

# Lara Varpio

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3071601/publications.pdf>

Version: 2024-02-01

110  
papers

5,478  
citations

186209

28  
h-index

102432

66  
g-index

112  
all docs

112  
docs citations

112  
times ranked

4503  
citing authors

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 1  | Thematic analysis of qualitative data: AMEE Guide No. 131. <i>Medical Teacher</i> , 2020, 42, 846-854.  | 1.0 | 1,225     |
| 2  | How phenomenology can help us learn from the experiences of others. <i>Perspectives on Medical Education</i> , 2022, 8, 90-97.  | 1.8 | 677       |
| 3  | Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. <i>Medical Education</i> , 2017, 51, 40-50.  | 1.1 | 487       |
| 4  | Current trends in interprofessional education of health sciences students: A literature review. <i>Journal of Interprofessional Care</i> , 2012, 26, 444-451.   | 0.8 | 340       |
| 5  | Using consensus group methods such as Delphi and Nominal Group in medical education research. <i>Medical Teacher</i> , 2017, 39, 14-19.   | 1.0 | 272       |
| 6  | The Distinctions Between Theory, Theoretical Framework, and Conceptual Framework. <i>Academic Medicine</i> , 2020, 95, 989-994.   | 0.8 | 243       |
| 7  | A practical guide to reflexivity in qualitative research: AMEE Guide No. 149. <i>Medical Teacher</i> , 2023, 45, 241-251.   | 1.0 | 191       |
| 8  | The failure to fail underperforming trainees in health professions education: A BEME systematic review: BEME Guide No. 42. <i>Medical Teacher</i> , 2016, 38, 1092-1099.                                    | 1.0 | 133       |
| 9  | Interprofessional Communication and Medical Error: A Reframing of Research Questions and Approaches. <i>Academic Medicine</i> , 2008, 83, S76-S81.  | 0.8 | 94        |
| 10 | Sentinel Emotional Events: The Nature, Triggers, and Effects of Shame Experiences in Medical Residents. <i>Academic Medicine</i> , 2019, 94, 85-93.   | 0.8 | 81        |
| 11 | International health electives: thematic results of student and professional interviews. <i>Medical Education</i> , 2010, 44, 683-689.  | 1.1 | 78        |
| 12 | Calling for a Broader Conceptualization of Diversity. <i>Academic Medicine</i> , 2012, 87, 1501-1510.   | 0.8 | 78        |
| 13 | The EHR and building the patient's story: A qualitative investigation of how EHR use obstructs a vital clinical activity. <i>International Journal of Medical Informatics</i> , 2015, 84, 1019-1028.        | 1.6 | 65        |
| 14 | Philosophy of Science Series: Harnessing the Multidisciplinary Edge Effect by Exploring Paradigms, Ontologies, Epistemologies, Axiologies, and Methodologies. <i>Academic Medicine</i> , 2020, 95, 686-689. | 0.8 | 59        |
| 15 | Tackling wicked problems: how theories of agency can provide new insights. <i>Medical Education</i> , 2017, 51, 353-365.  | 1.1 | 56        |
| 16 | Scoping reviews in health professions education: challenges, considerations and lessons learned about epistemology and methodology. <i>Advances in Health Sciences Education</i> , 2020, 25, 989-1002.      | 1.7 | 51        |
| 17 | Is transferring an educational innovation actually a process of transformation?. <i>Advances in Health Sciences Education</i> , 2012, 17, 357-367.  | 1.7 | 43        |
| 18 | Tying knots: an activity theory analysis of student learning goals in clinical education. <i>Medical Education</i> , 2017, 51, 687-698.   | 1.1 | 42        |

