

Glenn Regehr

List of Publications by Year in Descending Order

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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	Contributing to the hidden curriculum: exploring the role of residents and newly graduated physicians. <i>Advances in Health Sciences Education</i> , 2021 , 1	3.7	0
230	Experiential learning, collaboration and reflection: key ingredients in longitudinal faculty development. <i>Canadian Medical Education Journal</i> , 2021 , 12, 82-91	1	
229	Tensions in describing competency-based medical education: a study of Canadian key opinion leaders. <i>Advances in Health Sciences Education</i> , 2021 , 26, 1277-1289	3.7	1
228	Intersections of power: videoconferenced debriefing of a rural interprofessional simulation team by an urban interprofessional debriefing team. <i>Perspectives on Medical Education</i> , 2021 , 10, 286-292	4.3	0
227	Warning bells: How clinicians leverage their discomfort to manage moments of uncertainty. <i>Medical Education</i> , 2021 , 55, 233-241	3.7	10
226	Examining the Educational Value of Student-Run Clinics for Health Care Students. <i>Academic Medicine</i> , 2021 , 96, 1021-1025	3.9	3
225	Skeptical self-regulation: Resident experiences of uncertainty about uncertainty. <i>Medical Education</i> , 2021 , 55, 749-757	3.7	2
224	Capturing the Moments: An Autoethnographic Exploration of Self-Preservation in Clerkship. <i>Teaching and Learning in Medicine</i> , 2021 , 33, 463-472	3.4	1
223	Eco-Normalization: Evaluating the Longevity of an Innovation in Context. <i>Academic Medicine</i> , 2021 , 96, S48-S53	3.9	1
222	Supported Independence: The Role of Supervision to Help Trainees Manage Uncertainty. <i>Academic Medicine</i> , 2021 , 96, S81-S86	3.9	1
221	The nature of learning from simulation: Now I know it, now I'll do it, I'll work on that. <i>Medical Education</i> , 2020 , 54, 652-659	3.7	2
220	"I Was Worried About the Patient, but I Wasn't Feeling Worried": How Physicians Judge Their Comfort in Settings of Uncertainty. <i>Academic Medicine</i> , 2020 , 95, S67-S72	3.9	10
219	"Kids these days": Reconsidering our conversations about Millennial learners. <i>Medical Education</i> , 2020 , 54, 10-12	3.7	2
218	Learning After the Simulation Is Over: The Role of Simulation in Supporting Ongoing Self-Regulated Learning in Practice. <i>Academic Medicine</i> , 2020 , 95, 523-526	3.9	2
217	Shining a Light Into the Black Box of Group Learning: Medical Students' Experiences and Perceptions of Small Groups. <i>Academic Medicine</i> , 2020 , 95, 919-924	3.9	0
216	The role of previously undocumented data in the assessment of medical trainees in clinical competency committees. <i>Perspectives on Medical Education</i> , 2020 , 9, 286-293	4.3	1
215	Educator, judge, public defender: Conflicting roles for remediators of practising physicians. <i>Medical Education</i> , 2020 , 54, 1171-1179	3.7	2

214	A view from the sender side of feedback: anticipated receptivity to clinical feedback when changing prior physicians' clinical decisions-a mixed methods study. <i>Advances in Health Sciences Education</i> , 2020 , 25, 263-282	3.7	5
213	Assigning Medical Students Learning Goals: Do They Do It, and What Happens When They Don't?. <i>Teaching and Learning in Medicine</i> , 2019 , 31, 528-535	3.4	2
212	When I say [Community of practice. <i>Medical Education</i> , 2019 , 53, 763-765	3.7	28
211	Your Goals, My Goals, Our Goals: The Complexity of Coconstructing Goals with Learners in Medical Education. <i>Teaching and Learning in Medicine</i> , 2019 , 31, 370-377	3.4	8
210	Learning Theory and Educational Intervention: Producing Meaningful Evidence of Impact Through Layered Analysis. <i>Academic Medicine</i> , 2019 , 94, 789-794	3.9	24
209	Reflections From the Rearview Mirror: Internal Medicine Physicians' Reactions to Clinical Feedback After Transitions of Responsibility. <i>Academic Medicine</i> , 2019 , 94, 1953-1960	3.9	10
208	Attitudes Towards Physicians Requiring Remediation: One-of-Us or Not-Like-Us?. <i>Academic Medicine</i> , 2019 , 94, S36-S41	3.9	4
207	The Power of Subjectivity in the Assessment of Medical Trainees. <i>Academic Medicine</i> , 2019 , 94, 333-337	3.9	62
206	Exploring the Construct of Psychological Safety in Medical Education. <i>Academic Medicine</i> , 2019 , 94, S28-S35	3.9	43
205	When I say [Feedback. <i>Medical Education</i> , 2019 , 53, 652-654	3.7	32
204	Education or regulation? Exploring our underlying conceptualisations of remediation for practising physicians. <i>Medical Education</i> , 2019 , 53, 276-284	3.7	12
203	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
202	Quality of Online Resources for Pancreatic Cancer Patients. <i>Journal of Cancer Education</i> , 2019 , 34, 223-228	3.8	19
201	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
200	When are two interventions the same? Implications for reporting guidelines in education. <i>Medical Education</i> , 2018 , 52, 141-143	3.7	16
199	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
198	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
197	Remediation in Practicing Physicians: Current and Alternative Conceptualizations. <i>Academic Medicine</i> , 2018 , 93, 1638-1644	3.9	14

