

David A Cook

List of Publications by Year in descending order

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Version: 2024-02-01

221
papers

26,472
citations

10389

72
h-index

6836

155
g-index

223
all docs

223
docs citations

223
times ranked

23045
citing authors

#	ARTICLE	IF	CITATIONS
1	Standards for Reporting Qualitative Research. <i>Academic Medicine</i> , 2014, 89, 1245-1251.	1.6	5,427
2	Technology-Enhanced Simulation for Health Professions Education. <i>JAMA - Journal of the American Medical Association</i> , 2011, 306, 978-88.	7.4	1,379
3	Internet-Based Learning in the Health Professions. <i>JAMA - Journal of the American Medical Association</i> , 2008, 300, 1181.	7.4	1,135
4	Current Concepts in Validity and Reliability for Psychometric Instruments: Theory and Application. <i>American Journal of Medicine</i> , 2006, 119, 166.e7-166.e16.	1.5	1,068
5	Association Between Funding and Quality of Published Medical Education Research. <i>JAMA - Journal of the American Medical Association</i> , 2007, 298, 1002.	7.4	658
6	Comparative effectiveness of instructional design features in simulation-based education: Systematic review and meta-analysis. <i>Medical Teacher</i> , 2013, 35, e867-e898.	1.8	491
7	Appraising the Quality of Medical Education Research Methods. <i>Academic Medicine</i> , 2015, 90, 1067-1076.	1.6	476
8	Virtual patients: a critical literature review and proposed next steps. <i>Medical Education</i> , 2009, 43, 303-311.	2.1	449
9	Instructional Design Variations in Internet-Based Learning for Health Professions Education: A Systematic Review and Meta-Analysis. <i>Academic Medicine</i> , 2010, 85, 909-922.	1.6	430
10	Motivation to learn: an overview of contemporary theories. <i>Medical Education</i> , 2016, 50, 997-1014.	2.1	421
11	Reconsidering Fidelity in Simulation-Based Training. <i>Academic Medicine</i> , 2014, 89, 387-392.	1.6	420
12	Computerized Virtual Patients in Health Professions Education: A Systematic Review and Meta-Analysis. <i>Academic Medicine</i> , 2010, 85, 1589-1602.	1.6	397
13	A contemporary approach to validity arguments: a practical guide to Kane's framework. <i>Medical Education</i> , 2015, 49, 560-575.	2.1	371
14	Description, justification and clarification: a framework for classifying the purposes of research in medical education. <i>Medical Education</i> , 2008, 42, 128-133.	2.1	356
15	Web-based learning: pros, cons and controversies. <i>Clinical Medicine</i> , 2007, 7, 37-42.	1.9	314
16	Debriefing for technology-enhanced simulation: a systematic review and meta-analysis. <i>Medical Education</i> , 2014, 48, 657-666.	2.1	311
17	Mentoring Programs for Physicians in Academic Medicine. <i>Academic Medicine</i> , 2013, 88, 1029-1037.	1.6	302
18	Cost: The missing outcome in simulation-based medical education research: A systematic review. <i>Surgery</i> , 2013, 153, 160-176.	1.9	295

