

Bridget C O brien

List of Publications by Citations

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

96
papers

4,228
citations

17
h-index

65
g-index

111
ext. papers

6,046
ext. citations

3.2
avg, IF

5.81
L-index

#	Paper	IF	Citations
96	Standards for reporting qualitative research: a synthesis of recommendations. <i>Academic Medicine</i> , 2014 , 89, 1245-51	3.9	2638
95	Calls for reform of medical education by the Carnegie Foundation for the Advancement of Teaching: 1910 and 2010. <i>Academic Medicine</i> , 2010 , 85, 220-7	3.9	530
94	Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. <i>Medical Education</i> , 2017 , 51, 40-50	3.7	259
93	The role of role: learning in longitudinal integrated and traditional block clerkships. <i>Medical Education</i> , 2012 , 46, 698-710	3.7	89
92	More is better: students describe successful and unsuccessful experiences with teachers differently in brief and longitudinal relationships. <i>Academic Medicine</i> , 2012 , 87, 1389-96	3.9	69
91	Burden, responsibility, and reward: preceptor experiences with the continuity of teaching in a longitudinal integrated clerkship. <i>Academic Medicine</i> , 2009 , 84, S50-3	3.9	57
90	Transition to clerkship courses: preparing students to enter the workplace. <i>Academic Medicine</i> , 2010 , 85, 1862-9	3.9	44
89	Students' workplace learning in two clerkship models: a multi-site observational study. <i>Medical Education</i> , 2012 , 46, 613-24	3.7	42
88	Continuity in a longitudinal out-patient attachment for Year 3 medical students. <i>Medical Education</i> , 2009 , 43, 895-906	3.7	33
87	Enacting the Carnegie Foundation call for reform of medical school and residency. <i>Teaching and Learning in Medicine</i> , 2013 , 25 Suppl 1, S1-8	3.4	32
86	Perceptions of evaluation in longitudinal versus traditional clerkships. <i>Medical Education</i> , 2011 , 45, 464-70	3.7	31
85	Situated learning theory in health professions education research: a scoping review. <i>Advances in Health Sciences Education</i> , 2020 , 25, 483-509	3.7	29
84	Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship: Initiating an International Conversation. <i>Academic Medicine</i> , 2017 , 92, 205-208	3.9	23
83	Challenges to Learning Evidence-Based Medicine and Educational Approaches to Meet These Challenges: A Qualitative Study of Selected EBM Curricula in U.S. and Canadian Medical Schools. <i>Academic Medicine</i> , 2016 , 91, 101-6	3.9	22
82	Learners, performers, caregivers, and team players: Descriptions of the ideal medical student in longitudinal integrated and block clerkships. <i>Medical Teacher</i> , 2016 , 38, 297-305	3	19
81	Research Design Considerations. <i>Journal of Graduate Medical Education</i> , 2016 , 8, 97-8	1.6	18
80	Useful but Different: Resident Physician Perceptions of Interprofessional Feedback. <i>Teaching and Learning in Medicine</i> , 2016 , 28, 125-34	3.4	17