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|----|---|-----|-----------|
| 19 | Routine and adaptive expert strategies for resolving ICT mediated communication problems in the team setting. <i>Medical Education</i> , 2009, 43, 680-687.   | 1.1 | 40        |
| 20 | When I say "hermeneutic phenomenology". <i>Medical Education</i> , 2018, 52, 252-253.   | 1.1 | 40        |
| 21 | The Helpful or Hindering Effects of In-Hospital Patient Monitor Alarms on Nurses. <i>CIN - Computers Informatics Nursing</i> , 2012, 30, 210-217.   | 0.3 | 36        |
| 22 | "I'm unworthy of being in this space": The origins of shame in medical students. <i>Medical Education</i> , 2021, 55, 185-197.  | 1.1 | 36        |
| 23 | The ethics and safety of medical student global health electives. <i>International Journal of Medical Education</i> , 2014, 5, 63-72.   | 0.6 | 36        |
| 24 | A model of awareness to enhance our understanding of interprofessional collaborative care delivery and health information system design to support it. <i>International Journal of Medical Informatics</i> , 2011, 80, e150-e160. | 1.6 | 35        |
| 25 | The impact of adopting EHRs: how losing connectivity affects clinical reasoning. <i>Medical Education</i> , 2015, 49, 476-486.  | 1.1 | 35        |
| 26 | The applicability of generalisability and bias to health professions education's research. <i>Medical Education</i> , 2021, 55, 167-173.  | 1.1 | 35        |
| 27 | The wolf you feed: Challenging intraprofessional workplace-based education norms. <i>Medical Education</i> , 2021, 55, 894-902.   | 1.1 | 34        |
| 28 | Resident experiences of informal education: how often, from whom, about what and how. <i>Medical Education</i> , 2014, 48, 1220-1234.   | 1.1 | 32        |
| 29 | Key considerations for the success of Medical Education Research and Innovation units in Canada: unit director perceptions. <i>Advances in Health Sciences Education</i> , 2014, 19, 361-377.                                     | 1.7 | 30        |
| 30 | Exploring the institutional logics of health professions education scholarship units. <i>Medical Education</i> , 2017, 51, 755-767.   | 1.1 | 30        |
| 31 | Working Off the Record: Physicians' and Nurses' Transformations of Electronic Patient Record-Based Patient Information. <i>Academic Medicine</i> , 2006, 81, S35-S39.   | 0.8 | 29        |
| 32 | Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship. <i>Academic Medicine</i> , 2017, 92, 205-208.   | 0.8 | 29        |
| 33 | Teaching and assessing procedural skills: a qualitative study. <i>BMC Medical Education</i> , 2013, 13, 69.   | 1.0 | 28        |
| 34 | Longitudinal qualitative research in medical education: Time to conceptualise time. <i>Medical Education</i> , 2021, 55, 1253-1260.   | 1.1 | 28        |
| 35 | Recognizing and Responding to Ethically Important Moments in Qualitative Research. <i>Journal of Graduate Medical Education</i> , 2016, 8, 607-608.   | 0.6 | 26        |
| 36 | Why impaired wellness may be inevitable in medicine, and why that may not be a bad thing. <i>Medical Education</i> , 2021, 55, 16-22.   | 1.1 | 26        |