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19	State of the Evidence on Simulation-Based Training for Laparoscopic Surgery. <i>Annals of Surgery</i> , 2013, 257, 586-593.	4.2	269
20	Patient Outcomes in Simulation-Based Medical Education: A Systematic Review. <i>Journal of General Internal Medicine</i> , 2013, 28, 1078-1089.	2.6	268
21	Mastery Learning for Health Professionals Using Technology-Enhanced Simulation. <i>Academic Medicine</i> , 2013, 88, 1178-1186.	1.6	267
22	Comparative Effectiveness of Technology-Enhanced Simulation Versus Other Instructional Methods. <i>Simulation in Healthcare</i> , 2012, 7, 308-320.	1.2	258
23	Reporting Guidelines for Health Care Simulation Research. <i>Simulation in Healthcare</i> , 2016, 11, 238-248.	1.2	252
24	A systematic review of validity evidence for checklists versus global rating scales in simulation-based assessment. <i>Medical Education</i> , 2015, 49, 161-173.	2.1	246
25	A practical guide to developing effective web-based learning. <i>Journal of General Internal Medicine</i> , 2004, 19, 698-707.	2.6	238
26	What counts as validity evidence? Examples and prevalence in a systematic review of simulation-based assessment. <i>Advances in Health Sciences Education</i> , 2014, 19, 233-250.	3.3	235
27	The Research We Still Are Not Doing: An Agenda for the Study of Computer-Based Learning. <i>Academic Medicine</i> , 2005, 80, 541-548.	1.6	234
28	Reporting guidelines for health care simulation research: extensions to the CONSORT and STROBE statements. <i>Advances in Simulation</i> , 2016, 1, 25.	2.3	233
29	Technology-Enhanced Simulation to Assess Health Professionals. <i>Academic Medicine</i> , 2013, 88, 872-883.	1.6	215
30	Predictive Validity Evidence for Medical Education Research Study Quality Instrument Scores: Quality of Submissions to JGIM's Medical Education Special Issue. <i>Journal of General Internal Medicine</i> , 2008, 23, 903-907.	2.6	205
31	Validation of educational assessments: a primer for simulation and beyond. <i>Advances in Simulation</i> , 2016, 1, 31.	2.3	204
32	Linking Simulation-Based Educational Assessments and Patient-Related Outcomes. <i>Academic Medicine</i> , 2015, 90, 246-256.	1.6	201
33	Quality of reporting of experimental studies in medical education: a systematic review. <i>Medical Education</i> , 2007, 41, 737-745.	2.1	196
34	What do we mean by web-based learning? A systematic review of the variability of interventions. <i>Medical Education</i> , 2010, 44, 765-774.	2.1	194
35	Simulation technology for resuscitation training: A systematic review and meta-analysis. <i>Resuscitation</i> , 2013, 84, 1174-1183.	3.0	193
36	Simulation-based training in anaesthesiology: a systematic review and meta-analysis. <i>British Journal of Anaesthesia</i> , 2014, 112, 231-245.	3.4	188

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37	Advanced Airway Management Simulation Training in Medical Education. <i>Critical Care Medicine</i> , 2014, 42, 169-178.	0.9	175
38	What is the validity evidence for assessments of clinical teaching?. <i>Journal of General Internal Medicine</i> , 2005, 20, 1159-1164.	2.6	150
39	Technology-enhanced Simulation in Emergency Medicine: A Systematic Review and Meta-analysis. <i>Academic Emergency Medicine</i> , 2013, 20, 117-127.	1.8	150
40	Technology-Enhanced Simulation and Pediatric Education: A Meta-analysis. <i>Pediatrics</i> , 2014, 133, e1313-e1323.	2.1	149
41	Effect of Rater Training on Reliability and Accuracy of Mini-CEX Scores: A Randomized, Controlled Trial. <i>Journal of General Internal Medicine</i> , 2009, 24, 74-79.	2.6	148
42	Incentive and Reminder Strategies to Improve Response Rate for Internet-Based Physician Surveys: A Randomized Experiment. <i>Journal of Medical Internet Research</i> , 2016, 18, e244.	4.3	146
43	The failure of e-learning research to inform educational practice, and what we can do about it. <i>Medical Teacher</i> , 2009, 31, 158-162.	1.8	144
44	Perspective. <i>Academic Medicine</i> , 2013, 88, 162-167.	1.6	143
45	Time and learning efficiency in Internet-based learning: a systematic review and meta-analysis. <i>Advances in Health Sciences Education</i> , 2010, 15, 755-770.	3.3	140
46	Feedback for simulation-based procedural skills training: a meta-analysis and critical narrative synthesis. <i>Advances in Health Sciences Education</i> , 2014, 19, 251-272.	3.3	140
47	Conducting systematic reviews in medical education: a stepwise approach. <i>Medical Education</i> , 2012, 46, 943-952.	2.1	137
48	How reliable are assessments of clinical teaching?. <i>Journal of General Internal Medicine</i> , 2004, 19, 971-977.	2.6	132
49	How much evidence does it take? A cumulative meta-analysis of outcomes of simulation-based education. <i>Medical Education</i> , 2014, 48, 750-760.	2.1	124
50	Learning Curves in Health Professions Education. <i>Academic Medicine</i> , 2015, 90, 1034-1042.	1.6	124
51	Web-Based Learning in Residents??? Continuity Clinics: A Randomized, Controlled Trial. <i>Academic Medicine</i> , 2005, 80, 90-97.	1.6	121
52	Script concordance testing: a review of published validity evidence. <i>Medical Education</i> , 2011, 45, 329-338.	2.1	118
53	Reflections on experimental research in medical education. <i>Advances in Health Sciences Education</i> , 2010, 15, 455-464.	3.3	116
54	Learning and Cognitive Styles in Web-Based Learning: Theory, Evidence, and Application. <i>Academic Medicine</i> , 2005, 80, 266-278.	1.6	112

