

Shelley Ross

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2194089/publications.pdf>

Version: 2024-02-01

30
papers

1,050
citations

516710

16
h-index

501196

28
g-index

30
all docs

30
docs citations

30
times ranked

1072
citing authors

#	ARTICLE	IF	CITATIONS
1	Twelve tips for using Twitter as a learning tool in medical education. <i>Medical Teacher</i> , 2013, 35, 8-14.	1.8	153
2	Toward a shared language for competency-based medical education. <i>Medical Teacher</i> , 2017, 39, 582-587.	1.8	132
3	Overarching challenges to the implementation of competency-based medical education. <i>Medical Teacher</i> , 2017, 39, 588-593.	1.8	118
4	Evolving concepts of assessment in a competency-based world. <i>Medical Teacher</i> , 2017, 39, 603-608.	1.8	109
5	Using Large-scale Assessment Datasets for Research in Science and Mathematics Education: Programme for International Student Assessment (PISA). <i>International Journal of Science and Mathematics Education</i> , 2007, 5, 591-614.	2.5	66
6	Human spatial navigation deficits after traumatic brain injury shown in the arena maze, a virtual Morris water maze. <i>Brain Injury</i> , 2006, 20, 189-203.	1.2	59
7	Growth mindset in competency-based medical education. <i>Medical Teacher</i> , 2021, 43, 751-757.	1.8	55
8	Toward a research agenda for competency-based medical education. <i>Medical Teacher</i> , 2017, 39, 623-630.	1.8	49
9	What's on YOUR Facebook profile? Evaluation of an educational intervention to promote appropriate use of privacy settings by medical students on social networking sites. <i>Medical Education Online</i> , 2015, 20, 28708.	2.6	44
10	“œI have the right to a private life” Medical students’s™ views about professionalism in a digital world. <i>Medical Teacher</i> , 2013, 35, 826-831.	1.8	38
11	Gender differences in spatial navigation in virtual space: implications when using virtual environments in instruction and assessment. <i>Virtual Reality</i> , 2006, 10, 175-184.	6.1	34
12	Questioning medical competence: Should the Covid-19 crisis affect the goals of medical education?. <i>Medical Teacher</i> , 2021, 43, 817-823.	1.8	23
13	Examining gender bias in the feedback shared with family medicine residents. <i>Education for Primary Care</i> , 2017, 28, 319-324.	0.6	20
14	On the validity of summative entrustment decisions. <i>Medical Teacher</i> , 2021, 43, 780-787.	1.8	20
15	Comparison of Outcomes of Two Skills-teaching Methods on Lay-rescuers’s™ Acquisition of Infant Basic Life Support Skills. <i>Academic Emergency Medicine</i> , 2010, 17, 979-986.	1.8	19
16	Key considerations in planning and designing programmatic assessment in competency-based medical education. <i>Medical Teacher</i> , 2021, 43, 758-764.	1.8	18
17	AN OPPORTUNITY TO BETTER UNDERSTAND SCHOOLING: THE GROWING PRESENCE OF PISA IN THE AMERICAS*. <i>International Journal of Science and Mathematics Education</i> , 2010, 8, 453-473.	2.5	15
18	Involving users in the refinement of the competency-based achievement system: An innovative approach to competency-based assessment. <i>Medical Teacher</i> , 2012, 34, e143-e147.	1.8	15

#	ARTICLE	IF	CITATIONS
19	Clarifying essential terminology in entrustment. <i>Medical Teacher</i> , 2021, 43, 737-744.	1.8	14
20	Effective competency-based medical education requires learning environments that promote a mastery goal orientation: A narrative review. <i>Medical Teacher</i> , 2022, 44, 527-534.	1.8	14
21	Context, time, and building relationships: bringing <i>inÂsitu</i> feedback into the conversation. <i>Medical Education</i> , 2016, 50, 893-895.	2.1	7
22	Procedural Knowledge and Skills of Residents Entering Canadian Family Medicine Programs in Alberta. <i>Family Medicine</i> , 2018, 50, 10-21.	0.5	7
23	Development of and Preliminary Validity Evidence for the EFeCT Feedback Scoring Tool. <i>Journal of Graduate Medical Education</i> , 2022, 14, 71-79.	1.3	6
24	Continuity of supervision: Does it mean what we think it means?. <i>Medical Education</i> , 2021, 55, 448-454.	2.1	5
25	Coaching the coaches: targeted faculty development for teaching. <i>Medical Education</i> , 2013, 47, 534-535.	2.1	4
26	Unexpected result of competency-based medical education: 9-year application trends to enhanced skills programs by family medicine residents at a single institution in Canada. <i>Education for Primary Care</i> , 2019, 30, 152-157.	0.6	3
27	A descriptive analysis of a novel intervention to help residents become evidence users. <i>Medical Teacher</i> , 2013, 35, e1546-e1550.	1.8	2
28	Are influential teachers born or can they be taught?. <i>Medical Education</i> , 2015, 49, 1058-1060.	2.1	1
29	Relationships, continuity and time in health professions education. <i>Medical Education</i> , 2021, 55, 1344-1346.	2.1	0
30	Skills, Practice Patterns, and Knowledge of Canadian Family Physician Endoscopists. <i>Family Medicine</i> , 2018, 50, 212-216.	0.5	0