196	Enacting Pedagogy in Curricula: On the Vital Role of Governance in Medical Education. <i>Academic Medicine</i> , 2018 , 93, 179-184	3.9	14
195	When I say Ihealing. <i>Medical Education</i> , 2018 , 52, 148-149	3.7	1
194	Malignant websites? Analyzing the quality of prostate cancer education web resources. <i>Canadian Urological Association Journal</i> , 2018 , 12, 344-350	1.2	14
193	Reflecting on what? The difficulty of noticing formative experiences in the moment. <i>Perspectives on Medical Education</i> , 2018 , 7, 379-385	4.3	6
192	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
191	(Almost) forgetting to care: an unanticipated source of empathy loss in clerkship. <i>Medical Education</i> , 2017 , 51, 732-739	3.7	17
190	A framework for negotiating positionality in phenomenological research. <i>Medical Teacher</i> , 2017 , 39, 20-25		26
189	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
188	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
187	Medical Students' Understanding of Directed Questioning by Their Clinical Preceptors. <i>Teaching and Learning in Medicine</i> , 2017 , 29, 5-12	3.4	12
186	A Call for an Integrated Program of Assessment. <i>American Journal of Pharmaceutical Education</i> , 2017 , 81, 77	2.5	8
185	Thrive or overload? The effect of task complexity on novices' simulation-based learning. <i>Medical Education</i> , 2016 , 50, 955-68	3.7	53
184	Feedback and the educational alliance: examining credibility judgements and their consequences. <i>Medical Education</i> , 2016 , 50, 933-42	3.7	107
183	Lessons From Rocket Science: Reframing the Concept of the Physician Health Advocate. <i>Academic Medicine</i> , 2016 , 91, 1344-1347	3.9	12
182	Perceptions of Peer-to-Peer Interprofessional Feedback Among Students in the Health Professions. <i>Academic Medicine</i> , 2016 , 91, 807-12	3.9	20
181	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
180	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
179	Taking the sting out of assessment: is there a role for progress testing?. <i>Medical Education</i> , 2016 , 50, 721-9	3.7	25

178	Does source matter? Nurses' and Physicians' perceptions of interprofessional feedback. <i>Medical Education</i> , 2016 , 50, 181-8	3.7	19
177	Coming in From the Cold-Physician Professional Development as Deepening Participation in the Healthcare Community. <i>Teaching and Learning in Medicine</i> , 2016 , 28, 358-361	3.4	8
176	Planning to avoid trouble in the operating room: experts' formulation of the preoperative plan. <i>Journal of Surgical Education</i> , 2015 , 72, 271-7	3.4	6
175	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
174	Reading between the lines: faculty interpretations of narrative evaluation comments. <i>Medical Education</i> , 2015 , 49, 296-306	3.7	89
173	Operationalising elaboration theory for simulation instruction design: a Delphi study. <i>Medical Education</i> , 2015 , 49, 576-88	3.7	9
172	Coaching Surgeons: Is Culture Limiting Our Ability to Improve?. <i>Annals of Surgery</i> , 2015 , 262, 213-6	7.8	57
171	Autoethnography: introducing 'I' into medical education research. <i>Medical Education</i> , 2015 , 49, 974-82	3.7	31
170	Not just 'for' but 'with': health advocacy as a partnership process. <i>Medical Education</i> , 2015 , 49, 796-804	3.7	11
169	The "educational alliance" as a framework for reconceptualizing feedback in medical education. <i>Academic Medicine</i> , 2015 , 90, 609-14	3.9	251
168	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
167	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
166	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
165	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
164	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
163	The Psychiatry OSCE: a 20-year retrospective. <i>Academic Psychiatry</i> , 2014 , 38, 26-34	1.1	29
162	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
161	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

