

David A Cook

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8322084/publications.pdf>

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	Assessments of Physicians'™ Electrocardiogram Interpretation Skill: A Systematic Review. Academic Medicine, 2022, 97, 603-615.	1.6	4
2	Costs and Economic Impacts of Physician Continuous Professional Development: A Systematic Scoping Review. Academic Medicine, 2022, 97, 152-161.	1.6	9
3	Establishing Evidence. , 2022, , 37-51.		0
4	Digital Education for Health Professionals: An Evidence Map, Conceptual Framework, and Research Agenda. Journal of Medical Internet Research, 2022, 24, e31977.	4.3	21
5	Autonomy and focus of attention in medical motor skills learning: a randomized experiment. BMC Medical Education, 2022, 22, 46.	2.4	0
6	Physician Training for Electrocardiogram Interpretation: A Systematic Review and Meta-Analysis. Academic Medicine, 2022, 97, 593-602.	1.6	3
7	Association of Physician Continuous Professional Development and Referrals. Academic Medicine, 2022, Publish Ahead of Print, .	1.6	0
8	Cost-effectiveness and Economic Benefit of Continuous Professional Development for Drug Prescribing. JAMA Network Open, 2022, 5, e2144973.	5.9	2
9	Quality of cost evaluations of physician continuous professional development: Systematic review of reporting and methods. Perspectives on Medical Education, 2022, 11, 156-164.	3.5	3
10	Management reasoning scripts: Qualitative exploration using simulated physician-patient encounters. Perspectives on Medical Education, 2022, 11, 196-206.	3.5	3
11	Response Process Validity Evidence for Video Commentary Assessment in Surgery: A Qualitative Study. Journal of Surgical Education, 2022, 79, 1270-1281.	2.5	1
12	“œImportant but risky” attitudes of global thought leaders towards cost and value research in health professions education. Advances in Health Sciences Education, 2022, 27, 989-1001.	3.3	2
13	How to conduct cost and value analyses in health professions education: AMEE Guide No. 139. Medical Teacher, 2021, 43, 984-998.	1.8	18
14	Multi-level longitudinal learning curve regression models integrated with item difficulty metrics for deliberate practice of visual diagnosis: groundwork for adaptive learning. Advances in Health Sciences Education, 2021, 26, 881-912.	3.3	7
15	Barriers to identifying and obtaining CME: a national survey of physicians, nurse practitioners and physician assistants. BMC Medical Education, 2021, 21, 168.	2.4	27
16	Physicians'™ Electrocardiogram Interpretations”Reply. JAMA Internal Medicine, 2021, 181, 722.	5.1	0
17	What Influences Choice of Continuing Medical Education Modalities and Providers? A National Survey of U.S. Physicians, Nurse Practitioners, and Physician Assistants. Academic Medicine, 2021, 96, 93-100.	1.6	22
18	Learning Curves in Health Professions Education Simulation Research. Simulation in Healthcare, 2021, 16, 128-135.	1.2	18

