

Alice Fornari

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/227165/publications.pdf>

Version: 2024-02-01

23
papers

178
citations

1307594

7
h-index

1125743

13
g-index

23
all docs

23
docs citations

23
times ranked

200
citing authors

#	ARTICLE	IF	CITATIONS
1	Moving Forward in GME Reform: A Model of Resident Ambulatory Training. <i>Journal of General Internal Medicine</i> , 2013, 28, 1100-1104.	2.6	45
2	Delivering Challenging News: An Illness-Trajectory Communication Curriculum for Multispecialty Oncology Residents and Fellows. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2019, 15, 10819.	1.2	21
3	Capturing the wisdom of the crowd: health professions™ educators meet at a virtual world café. <i>Perspectives on Medical Education</i> , 2020, 9, 385-390.	3.5	14
4	Twelve tips for developing a global community of scholars in health professions education. <i>Medical Teacher</i> , 2021, 43, 966-971.	1.8	14
5	From clinical educators to educational scholars and leaders: strategies for developing and advancing a career in health professions education. <i>Clinical Teacher</i> , 2020, 17, 477-482.	0.8	13
6	Toward the Quadruple Aim. <i>Mayo Clinic Proceedings Innovations, Quality & Outcomes</i> , 2020, 4, 499-505.	2.4	9
7	A novel longitudinal interprofessional ambulatory training practice: the improving patient access care and cost through training (IMPACt) clinic. <i>Journal of Interprofessional Care</i> , 2021, 35, 472-475.	1.7	9
8	The long-term impact of an interprofessional humanistic faculty development programme: A qualitative investigation. <i>Journal of Evaluation in Clinical Practice</i> , 2020, 26, 738-746.	1.8	8
9	Twelve tips for organising speed mentoring events for healthcare professionals at small or large-scale venues. <i>Medical Teacher</i> , 2020, 42, 1322-1329.	1.8	8
10	A Professionalism and Mentoring Curriculum for Pathology Residents in Training. <i>Academic Pathology</i> , 2018, 5, 2374289518805062.	1.1	7
11	The Learning Loop: Conceptualizing Just-in-Time Faculty Development. <i>AEM Education and Training</i> , 2022, 6, e10722.	1.2	7
12	Implementation of an Interprofessional Nutrition Workshop to Integrate Nutrition Education into a Preclinical Medical School Curriculum. <i>Journal of the American College of Nutrition</i> , 2021, 40, 111-118.	1.8	5
13	Student Perception of Case-based Teaching by Near-Peers and Faculty during the Internal Medicine Clerkship: A Noninferiority Study. <i>Journal of Medical Education and Curricular Development</i> , 2021, 8, 238212052110207.	1.5	5
14	œA PCMH mind and a PCMH heart: Patient, faculty, and learner perspectives on collaborative care in an interprofessional team-based training programme. <i>Journal of Evaluation in Clinical Practice</i> , 2020, 26, 1162-1170.	1.8	4
15	Impact of a faculty development course on relationship-centered communication skills. <i>Journal of Communication in Healthcare</i> , 2019, 12, 154-159.	1.5	2
16	The Reflective Teaching Log (RTL): Effective Documentation of Participatory Teaching Requirements. <i>Medical Science Educator</i> , 2019, 29, 351-353.	1.5	1
17	Collaborative writing for clinical educators: recommendations from a community of scholars. <i>Clinical Teacher</i> , 2021, 18, 330-335.	0.8	1
18	Tell Me More®: A medical student focused humanistic communication model to enhance student professional identity formation through meaningful patient encounters. <i>Patient Education and Counseling</i> , 2022, 105, 641-646.	2.2	1

#	ARTICLE	IF	CITATIONS
19	Effect of Reflective Writing on Burnout in Medical Trainees. MedEdPublish, 2018, 7, .	0.3	1
20	Who Speaks First? Promoting Senior Resident Autonomy on Family-Centered Rounds: A QI Initiative. Hospital Pediatrics, 2021, 11, 1229-1237.	1.3	1
21	Just-in-Time Continuing Education. Journal of Continuing Education in the Health Professions, 2021, Publish Ahead of Print, .	1.3	1
22	Interprofessional Leadership Development: Role of Emotional Intelligence and Communication Skills Training. MedEdPORTAL: the Journal of Teaching and Learning Resources, 0, , .	1.2	1
23	Developing a team-based assessment strategy: direct observation of interprofessional team performance in an ambulatory teaching practice. MedEdPublish, 0, 11, 6.	0.3	0