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55	Method and reporting quality in health professions education research: a systematic review. <i>Medical Education</i> , 2011, 45, 227-238.	2.1	112
56	When Assessment Data Are Words: Validity Evidence for Qualitative Educational Assessments. <i>Academic Medicine</i> , 2016, 91, 1359-1369.	1.6	108
57	Twelve tips for evaluating educational programs. <i>Medical Teacher</i> , 2010, 32, 296-301.	1.8	107
58	Self-regulated learning in simulation-based training: a systematic review and meta-analysis. <i>Medical Education</i> , 2015, 49, 368-378.	2.1	104
59	Constructing a validity argument for the Objective Structured Assessment of Technical Skills (OSATS): a systematic review of validity evidence. <i>Advances in Health Sciences Education</i> , 2015, 20, 1149-1175.	3.3	104
60	Online learning for faculty development: A review of the literature. <i>Medical Teacher</i> , 2013, 35, 930-937.	1.8	102
61	Impact of Self-Assessment Questions and Learning Styles in Web-Based Learning: A Randomized, Controlled, Crossover Trial. <i>Academic Medicine</i> , 2006, 81, 231-238.	1.6	100
62	Consequences Validity Evidence: Evaluating the Impact of Educational Assessments. <i>Academic Medicine</i> , 2016, 91, 785-795.	1.6	98
63	Validity evidence for the Fundamentals of Laparoscopic Surgery (FLS) program as an assessment tool: a systematic review. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2016, 30, 512-520.	2.4	97
64	Developing scholarly projects in education: A primer for medical teachers. <i>Medical Teacher</i> , 2007, 29, 210-218.	1.8	95
65	Simulation-Based Bronchoscopy Training. <i>Chest</i> , 2013, 144, 183-192.	0.8	95
66	Computer animations in medical education: a critical literature review. <i>Medical Education</i> , 2009, 43, 838-846.	2.1	93
67	Where are we with Web-based learning in medical education?. <i>Medical Teacher</i> , 2006, 28, 594-598.	1.8	91
68	Evaluating technology-enhanced learning: A comprehensive framework. <i>Medical Teacher</i> , 2015, 37, 961-970.	1.8	90
69	Management Reasoning. <i>JAMA - Journal of the American Medical Association</i> , 2018, 319, 2267.	7.4	89
70	Simulation-Based Objective Assessment Discerns Clinical Proficiency in Central Line Placement. <i>Chest</i> , 2010, 137, 1050-1056.	0.8	88
71	If you teach them, they will learn: why medical education needs comparative effectiveness research. <i>Advances in Health Sciences Education</i> , 2012, 17, 305-310.	3.3	88
72	Preparing for the Changing Role of Instructional Technologies in Medical Education. <i>Academic Medicine</i> , 2011, 86, 435-439.	1.6	79