#	ARTICLE	IF	CITATIONS
19	Speed and quality goals in procedural skills learning: A randomized experiment. <i>Medical Teacher</i> , 2020, 42, 196-203.	1.8	0
20	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
21	Managing the tension: From innovation to application in health professions education. <i>Medical Teacher</i> , 2020, 42, 333-339.	1.8	13
22	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
23	Accuracy of Physicians's™ Electrocardiogram Interpretations. <i>JAMA Internal Medicine</i> , 2020, 180, 1461.	5.1	66
24	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
25	An Inexpensive, Portable Physical Endoscopic Simulator: Description and Initial Evaluation. <i>Journal of Surgical Research</i> , 2019, 243, 560-566.	1.6	1
26	Associations Among Practice Variation, Clinician Characteristics, and Care Algorithm Usage: A Multispecialty Vignette Study. <i>American Journal of Medical Quality</i> , 2019, 34, 596-606.	0.5	1
27	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
28	AMEE Guide No. 123 – How to read studies of educational costs. <i>Medical Teacher</i> , 2019, 41, 497-504.	1.8	21
29	Management Reasoning: Implications for Health Professions Educators and a Research Agenda. <i>Academic Medicine</i> , 2019, 94, 1310-1316.	1.6	45
30	Competencies and Feedback on Internal Medicine Residents's™ End-of-Rotation Assessments Over Time: Qualitative and Quantitative Analyses. <i>Academic Medicine</i> , 2019, 94, 1961-1969.	1.6	16
31	Influencing Mindsets and Motivation in Procedural Skills Learning: Two Randomized Studies. <i>Journal of Surgical Education</i> , 2019, 76, 652-663.	2.5	10
32	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
33	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
34	Rush desensitization with a single antigen induces subclinical activation of mast cells and protects against bystander challenge in dually sensitized mice. <i>Clinical and Experimental Allergy</i> , 2019, 49, 484-494.	2.9	6
35	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
36	Statistical Analysis: Getting to Insight Through Collaboration and Critical Thinking. , 2019, , 199-206.		0

#	ARTICLE	IF	CITATIONS
37	Reliability and Validity. , 2019, , 191-197.		0
38	Systematic and Nonsystematic Reviews: Choosing an Approach. , 2019, , 55-60.		13
39	Is Speed a Desirable Difficulty for Learning Procedures? An Initial Exploration of the Effects of Chronometric Pressure. Academic Medicine, 2018, 93, 920-928.	1.6	5
40	The value proposition of simulation-based education. Surgery, 2018, 163, 944-949.	1.9	61
41	Personalized video feedback improves suturing skills of incoming general surgery trainees. Surgery, 2018, 163, 921-926.	1.9	22
42	Trends in P Value, Confidence Interval, and Power Analysis Reporting in Health Professions Education Research Reports: A Systematic Appraisal. Academic Medicine, 2018, 93, 314-323.	1.6	6
43	Educational Technologies for Physician Continuous Professional Development. Academic Medicine, 2018, 93, 104-112.	1.6	35
44	Audit of Ten Years of Donation after Circulatory Death Experience in Queensland: Observations of Agonal Physiology following Withdrawal of Cardiorespiratory Support. Anaesthesia and Intensive Care, 2018, 46, 400-403.	0.7	7
45	Electronic Knowledge Resources and Point-of-Care Learning: A Scoping Review. Academic Medicine, 2018, 93, S60-S67.	1.6	21
46	Diagnostic vs Management Reasoningâ€”Reply. JAMA - Journal of the American Medical Association, 2018, 320, 1818.	7.4	2
47	Mindfulness Meditation and Interprofessional Cardiopulmonary Resuscitation: A Mixed-Methods Pilot Study. Teaching and Learning in Medicine, 2018, 30, 433-443.	2.1	15
48	Measuring Mindsets and Achievement Goal Motivation. Academic Medicine, 2018, 93, 1391-1399.	1.6	8
49	Management Reasoning. JAMA - Journal of the American Medical Association, 2018, 319, 2267.	7.4	89
50	Practice variation and practice guidelines: Attitudes of generalist and specialist physicians, nurse practitioners, and physician assistants. PLoS ONE, 2018, 13, e0191943.	2.5	59
51	Using In-Training Evaluation Report (ITER) Qualitative Comments to Assess Medical Students and Residents: A Systematic Review. Academic Medicine, 2017, 92, 868-879.	1.6	49
52	Reporting quality and risk of bias in randomised trials in health professions education. Medical Education, 2017, 51, 61-71.	2.1	21
53	Measuring achievement goal motivation, mindsets and cognitive load: validation of three instrumentsâ€™ scores. Medical Education, 2017, 51, 1061-1074.	2.1	43
54	Optimization of infobutton design and Implementation: A systematic review. Journal of Biomedical Informatics, 2017, 74, 10-19.	4.3	10