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|----|--|-----|-----------|
| 37 | A Qualitative Study of Factors Influencing the Decision to Have an Elective Amputation. <i>Journal of Bone and Joint Surgery - Series A</i> , 2011, 93, 2087-2092.                                       | 1.4 | 25        |
| 38 | How students experience and navigate transitions in undergraduate medical education: an application of Bourdieu's theoretical model. <i>Advances in Health Sciences Education</i> , 2015, 20, 1073-1085. | 1.7 | 24        |
| 39 | Interprofessional Healthcare Teams in the Military: A Scoping Literature Review. <i>Military Medicine</i> , 2018, 183, e448-e454.  | 0.4 | 23        |
| 40 | Learning collaborative teamwork: an argument for incorporating the humanities. <i>Journal of Interprofessional Care</i> , 2014, 28, 519-525.   | 0.8 | 21        |
| 41 | Enhancing patient-engaged teamwork in healthcare: an observational case study. <i>Journal of Interprofessional Care</i> , 2015, 29, 55-61.   | 0.8 | 21        |
| 42 | Leadership in interprofessional healthcare teams: Empowering knotworking with followership. <i>Medical Teacher</i> , 2021, 43, 32-37.  | 1.0 | 21        |
| 43 | Wiki use and challenges in undergraduate medical education. <i>Medical Education</i> , 2009, 43, 1117-1117.  | 1.1 | 20        |
| 44 | Expectations, observations, and the cognitive processes that bind them: expert assessment of examinee performance. <i>Advances in Health Sciences Education</i> , 2016, 21, 627-642.                     | 1.7 | 19        |
| 45 | Facilitating admissions of diverse students: A six-point, evidence-informed framework for pipeline and program development. <i>Perspectives on Medical Education</i> , 2022, 6, 82-90.                   | 1.8 | 18        |
| 46 | Whose Patient Is This? A Scoping Review of Patient Ownership. <i>Academic Medicine</i> , 2019, 94, S95-S104.   | 0.8 | 18        |
| 47 | Feedback to Supervisors: Is Anonymity Really So Important?. <i>Academic Medicine</i> , 2016, 91, 1305-1312.  | 0.8 | 17        |
| 48 | Twelve tips for early career medical educators. <i>Medical Teacher</i> , 2016, 38, 358-363.  | 1.0 | 17        |
| 49 | In the "Shadow of Shame": A Phenomenological Exploration of the Nature of Shame Experiences in Medical Students. <i>Academic Medicine</i> , 2021, 96, S23-S30.   | 0.8 | 17        |
| 50 | Health Professions Education Scholarship Unit Leaders as Institutional Entrepreneurs. <i>Academic Medicine</i> , 2017, 92, 1189-1195.  | 0.8 | 16        |
| 51 | Attaining full professor: Women's and men's experiences in medical education. <i>Medical Education</i> , 2021, 55, 582-594.  | 1.1 | 16        |
| 52 | The complex relationships involved in global health: a qualitative description. <i>BMC Medical Education</i> , 2013, 13, 136.  | 1.0 | 15        |
| 53 | Education or regulation? Exploring our underlying conceptualisations of remediation for practising physicians. <i>Medical Education</i> , 2019, 53, 276-284.   | 1.1 | 15        |
| 54 | Shaping our worldviews: a conversation about and of theory. <i>Advances in Health Sciences Education</i> , 2021, 26, 339-345.  | 1.7 | 15        |

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|----|---|-----|-----------|
| 55 | A novel approach to needs assessment in curriculum development: Going beyond consensus methods. <i>Medical Teacher</i> , 2014, 36, 422-429.   | 1.0 | 13        |
| 56 | Interprofessional education in the U.S. military: harnessing simulation for team readiness. <i>Journal of Interprofessional Care</i> , 2021, 35, 55-63.   | 0.8 | 13        |
| 57 | Seeing and Listening. <i>Journal of Business and Technical Communication</i> , 2007, 21, 343-375.   | 1.4 | 12        |
| 58 | AM Last Page. <i>Academic Medicine</i> , 2013, 88, 1189.  | 0.8 | 12        |
| 59 | Examining Professional Identity Formation Through the Ancient Art of Mask-Making. <i>Journal of General Internal Medicine</i> , 2019, 34, 1113-1115.  | 1.3 | 12        |
| 60 | Leadership and Followership in Military Interprofessional Health Care Teams. <i>Military Medicine</i> , 2021, 186, 7-15.  | 0.4 | 12        |
| 61 | Mapping communication spaces: The development and use of a tool for analyzing the impact of EHRs on interprofessional collaborative practice. <i>International Journal of Medical Informatics</i> , 2016, 93, 2-13. | 1.6 | 11        |
| 62 | The potential of narrative analysis for HPE research: Highlighting five analytic lenses. <i>Medical Education</i> , 2021, 55, 1369-1375.  | 1.1 | 11        |
| 63 | Learner Handover: Who Is It Really For?. <i>Academic Medicine</i> , 2021, 96, 592-598.  | 0.8 | 10        |
| 64 | Using rhetorical appeals to credibility, logic, and emotions to increase your persuasiveness. <i>Perspectives on Medical Education</i> , 2022, 7, 207-210.  | 1.8 | 9         |
| 65 | Attitudes Towards Physicians Requiring Remediation. <i>Academic Medicine</i> , 2019, 94, S36-S41.   | 0.8 | 9         |
| 66 | Boyer and Beyond. <i>Academic Medicine</i> , 2019, 94, 893-901.   | 0.8 | 8         |
| 67 | The burden they bear: A scoping review of physician empathy in the intensive care unit. <i>Journal of Critical Care</i> , 2021, 65, 156-163.  | 1.0 | 8         |
| 68 | Selecting an interprofessional education model for a tertiary health care setting. <i>Journal of Interprofessional Care</i> , 2014, 28, 311-316.  | 0.8 | 7         |
| 69 | Military Interprofessional Health Care Teams: How USU is Working to Harness the Power of Collaboration. <i>Military Medicine</i> , 2016, 181, 1404-1406.  | 0.4 | 7         |
| 70 | Writing competitive research conference abstracts: AMEE Guide no. 108. <i>Medical Teacher</i> , 2016, 38, 863-871.  | 1.0 | 7         |
| 71 | A Lesson From the Qualitative Rip Out Series: Let Go of Expectations for Universally Applicable "Gold Standards" for Qualitative Research. <i>Journal of Graduate Medical Education</i> , 2017, 9, 154-156.         | 0.6 | 7         |
| 72 | Advice for authors from the editors of <i>Perspectives on Medical Education</i> . <i>Perspectives on Medical Education</i> , 2018, 7, 343-347.  | 1.8 | 7         |

