

# Kimberly D Lomis

## List of Publications by Citations

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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.

26 papers	397 citations	9 h-index	19 g-index
26 ext. papers	502 ext. citations	2.5 avg, IF	3.33 L-index

#	Paper	IF	Citations
26	Implementing an Entrustable Professional Activities Framework in Undergraduate Medical Education: Early Lessons From the AAMC Core Entrustable Professional Activities for Entering Residency Pilot. <i>Academic Medicine</i> , <b>2017</b> , 92, 765-770	3.9	112
25	Missed opportunities: a descriptive assessment of teaching and attitudes regarding communication skills in a surgical residency. <i>Journal of Surgical Education</i> , <b>2006</b> , 63, 401-9		58
24	Moral distress in the third year of medical school; a descriptive review of student case reflections. <i>American Journal of Surgery</i> , <b>2009</b> , 197, 107-12	2.7	41
23	Work hours restrictions as an ethical dilemma for residents: a descriptive survey of violation types and frequency. <i>Journal of Surgical Education</i> , <b>2006</b> , 63, 448-55		31
22	Work-hour restrictions as an ethical dilemma for residents. <i>American Journal of Surgery</i> , <b>2006</b> , 191, 527-32	2.7	30
21	Competency milestones for medical students: Design, implementation, and analysis at one medical school. <i>Medical Teacher</i> , <b>2017</b> , 39, 494-504	3	29
20	Changing Medical School IT to Support Medical Education Transformation. <i>Teaching and Learning in Medicine</i> , <b>2016</b> , 28, 80-7	3.4	21
19	A Responsible Educational Handover: Improving Communication to Improve Learning. <i>Academic Medicine</i> , <b>2020</b> , 95, 194-199	3.9	16
18	Assessing medical student performance of Entrustable Professional Activities: A mixed methods comparison of Co-Activity and Supervisory Scales. <i>Medical Teacher</i> , <b>2020</b> , 42, 325-332	3	10
17	Core Entrustable Professional Activities for Entering Residency Pilot Group Update: Considerations for Medical Science Educators. <i>Medical Science Educator</i> , <b>2016</b> , 26, 797-800	0.7	9
16	Integrating Foundational Sciences in a Clinical Context in the Post-clerkship Curriculum. <i>Medical Science Educator</i> , <b>2018</b> , 28, 145-154	0.7	8
15	From Theory to Practice: Utilizing Competency-based Milestones to Assess Professional Growth and Development in the Foundational Science Blocks of a Pre-Clerkship Medical School Curriculum. <i>Medical Science Educator</i> , <b>2016</b> , 26, 491-497	0.7	8
14	The Accelerating Change in Medical Education Consortium: Key Drivers of Transformative Change. <i>Academic Medicine</i> , <b>2021</b> , 96, 979-988	3.9	6
13	Integrating Foundational Sciences in a Clinical Context in the Post-Clerkship Curriculum. <i>Medical Science Educator</i> , <b>2018</b> , 28, 145-154	0.7	4
12	Building Trust in Entrustment: Pursuing Evidence-Based Progress in the Core Entrustable Professional Activities for Entering Residency. <i>Academic Medicine</i> , <b>2018</b> , 93, 341-342	3.9	3
11	Triple-Jump Assessment Model for Use of Evidence-Based Medicine. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2016</b> , 12,	1.2	2
10	The critical role of infrastructure and organizational culture in implementing competency-based education and individualized pathways in undergraduate medical education. <i>Medical Teacher</i> , <b>2021</b> , 43, S7-S16	3	2

9	Exploiting the power of information in medical education. <i>Medical Teacher</i> , <b>2021</b> , 43, S17-S24	3	2
8	Artificial Intelligence for Health Professions Educators.. <i>NAM Perspectives</i> , <b>2021</b> , 2021,	2.8	2
7	Bridging educational innovation and financial offices: using the Business Model Canvas modified for medical educators to communicate need. <i>Journal of Communication in Healthcare</i> , 1-6	0.9	1
6	Realizing the vision of the Lancet Commission on Education of Health Professionals for the 21st Century: Transforming medical education through the Accelerating Change in Medical Education Consortium. <i>Medical Teacher</i> , <b>2021</b> , 43, S1-S6	3	1
5	On the Origins of Perceptions: Student Perceptions of Active Learning and Their Implications for Educational Reform. <i>Teaching and Learning in Medicine</i> , <b>2016</b> , 28, 362-366	3.4	1
4	Expanding innovation from undergraduate to graduate medical education: A path of continuous professional development. <i>Medical Teacher</i> , <b>2021</b> , 43, S49-S55	3	0
3	Defining Successful Practice Within Health Systems Science Among Entering Residents: A Single-Institution Qualitative Study of Graduate Medical Education Faculty Observations. <i>Academic Medicine</i> , <b>2021</b> , 96, S126-S135	3.9	0
2	Social network analysis of publication collaboration of accelerating change in MedEd consortium. <i>Medical Teacher</i> , <b>2021</b> , 1-11	3	
1	The power of interdependence: Linking health systems, communities, and health professions educational programs to better meet the needs of patients and populations. <i>Medical Teacher</i> , <b>2021</b> , 43, S32-S38	3	