160	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
159	'We' not 'I': health advocacy is a team sport. <i>Medical Education</i> , 2014 , 48, 895-901	3.7	15
158	Divergence in student and educator conceptual structures during auscultation training. <i>Medical Education</i> , 2013 , 47, 198-209	3.7	9
157	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
156	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
155	Effects of clinical supervision on resident learning and patient care during simulated ICU scenarios. <i>Critical Care Medicine</i> , 2013 , 41, 2705-11	1.4	10
154	Development and Initial Evaluation of the Cyber-Counseling Objective Structured Clinical Examination (COSCE). <i>Research on Social Work Practice</i> , 2013 , 23, 81-94	1.4	7
153	Effective feedback for maintenance of competence: from data delivery to trusting dialogues. <i>Cmaj</i> , 2013 , 185, 463-4	3.5	44
152	"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
151	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
150	Waking up the next morning: surgeons' emotional reactions to adverse events. <i>Medical Education</i> , 2012 , 46, 1179-88	3.7	73
149	Self-monitoring and its relationship to medical knowledge. <i>Advances in Health Sciences Education</i> , 2012 , 17, 311-23	3.7	28
148	Is transferring an educational innovation actually a process of transformation?. <i>Advances in Health Sciences Education</i> , 2012 , 17, 357-67	3.7	35
147	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
146	Perspective: agency and activism: rethinking health advocacy in the medical profession. <i>Academic Medicine</i> , 2012 , 87, 1161-4	3.9	37
145	Competency is not enough: integrating identity formation into the medical education discourse. <i>Academic Medicine</i> , 2012 , 87, 1185-90	3.9	301
144	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
143	"First, do no harm": balancing competing priorities in surgical practice. <i>Academic Medicine</i> , 2012 , 87, 1368-74	3.4	28

142	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
141	Exploring residents' perceptions of expertise and expert development. <i>Academic Medicine</i> , 2011 , 86, S46-9	3.9	22
140	Rater-based assessments as social judgments: rethinking the etiology of rater errors. <i>Academic Medicine</i> , 2011 , 86, S1-7	3.9	130
139	Highway spotters and traffic controllers: further reflections on complexity. <i>Medical Education</i> , 2011 , 45, 542-3	3.7	7
138	Putting the expert together again. <i>Medical Education</i> , 2011 , 45, 920-6	3.7	46
137	Exploring the divergence between self-assessment and self-monitoring. <i>Advances in Health Sciences Education</i> , 2011 , 16, 311-29	3.7	105
136	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
135	Exploring the changing learning environment of the gross anatomy lab. <i>Academic Medicine</i> , 2011 , 86, 883-8	3.9	43
134	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
133	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
132	Identifying and classifying problem areas in laparoscopic skills acquisition: can simulators help?. <i>Academic Medicine</i> , 2010 , 85, S5-8	3.9	10
131	Toward authentic clinical evaluation: pitfalls in the pursuit of competency. <i>Academic Medicine</i> , 2010 , 85, 780-6	3.9	158
130	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
129	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
128	'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
127	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
126	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
125	Timing of surgical antibiotic prophylaxis administration: complexities of analysis. <i>BMC Medical Research Methodology</i> , 2009 , 9, 43	4.7	8

124	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
123	From behaviours to attributions: further concerns regarding the evaluation of professionalism. <i>Medical Education</i> , 2009 , 43, 414-25	3.7	42
122	'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
121	Preserving professional credibility: grounded theory study of medical trainees' requests for clinical support. <i>BMJ, The</i> , 2009 , 338, b128	5.9	127
120	The Role of Basic Sciences in Diagnostic Oral Radiology. <i>Journal of Dental Education</i> , 2009 , 73, 1187-1193	3.6	33
119	Changes in Dental Student Empathy During Training. <i>Journal of Dental Education</i> , 2009 , 73, 509-517	1.6	23
118	The role of basic sciences in diagnostic oral radiology. <i>Journal of Dental Education</i> , 2009 , 73, 1187-93	1.6	11
117	The life long challenge of expertise. <i>Medical Education</i> , 2008 , 35, 78-81	3.7	4
116	Biomedical scientists' perception of the social sciences in health research. <i>Social Science and Medicine</i> , 2008 , 66, 2520-31	5.1	68
115	Anticipated debt and financial stress in medical students. <i>Medical Teacher</i> , 2008 , 30, 313-5	3	43
114	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
113	Point-of-care assessment of medical trainee competence for independent clinical work. <i>Academic Medicine</i> , 2008 , 83, S89-92	3.9	150
112	Know when to rock the boat: how faculty rationalize students' behaviors. <i>Journal of General Internal Medicine</i> , 2008 , 23, 942-7	4	20
111	"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
110	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
109	The Use of Simulation Education in Competency Assessment: More Questions than Answers. <i>Anesthesiology</i> , 2008 , 108, 168-168	4.3	
108	Evaluating teamwork in a simulated obstetric environment. <i>Anesthesiology</i> , 2007 , 106, 907-15	4.3	75
107	The effect of candidate familiarity on examiner OSCE scores. <i>Medical Education</i> , 2007 , 41, 888-91	3.7	13

