
140	Efficacy and effectiveness trials. Community Oncology, 2009, 6, 472-474.	0.2	14
141	The American College of Chest Physicians Evidence-Based Educational Guidelines for Continuing Medical Education Interventions. Chest, 2009, 135, 834-837.	0.8	16
142	Iterative diagnosis. BMJ, The, 2009, 339, b3490-b3490.	6.0	39
143	Academe, anarchy and digital anatomy. Advances in Health Sciences Education, 2008, 13, 129-132.	3.3	3
144	Effectiveness, efficiency, and e-learning. Advances in Health Sciences Education, 2008, 13, 249-251.	3.3	9

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145	The end of educational science?. Advances in Health Sciences Education, 2008, 13, 385-389.	3.3	14
146	The glass is a little full - of something: revisiting the issue of content specificity of problem solving. Medical Education, 2008, 42, 549-551.	2.1	10
147	Predicting doctor performance outcomes of curriculum interventions: problem-based learning and continuing competence. Medical Education, 2008, 42, 794-799.	2.1	32
148	Overconfidence in Clinical Decision Making. American Journal of Medicine, 2008, 121, S24-S29.	1.5	194
149	Compliance of Medical Students With Voluntary Use of Personal Data Assistants for Clerkship Assessments. Teaching and Learning in Medicine, 2008, 20, 295-301.	2.1	4
150	Problem-based learning makes a difference. But why?. Cmaj, 2008, 178, 61-62.	2.0	34
151	The Role of Medical Language in Changing Public Perceptions of Illness. PLoS ONE, 2008, 3, e3875.	2.5	38
152	Are learning portfolios worth the effort? No. BMJ: British Medical Journal, 2008, 337, a514-a514.	2.3	12
153	The Power of the Plural: Effect of Conceptual Analogies on Successful Transfer. Academic Medicine, 2007, 82, S16-S18.	1.6	38
154	Found in translation: the impact of familiar symptom descriptions on diagnosis in novices. Medical Education, 2007, 41, 1146-1151.	2.1	18
155	Non-analytical models of clinical reasoning: the role of experience. Medical Education, 2007, 41, 071116225013001-???.	2.1	292
156	Virtual reality and brain anatomy: a randomised trial of e-learning instructional designs. Medical Education, 2007, 41, 495-501.	2.1	161
157	Editorial â€" How Bad Is Medical Education Research Anyway?. Advances in Health Sciences Education, 2007, 12, 1-5.	3.3	30
158	The role of biomedical knowledge in diagnosis of difficult clinical cases. Advances in Health Sciences Education, 2007, 12, 417-426.	3.3	121
159	Altruism, doctors, and the art of medicine. Advances in Health Sciences Education, 2007, 12, 261-263.	3.3	2
160	How basic is basic science?. Advances in Health Sciences Education, 2007, 12, 401-403.	3.3	13
161	Expertise in Medicine and Surgery. , 2006, , 339-354.		103
162	The Value of Basic Science in Clinical Diagnosis. Academic Medicine, 2006, 81, S124-S127.	1.6	127

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163	How specific is case specificity?. Medical Education, 2006, 40, 618-623.	2.1	131
164	Editorial â€“ The Joy of Science. Advances in Health Sciences Education, 2006, 11, 1-4.	3.3	2
165	Editorial â€“ Outcomes, Objectives, and the Seductive Appeal of Simple Solutions. Advances in Health Sciences Education, 2006, 11, 217-220.	3.3	29
166	Innovations in Problem-based Learning: What can we Learn from Recent Studies?. Advances in Health Sciences Education, 2006, 11, 403-422.	3.3	61
167	Standardising the process versus improving the methods. BMJ: British Medical Journal, 2006, 332, 1008-1009.	2.3	1
168	Building on Experience â€" The Development of Clinical Reasoning. New England Journal of Medicine, 2006, 355, 2251-2252.	27.0	116
169	From theory to application and back again: Implications of research on medical expertise for psychological theory.. Canadian Journal of Experimental Psychology, 2005, 59, 35-40.	0.8	14
170	The value of basic science in clinical diagnosis: creating coherence among signs and symptoms. Medical Education, 2005, 39, 107-112.	2.1	163
171	Implications of psychology-type theories for full curriculum interventions. Medical Education, 2005, 39, 247-249.	2.1	6
172	Research in clinical reasoning: past history and current trends. Medical Education, 2005, 39, 418-427.	2.1	737
173	Heuristics and biases - a biased perspective on clinical reasoning. Medical Education, 2005, 39, 870-872.	2.1	83
174	Clinical Experience and Quality of Health Care. Annals of Internal Medicine, 2005, 143, 85.	3.9	4
175	Need for expertise based randomised controlled trials. BMJ: British Medical Journal, 2005, 330, 88.	2.3	377
176	The Relation Between the Minimally Important Difference and Patient Benefit. COPD: Journal of Chronic Obstructive Pulmonary Disease, 2005, 2, 69-73.	1.6	18
177	The truly remarkable universality of half a standard deviation: confirmation through another look. Expert Review of Pharmacoeconomics and Outcomes Research, 2004, 4, 581-585.	1.4	375
178	The need for needs assessment in continuing medical education. BMJ: British Medical Journal, 2004, 328, 999-1001.	2.3	123
179	A conceptual framework may be of limited value. BMJ: British Medical Journal, 2004, 329, 1032.1.	2.3	0
180	Editorial â€“ What's the Active Ingredient in Active Learning?. Advances in Health Sciences Education, 2004, 9, 1-3.	3.3	8