#	ARTICLE	IF	CITATIONS
55	New roles for cost as an outcome: opportunities and challenges. <i>Medical Education</i> , 2017, 51, 680-682.	2.1	14
56	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
57	Comment on. <i>Annals of Surgery</i> , 2017, 266, e113-e114.	4.2	0
58	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
59	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
60	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
61	Sharing simulation-based training courses between institutions: opportunities and challenges. <i>Advances in Simulation</i> , 2017, 2, 1.	2.3	30
62	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
63	E-learning in graduate medical education: survey of residency program directors. <i>BMC Medical Education</i> , 2017, 17, 114.	2.4	74
64	Impact of electronic clinical decision support on adherence to guideline-recommended treatment for hyperlipidaemia, atrial fibrillation and heart failure: protocol for a cluster randomised trial. <i>BMJ Open</i> , 2017, 7, e019087.	1.9	6
65	When Assessment Data Are Words: Validity Evidence for Qualitative Educational Assessments. <i>Academic Medicine</i> , 2016, 91, 1359-1369.	1.6	108
66	Tips for a great review article: crossing methodological boundaries. <i>Medical Education</i> , 2016, 50, 384-387.	2.1	12
67	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
68	Reporting Guidelines for Health Care Simulation Research. <i>Clinical Simulation in Nursing</i> , 2016, 12, iii-xiii.	3.0	13
69	Motivation to learn: an overview of contemporary theories. <i>Medical Education</i> , 2016, 50, 997-1014.	2.1	421
70	Physician Attitudes About Maintenance of Certification. <i>Mayo Clinic Proceedings</i> , 2016, 91, 1336-1345.	3.0	59
71	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
72	Validation of educational assessments: a primer for simulation and beyond. <i>Advances in Simulation</i> , 2016, 1, 31.	2.3	204

#	ARTICLE	IF	CITATIONS
73	Reporting Guidelines for Health Care Simulation Research. <i>Simulation in Healthcare</i> , 2016, 11, 238-248.	1.2	252
74	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
75	Consequences Validity Evidence: Evaluating the Impact of Educational Assessments. <i>Academic Medicine</i> , 2016, 91, 785-795.	1.6	98
76	Twelve tips for getting your manuscript published. <i>Medical Teacher</i> , 2016, 38, 41-50.	1.8	19
77	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
78	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
79	Reply to Letter. <i>Annals of Surgery</i> , 2015, 262, e51-e52.	4.2	0
80	American Board of Internal Medicine and Maintenance of Certification Standardsâ€”Reply. <i>JAMA Internal Medicine</i> , 2015, 175, 1425.	5.1	0
81	Learning Curves in Health Professions Education. <i>Academic Medicine</i> , 2015, 90, 1034-1042.	1.6	124
82	Self-regulated learning in simulation-based training: a systematic review and meta-analysis. <i>Medical Education</i> , 2015, 49, 368-378.	2.1	104
83	Appraising the Quality of Medical Education Research Methods. <i>Academic Medicine</i> , 2015, 90, 1067-1076.	1.6	476
84	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
85	An Automated Clinical Alert System for Newly-Diagnosed Atrial Fibrillation. <i>PLoS ONE</i> , 2015, 10, e0122153.	2.5	22
86	High-Value, Cost-Conscious Medical Education. <i>JAMA Pediatrics</i> , 2015, 169, 109.	6.2	16
87	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
88	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
89	Enhancing motivation with the â€œvirtualâ€”supervisory role: a randomized trial. <i>BMC Medical Education</i> , 2015, 15, 76.	2.4	4
90	Linking Simulation-Based Educational Assessments and Patient-Related Outcomes. <i>Academic Medicine</i> , 2015, 90, 246-256.	1.6	201

