

Glenn Regehr

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.

231 papers	15,243 citations	68 h-index	118 g-index
240 ext. papers	17,008 ext. citations	3.2 avg, IF	6.83 L-index

#	Paper	IF	Citations
231	Communication failures in the operating room: an observational classification of recurrent types and effects. <i>Quality and Safety in Health Care</i> , 2004 , 13, 330-4		875
230	Testing technical skill via an innovative "bench station" examination. <i>American Journal of Surgery</i> , 1997 , 173, 226-30	2.7	838
229	Self-assessment in the health professions: a reformulation and research agenda. <i>Academic Medicine</i> , 2005 , 80, S46-54	3.9	624
228	Evaluation of a preoperative checklist and team briefing among surgeons, nurses, and anesthesiologists to reduce failures in communication. <i>Archives of Surgery (Chicago, Ill: 1920)</i> , 2008 , 143, 12-7; discussion 18		440
227	Intuition in the context of discovery. <i>Cognitive Psychology</i> , 1990 , 22, 72-110	3.1	436
226	Assessment of technical skills transfer from the bench training model to the human model. <i>American Journal of Surgery</i> , 1999 , 177, 167-70	2.7	435
225	Methodological problems in the retrospective computation of responsiveness to change: the lesson of Cronbach. <i>Journal of Clinical Epidemiology</i> , 1997 , 50, 869-79	5.7	409
224	Team communications in the operating room: talk patterns, sites of tension, and implications for novices. <i>Academic Medicine</i> , 2002 , 77, 232-7	3.9	318
223	Delphi as a method to establish consensus for diagnostic criteria. <i>Journal of Clinical Epidemiology</i> , 2003 , 56, 1150-6	5.7	308
222	"I'll never play professional football" and other fallacies of self-assessment. <i>Journal of Continuing Education in the Health Professions</i> , 2008 , 28, 14-9	2.1	304
221	Competency is not enough: integrating identity formation into the medical education discourse. <i>Academic Medicine</i> , 2012 , 87, 1185-90	3.9	301
220	Failure to fail: the perspectives of clinical supervisors. <i>Academic Medicine</i> , 2005 , 80, S84-7	3.9	292
219	Measuring self-assessment: current state of the art. <i>Advances in Health Sciences Education</i> , 2002 , 7, 63-80	3.7	253
218	The "educational alliance" as a framework for reconceptualizing feedback in medical education. <i>Academic Medicine</i> , 2015 , 90, 609-14	3.9	251
217	Slowing down when you should: a new model of expert judgment. <i>Academic Medicine</i> , 2007 , 82, S109-16	3.9	231
216	Context, conflict, and resolution: a new conceptual framework for evaluating professionalism. <i>Academic Medicine</i> , 2000 , 75, S6-S11	3.9	206
215	It's NOT rocket science: rethinking our metaphors for research in health professions education. <i>Medical Education</i> , 2010 , 44, 31-9	3.7	203