79	The third-year medical student "grapevine": managing transitions between third-year clerkships using peer-to-peer handoffs. <i>Academic Medicine</i> , 2013 , 88, 1534-8	3.9	17
78	Are We on the Same Page? Shared Mental Models to Support Clinical Teamwork Among Health Professions Learners: A Scoping Review. <i>Academic Medicine</i> , 2018 , 93, 498-509	3.9	16
77	Residents' perspectives on the final year of medical school. <i>International Journal of Medical Education</i> , 2012 , 3, 151-158	1.6	14
76	Internal Medicine Residents' Perceptions of Team-Based Care and its Educational Value in the Continuity Clinic: A Qualitative Study. <i>Journal of General Internal Medicine</i> , 2015 , 30, 1279-85	4	13
75	Chart talking, list making, and physicians' efforts to track patients' outcomes after transitioning responsibility. <i>Medical Education</i> , 2018 , 52, 404-413	3.7	11
74	Systems-Oriented Workplace Learning Experiences for Early Learners: Three Models. <i>Academic Medicine</i> , 2017 , 92, 684-693	3.9	11
73	Faculty verbal evaluations reveal strategies used to promote medical student performance. <i>Medical Education Online</i> , 2011 , 16,	4.4	11
72	Emergent is Authentic: A Sociomaterial Perspective on Simulation-Enhanced Interprofessional Education. <i>Teaching and Learning in Medicine</i> , 2017 , 29, 363-367	3.4	10
71	Exploring researchers' perspectives on authorship decision making. <i>Medical Education</i> , 2019 , 53, 1253-1262	3.7	8
70	Twelve tips for delivering successful interprofessional case conferences. <i>Medical Teacher</i> , 2017 , 39, 1214-1220	4.5	8
69	Teaching and Learning in Medical Education 2018 , 37-69		6
68	"I Wish They Had Asked": a Qualitative Study of Emotional Distress and Peer Support During Internship. <i>Journal of General Internal Medicine</i> , 2020 , 35, 3443-3448	4	5
67	Generating Research Questions Appropriate for Qualitative Studies in Health Professions Education. <i>Academic Medicine</i> , 2016 , 91, e16	3.9	5
66	Selecting Instruments for Measuring the Clinical Learning Environment of Medical Education: A 4-Domain Framework. <i>Academic Medicine</i> , 2021 , 96, 218-225	3.9	5
65	A Mobile Learning Module to Support Interprofessional Knowledge Construction in the Health Professions. <i>American Journal of Pharmaceutical Education</i> , 2020 , 84, 847519	2.5	5
64	Do You See What I See? Reflections on the Relationship Between Transparency and Trust. <i>Academic Medicine</i> , 2019 , 94, 757-759	3.9	5
63	A view from the sender side of feedback: anticipated receptivity to clinical feedback when changing prior physicians' clinical decisions-a mixed methods study. <i>Advances in Health Sciences Education</i> , 2020 , 25, 263-282	3.7	5
62	The Development of Professional Identity 2018 , 239-254		5

61	Qualitative Research in Medical Education 2018 , 427-441		5
60	An Intensive Continuity Clinic Immersion Experience for Interns: A Springboard to Confidence and Satisfaction With Continuity Clinic. <i>Journal of Graduate Medical Education</i> , 2017 , 9, 622-626	1.6	4
59	Boyer and Beyond: An Interview Study of Health Professions Education Scholarship Units in the United States and a Synthetic Framework for Scholarship at the Unit Level. <i>Academic Medicine</i> , 2019 , 94, 893-901	3.9	4
58	Standard Setting Methods in Medical Education 2018 , 347-359		4
57	Scholarly Conversations in Medical Education. <i>Academic Medicine</i> , 2016 , 91, S1-S9	3.9	3
56	Improving clerkship preparedness: a hospital medicine elective for pre-clerkship students. <i>Medical Education Online</i> , 2017 , 22, 1307082	4.4	3
55	Following the Script: An Exploratory Study of the Therapeutic Reasoning Underlying Physicians' Choice of Antimicrobial Therapy. <i>Academic Medicine</i> , 2020 , 95, 1238-1247	3.9	3
54	Medical trainees as job crafters: Looking at identity formation through another lens. <i>Medical Education</i> , 2020 , 54, 972-974	3.7	3
53	Work-based Learning 2018 , 163-177		3
52	Programme Evaluation 2018 , 443-455		3
51	Knowledge Synthesis 2018 , 457-469		3
50	Validating workplace-based assessments: continuity, synthesis and a qualitative heart. <i>Medical Education</i> , 2013 , 47, 1154-7	3.7	2
49	Innovation Reports: Guidance From the Editors. <i>Academic Medicine</i> , 2020 , 95, 1623-1625	3.9	2
48	Exploring perspectives on health professions education scholarship units from sub-Saharan Africa. <i>Perspectives on Medical Education</i> , 2020 , 9, 359-366	4.3	2
47	An interaction analysis model to study knowledge construction in interprofessional education: proof of concept. <i>Journal of Interprofessional Care</i> , 2021 , 35, 736-743	2.7	2
46	Foreword: The Moment of Discovery: How Do You Know When You Hit a Question That's Pure Gold?. <i>Academic Medicine</i> , 2019 , 94, Si-Siii	3.9	2
45	Getting outside the box: exploring role fluidity in interprofessional student groups through the lens of activity theory. <i>Advances in Health Sciences Education</i> , 2021 , 26, 253-275	3.7	2
44	Understanding Medical Education 2018 , 1-6		2

