

Arianne Teherani

List of Publications by Year in descending order

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Version: 2024-02-01

46
papers

3,670
citations

270111

25
h-index

286692

43
g-index

46
all docs

46
docs citations

46
times ranked

2565
citing authors

#	ARTICLE	IF	CITATIONS
1	A is for advocacy: How introducing student advocacy assessment impacts longitudinal integrated clerkship students and clinical supervisors. <i>Medical Teacher</i> , 2022, 44, 149-157.	1.0	3
2	Patient Advocacy Assessment in the Medicine Clerkship: A Qualitative Study of Definition, Context, and Impact. <i>Journal of General Internal Medicine</i> , 2022, 37, 2489-2495.	1.3	1
3	Equity and Justice in Health Professions Education: Delivering on SGIM's Vision and Commitment. <i>Journal of General Internal Medicine</i> , 2022, 37, 2142-2143.	1.3	0
4	From Grading to Assessment for Learning: A Qualitative Study of Student Perceptions Surrounding Elimination of Core Clerkship Grades and Enhanced Formative Feedback. <i>Teaching and Learning in Medicine</i> , 2021, 33, 314-325.	1.3	27
5	Learning with and from Peers in Clinical Education. , 2021, , 1-19.		3
6	A framework to promote equity in clinical clerkships. <i>Clinical Teacher</i> , 2020, 17, 298-304.	0.4	9
7	How to identify, address and report students' unprofessional behaviour in medical school. <i>Medical Teacher</i> , 2020, 42, 372-379.	1.0	29
8	They Don't See a Lot of People My Color: A Mixed Methods Study of Racial/Ethnic Stereotype Threat Among Medical Students on Core Clerkships. <i>Academic Medicine</i> , 2020, 95, S58-S66.	0.8	80
9	Toward Creating Equity in Awards Received During Medical School: Strategic Changes at One Institution. <i>Academic Medicine</i> , 2020, 95, 724-729.	0.8	27
10	A Road Map for Attending to Medical Students' Professionalism Lapses. <i>Academic Medicine</i> , 2019, 94, 570-578.	0.8	21
11	Can Change to Clerkship Assessment Practices Create a More Equitable Clerkship Grading Process?. <i>Academic Medicine</i> , 2019, 94, 1262-1263.	0.8	5
12	Developing a two-dimensional model of unprofessional behaviour profiles in medical students. <i>Advances in Health Sciences Education</i> , 2019, 24, 215-232.	1.7	10
13	How Small Differences in Assessed Clinical Performance Amplify to Large Differences in Grades and Awards: A Cascade With Serious Consequences for Students Underrepresented in Medicine. <i>Academic Medicine</i> , 2018, 93, 1286-1292.	0.8	181
14	A Foundation for Vital Academic and Social Support in Clerkships. <i>Academic Medicine</i> , 2017, 92, 951-955.	0.8	9
15	Developing Entrustable Professional Activities for Entry Into Clerkship. <i>Academic Medicine</i> , 2016, 91, 247-255.	0.8	66
16	Using a Curricular Vision to Define Entrustable Professional Activities for Medical Student Assessment. <i>Journal of General Internal Medicine</i> , 2015, 30, 1344-1348.	1.3	33
17	Workplace learning through peer groups in medical school clerkships. <i>Medical Education Online</i> , 2014, 19, 25809.	1.1	27
18	Legitimate workplace roles and activities for early learners. <i>Medical Education</i> , 2014, 48, 136-145.	1.1	60

