

Kimberly D Lomis

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.

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	Social network analysis of publication collaboration of accelerating change in MedEd consortium. <i>Medical Teacher</i> , 2021 , 1-11	3	
25	The Accelerating Change in Medical Education Consortium: Key Drivers of Transformative Change. <i>Academic Medicine</i> , 2021 , 96, 979-988	3.9	6
24	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> , 2021 , 43, S32-S38	3	
23	The critical role of infrastructure and organizational culture in implementing competency-based education and individualized pathways in undergraduate medical education. <i>Medical Teacher</i> , 2021 , 43, S7-S16	3	2
22	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> , 2021 , 43, S1-S6	3	1
21	Expanding innovation from undergraduate to graduate medical education: A path of continuous professional development. <i>Medical Teacher</i> , 2021 , 43, S49-S55	3	0
20	Exploiting the power of information in medical education. <i>Medical Teacher</i> , 2021 , 43, S17-S24	3	2
19	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> , 2021 , 96, S126-S135	3.9	0
18	Artificial Intelligence for Health Professions Educators.. <i>NAM Perspectives</i> , 2021 , 2021,	2.8	2
17	Assessing medical student performance of Entrustable Professional Activities: A mixed methods comparison of Co-Activity and Supervisory Scales. <i>Medical Teacher</i> , 2020 , 42, 325-332	3	10
16	A Responsible Educational Handover: Improving Communication to Improve Learning. <i>Academic Medicine</i> , 2020 , 95, 194-199	3.9	16
15	Building Trust in Entrustment: Pursuing Evidence-Based Progress in the Core Entrustable Professional Activities for Entering Residency. <i>Academic Medicine</i> , 2018 , 93, 341-342	3.9	3
14	Integrating Foundational Sciences in a Clinical Context in the Post-clerkship Curriculum. <i>Medical Science Educator</i> , 2018 , 28, 145-154	0.7	8
13	Integrating Foundational Sciences in a Clinical Context in the Post-Clerkship Curriculum. <i>Medical Science Educator</i> , 2018 , 28, 145-154	0.7	4
12	Competency milestones for medical students: Design, implementation, and analysis at one medical school. <i>Medical Teacher</i> , 2017 , 39, 494-504	3	29
11	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> , 2017 , 92, 765-770	3.9	112
10	Changing Medical School IT to Support Medical Education Transformation. <i>Teaching and Learning in Medicine</i> , 2016 , 28, 80-7	3.4	21

9	Triple-Jump Assessment Model for Use of Evidence-Based Medicine. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2016 , 12,	1.2	2
8	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> , 2016 , 26, 491-497	0.7	8
7	On the Origins of Perceptions: Student Perceptions of Active Learning and Their Implications for Educational Reform. <i>Teaching and Learning in Medicine</i> , 2016 , 28, 362-366	3.4	1
6	Core Entrustable Professional Activities for Entering Residency Pilot Group Update: Considerations for Medical Science Educators. <i>Medical Science Educator</i> , 2016 , 26, 797-800	0.7	9
5	Moral distress in the third year of medical school; a descriptive review of student case reflections. <i>American Journal of Surgery</i> , 2009 , 197, 107-12	2.7	41
4	Work hours restrictions as an ethical dilemma for residents: a descriptive survey of violation types and frequency. <i>Journal of Surgical Education</i> , 2006 , 63, 448-55		31
3	Missed opportunities: a descriptive assessment of teaching and attitudes regarding communication skills in a surgical residency. <i>Journal of Surgical Education</i> , 2006 , 63, 401-9		58
2	Work-hour restrictions as an ethical dilemma for residents. <i>American Journal of Surgery</i> , 2006 , 191, 527-327		30
1	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