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73	Comfort with uncertainty: reframing our conceptions of how clinicians navigate complex clinical situations. <i>Advances in Health Sciences Education</i> , 2019, 24, 797-809.	3.3	78
74	E-learning in graduate medical education: survey of residency program directors. <i>BMC Medical Education</i> , 2017, 17, 114.	2.4	74
75	Simulation-Based Training for Cardiac Auscultation Skills: Systematic Review and Meta-Analysis. <i>Journal of General Internal Medicine</i> , 2013, 28, 283-291.	2.6	71
76	Barriers and Decisions When Answering Clinical Questions at the Point of Care. <i>JAMA Internal Medicine</i> , 2013, 173, 1962.	5.1	69
77	Does scale length matter? A comparison of nine- versus five-point rating scales for the mini-CEX. <i>Advances in Health Sciences Education</i> , 2009, 14, 655-664.	3.3	68
78	Accuracy of Physicians'™ Electrocardiogram Interpretations. <i>JAMA Internal Medicine</i> , 2020, 180, 1461.	5.1	66
79	Effects of Simulation-Based Training in Gastrointestinal Endoscopy: A Systematic Review and Meta-analysis. <i>Clinical Gastroenterology and Hepatology</i> , 2014, 12, 1611-1623.e4.	4.4	65
80	What is the role of e-learning? Looking past the hype. <i>Medical Education</i> , 2014, 48, 930-937.	2.1	64
81	Much ado about differences: why expert-novice comparisons add little to the validity argument. <i>Advances in Health Sciences Education</i> , 2015, 20, 829-834.	3.3	63
82	Getting Maintenance of Certification to Work. <i>JAMA Internal Medicine</i> , 2015, 175, 35.	5.1	63
83	Measuring Motivational Characteristics of Courses: Applying Keller's Instructional Materials Motivation Survey to a Web-Based Course. <i>Academic Medicine</i> , 2009, 84, 1505-1509.	1.6	62
84	The value proposition of simulation-based education. <i>Surgery</i> , 2018, 163, 944-949.	1.9	61
85	Internal structure of mini-CEX scores for internal medicine residents: factor analysis and generalizability. <i>Advances in Health Sciences Education</i> , 2010, 15, 633-645.	3.3	60
86	Simulation training for breast and pelvic physical examination: a systematic review and meta-analysis. <i>BJOG: an International Journal of Obstetrics and Gynaecology</i> , 2013, 120, 1171-1182.	2.3	60
87	Physician Attitudes About Maintenance of Certification. <i>Mayo Clinic Proceedings</i> , 2016, 91, 1336-1345.	3.0	59
88	Practice variation and practice guidelines: Attitudes of generalist and specialist physicians, nurse practitioners, and physician assistants. <i>PLoS ONE</i> , 2018, 13, e0191943.	2.5	59
89	E-Learning: Is There Anything Special about the "E"? <i>Perspectives in Biology and Medicine</i> , 2008, 51, 5-21.	0.5	58
90	Lack of interaction between sensing™ intuitive learning styles and problem-first versus information-first instruction: a randomized crossover trial. <i>Advances in Health Sciences Education</i> , 2009, 14, 79-90.	3.3	54