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181	How Can I Know What I Don't Know? Poor Self Assessment in a Well-Defined Domain. Advances in Health Sciences Education, 2004, 9, 211-224.	3.3	235
182	Editorial â€“ Theory Testing Research Versus Theory-Based Research. Advances in Health Sciences Education, 2004, 9, 175-178.	3.3	13
183	Editorial ? Beyond PBL. Advances in Health Sciences Education, 2004, 9, 257-260.	3.3	17
184	An admissions OSCE: the multiple mini-interview. Medical Education, 2004, 38, 314-326.	2.1	524
185	The Ability of the Multiple Mini-Interview to Predict Preclerkship Performance in Medical School. Academic Medicine, 2004, 79, S40-S42.	1.6	192
186	Using Comprehensive Feature Lists to Bias Medical Diagnosis.. Journal of Experimental Psychology: Learning Memory and Cognition, 2004, 30, 563-572.	0.9	62
187	Hi! How are you? Response shift, implicit theories and differing epistemologies. Quality of Life Research, 2003, 12, 239-249.	3.1	145
188	The effectiveness and effects of effect sizes. Advances in Health Sciences Education, 2003, 8, 183-187.	3.3	8
189	Practice makes perfect: the critical role of mixed practice in the acquisition of ECG interpretation skills. Advances in Health Sciences Education, 2003, 8, 17-26.	3.3	139
190	The paradox of evidence-based medicine. Commentary on Gupta (2003), A critical appraisal of evidence-based medicine: some ethical considerations.Journal of Evaluation in Clinical Practice9, 111-121. Journal of Evaluation in Clinical Practice, 2003, 9, 129-132.	1.8	10
191	Doggie diagnosis, diagnostic success and diagnostic reasoning strategies: an alternative view. Medical Education, 2003, 37, 676-677.	2.1	51
192	RCT = results confounded and trivial: the perils of grand educational experiments. Medical Education, 2003, 37, 582-584.	2.1	172
193	The effectiveness of PBL: the debate continues. Is meta-analysis helpful?. Medical Education, 2003, 37, 1131-1132.	2.1	44
194	The Privileged Status of Prestigious Terminology: Impact of ???Medicalese??? on Clinical Judgments. Academic Medicine, 2003, 78, S82-S84.	1.6	13
195	Interpretation of Changes in Health-related Quality of Life. Medical Care, 2003, 41, 582-592.	2.4	3,681
196	Is It Simple or Simplistic?. Medical Care, 2003, 41, 599-600.	2.4	10
197	The role of experience in the development of clinical reasoning. International Journal of Therapy and Rehabilitation, 2003, 10, 488-488.	0.1	1
198	Validity Of Admissions Measures in Predicting Performance Outcomes: A Comparison of Those Who Were and Were not Accepted at McMaster. Teaching and Learning in Medicine, 2002, 14, 43-48.	2.1	18

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199	Validity of Admissions Measures in Predicting Performance Outcomes: The Contribution of Cognitive and Non-Cognitive Dimensions. Teaching and Learning in Medicine, 2002, 14, 34-42.	2.1	144
200	Believing Is Seeing. Academic Medicine, 2002, 77, S67-S69.	1.6	110
201	Is There Any Real Virtue of Virtual Reality?. Academic Medicine, 2002, 77, S97-S99.	1.6	152
202	Research in medical education: three decades of progress. BMJ: British Medical Journal, 2002, 324, 1560-1562.	2.3	132
203	Methods to Explain the Clinical Significance of Health Status Measures. Mayo Clinic Proceedings, 2002, 77, 371-383.	3.0	1,279
204	Medical expertise and mashed potatoes. Medical Education, 2002, 36, 1167-1168.	2.1	4
205	What does two disciplines of scientific psychology have to say to medical education?. Advances in Health Sciences Education, 2002, 7, 57-62.	3.3	5
206	How medical students learn spatial anatomy. Lancet, The, 2001, 357, 363-364.	13.7	287
207	Relation of Distribution- and Anchor-Based Approaches in Interpretation of Changes in Health-Related Quality of Life. Medical Care, 2001, 39, 1039-1047.	2.4	229
208	Does â€œShortness of Breathâ€• â€œDyspneaâ€?. Academic Medicine, 2001, 76, S11-S13.	1.6	11
209	Effectiveness of problem-based learning curricula: theory, practice and paper darts. Medical Education, 2000, 34, 721-728.	2.1	510
210	The Epistemology of Clinical Reasoning. Academic Medicine, 2000, 75, S127-S133.	1.6	61
211	On the Difficulty of Noticing Obvious Features in Patient Appearance. Psychological Science, 2000, 11, 112-117.	3.3	76
212	The Benefit of Diagnostic Hypotheses in Clinical Reasoning: Experimental Study of an Instructional Intervention for Forward and Backward Reasoning. Cognition and Instruction, 1999, 17, 433-448.	2.9	76
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