#	ARTICLE	IF	CITATIONS
91	Getting Maintenance of Certification to Work. JAMA Internal Medicine, 2015, 175, 35.	5.1	63
92	A Comprehensive Information Technology System to Support Physician Learning at the Point of Care. Academic Medicine, 2015, 90, 33-39.	1.6	32
93	A contemporary approach to validity arguments: a practical guide to Kane's framework. Medical Education, 2015, 49, 560-575.	2.1	371
94	Evaluating technology-enhanced learning: A comprehensive framework. Medical Teacher, 2015, 37, 961-970.	1.8	90
95	Got power? A systematic review of sample size adequacy in health professions education research. Advances in Health Sciences Education, 2015, 20, 73-83.	3.3	49
96	Redefining Quality in Medical Education Research: A Consumer's View. Journal of Graduate Medical Education, 2014, 6, 424-429.	1.3	21
97	Preparing leaders in health professions education. Medical Teacher, 2014, 36, 269-271.	1.8	43
98	The value of online learning and MRI: Finding a niche for expensive technologies. Medical Teacher, 2014, 36, 965-972.	1.8	44
99	Test-Enhanced Web-Based Learning. Academic Medicine, 2014, 89, 169-175.	1.6	21
100	Standards for Reporting Qualitative Research. Academic Medicine, 2014, 89, 1245-1251.	1.6	5,427
101	Training for perioperative smoking cessation interventions: a national survey of anesthesiology program directors and residents. Journal of Clinical Anesthesia, 2014, 26, 563-569.	1.6	9
102	Advanced Airway Management Simulation Training in Medical Education. Critical Care Medicine, 2014, 42, 169-178.	0.9	175
103	Reconsidering Fidelity in Simulation-Based Training. Academic Medicine, 2014, 89, 387-392.	1.6	420
104	Feedback for simulation-based procedural skills training: a meta-analysis and critical narrative synthesis. Advances in Health Sciences Education, 2014, 19, 251-272.	3.3	140
105	What counts as validity evidence? Examples and prevalence in a systematic review of simulation-based assessment. Advances in Health Sciences Education, 2014, 19, 233-250.	3.3	235
106	Simulation-based training in anaesthesiology: a systematic review and meta-analysis. British Journal of Anaesthesia, 2014, 112, 231-245.	3.4	188
107	How much evidence does it take? A cumulative meta-analysis of outcomes of simulation-based education. Medical Education, 2014, 48, 750-760.	2.1	124
108	In reply "Curbside Consultations: A Call for More Investigation Into a Common Practice. Mayo Clinic Proceedings, 2014, 89, 1590.	3.0	1

#	ARTICLE	IF	CITATIONS
109	What is the role of e-learning? Looking past the hype. <i>Medical Education</i> , 2014, 48, 930-937.	2.1	64
110	When I say validity. <i>Medical Education</i> , 2014, 48, 948-949.	2.1	34
111	Debriefing for technology-enhanced simulation: a systematic review and meta-analysis. <i>Medical Education</i> , 2014, 48, 657-666.	2.1	311
112	Comfort and experience with online learning: trends over nine years and associations with knowledge. <i>BMC Medical Education</i> , 2014, 14, 128.	2.4	9
113	Technology-Enhanced Simulation and Pediatric Education: A Meta-analysis. <i>Pediatrics</i> , 2014, 133, e1313-e1323.	2.1	149
114	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
115	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
116	The authors reply. <i>Critical Care Medicine</i> , 2014, 42, e542.	0.9	0
117	Faculty Development Online. , 2014, , 217-241.		6
118	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
119	Patient Outcomes in Simulation-Based Medical Education: A Systematic Review. <i>Journal of General Internal Medicine</i> , 2013, 28, 1078-1089.	2.6	268
120	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
121	Simulation technology for resuscitation training: A systematic review and meta-analysis. <i>Resuscitation</i> , 2013, 84, 1174-1183.	3.0	193
122	Online learning for faculty development: A review of the literature. <i>Medical Teacher</i> , 2013, 35, 930-937.	1.8	102
123	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
124	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
125	Technology-enhanced Simulation in Emergency Medicine: A Systematic Review and Meta-Analysis. <i>Academic Emergency Medicine</i> , 2013, 20, 117-127.	1.8	150
126	Cost: The missing outcome in simulation-based medical education research: A systematic review. <i>Surgery</i> , 2013, 153, 160-176.	1.9	295