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91	Instructional methods and cognitive and learning styles in web-based learning: report of two randomised trials. <i>Medical Education</i> , 2007, 41, 897-905.	2.1	53
92	Mastery Learning Simulation-Based Curriculum for Laparoscopic TEP Inguinal Hernia Repair. <i>Journal of Surgical Education</i> , 2012, 69, 208-214.	2.5	52
93	Adapting Web-based Instruction to Residents's Knowledge Improves Learning Efficiency. <i>Journal of General Internal Medicine</i> , 2008, 23, 985-990.	2.6	51
94	Got power? A systematic review of sample size adequacy in health professions education research. <i>Advances in Health Sciences Education</i> , 2015, 20, 73-83.	3.3	49
95	Using In-Training Evaluation Report (ITER) Qualitative Comments to Assess Medical Students and Residents: A Systematic Review. <i>Academic Medicine</i> , 2017, 92, 868-879.	1.6	49
96	Longitudinal Research Databases in Medical Education: Facilitating the Study of Educational Outcomes Over Time and Across Institutions. <i>Academic Medicine</i> , 2010, 85, 1340-1346.	1.6	47
97	Randomized controlled trials and meta-analysis in medical education: What role do they play?. <i>Medical Teacher</i> , 2012, 34, 468-473.	1.8	47
98	Professional Development Perceptions and Practices Among U.S. Physicians: A Cross-Specialty National Survey. <i>Academic Medicine</i> , 2017, 92, 1335-1345.	1.6	47
99	Features of Effective Medical Knowledge Resources to Support Point of Care Learning: A Focus Group Study. <i>PLoS ONE</i> , 2013, 8, e80318.	2.5	46
100	Validity of index of learning styles scores: multitrait-multimethod comparison with three cognitive / learning style instruments. <i>Medical Education</i> , 2006, 40, 900-907.	2.1	45
101	A systematic review of titles and abstracts of experimental studies in medical education: many informative elements missing. <i>Medical Education</i> , 2007, 41, 1074-1081.	2.1	45
102	Management Reasoning: Implications for Health Professions Educators and a Research Agenda. <i>Academic Medicine</i> , 2019, 94, 1310-1316.	1.6	45
103	Technology-enabled assessment of health professions education: Consensus statement and recommendations from the Ottawa 2010 conference. <i>Medical Teacher</i> , 2011, 33, 364-369.	1.8	44
104	The value of online learning and MRI: Finding a niche for expensive technologies. <i>Medical Teacher</i> , 2014, 36, 965-972.	1.8	44
105	The Motivated Strategies for Learning Questionnaire: score validity among medicine residents. <i>Medical Education</i> , 2011, 45, 1230-1240.	2.1	43
106	New directions in e-learning research in health professions education: Report of two symposia. <i>Medical Teacher</i> , 2012, 34, e15-e20.	1.8	43
107	Preparing leaders in health professions education. <i>Medical Teacher</i> , 2014, 36, 269-271.	1.8	43
108	Measuring achievement goal motivation, mindsets and cognitive load: validation of three instruments's scores. <i>Medical Education</i> , 2017, 51, 1061-1074.	2.1	43

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109	Speed mentoring: An innovative method to facilitate mentoring relationships. <i>Medical Teacher</i> , 2010, 32, 692-694.	1.8	42
110	Barriers and facilitators to clinical information seeking: a systematic review. <i>Journal of the American Medical Informatics Association: JAMIA</i> , 2019, 26, 1129-1140.	4.4	40
111	Value and Process of Curbside Consultations in Clinical Practice: A Grounded Theory Study. <i>Mayo Clinic Proceedings</i> , 2014, 89, 602-614.	3.0	39
112	Cricoid pressure training using simulation: a systematic review and meta-analysis. <i>British Journal of Anaesthesia</i> , 2013, 111, 338-346.	3.4	36
113	Context-sensitive decision support (infobuttons) in electronic health records: a systematic review. <i>Journal of the American Medical Informatics Association: JAMIA</i> , 2017, 24, 460-468.	4.4	35
114	Educational Technologies for Physician Continuous Professional Development. <i>Academic Medicine</i> , 2018, 93, 104-112.	1.6	35
115	Reliability and Validity of Scores from the Index of Learning Styles. <i>Academic Medicine</i> , 2005, 80, S97-S101.	1.6	34
116	When I say "validity". <i>Medical Education</i> , 2014, 48, 948-949.	2.1	34
117	One Drop at a Time: Research to Advance the Science of Simulation. <i>Simulation in Healthcare</i> , 2010, 5, 1-4.	1.2	33
118	Factor instability of clinical teaching assessment scores among general internists and cardiologists. <i>Medical Education</i> , 2006, 40, 1209-1216.	2.1	32
119	A Comprehensive Information Technology System to Support Physician Learning at the Point of Care. <i>Academic Medicine</i> , 2015, 90, 33-39.	1.6	32
120	Factors Influencing Physicians' Selection of Continuous Professional Development Activities: A Cross-Specialty National Survey. <i>Journal of Continuing Education in the Health Professions</i> , 2017, 37, 154-160.	1.3	31
121	Sharing simulation-based training courses between institutions: opportunities and challenges. <i>Advances in Simulation</i> , 2017, 2, 1.	2.3	30
122	Cost evaluations in health professions education: a systematic review of methods and reporting quality. <i>Medical Education</i> , 2019, 53, 1196-1208.	2.1	29
123	Narrowing the focus and broadening horizons: Complementary roles for systematic and nonsystematic reviews. <i>Advances in Health Sciences Education</i> , 2008, 13, 391-395.	3.3	28
124	Teaching First or Teaching Last: Does the Timing Matter in Simulation-Based Surgical Scenarios?. <i>Journal of Surgical Education</i> , 2010, 67, 432-438.	2.5	27
125	Barriers to identifying and obtaining CME: a national survey of physicians, nurse practitioners and physician assistants. <i>BMC Medical Education</i> , 2021, 21, 168.	2.4	27
126	Proposed Standards for Medical Education Submissions to the <i>Journal of General Internal Medicine</i> . <i>Journal of General Internal Medicine</i> , 2008, 23, 908-913.	2.6	26