214	Difficulties in recognizing one's own incompetence: novice physicians who are unskilled and unaware of it. <i>Academic Medicine</i> , 2001 , 76, S87-9	3.9	193
213	Progressive independence in clinical training: a tradition worth defending?. <i>Academic Medicine</i> , 2005 , 80, S106-11	3.9	165
212	Toward authentic clinical evaluation: pitfalls in the pursuit of competency. <i>Academic Medicine</i> , 2010 , 85, 780-6	3.9	158
211	Point-of-care assessment of medical trainee competence for independent clinical work. <i>Academic Medicine</i> , 2008 , 83, S89-92	3.9	150
210	Clinical oversight: conceptualizing the relationship between supervision and safety. <i>Journal of General Internal Medicine</i> , 2007 , 22, 1080-5	4	142
209	Research in medical education: balancing service and science. <i>Advances in Health Sciences Education</i> , 2007 , 12, 103-15	3.7	132
208	Rater-based assessments as social judgments: rethinking the etiology of rater errors. <i>Academic Medicine</i> , 2011 , 86, S1-7	3.9	130
207	Preserving professional credibility: grounded theory study of medical trainees' requests for clinical support. <i>BMJ, The</i> , 2009 , 338, b128	5.9	127
206	Basing the evaluation of professionalism on observable behaviors: a cautionary tale. <i>Academic Medicine</i> , 2004 , 79, S1-4	3.9	123
205	Perceptual manifestations of an analytic structure: The priority of holistic individuation.. <i>Journal of Experimental Psychology: General</i> , 1993 , 122, 92-114	4.7	120
204	The anatomy of the professional lapse: bridging the gap between traditional frameworks and students' perceptions. <i>Academic Medicine</i> , 2002 , 77, 516-22	3.9	110
203	'It's a cultural expectation...' The pressure on medical trainees to work independently in clinical practice. <i>Medical Education</i> , 2009 , 43, 645-53	3.7	109
202	Knowing when to look it up: a new conception of self-assessment ability. <i>Academic Medicine</i> , 2007 , 82, S81-4	3.9	108
201	Feedback and the educational alliance: examining credibility judgements and their consequences. <i>Medical Education</i> , 2016 , 50, 933-42	3.7	107
200	Evaluating the effectiveness of a 2-year curriculum in a surgical skills center. <i>American Journal of Surgery</i> , 2003 , 185, 378-85	2.7	107
199	"I am a doctor": negotiating the discourses of standardization and diversity in professional identity construction. <i>Academic Medicine</i> , 2013 , 88, 1570-7	3.9	106
198	Toward reliable operative assessment: the reliability and feasibility of videotaped assessment of laparoscopic technical skills. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2004 , 18, 1800-4	5.2	106
197	Exploring the divergence between self-assessment and self-monitoring. <i>Advances in Health Sciences Education</i> , 2011 , 16, 311-29	3.7	105

196	Slowing down to stay out of trouble in the operating room: remaining attentive in automaticity. <i>Academic Medicine</i> , 2010 , 85, 1571-7	3.9	105
195	Computer-assisted learning versus a lecture and feedback seminar for teaching a basic surgical technical skill. <i>American Journal of Surgery</i> , 1998 , 175, 508-10	2.7	105
194	Self-assessment, self-direction, and the self-regulating professional. <i>Clinical Orthopaedics and Related Research</i> , 2006 , 449, 34-8	2.2	103
193	Faculty and resident opinions regarding the role of morbidity and mortality conference. <i>American Journal of Surgery</i> , 1999 , 177, 136-9	2.7	102
192	Resident self-assessment of operative performance. <i>American Journal of Surgery</i> , 2003 , 185, 521-4	2.7	99
191	The disavowed curriculum: understanding student's reasoning in professionally challenging situations. <i>Journal of General Internal Medicine</i> , 2003 , 18, 1015-22	4	96
190	The life long challenge of expertise. <i>Medical Education</i> , 2001 , 35, 78-81	3.7	95
189	A new concept of unsupervised learning: directed self-guided learning in the health professions. <i>Academic Medicine</i> , 2010 , 85, S49-55	3.9	92
188	Reading between the lines: faculty interpretations of narrative evaluation comments. <i>Medical Education</i> , 2015 , 49, 296-306	3.7	89
187	Exploring the gap between knowledge and behavior: a qualitative study of clinician action following an educational intervention. <i>Academic Medicine</i> , 2004 , 79, 386-93	3.9	89
186	The impact of external feedback on computer-assisted learning for surgical technical skill training. <i>American Journal of Surgery</i> , 2000 , 179, 341-3	2.7	89
185	Towards a program of assessment for health professionals: from training into practice. <i>Advances in Health Sciences Education</i> , 2016 , 21, 897-913	3.7	87
184	What we don't know we are teaching: unveiling the hidden curriculum. <i>Clinical Orthopaedics and Related Research</i> , 2006 , 449, 20-7	2.2	86
183	Incorporating Response Bias in a Dual-Process Theory of Memory. <i>Journal of Memory and Language</i> , 1995 , 34, 821-835	3.8	85
182	Cognitive metaphors of expertise and knowledge: prospects and limitations for medical education. <i>Medical Education</i> , 2007 , 41, 1159-65	3.7	84
181	Category organization in free classification: The organizing effect of an array of stimuli.. <i>Journal of Experimental Psychology: Learning Memory and Cognition</i> , 1995 , 21, 347-363	2.2	84
180	Using operative outcome to assess technical skill. <i>American Journal of Surgery</i> , 2000 , 180, 234-7	2.7	83
179	'Slowing down when you should': initiators and influences of the transition from the routine to the effortful. <i>Journal of Gastrointestinal Surgery</i> , 2010 , 14, 1019-26	3.3	79