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|----|--|-----|-----------|
| 73 | Exploring perspectives on health professions education scholarship units from sub-Saharan Africa. <i>Perspectives on Medical Education</i> , 2022, 9, 359-366.   | 1.8 | 7         |
| 74 | Assessing Residents' Disclosure of Adverse Events: Traditional Objective Structured Clinical Examinations Versus Mixed Reality. <i>Journal of Obstetrics and Gynaecology Canada</i> , 2012, 34, 367-373.                           | 0.3 | 6         |
| 75 | Patient and caregiver experience following ambulatory surgery: qualitative analysis in a cohort of patients 65 years and older. <i>Canadian Journal of Anaesthesia</i> , 2014, 61, 986-994.  | 0.7 | 6         |
| 76 | The role of the assessor: exploring the clinical supervisor's skill set. <i>Clinical Teacher</i> , 2014, 11, 209-213.  | 0.4 | 6         |
| 77 | Academic promotion packages: crafting connotative frames. <i>Perspectives on Medical Education</i> , 2022, 5, 354-357.   | 1.8 | 6         |
| 78 | Looking and listening for learning in arts- and humanities-based creations. <i>Medical Education</i> , 2017, 51, 136-145.  | 1.1 | 6         |
| 79 | Positioning the Work of Health Professions Education Scholarship Units: How Canadian Directors Harness Institutional Logics Within Institutional Orders to Convey Unit Legitimacy. <i>Academic Medicine</i> , 2019, 94, 1988-1994. | 0.8 | 6         |
| 80 | Educator, judge, public defender: Conflicting roles for remediators of practising physicians. <i>Medical Education</i> , 2020, 54, 1171-1179.  | 1.1 | 6         |
| 81 | The Ties That Bind: Camaraderie in Military Interprofessional Healthcare Teams. <i>Military Medicine</i> , 2021, 186, 42-47.   | 0.4 | 6         |
| 82 | Ethical Bearing Is About Our Conduct: Ethics as an Essential Component of Military Interprofessional Healthcare Teams. <i>Military Medicine</i> , 2021, 186, 23-28.  | 0.4 | 6         |
| 83 | Perseverance: An Essential Trait of Military Interprofessional Healthcare Teams. <i>Military Medicine</i> , 2021, 186, 29-34.  | 0.4 | 6         |
| 84 | Introducing a qualitative space. <i>Perspectives on Medical Education</i> , 2017, 6, 63-64.  | 1.8 | 4         |
| 85 | More than words: how multimodal analysis can inform health professions education. <i>Advances in Health Sciences Education</i> , 2020, 25, 1087-1097.  | 1.7 | 4         |
| 86 | The sensemaking narratives of scientists working in health professions education scholarship units: The Canadian experience. <i>Perspectives on Medical Education</i> , 2020, 9, 157-165.  | 1.8 | 4         |
| 87 | "It is you, me on the team together, and my child." Attending, resident, and patient family perspectives on patient ownership. <i>Perspectives on Medical Education</i> , 2022, 10, 101-109.                                       | 1.8 | 4         |
| 88 | Situational Awareness: Forecasting Successful Military Medical Teams. <i>Military Medicine</i> , 2021, 186, 35-41.   | 0.4 | 4         |
| 89 | Military Interprofessional Healthcare Teams: Identifying the Characteristics That Support Success. <i>Military Medicine</i> , 2021, 186, 1-6.  | 0.4 | 4         |
| 90 | Interchangeability in Military Interprofessional Health Care Teams: Lessons Into Collective Self-healing and the Benefits Thereof. <i>Military Medicine</i> , 2021, 186, 16-22.  | 0.4 | 4         |