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127	Teaching on the web: automated online instruction and assessment of residents in an acute care clinic. <i>Medical Teacher</i> , 2004, 26, 599-603.	1.8	25
128	Impact of Clinicians' Use of Electronic Knowledge Resources on Clinical and Learning Outcomes: Systematic Review and Meta-Analysis. <i>Journal of Medical Internet Research</i> , 2019, 21, e13315.	4.3	25
129	Lack of association between resident doctors' well-being and medical knowledge. <i>Medical Education</i> , 2010, 44, 1224-1231.	2.1	23
130	An Automated Clinical Alert System for Newly-Diagnosed Atrial Fibrillation. <i>PLoS ONE</i> , 2015, 10, e0122153.	2.5	22
131	Personalized video feedback improves suturing skills of incoming general surgery trainees. <i>Surgery</i> , 2018, 163, 921-926.	1.9	22
132	What Influences Choice of Continuing Medical Education Modalities and Providers? A National Survey of U.S. Physicians, Nurse Practitioners, and Physician Assistants. <i>Academic Medicine</i> , 2021, 96, 93-100.	1.6	22
133	Avoiding confounded comparisons in education research. <i>Medical Education</i> , 2009, 43, 102-104.	2.1	21
134	Redefining Quality in Medical Education Research: A Consumer's View. <i>Journal of Graduate Medical Education</i> , 2014, 6, 424-429.	1.3	21
135	Test-Enhanced Web-Based Learning. <i>Academic Medicine</i> , 2014, 89, 169-175.	1.6	21
136	Reporting quality and risk of bias in randomised trials in health professions education. <i>Medical Education</i> , 2017, 51, 61-71.	2.1	21
137	Electronic Knowledge Resources and Point-of-Care Learning: A Scoping Review. <i>Academic Medicine</i> , 2018, 93, S60-S67.	1.6	21
138	AMEE Guide No. 123 "How to read studies of educational costs. <i>Medical Teacher</i> , 2019, 41, 497-504.	1.8	21
139	Digital Education for Health Professionals: An Evidence Map, Conceptual Framework, and Research Agenda. <i>Journal of Medical Internet Research</i> , 2022, 24, e31977.	4.3	21
140	Case-Based or Non-Case-Based Questions for Teaching Postgraduate Physicians: A Randomized Crossover Trial. <i>Academic Medicine</i> , 2009, 84, 1419-1425.	1.6	20
141	Effect of clot removal on cerebrovascular contraction after subarachnoid hemorrhage in the monkey: Pharmacological study. <i>Heart and Vessels</i> , 1996, 11, 69-79.	1.2	19
142	Revisiting Cognitive and Learning Styles in Computer-Assisted Instruction. <i>Academic Medicine</i> , 2012, 87, 778-784.	1.6	19
143	Reporting guidelines for health care simulation research: Extensions to the CONSORT and STROBE statements. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2016, 2, 51-60.	0.7	19
144	Twelve tips for getting your manuscript published. <i>Medical Teacher</i> , 2016, 38, 41-50.	1.8	19