178	Trends in medical education research. <i>Academic Medicine</i> , 2004 , 79, 939-47	3.9	79
177	Response to krupat. <i>Journal of General Internal Medicine</i> , 2006 , 21, 1130-1130	4	78
176	Development and Validation of Diagnostic Criteria for Carpal Tunnel Syndrome. <i>Journal of Hand Surgery</i> , 2006 , 31, 919.e1-919.e7	2.6	77
175	Evaluating teamwork in a simulated obstetric environment. <i>Anesthesiology</i> , 2007 , 106, 907-15	4.3	75
174	Teaching cognitive skills improves learning in surgical skills courses: a blinded, prospective, randomized study. <i>Canadian Journal of Surgery</i> , 2004 , 47, 277-83	2	75
173	Waking up the next morning: surgeons' emotional reactions to adverse events. <i>Medical Education</i> , 2012 , 46, 1179-88	3.7	73
172	A Critical Appraisal of the Use of Standardized Client Simulations in Social Work Education. <i>Journal of Social Work Education</i> , 2013 , 49, 66-80	0.9	72
171	Persistence of unsafe practice in everyday work: an exploration of organizational and psychological factors constraining safety in the operating room. <i>Quality and Safety in Health Care</i> , 2006 , 15, 165-70		72
170	ADAPTING OBJECTIVE STRUCTURED CLINICAL EXAMINATIONS TO ASSESS SOCIAL WORK STUDENTS' PERFORMANCE AND REFLECTIONS. <i>Journal of Social Work Education</i> , 2011 , 47, 5-18	0.9	71
169	Error or "act of God"? A study of patients' and operating room team members' perceptions of error definition, reporting, and disclosure. <i>Surgery</i> , 2006 , 139, 6-14	3.6	71
168	A computer-based trauma simulator for teaching trauma management skills. <i>American Journal of Surgery</i> , 2000 , 179, 223-8	2.7	70
167	A comprehensive examination for senior surgical residents. <i>American Journal of Surgery</i> , 2000 , 179, 190-3.7	3.7	70
166	Creating, monitoring, and improving a psychiatry OSCE: a guide for faculty. <i>Academic Psychiatry</i> , 2002 , 26, 134-61	1.1	69
165	Biomedical scientists' perception of the social sciences in health research. <i>Social Science and Medicine</i> , 2008 , 66, 2520-31	5.1	68
164	BEYOND COMPETENCIES: FIELD INSTRUCTORS' DESCRIPTIONS OF STUDENT PERFORMANCE. <i>Journal of Social Work Education</i> , 2006 , 42, 579-594	0.9	68
163	Evaluation of a preoperative team briefing: a new communication routine results in improved clinical practice. <i>BMJ Quality and Safety</i> , 2011 , 20, 475-82	5.4	65
162	When Values Collide. <i>Clinical Supervisor, The</i> , 2007 , 26, 99-117	1.3	65
161	Teaching practicing surgeons critical appraisal skills with an Internet-based journal club: A randomized, controlled trial. <i>Surgery</i> , 2004 , 136, 641-6	3.6	65