106	Cognitive metaphors of expertise and knowledge: prospects and limitations for medical education. <i>Medical Education</i> , 2007 , 41, 1159-65	3.7	84
105	Paradoxical effects of interprofessional briefings on OR team performance. <i>Cognition, Technology and Work</i> , 2007 , 10, 287	2.9	5
104	Research in medical education: balancing service and science. <i>Advances in Health Sciences Education</i> , 2007 , 12, 103-15	3.7	132
103	Clinical oversight: conceptualizing the relationship between supervision and safety. <i>Journal of General Internal Medicine</i> , 2007 , 22, 1080-5	4	142
102	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
101	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
100	Reasoning when it counts: students' rationales for action on a professionalism exam. <i>Academic Medicine</i> , 2007 , 82, S40-3	3.9	13
99	Slowing down when you should: a new model of expert judgment. <i>Academic Medicine</i> , 2007 , 82, S109-163.9	3.9	231
98	Knowing when to look it up: a new conception of self-assessment ability. <i>Academic Medicine</i> , 2007 , 82, S81-4	3.9	108
97	Factors influencing perioperative nurses' error reporting preferences. <i>AORN Journal</i> , 2007 , 85, 527-43	0.6	23
96	When Values Collide. <i>Clinical Supervisor, The</i> , 2007 , 26, 99-117	1.3	65
95	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
94	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
93	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
92	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
91	BEYOND COMPETENCIES: FIELD INSTRUCTORS' DESCRIPTIONS OF STUDENT PERFORMANCE. <i>Journal of Social Work Education</i> , 2006 , 42, 579-594	0.9	68
90	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
89	Self-assessment, self-direction, and the self-regulating professional. <i>Clinical Orthopaedics and Related Research</i> , 2006 , 449, 34-8	2.2	103

88	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
87	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
86	Response to krupat. <i>Journal of General Internal Medicine</i> , 2006 , 21, 1130-1130	4	78
85	To blind or not to blind? What authors and reviewers prefer. <i>Medical Education</i> , 2006 , 40, 832-9	3.7	39
84	Factors in optimizing the learning environment for surgical training. <i>Clinical Orthopaedics and Related Research</i> , 2006 , 449, 100-7	2.2	18
83	Failure to fail: the perspectives of clinical supervisors. <i>Academic Medicine</i> , 2005 , 80, S84-7	3.9	292
82	Progressive independence in clinical training: a tradition worth defending?. <i>Academic Medicine</i> , 2005 , 80, S106-11	3.9	165
81	Self-assessment in the health professions: a reformulation and research agenda. <i>Academic Medicine</i> , 2005 , 80, S46-54	3.9	624
80	Using a comprehensive examination to assess multiple competencies in surgical residents: does the oral examination still have a role?. <i>Journal of the American College of Surgeons</i> , 2005 , 201, 754-8	4.4	5
79	Perceptions of operating room tension across professions: building generalizable evidence and educational resources. <i>Academic Medicine</i> , 2005 , 80, S75-9	3.9	28
78	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
77	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
76	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
75	The AAMC:GEA Research in Medical Education (RIME) Conference 2003. <i>Medical Education</i> , 2004 , 38, 791-792	3.7	
74	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
73	Self-reflection on the quality of decisions in health care. <i>Medical Education</i> , 2004 , 38, 1025-7	3.7	4
72	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
71	The lore of admissions policies: contrasting formal and informal understandings of the residency selection process. <i>Advances in Health Sciences Education</i> , 2004 , 9, 137-45	3.7	6

70	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
69	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
68	Assessment of critical appraisal skills. <i>American Journal of Surgery</i> , 2004 , 187, 120-3	2.7	18
67	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
66	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
65	Trends in medical education research. <i>Academic Medicine</i> , 2004 , 79, 939-47	3.9	79
64	Basing the evaluation of professionalism on observable behaviors: a cautionary tale. <i>Academic Medicine</i> , 2004 , 79, S1-4	3.9	123
63	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	11
62	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
61	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
60	On the equivalence of classic ROC analysis and the loss-function model to set cut points in sequential testing. <i>Academic Medicine</i> , 2003 , 78, 361-4	3.9	3
59	To be and not to be: the paradox of the emerging professional stance. <i>Medical Education</i> , 2003 , 37, 350-3	3.7	43
58	The disavowed curriculum: understanding student's reasoning in professionally challenging situations. <i>Journal of General Internal Medicine</i> , 2003 , 18, 1015-22	4	96
57	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
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