#	ARTICLE	IF	CITATIONS
127	Technology-Enhanced Simulation to Assess Health Professionals. <i>Academic Medicine</i> , 2013, 88, 872-883.	1.6	215
128	In Reply. <i>Academic Medicine</i> , 2013, 88, 1403.	1.6	0
129	Cricoid pressure training using simulation: a systematic review and meta-analysis. <i>British Journal of Anaesthesia</i> , 2013, 111, 338-346.	3.4	36
130	Barriers and Decisions When Answering Clinical Questions at the Point of Care. <i>JAMA Internal Medicine</i> , 2013, 173, 1962.	5.1	69
131	Simulation-Based Bronchoscopy Training: Response. <i>Chest</i> , 2013, 144, 719.	0.8	0
132	¿Debo utilizar el aprendizaje en línea?. <i>Investigación En Educación Médica</i> , 2013, 2, 3-6.	0.2	1
133	Simulation-Based Bronchoscopy Training. <i>Chest</i> , 2013, 144, 183-192.	0.8	95
134	In Reply to Archer and to Lim. <i>Academic Medicine</i> , 2013, 88, 1052-1053.	1.6	0
135	State of the Evidence on Simulation-Based Training for Laparoscopic Surgery. <i>Annals of Surgery</i> , 2013, 257, 586-593.	4.2	269
136	Perspective. <i>Academic Medicine</i> , 2013, 88, 162-167.	1.6	143
137	Mastery Learning for Health Professionals Using Technology-Enhanced Simulation. <i>Academic Medicine</i> , 2013, 88, 1178-1186.	1.6	267
138	Mentoring Programs for Physicians in Academic Medicine. <i>Academic Medicine</i> , 2013, 88, 1029-1037.	1.6	302
139	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
140	Comparative Effectiveness of Technology-Enhanced Simulation Versus Other Instructional Methods. <i>Simulation in Healthcare</i> , 2012, 7, 308-320.	1.2	258
141	Revisiting Cognitive and Learning Styles in Computer-Assisted Instruction. <i>Academic Medicine</i> , 2012, 87, 778-784.	1.6	19
142	Pretests or advance organizers for Web-based allergy-immunology medical education? A randomized controlled trial. <i>Allergy and Asthma Proceedings</i> , 2012, 33, 191-196.	2.2	1
143	More About Technology-Enhanced Learning in Medical Education. <i>Academic Medicine</i> , 2012, 87, 256.	1.6	1
144	Conducting systematic reviews in medical education: a stepwise approach. <i>Medical Education</i> , 2012, 46, 943-952.	2.1	137