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|-----|--|-----|-----------|
| 91  | Sound Practices: An Exploratory Study of Building and Monitoring Multiple-Choice Exams at Canadian Undergraduate Medical Education Programs. <i>Academic Medicine</i> , 2021, 96, 271-277. | 0.8 | 4         |
| 92  | Strangers in a strange land: The experience of physicians undergoing remediation. <i>Medical Education</i> , 2022, 56, 670-679.  | 1.1 | 4         |
| 93  | Introduction. <i>Medical Education</i> , 2015, 49, 511-512.  | 1.1 | 3         |
| 94  | How a needs assessment study taught us a lesson about the ethics of educational research. <i>Perspectives on Medical Education</i> , 2018, 7, 34-36.                                       | 1.8 | 3         |
| 95  | Development and validation of a health profession education-focused scholarly mentorship assessment tool. <i>Perspectives on Medical Education</i> , 2022, 8, 43-46.                       | 1.8 | 3         |
| 96  | Summary. <i>Academic Medicine</i> , 2017, 92, S7-S11.  | 0.8 | 2         |
| 97  | Perspectives on Medical Education Special Edition. <i>Perspectives on Medical Education</i> , 2017, 6, 139-140.  | 1.8 | 2         |
| 98  | Difficult but important questions about the ethics of qualitative research. <i>Perspectives on Medical Education</i> , 2018, 7, 65-66.   | 1.8 | 2         |
| 99  | Finding Comfort in the Discomfort of Difficult Conversations with Military Patients. <i>Military Medicine</i> , 2019, 184, e590-e593.  | 0.4 | 2         |
| 100 | Delivering patient care during large-scale emergency situations: Lessons from military care providers. <i>PLoS ONE</i> , 2021, 16, e0248286.   | 1.1 | 2         |
| 101 | Remediation in Practice: A Polarity to be Managed. <i>Journal of Continuing Education in the Health Professions</i> , 2022, 42, 130-134.   | 0.4 | 2         |
| 102 | Getting out there: developing an abstract editing circle. <i>Medical Education</i> , 2010, 44, 1140-1141.  | 1.1 | 1         |
| 103 | Research environments: can the cloud supplement bricks and mortar?. <i>Medical Education</i> , 2018, 52, 891-893.  | 1.1 | 1         |
| 104 | Response to: Interpersonal mentalizing processes of intensivists: Some additional suggestions on empathy and theory of mind. <i>Journal of Critical Care</i> , 2021, 66, 182-183.          | 1.0 | 1         |
| 105 | Introduction to the JGME Literature Review Series. <i>Journal of Graduate Medical Education</i> , 2021, 13, 797-800.   | 0.6 | 1         |
| 106 | In Reply to Dyster. <i>Academic Medicine</i> , 2020, 95, 1127-1128.  | 0.8 | 0         |
| 107 | Reflections on the loss of mentors. <i>Advances in Health Sciences Education</i> , 2021, 26, 329-333.  | 1.7 | 0         |
| 108 | Defragmenting the Day: The Effect of Full-Day Continuity Clinics on Continuity of Care and Perceptions of Clinic. <i>Teaching and Learning in Medicine</i> , 2021, 33, 546-553.            | 1.3 | 0         |

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|-----|---|-----|-----------|
| 109 | New Insights About Military Interprofessional Healthcare Teams: Lessons Learned and New Directions From a Program of Research. <i>Military Medicine</i> , 2021, 186, 53-56. | 0.4 | 0         |
| 110 | Conferencing well. <i>Perspectives on Medical Education</i> , 2022, 11, 101-103.  | 1.8 | 0         |