160	A virtual reality module for intravenous catheter placement. <i>American Journal of Surgery</i> , 1999 , 177, 171-5	2.7	65
159	The Power of Subjectivity in the Assessment of Medical Trainees. <i>Academic Medicine</i> , 2019 , 94, 333-337	3.9	62
158	A role for error training in surgical technical skill instruction and evaluation. <i>American Journal of Surgery</i> , 2002 , 183, 242-5	2.7	59
157	Coaching Surgeons: Is Culture Limiting Our Ability to Improve?. <i>Annals of Surgery</i> , 2015 , 262, 213-6	7.8	57
156	Operating from the other side of the table: control dynamics and the surgeon educator. <i>Journal of the American College of Surgeons</i> , 2010 , 210, 79-86	4.4	54
155	Thrive or overload? The effect of task complexity on novices' simulation-based learning. <i>Medical Education</i> , 2016 , 50, 955-68	3.7	53
154	Do in-training evaluation reports deserve their bad reputations? A study of the reliability and predictive ability of ITER scores and narrative comments. <i>Academic Medicine</i> , 2013 , 88, 1539-44	3.9	53
153	Toward New Approaches for Evaluating Student Field Performance: Tapping the Implicit Criteria Used by Experienced Field Instructors. <i>Journal of Social Work Education</i> , 2004 , 40, 417-426	0.9	52
152	The Effects of Modeling on Learning a Simple Surgical Procedure: See One, Do One or See Many, Do One?. <i>Advances in Health Sciences Education</i> , 1999 , 4, 123-143	3.7	52
151	How student models of expertise and innovation impact the development of adaptive expertise in medicine. <i>Medical Education</i> , 2009 , 43, 127-32	3.7	51
150	Exporting a technical skills evaluation technology to other sites. <i>American Journal of Surgery</i> , 2001 , 182, 254-6	2.7	51
149	CAN WE BUILD A BETTER MOUSETRAP? IMPROVING THE MEASURES OF PRACTICE PERFORMANCE IN THE FIELD PRACTICUM. <i>Journal of Social Work Education</i> , 2007 , 43, 327-344	0.9	50
148	Maintaining competence in the field: learning about practice, through practice, in practice. <i>Journal of Continuing Education in the Health Professions</i> , 2008 , 28 Suppl 1, S19-23	2.1	49
147	Using "standardized narratives" to explore new ways to represent faculty opinions of resident performance. <i>Academic Medicine</i> , 2012 , 87, 419-27	3.9	48
146	A theory-based instrument to evaluate team communication in the operating room: balancing measurement authenticity and reliability. <i>Quality and Safety in Health Care</i> , 2006 , 15, 422-6		47
145	Putting the expert together again. <i>Medical Education</i> , 2011 , 45, 920-6	3.7	46
144	A new assessment tool: the patient assessment and management examination. <i>Surgery</i> , 1997 , 122, 335-43; discussion 343-4	3.6	45
143	Effective feedback for maintenance of competence: from data delivery to trusting dialogues. <i>Cmaj</i> , 2013 , 185, 463-4	3.5	44

142	Exploring the changing learning environment of the gross anatomy lab. <i>Academic Medicine</i> , 2011 , 86, 883-8	3.9	43
141	Anticipated debt and financial stress in medical students. <i>Medical Teacher</i> , 2008 , 30, 313-5	3	43
140	To be and not to be: the paradox of the emerging professional stance. <i>Medical Education</i> , 2003 , 37, 350-3.7	3.7	43
139	Exploring the Construct of Psychological Safety in Medical Education. <i>Academic Medicine</i> , 2019 , 94, S28-S35	3.9	43
138	From behaviours to attributions: further concerns regarding the evaluation of professionalism. <i>Medical Education</i> , 2009 , 43, 414-25	3.7	42
137	Comfort with uncertainty: reframing our conceptions of how clinicians navigate complex clinical situations. <i>Advances in Health Sciences Education</i> , 2019 , 24, 797-809	3.7	41
136	What's in a Label? Is Diagnosis the Start or the End of Clinical Reasoning?. <i>Journal of General Internal Medicine</i> , 2016 , 31, 435-7	4	40
135	Integrating basic science without integrating basic scientists: reconsidering the place of individual teachers in curriculum reform. <i>Academic Medicine</i> , 2015 , 90, 149-53	3.9	39
134	To blind or not to blind? What authors and reviewers prefer. <i>Medical Education</i> , 2006 , 40, 832-9	3.7	39
133	The effectiveness of video feedback in the acquisition of orthopedic technical skills. <i>American Journal of Surgery</i> , 2004 , 187, 427-32	2.7	39
132	Process-rating forms versus task-specific checklists in an OSCE for medical licensure. Medical Council of Canada. <i>Academic Medicine</i> , 1998 , 73, S97-9	3.9	38
131	Perspective: agency and activism: rethinking health advocacy in the medical profession. <i>Academic Medicine</i> , 2012 , 87, 1161-4	3.9	37
130	The challenge of creating new OSCE measures to capture the characteristics of expertise. <i>Medical Education</i> , 2002 , 36, 742-8	3.7	37
129	Structured assessment of minor surgical skills (SAMSS) for family medicine residents. <i>Academic Medicine</i> , 2001 , 76, 1241-6	3.9	37
128	Peer teaching and computer-assisted learning: An effective combination for surgical skill training?. <i>Journal of Surgical Research</i> , 2000 , 92, 53-5	2.5	37
127	Harnessing the hidden curriculum: a four-step approach to developing and reinforcing reflective competencies in medical clinical clerkship. <i>Advances in Health Sciences Education</i> , 2015 , 20, 1355-70	3.7	36
126	Is transferring an educational innovation actually a process of transformation?. <i>Advances in Health Sciences Education</i> , 2012 , 17, 357-67	3.7	35
125	Transatlantic comparison of the competence of surgeons at the start of their professional career. <i>British Journal of Surgery</i> , 2010 , 97, 443-9	5.3	35

