

Calvin L Chou

List of Publications by Citations

Source: <https://exaly.com/author-pdf/3540476/calvin-l-chou-publications-by-citations.pdf>

Version: 2024-04-29

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.

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

35
papers

509
citations

14
h-index

22
g-index

36
ext. papers

607
ext. citations

3.2
avg, IF

4.16
L-index

#	Paper	IF	Citations
35	Twelve tips for developing and maintaining a remediation program in medical education. <i>Medical Teacher</i> , 2016 , 38, 787-92	3	44
34	Situating Remediation: Accommodating Success and Failure in Medical Education Systems. <i>Academic Medicine</i> , 2018 , 93, 391-398	3.9	44
33	To fail is human: remediating remediation in medical education. <i>Perspectives on Medical Education</i> , 2017 , 6, 418-424	4.3	41
32	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, 1560-5	3.9	37
31	Twelve tips for responding to microaggressions and overt discrimination: When the patient offends the learner. <i>Medical Teacher</i> , 2019 , 41, 1112-1117	3	34
30	Guidelines: The dos, don'ts and don't knows of remediation in medical education. <i>Perspectives on Medical Education</i> , 2019 , 8, 322-338	4.3	31
29	Effects of longitudinal small-group learning on delivery and receipt of communication skills feedback. <i>Medical Education</i> , 2013 , 47, 1073-9	3.7	27
28	Clinical skills-related learning goals of senior medical students after performance feedback. <i>Medical Education</i> , 2011 , 45, 878-85	3.7	26
27	Predicting failing performance on a standardized patient clinical performance examination: the importance of communication and professionalism skills deficits. <i>Academic Medicine</i> , 2009 , 84, S101-4	3.9	26
26	Physical examination education in graduate medical education--a systematic review of the literature. <i>Journal of General Internal Medicine</i> , 2013 , 28, 1090-9	4	25
25	Teaching feedback to first-year medical students: long-term skill retention and accuracy of student self-assessment. <i>Journal of General Internal Medicine</i> , 2009 , 24, 721-6	4	25
24	Teaching patient-centered communication skills: a telephone follow-up curriculum for medical students. <i>Medical Education Online</i> , 2014 , 19, 22522	4.4	24
23	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
22	Diagnostic uncertainty: from education to communication. <i>Diagnosis</i> , 2019 , 6, 121-126	4.2	14
21	Workplace learning through peer groups in medical school clerkships. <i>Medical Education Online</i> , 2014 , 19, 25809	4.4	14
20	The impact of a faculty learning community on professional and personal development: the facilitator training program of the American Academy on Communication in Healthcare. <i>Academic Medicine</i> , 2014 , 89, 1051-6	3.9	10
19	Impact of an in-person versus web-based practice standardized patient examination on student performance on a subsequent high-stakes standardized patient examination. <i>Teaching and Learning in Medicine</i> , 2009 , 21, 284-90	3.4	9

18	Remediation workshop for medical students in patient-doctor interaction skills. <i>Medical Education</i> , 2008 , 42, 537	3.7	9
17	Use of an orientation clinic to reduce failed new patient appointments in primary care. <i>Journal of General Internal Medicine</i> , 2000 , 15, 878-80	4	9
16	Twelve tips for teaching evidence-based physical examination. <i>Medical Teacher</i> , 2015 , 37, 543-50	3	7
15	A Foundation for Vital Academic and Social Support in Clerkships: Learning Through Peer Continuity. <i>Academic Medicine</i> , 2017 , 92, 951-955	3.9	7
14	A Research Agenda for Remediation in Medical Education 2014 , 339-348		6
13	Specialty and Lifestyle Preference Changes during Medical School. <i>Medical Science Educator</i> , 2019 , 29, 995-1001	0.7	4
12	How COVID-19 Disrupts-and Enhances-My Clinical Work. <i>Journal of Patient Experience</i> , 2020 , 7, 144-145	1.3	4
11	Improving clerkship preparedness: a hospital medicine elective for pre-clerkship students. <i>Medical Education Online</i> , 2017 , 22, 1307082	4.4	3
10	Twelve tips for facilitating successful teleconferences. <i>Medical Teacher</i> , 2012 , 34, 445-9	3	3
9	Integrating surface anatomy learning with clinical skills training. <i>Medical Education</i> , 2010 , 44, 1127-8	3.7	3
8	Multidisciplinary teaching of the musculoskeletal physical examination. <i>Medical Education</i> , 2006 , 40, 481-27	3.7	2
7	Remediation of Interpersonal and Communication Skills 2014 , 55-66		2
6	An assessment strategy for interprofessional interactions of primary care practitioner trainees. <i>Journal of Interprofessional Education and Practice</i> , 2016 , 2, 1-3	0.6	1
5	Nice work if you can get it: comment on "Too little? Too much? Primary care physicians' views on US health care". <i>Archives of Internal Medicine</i> , 2011 , 171, 1585-6		
4	Learning with and from Peers in Clinical Education 2021 , 1-19		
3	Leadership & Professional Development: Make the Most of Your Oranges. <i>Journal of Hospital Medicine</i> , 2020 , 15, 46	2.7	
2	Assessing Interprofessional Interactions of Primary Care Practitioner Trainees. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2016 , 12, 10490	1.2	
1	Emphasizing Empathy in Communicating About Uncertainty by Using a Dialogic Approach. <i>Academic Medicine</i> , 2021 , 96, 931	3.9	