43	Simulation in Medical Education 2018 , 151-162		2
42	Learning Medicine With, From, and Through the Humanities 2018 , 223-237		2
41	How to Design a Useful Test 2018 , 275-289		2
40	Philosophical Research Perspectives and Planning your Research 2018 , 389-403		2
39	Diversity in Medical Education 2018 , 513-529		2
38	Educational Leadership and Management 2018 , 549-568		2
37	Understanding the educational value of first-year medical students\patient encounter data. <i>Medical Teacher</i> , 2011 , 33, e218-26	3	1
36	RIME Foreword: What Constitutes Science in Educational Research? Applying Rigor in Our Research Approaches. <i>Academic Medicine</i> , 2020 , 95, Si-Sv	3.9	1
35	Transparency in peer review: Exploring the content and tone of reviewers\confidential comments to editors. <i>PLoS ONE</i> , 2021 , 16, e0260558	3.7	1
34	Team Retreats for Interprofessional Trainees and Clinic Staff: Accelerating the Development of High-Functioning Teams. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2018 , 14, 10786 ^{1,2}		1
33	Exploring how physician educators approach politically charged topics with learners. <i>Medical Education</i> , 2021 , 55, 1261-1272	3.7	1
32	A Global View of Structures and Trends in Medical Education 2018 , 7-22		1
31	The Science of Learning 2018 , 23-36		1
30	Principles of Curriculum Design 2018 , 71-88		1
29	Instructional Design 2018 , 89-100		1
28	Technology-enhanced Learning 2018 , 139-149		1
27	Supervision, Mentoring, and Coaching 2018 , 179-190		1
26	Patient Involvement in Medical Education 2018 , 207-221		1

25	Portfolios in Personal and Professional Development 2018 , 255-262		1
24	Workplace Assessment 2018 , 319-334		1
23	Structured Assessments of Clinical Competence 2018 , 335-345		1
22	Selection into Medical Education and Training 2018 , 375-388		1
21	Developing Medical Educators 2018 , 531-548		1
20	Learning in Small Groups 2018 , 123-137		1
19	Pause, Persist, Pivot: Key Decisions Health Professions Education Researchers Must Make About Conducting Studies During Extreme Events. <i>Academic Medicine</i> , 2020 , 95, 1634-1638	3.9	0
18	Implementing an established musculoskeletal educational curriculum in a new context: a study of effectiveness and feasibility. <i>Medical Education Online</i> , 2020 , 25, 1760466	4.4	0
17	Quality in Medical Education 2018 , 101-110		0
16	Formative Assessment 2018 , 361-373		0
15	Supporting Learner Well-being 2018 , 485-496		0
14	What Is an Innovation Article? A Systematic Overview of Innovation in Health Professions Education Journals. <i>Academic Medicine</i> , 2021 , 96, S39-S47	3.9	0
13	Bridging medical education goals and health system outcomes: An instrumental case study of pre-clerkship students' improvement projects.. <i>Perspectives on Medical Education</i> , 2022 , 1	4.3	0
12	How do pharmacists select antimicrobials? A model of pharmacists' therapeutic reasoning processes. <i>JACCP Journal of the American College of Clinical Pharmacy</i> , 2022 , 5, 398-405	1.4	0
11	Exploring the role of power during debriefing of interprofessional simulations.. <i>Journal of Interprofessional Care</i> , 2022 , 1-9	2.7	
10	When I say "attitude". <i>Medical Education</i> , 2021 , 55, 892-893	3.7	
9	Interprofessional Education 2018 , 191-206		
8	Written Assessment 2018 , 291-317		

7 Quantitative Research Methods in Medical Education **2018**, 405-425

6 Career Progression and Support **2018**, 471-483

5 Lectures and Large Groups **2018**, 111-121

4 Managing Remediation **2018**, 497-511

3 Procedural skill maintenance: Perspectives and motivations of pediatric emergency medicine faculty. *AEM Education and Training*, **2021**, 5, e10696 2.2

2 Academic Olympism and Authorship: Honoring Contributions to Collaborative Scholarship.. *Academic Medicine*, **2022**, 97, 315-318 3.9

1 How do internal medicine subspecialty societies support clinician-educator careers? A qualitative exploratory study.. *BMC Medical Education*, **2022**, 22, 222 3.3