#	ARTICLE	IF	CITATIONS
19	Research-Based Models for Clinical Teaching and Their Application to Psychiatry Settings. <i>Academic Psychiatry</i> , 2013, 37, 114.	0.4	2
20	Outcomes of Different Clerkship Models. <i>Academic Medicine</i> , 2013, 88, 35-43.	0.8	88
21	Residents' perspectives on the final year of medical school. <i>International Journal of Medical Education</i> , 2012, 3, 151-158.	0.6	15
22	More Is Better. <i>Academic Medicine</i> , 2012, 87, 1389-1396.	0.8	83
23	A "Safe Space" for Learning and Reflection: One School's Design for Continuity With a Peer Group Across Clinical Clerkships. <i>Academic Medicine</i> , 2011, 86, 1560-1565.	0.8	49
24	Assessment of Medical Students' Shared Decision-Making in Standardized Patient Encounters. <i>Journal of General Internal Medicine</i> , 2011, 26, 367-372.	1.3	26
25	How Does a Comprehensive Clinical Performance Examination Relate to Ratings on the Medical School Student Performance Evaluation?. <i>Teaching and Learning in Medicine</i> , 2011, 23, 12-14.	1.3	3
26	Development of a longitudinal integrated clerkship at an academic medical center. <i>Medical Education Online</i> , 2011, 16, 5939.	1.1	72
27	Consequences Within Medical Schools for Students With Poor Performance on a Medical School Standardized Patient Comprehensive Assessment. <i>Academic Medicine</i> , 2009, 84, 663-668.	0.8	25
28	Categorization of unprofessional behaviours identified during administration of and remediation after a comprehensive clinical performance examination using a validated professionalism framework. <i>Medical Teacher</i> , 2009, 31, 1007-1012.	1.0	23
29	Remediation Techniques for Student Performance Problems After a Comprehensive Clinical Skills Assessment. <i>Academic Medicine</i> , 2009, 84, 669-676.	0.8	40
30	What Training Is Needed in the Fourth Year of Medical School? Views of Residency Program Directors. <i>Academic Medicine</i> , 2009, 84, 823-829.	0.8	227
31	Burden, Responsibility, and Reward: Preceptor Experiences With the Continuity of Teaching in a Longitudinal Integrated Clerkship. <i>Academic Medicine</i> , 2009, 84, S50-S53.	0.8	70
32	Understanding the experience of being taught by peers: the value of social and cognitive congruence. <i>Advances in Health Sciences Education</i> , 2008, 13, 361-372.	1.7	443
33	Can simulations measure empathy? Considerations on how to assess behavioral empathy via simulations. <i>Patient Education and Counseling</i> , 2008, 71, 148-152.	1.0	59
34	The Relationship between Measures of Unprofessional Behavior during Medical School and Indices on the California Psychological Inventory. <i>Academic Medicine</i> , 2007, 82, S4-S7.	0.8	25
35	Student Performance Problems in Medical School Clinical Skills Assessments. <i>Academic Medicine</i> , 2007, 82, S69-S72.	0.8	46
36	Student perceptions of the one minute preceptor and traditional preceptor models. <i>Medical Teacher</i> , 2007, 29, 323-327.	1.0	58

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37	Approaches to medical student remediation after a comprehensive clinical skills examination. <i>Medical Education</i> , 2007, 42, 104-112.	1.1	51
38	Impact of the United States Medical Licensing Examination Step 2 Clinical Skills Exam on Medical School Clinical Skills Assessment. <i>Academic Medicine</i> , 2006, 81, S13-S16.	0.8	26
39	Disciplinary Action by Medical Boards and Prior Behavior in Medical School. <i>Journal of Medical Regulation</i> , 2006, 92, 11-20.	0.2	2
40	Third-Year Medical Students??? Experiences with Dying Patients during the Internal Medicine Clerkship: A Qualitative Study of the Informal Curriculum. <i>Academic Medicine</i> , 2005, 80, 641-647.	0.8	128
41	Disciplinary Action by Medical Boards and Prior Behavior in Medical School. <i>New England Journal of Medicine</i> , 2005, 353, 2673-2682.	13.9	714
42	Domains of Unprofessional Behavior During Medical School Associated with Future Disciplinary Action by a State Medical Board. <i>Academic Medicine</i> , 2005, 80, S17-S20.	0.8	110
43	A National Study of Medical Student Clinical Skills Assessment. <i>Academic Medicine</i> , 2005, 80, S25-S29.	0.8	58
44	Effectiveness of the One-Minute Preceptor Model for Diagnosing the Patient and the Learner: Proof of Concept. <i>Academic Medicine</i> , 2004, 79, 42-49.	0.8	130
45	Teaching Points Identified by Preceptors Observing One-Minute Preceptor and Traditional Preceptor Encounters. <i>Academic Medicine</i> , 2004, 79, 50-55.	0.8	76
46	Unprofessional Behavior in Medical School Is Associated with Subsequent Disciplinary Action by a State Medical Board. <i>Academic Medicine</i> , 2004, 79, 244-249.	0.8	430