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145	A Web-Based Course on Complementary Medicine for Medical Students and Residents Improves Knowledge and Changes Attitudes. <i>Teaching and Learning in Medicine</i> , 2007, 19, 230-238.	2.1	18
146	Research Productivity of Graduates from 3 Physician-Scientist Training Programs. <i>American Journal of Medicine</i> , 2008, 121, 1107-1113.	1.5	18
147	How to conduct cost and value analyses in health professions education: AMEE Guide No. 139. <i>Medical Teacher</i> , 2021, 43, 984-998.	1.8	18
148	Learning Curves in Health Professions Education Simulation Research. <i>Simulation in Healthcare</i> , 2021, 16, 128-135.	1.2	18
149	Twelve tips on writing abstracts and titles: How to get people to use and cite your work. <i>Medical Teacher</i> , 2016, 38, 1100-1104.	1.8	17
150	High-Value, Cost-Conscious Medical Education. <i>JAMA Pediatrics</i> , 2015, 169, 109.	6.2	16
151	Competencies and Feedback on Internal Medicine Residents' End-of-Rotation Assessments Over Time: Qualitative and Quantitative Analyses. <i>Academic Medicine</i> , 2019, 94, 1961-1969.	1.6	16
152	Computerized Advisory Decision Support for Cardiovascular Diseases in Primary Care: A Cluster Randomized Trial. <i>American Journal of Medicine</i> , 2020, 133, 750-756.e2.	1.5	16
153	Vasoconstrictor mechanism of neuropeptides augmented after endothelial removal in isolated, perfused canine basilar arteries. <i>Neurological Research</i> , 1995, 17, 193-200.	1.3	15
154	Information needs of generalists and specialists using online best-practice algorithms to answer clinical questions. <i>Journal of the American Medical Informatics Association: JAMIA</i> , 2017, 24, 754-761.	4.4	15
155	Mindfulness Meditation and Interprofessional Cardiopulmonary Resuscitation: A Mixed-Methods Pilot Study. <i>Teaching and Learning in Medicine</i> , 2018, 30, 433-443.	2.1	15
156	Speed and Accuracy of a Point of Care Web-Based Knowledge Resource for Clinicians: A Controlled Crossover Trial. <i>Interactive Journal of Medical Research</i> , 2014, 3, e7.	1.4	15
157	Introducing resident doctors to complexity in ambulatory medicine. <i>Medical Education</i> , 2008, 42, 838-848.	2.1	14
158	New roles for cost as an outcome: opportunities and challenges. <i>Medical Education</i> , 2017, 51, 680-682.	2.1	14
159	Reporting Guidelines for Health Care Simulation Research. <i>Clinical Simulation in Nursing</i> , 2016, 12, iii-xiii.	3.0	13
160	Personalized Video Feedback and Repeated Task Practice Improve Laparoscopic Knot-Tying Skills: Two Controlled Trials. <i>Academic Medicine</i> , 2017, 92, S26-S32.	1.6	13
161	Managing the tension: From innovation to application in health professions education. <i>Medical Teacher</i> , 2020, 42, 333-339.	1.8	13
162	Systematic and Nonsystematic Reviews: Choosing an Approach. , 2019, , 55-60.		13

#	ARTICLE	IF	CITATIONS
163	Tips for a great review article: crossing methodological boundaries. <i>Medical Education</i> , 2016, 50, 384-387.	2.1	12
164	Overcoming Barriers to Addressing Education Problems With Research Design: A Panel Discussion. <i>Academic Emergency Medicine</i> , 2012, 19, 1344-1349.	1.8	11
165	Supporting self-regulation in simulation-based education: a randomized experiment of practice schedules and goals. <i>Advances in Health Sciences Education</i> , 2019, 24, 199-213.	3.3	11
166	Adaptive instruction and learner interactivity in online learning: a randomized trial. <i>Advances in Health Sciences Education</i> , 2020, 25, 95-109.	3.3	11
167	Medical Decision Making: What Do We Trust?. <i>Journal of General Internal Medicine</i> , 2010, 25, 282-283.	2.6	10
168	Optimization of infobutton design and Implementation: A systematic review. <i>Journal of Biomedical Informatics</i> , 2017, 74, 10-19.	4.3	10
169	Influencing Mindsets and Motivation in Procedural Skills Learning: Two Randomized Studies. <i>Journal of Surgical Education</i> , 2019, 76, 652-663.	2.5	10
170	Getting Started in Medical Education Scholarship. <i>Keio Journal of Medicine</i> , 2010, 59, 96-103.	1.1	9
171	Training for perioperative smoking cessation interventions: a national survey of anesthesiology program directors and residents. <i>Journal of Clinical Anesthesia</i> , 2014, 26, 563-569.	1.6	9
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