#	ARTICLE	IF	CITATIONS
145	Randomized controlled trials and meta-analysis in medical education: What role do they play?. Medical Teacher, 2012, 34, 468-473.	1.8	47
146	New directions in e-learning research in health professions education: Report of two symposia. Medical Teacher, 2012, 34, e15-e20.	1.8	43
147	Mastery Learning Simulation-Based Curriculum for Laparoscopic TEP Inguinal Hernia Repair. Journal of Surgical Education, 2012, 69, 208-214.	2.5	52
148	Overcoming Barriers to Addressing Education Problems With Research Design: A Panel Discussion. Academic Emergency Medicine, 2012, 19, 1344-1349.	1.8	11
149	If you teach them, they will learn: why medical education needs comparative effectiveness research. Advances in Health Sciences Education, 2012, 17, 305-310.	3.3	88
150	Adaptation to Learning Styles. , 2012, , 98-101.		0
151	Technology-enabled assessment of health professions education: Consensus statement and recommendations from the Ottawa 2010 conference. Medical Teacher, 2011, 33, 364-369.	1.8	44
152	Reporting Inquiry in Simulation. Simulation in Healthcare, 2011, 6, S63-S66.	1.2	6
153	Virtual Patients: Are We in a New Era?. Academic Medicine, 2011, 86, 151.	1.6	0
154	Preparing for the Changing Role of Instructional Technologies in Medical Education. Academic Medicine, 2011, 86, 435-439.	1.6	79
155	Script concordance testing: a review of published validity evidence. Medical Education, 2011, 45, 329-338.	2.1	118
156	Method and reporting quality in health professions education research: a systematic review. Medical Education, 2011, 45, 227-238.	2.1	112
157	The Motivated Strategies for Learning Questionnaire: score validity among medicine residents. Medical Education, 2011, 45, 1230-1240.	2.1	43
158	Technology-Enhanced Simulation for Health Professions Education. JAMA - Journal of the American Medical Association, 2011, 306, 978-88.	7.4	1,379
159	Instructional Design Variations in Internet-Based Learning for Health Professions Education: A Systematic Review and Meta-Analysis. Academic Medicine, 2010, 85, 909-922.	1.6	430
160	One Drop at a Time: Research to Advance the Science of Simulation. Simulation in Healthcare, 2010, 5, 1-4.	1.2	33
161	Longitudinal Research Databases in Medical Education: Facilitating the Study of Educational Outcomes Over Time and Across Institutions. Academic Medicine, 2010, 85, 1340-1346.	1.6	47
162	Reflections on experimental research in medical education. Advances in Health Sciences Education, 2010, 15, 455-464.	3.3	116

#	ARTICLE	IF	CITATIONS
163	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
164	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
165	Medical Decision Making: What Do We Trust?. <i>Journal of General Internal Medicine</i> , 2010, 25, 282-283.	2.6	10
166	From the Editors' Desk: Renewing the Call for Innovations in Medical Education. <i>Journal of General Internal Medicine</i> , 2010, 25, 887-888.	2.6	2
167	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
168	Lack of association between resident doctors' well-being and medical knowledge. <i>Medical Education</i> , 2010, 44, 1224-1231.	2.1	23
169	Getting Started in Medical Education Scholarship. <i>Keio Journal of Medicine</i> , 2010, 59, 96-103.	1.1	9
170	Computerized Virtual Patients in Health Professions Education: A Systematic Review and Meta-Analysis. <i>Academic Medicine</i> , 2010, 85, 1589-1602.	1.6	397
171	Simulation-Based Objective Assessment Discerns Clinical Proficiency in Central Line Placement. <i>Chest</i> , 2010, 137, 1050-1056.	0.8	88
172	Teaching with Technological Tools. , 2010, , 101-121.		0
173	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
174	Twelve tips for evaluating educational programs. <i>Medical Teacher</i> , 2010, 32, 296-301.	1.8	107
175	Speed mentoring: An innovative method to facilitate mentoring relationships. <i>Medical Teacher</i> , 2010, 32, 692-694.	1.8	42
176	Lack of interaction between sensingâ€“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
177	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
178	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
179	Avoiding confounded comparisons in education research. <i>Medical Education</i> , 2009, 43, 102-104.	2.1	21
180	Virtual patients: a critical literature review and proposed next steps. <i>Medical Education</i> , 2009, 43, 303-311.	2.1	449