124	The Role of Basic Sciences in Diagnostic Oral Radiology. <i>Journal of Dental Education</i> , 2009 , 73, 1187-1193.	3.6	33
123	Setting Priorities for Learning in the Field Practicum. <i>Journal of Social Work Education</i> , 2002 , 38, 55-64	0.9	33
122	When I say 'Feedback'. <i>Medical Education</i> , 2019 , 53, 652-654	3.7	32
121	More consensus than idiosyncrasy: Categorizing social judgments to examine variability in Mini-CEX ratings. <i>Academic Medicine</i> , 2014 , 89, 1510-9	3.9	31
120	Autoethnography: introducing 'I' into medical education research. <i>Medical Education</i> , 2015 , 49, 974-82	3.7	31
119	Adolescent standardized patients: method of selection and assessment of benefits and risks. <i>Teaching and Learning in Medicine</i> , 2002 , 14, 104-13	3.4	31
118	The Psychiatry OSCE: a 20-year retrospective. <i>Academic Psychiatry</i> , 2014 , 38, 26-34	1.1	29
117	From the clinic to the community: the activities and abilities of effective health advocates. <i>Academic Medicine</i> , 2015 , 90, 214-20	3.9	29
116	When I say 'Community of practice'. <i>Medical Education</i> , 2019 , 53, 763-765	3.7	28
115	Self-monitoring and its relationship to medical knowledge. <i>Advances in Health Sciences Education</i> , 2012 , 17, 311-23	3.7	28
114	"First, do no harm": balancing competing priorities in surgical practice. <i>Academic Medicine</i> , 2012 , 87, 1368-74	3.4	28
113	Perceptions of operating room tension across professions: building generalizable evidence and educational resources. <i>Academic Medicine</i> , 2005 , 80, S75-9	3.9	28
112	A framework for negotiating positionality in phenomenological research. <i>Medical Teacher</i> , 2017 , 39, 20-25	3.5	26
111	Determination of the psychometric properties of a behavioural marking system for obstetrical team training using high-fidelity simulation. <i>BMJ Quality and Safety</i> , 2012 , 21, 78-82	5.4	26
110	Education scholarship in emergency medicine part 2: supporting and developing scholars. <i>Canadian Journal of Emergency Medicine</i> , 2014 , 16 Suppl 1, S6-S12	0.6	25
109	Inter-rater variability as mutual disagreement: identifying raters' divergent points of view. <i>Advances in Health Sciences Education</i> , 2017 , 22, 819-838	3.7	25
108	Reconstructive breast surgery: referring physician knowledge and learning needs. <i>Plastic and Reconstructive Surgery</i> , 2002 , 110, 1441-50; discussion 1451-4	2.7	25
107	Taking the sting out of assessment: is there a role for progress testing?. <i>Medical Education</i> , 2016 , 50, 721-9	3.7	25

