

# Calvin L Chou

## List of Publications by Year in Descending Order

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

**Version:** 2024-04-28

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	Learning with and from Peers in Clinical Education <b>2021</b> , 1-19		
34	Emphasizing Empathy in Communicating About Uncertainty by Using a Dialogic Approach. <i>Academic Medicine</i> , <b>2021</b> , 96, 931	3.9	
33	Leadership & Professional Development: Make the Most of Your Oranges. <i>Journal of Hospital Medicine</i> , <b>2020</b> , 15, 46	2.7	
32	How COVID-19 Disrupts-and Enhances-My Clinical Work. <i>Journal of Patient Experience</i> , <b>2020</b> , 7, 144-145	1.3	4
31	Specialty and Lifestyle Preference Changes during Medical School. <i>Medical Science Educator</i> , <b>2019</b> , 29, 995-1001	0.7	4
30	Diagnostic uncertainty: from education to communication. <i>Diagnosis</i> , <b>2019</b> , 6, 121-126	4.2	14
29	Guidelines: The dos, don'ts and don't knows of remediation in medical education. <i>Perspectives on Medical Education</i> , <b>2019</b> , 8, 322-338	4.3	31
28	Twelve tips for responding to microaggressions and overt discrimination: When the patient offends the learner. <i>Medical Teacher</i> , <b>2019</b> , 41, 1112-1117	3	34
27	Situating Remediation: Accommodating Success and Failure in Medical Education Systems. <i>Academic Medicine</i> , <b>2018</b> , 93, 391-398	3.9	44
26	A Foundation for Vital Academic and Social Support in Clerkships: Learning Through Peer Continuity. <i>Academic Medicine</i> , <b>2017</b> , 92, 951-955	3.9	7
25	Improving clerkship preparedness: a hospital medicine elective for pre-clerkship students. <i>Medical Education Online</i> , <b>2017</b> , 22, 1307082	4.4	3
24	To fail is human: remediating remediation in medical education. <i>Perspectives on Medical Education</i> , <b>2017</b> , 6, 418-424	4.3	41
23	Assessing Interprofessional Interactions of Primary Care Practitioner Trainees. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2016</b> , 12, 10490	1.2	
22	An assessment strategy for interprofessional interactions of primary care practitioner trainees. <i>Journal of Interprofessional Education and Practice</i> , <b>2016</b> , 2, 1-3	0.6	1
21	Twelve tips for developing and maintaining a remediation program in medical education. <i>Medical Teacher</i> , <b>2016</b> , 38, 787-92	3	44
20	Twelve tips for teaching evidence-based physical examination. <i>Medical Teacher</i> , <b>2015</b> , 37, 543-50	3	7
19	Teaching patient-centered communication skills: a telephone follow-up curriculum for medical students. <i>Medical Education Online</i> , <b>2014</b> , 19, 22522	4.4	24

18	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> , <b>2014</b> , 89, 1051-6	3.9	10
17	Workplace learning through peer groups in medical school clerkships. <i>Medical Education Online</i> , <b>2014</b> , 19, 25809	4.4	14
16	A Research Agenda for Remediation in Medical Education <b>2014</b> , 339-348		6
15	Remediation of Interpersonal and Communication Skills <b>2014</b> , 55-66		2
14	Physical examination education in graduate medical education--a systematic review of the literature. <i>Journal of General Internal Medicine</i> , <b>2013</b> , 28, 1090-9	4	25
13	The third-year medical student "grapevine": managing transitions between third-year clerkships using peer-to-peer handoffs. <i>Academic Medicine</i> , <b>2013</b> , 88, 1534-8	3.9	17
12	Effects of longitudinal small-group learning on delivery and receipt of communication skills feedback. <i>Medical Education</i> , <b>2013</b> , 47, 1073-9	3.7	27
11	Twelve tips for facilitating successful teleconferences. <i>Medical Teacher</i> , <b>2012</b> , 34, 445-9	3	3
10	A "safe space" for learning and reflection: one school's design for continuity with a peer group across clinical clerkships. <i>Academic Medicine</i> , <b>2011</b> , 86, 1560-5	3.9	37
9	Clinical skills-related learning goals of senior medical students after performance feedback. <i>Medical Education</i> , <b>2011</b> , 45, 878-85	3.7	26
8	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> , <b>2011</b> , 171, 1585-6		
7	Integrating surface anatomy learning with clinical skills training. <i>Medical Education</i> , <b>2010</b> , 44, 1127-8	3.7	3
6	Teaching feedback to first-year medical students: long-term skill retention and accuracy of student self-assessment. <i>Journal of General Internal Medicine</i> , <b>2009</b> , 24, 721-6	4	25
5	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> , <b>2009</b> , 21, 284-90	3.4	9
4	Predicting failing performance on a standardized patient clinical performance examination: the importance of communication and professionalism skills deficits. <i>Academic Medicine</i> , <b>2009</b> , 84, S101-4	3.9	26
3	Remediation workshop for medical students in patient-doctor interaction skills. <i>Medical Education</i> , <b>2008</b> , 42, 537	3.7	9
2	Multidisciplinary teaching of the musculoskeletal physical examination. <i>Medical Education</i> , <b>2006</b> , 40, 481-2	3.7	2
1	Use of an orientation clinic to reduce failed new patient appointments in primary care. <i>Journal of General Internal Medicine</i> , <b>2000</b> , 15, 878-80	4	9