#	ARTICLE	IF	CITATIONS
181	Computer animations in medical education: a critical literature review. <i>Medical Education</i> , 2009, 43, 838-846.	2.1	93
182	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
183	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
184	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
185	E-Learning: Is There Anything Special about the "E"? <i>Perspectives in Biology and Medicine</i> , 2008, 51, 5-21.	0.5	58
186	Adapting Web-based Instruction to Residents' Knowledge Improves Learning Efficiency. <i>Journal of General Internal Medicine</i> , 2008, 23, 985-990.	2.6	51
187	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
188	Navigating the JGIM Special Issue on Medical Education. <i>Journal of General Internal Medicine</i> , 2008, 23, 899-902.	2.6	1
189	Proposed Standards for Medical Education Submissions to the Journal of General Internal Medicine. <i>Journal of General Internal Medicine</i> , 2008, 23, 908-913.	2.6	26
190	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
191	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
192	Introducing resident doctors to complexity in ambulatory medicine. <i>Medical Education</i> , 2008, 42, 838-848.	2.1	14
193	Research Productivity of Graduates from 3 Physician-Scientist Training Programs. <i>American Journal of Medicine</i> , 2008, 121, 1107-1113.	1.5	18
194	Internet-Based Learning in the Health Professions. <i>JAMA - Journal of the American Medical Association</i> , 2008, 300, 1181.	7.4	1,135
195	Scores From Riding's Cognitive Styles Analysis Have Poor Test-Retest Reliability. <i>Teaching and Learning in Medicine</i> , 2008, 20, 225-229.	2.1	8
196	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
197	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
198	Web-based learning: pros, cons and controversies. <i>Clinical Medicine</i> , 2007, 7, 37-42.	1.9	314

#	ARTICLE	IF	CITATIONS
199	Developing scholarly projects in education: A primer for medical teachers. <i>Medical Teacher</i> , 2007, 29, 210-218.	1.8	95
200	Quality of reporting of experimental studies in medical education: a systematic review. <i>Medical Education</i> , 2007, 41, 737-745.	2.1	196
201	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
202	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
203	Where are we with Web-based learning in medical education?. <i>Medical Teacher</i> , 2006, 28, 594-598.	1.8	91
204	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
205	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
206	Validity of index of learning styles scores: multitraitâ”multimethod comparison with three cognitive / learning style instruments. <i>Medical Education</i> , 2006, 40, 900-907.	2.1	45
207	Factor instability of clinical teaching assessment scores among general internists and cardiologists. <i>Medical Education</i> , 2006, 40, 1209-1216.	2.1	32
208	Reliability and Validity of Scores from the Index of Learning Styles. <i>Academic Medicine</i> , 2005, 80, S97-S101.	1.6	34
209	Learning and Cognitive Styles in Web-Based Learning: Theory, Evidence, and Application. <i>Academic Medicine</i> , 2005, 80, 266-278.	1.6	112
210	Web-Based Learning in Residents??? Continuity Clinics: A Randomized, Controlled Trial. <i>Academic Medicine</i> , 2005, 80, 90-97.	1.6	121
211	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
212	What is the validity evidence for assessments of clinical teaching?. <i>Journal of General Internal Medicine</i> , 2005, 20, 1159-1164.	2.6	150
213	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
214	A practical guide to developing effective web-based learning. <i>Journal of General Internal Medicine</i> , 2004, 19, 698-707.	2.6	238
215	How reliable are assessments of clinical teaching?. <i>Journal of General Internal Medicine</i> , 2004, 19, 971-977.	2.6	132
216	Educational Epidemiology. <i>JAMA - Journal of the American Medical Association</i> , 2004, 292, 2969.	7.4	3

#	ARTICLE	IF	CITATIONS
217	An online core curriculum in primary care medicine for internal medicine residents. Medical Education, 2003, 37, 1043-1043.	2.1	5
218	Flexible teaching for inflexible schedules: an online resident curriculum in acute ambulatory care. Medical Teacher, 2003, 25, 330-331.	1.8	7
219	Effect of clot removal on cerebrovascular contraction after subarachnoid hemorrhage in the monkey: Pharmacological study. Heart and Vessels, 1996, 11, 69-79.	1.2	19
220	Vasoconstrictor mechanism of neuropeptides augmented after endothelial removal in isolated, perfused canine basilar arteries. Neurological Research, 1995, 17, 193-200.	1.3	15
221	Speed mentoring: An innovative method to facilitate mentoring relationships. , 0, .		1