106	Considerations in the use of reflective writing for student assessment: issues of reliability and validity. <i>Medical Education</i> , 2015 , 49, 901-8	3.7	24
105	Measuring cognitive load during simulation-based psychomotor skills training: sensitivity of secondary-task performance and subjective ratings. <i>Advances in Health Sciences Education</i> , 2015 , 20, 1237-53	3.7	24
104	A comparison of performance evaluations of students on longitudinal integrated clerkships and rotation-based clerkships. <i>Academic Medicine</i> , 2011 , 86, S25-9	3.9	24
103	Learning Theory and Educational Intervention: Producing Meaningful Evidence of Impact Through Layered Analysis. <i>Academic Medicine</i> , 2019 , 94, 789-794	3.9	24
102	Changes in Dental Student Empathy During Training. <i>Journal of Dental Education</i> , 2009 , 73, 509-517	1.6	23
101	Factors influencing perioperative nurses' error reporting preferences. <i>AORN Journal</i> , 2007 , 85, 527-43	0.6	23
100	Evaluating surgical resident selection procedures. <i>American Journal of Surgery</i> , 2001 , 181, 221-5	2.7	23
99	Exploring residents' perceptions of expertise and expert development. <i>Academic Medicine</i> , 2011 , 86, S46-9	3.9	22
98	Reliability of a structured interview scoring instrument for a Canadian postgraduate emergency medicine training program. <i>Academic Emergency Medicine</i> , 2004 , 11, 27-32	3.4	22
97	The effect of tutors' content expertise on student learning, group process, and participant satisfaction in a problem-based learning curriculum. <i>Teaching and Learning in Medicine</i> , 1995 , 7, 225-232	3.4	22
96	An autoethnographic exploration of the use of goal oriented feedback to enhance brief clinical teaching encounters. <i>Advances in Health Sciences Education</i> , 2017 , 22, 91-104	3.7	21
95	Perceptions of Peer-to-Peer Interprofessional Feedback Among Students in the Health Professions. <i>Academic Medicine</i> , 2016 , 91, 807-12	3.9	20
94	Know when to rock the boat: how faculty rationalize students' behaviors. <i>Journal of General Internal Medicine</i> , 2008 , 23, 942-7	4	20
93	Variations in diagnostic criteria for carpal tunnel syndrome among Ontario specialists. <i>American Journal of Industrial Medicine</i> , 2006 , 49, 8-13	2.7	20
92	Technical skills in paediatrics: a qualitative study of acquisition, attitudes and assumptions in the neonatal intensive care unit. <i>Medical Education</i> , 2003 , 37, 1082-90	3.7	19
91	Applying a relative ranking model to the self-assessment of extended performances. <i>Advances in Health Sciences Education</i> , 1997 , 2, 17-25	3.7	19
90	Does source matter? Nurses' and Physicians' perceptions of interprofessional feedback. <i>Medical Education</i> , 2016 , 50, 181-8	3.7	19
89	Quality of Online Resources for Pancreatic Cancer Patients. <i>Journal of Cancer Education</i> , 2019 , 34, 223-228	3.8	19

88	It's all about relationships : A qualitative study of family physicians' teaching experiences in rural longitudinal clerkships. <i>Perspectives on Medical Education</i> , 2018 , 7, 100-109	4.3	18
87	Assessment of critical appraisal skills. <i>American Journal of Surgery</i> , 2004 , 187, 120-3	2.7	18
86	Factors in optimizing the learning environment for surgical training. <i>Clinical Orthopaedics and Related Research</i> , 2006 , 449, 100-7	2.2	18
85	(Almost) forgetting to care: an unanticipated source of empathy loss in clerkship. <i>Medical Education</i> , 2017 , 51, 732-739	3.7	17
84	Education scholarship in emergency medicine part 1: innovating and improving teaching and learning. <i>Canadian Journal of Emergency Medicine</i> , 2014 , 16 Suppl 1, S1-5	0.6	17
83	Impact on the psychometric properties of a pharmacy OSCE: using 1st-year students as standardized patients. <i>Teaching and Learning in Medicine</i> , 2003 , 15, 180-5	3.4	17
82	The effectiveness of unannounced standardised patients in the clinical setting as a teaching intervention. <i>Medical Education</i> , 2004 , 38, 969-73	3.7	17
81	When are two interventions the same? Implications for reporting guidelines in education. <i>Medical Education</i> , 2018 , 52, 141-143	3.7	16
80	The persistent myth of stability. On the chronic underestimation of the role of context in behavior. <i>Journal of General Internal Medicine</i> , 2006 , 21, 544-5	4	16
79	What do Psychiatry Residents Think of an Objective Structured Clinical Examination?. <i>Academic Psychiatry</i> , 1999 , 23, 198-204	1.1	16
78	HPE as a Field: Implications for the Production of Compelling Knowledge. <i>Teaching and Learning in Medicine</i> , 2018 , 30, 337-344	3.4	15
77	'We' not 'I': health advocacy is a team sport. <i>Medical Education</i> , 2014 , 48, 895-901	3.7	15
76	The role of attribution to clerk factors and contextual factors in supervisors' perceptions of clerks' behaviors. <i>Teaching and Learning in Medicine</i> , 2004 , 16, 317-22	3.4	15
75	The effect of candidates' perceptions of the evaluation method on reliability of checklist and global rating scores in an objective structured clinical examination. <i>Academic Medicine</i> , 2002 , 77, 725-8	3.9	15
74	Is a Journal Club Effective for Teaching Critical Appraisal Skills?. <i>Academic Psychiatry</i> , 1999 , 23, 205-209	1.1	15
73	Remediation in Practicing Physicians: Current and Alternative Conceptualizations. <i>Academic Medicine</i> , 2018 , 93, 1638-1644	3.9	14
72	Enacting Pedagogy in Curricula: On the Vital Role of Governance in Medical Education. <i>Academic Medicine</i> , 2018 , 93, 179-184	3.9	14
71	Malignant websites? Analyzing the quality of prostate cancer education web resources. <i>Canadian Urological Association Journal</i> , 2018 , 12, 344-350	1.2	14

