

# Susan E Farrell

## 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.

19  
papers

233  
citations

8  
h-index

15  
g-index

19  
ext. papers

269  
ext. citations

2.5  
avg, IF

2.76  
L-index

#	Paper	IF	Citations
19	Can You Multitask? Evidence and Limitations of Task Switching and Multitasking in Emergency Medicine. <i>Annals of Emergency Medicine</i> , <b>2016</b> , 68, 189-95	2.1	64
18	Mentoring for clinician-educators. <i>Academic Emergency Medicine</i> , <b>2004</b> , 11, 1346-50	3.4	57
17	Resident-as-teacher: a suggested curriculum for emergency medicine. <i>Academic Emergency Medicine</i> , <b>2006</b> , 13, 677-9	3.4	25
16	What's the Evidence: A Review of the One-Minute Preceptor Model of Clinical Teaching and Implications for Teaching in the Emergency Department. <i>Journal of Emergency Medicine</i> , <b>2016</b> , 51, 278-83	1.5	23
15	Critical appraisal of emergency medicine education research: the best publications of 2013. <i>Academic Emergency Medicine</i> , <b>2014</b> , 21, 1274-83	3.4	10
14	Critical Appraisal of Emergency Medicine Education Research: The Best Publications of 2014. <i>Academic Emergency Medicine</i> , <b>2015</b> , 22, 1327-36	3.4	9
13	Faculty Development: Academic Opportunities for Emergency Medicine Faculty on Education Career Tracks. <i>Academic Emergency Medicine</i> , <b>2003</b> , 10, 1113-1117	3.4	9
12	Evaluation of student performance: clinical and professional performance. <i>Academic Emergency Medicine</i> , <b>2005</b> , 12, 302e6-10	3.4	9
11	Attitudes of clinician educators towards interprofessional education and collaboration: Insights from two interprofessional scales. <i>Journal of Interprofessional Care</i> , <b>2017</b> , 31, 656-660	2.7	7
10	What's the Evidence: Self-Assessment Implications for Life-Long Learning in Emergency Medicine. <i>Journal of Emergency Medicine</i> , <b>2017</b> , 53, 116-120	1.5	6
9	Reform of a traditional clinical curriculum in Japan: experiences at Tokyo Medical and Dental University. <i>Medical Teacher</i> , <b>2009</b> , 31, 947-9	3	5
8	Critical Appraisal of Emergency Medicine Educational Research: The Best Publications of 2015. <i>Academic Emergency Medicine</i> , <b>2017</b> , 24, 1212-1225	3.4	3
7	A Telehealth clinical skills education adaptation. <i>Clinical Teacher</i> , <b>2020</b> , 17, 437-439	1.1	3
6	Assessing Clinical Skills Via Telehealth Objective Standardized Clinical Examination: Feasibility, Acceptability, Comparability, and Educational Value. <i>Telemedicine Journal and E-Health</i> , <b>2021</b> ,	5.9	2
5	Response. <i>Journal of Emergency Medicine</i> , <b>2017</b> , 52, 369	1.5	1
4	Embracing or relinquishing sources of power in interprofessional communication: implications for patient-centered speaking up. <i>Journal of Interprofessional Care</i> , <b>2021</b> , 1-8	2.7	0
3	Leveraging Podcasts to Introduce Medical Students to the Broader Community of Health Care Professionals. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2021</b> , 17, 11191	1.2	0

- 2 Implementing Palliative Care Training in the Caribbean: Development and Assessment of a Basic Palliative Care Training Course in Jamaica. *Journal of Pain and Symptom Management*, **2021**, 62, 1145-1153 4.8 ○
- 1 In reply. *Annals of Emergency Medicine*, **2017**, 69, 670 2.1