70	The integration of child psychiatry into a psychiatry clerkship OSCE. <i>Canadian Journal of Psychiatry</i> , 1998 , 43, 614-8	4.8	14
69	The Complexity of Patients' Health Communication Social Networks: A Broadening of Physician Communication. <i>Teaching and Learning in Medicine</i> , 2018 , 30, 352-366	3.4	13
68	Evaluating a Scale to Measure Student Competencies in Macro Social Work Practice. <i>Journal of Social Service Research</i> , 2012 , 38, 100-109	1	13
67	The effect of candidate familiarity on examiner OSCE scores. <i>Medical Education</i> , 2007 , 41, 888-91	3.7	13
66	Reasoning when it counts: students' rationales for action on a professionalism exam. <i>Academic Medicine</i> , 2007 , 82, S40-3	3.9	13
65	Maintaining the Characteristics of Effective Clinical Teachers in Computer Assisted Learning Environments. <i>Advances in Health Sciences Education</i> , 2000 , 5, 233-246	3.7	13
64	Effectiveness of telehealth for teaching specialized hand-assessment techniques to physical therapists. <i>Academic Medicine</i> , 2000 , 75, S43-6	3.9	13
63	Lessons From Rocket Science: Reframing the Concept of the Physician Health Advocate. <i>Academic Medicine</i> , 2016 , 91, 1344-1347	3.9	12
62	Medical Students' Understanding of Directed Questioning by Their Clinical Preceptors. <i>Teaching and Learning in Medicine</i> , 2017 , 29, 5-12	3.4	12
61	Continuous quality improvement and community-based faculty development through an innovative site visit program at one institution. <i>Academic Medicine</i> , 2007 , 82, 465-8	3.9	12
60	Evaluation of a structured application assessment instrument for assessing applications to Canadian postgraduate training programs in emergency medicine. <i>Academic Emergency Medicine</i> , 2003 , 10, 594-8	3.4	12
59	Structured assessment of minor surgical skills (SAMSS) for clinical clerks. <i>Academic Medicine</i> , 2002 , 77, S39-41	3.9	12
58	Education or regulation? Exploring our underlying conceptualisations of remediation for practising physicians. <i>Medical Education</i> , 2019 , 53, 276-284	3.7	12
57	From problem solving to problem definition: scrutinizing the complex nature of clinical practice. <i>Perspectives on Medical Education</i> , 2017 , 6, 54-57	4.3	11
56	Not just 'for' but 'with': health advocacy as a partnership process. <i>Medical Education</i> , 2015 , 49, 796-804	3.7	11
55	Taking a Chance or Playing It Safe: Reframing Risk Assessment Within the Surgeon's Comfort Zone. <i>Annals of Surgery</i> , 2015 , 262, 253-9	7.8	11
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