

Jocelyn M Lockyer

List of Publications by Year in descending order

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Version: 2024-02-01

167
papers

5,908
citations

87888

38
h-index

85541

71
g-index

168
all docs

168
docs citations

168
times ranked

4619
citing authors

#	ARTICLE	IF	CITATIONS
1	A meta-analysis of continuing medical education effectiveness. <i>Journal of Continuing Education in the Health Professions</i> , 2007, 27, 6-15.	1.3	326
2	Core principles of assessment in competency-based medical education. <i>Medical Teacher</i> , 2017, 39, 609-616.	1.8	322
3	Factors influencing responsiveness to feedback: on the interplay between fear, confidence, and reasoning processes. <i>Advances in Health Sciences Education</i> , 2012, 17, 15-26.	3.3	289
4	The Processes and Dimensions of Informed Self-Assessment: A Conceptual Model. <i>Academic Medicine</i> , 2010, 85, 1212-1220.	1.6	257
5	Advancing Competency-Based Medical Education: A Charter for Clinicianâ€“Educators. <i>Academic Medicine</i> , 2016, 91, 645-649.	1.6	248
6	Multisource feedback in the assessment of physician competencies. <i>Journal of Continuing Education in the Health Professions</i> , 2003, 23, 4-12.	1.3	226
7	Facilitated Reflective Performance Feedback. <i>Academic Medicine</i> , 2015, 90, 1698-1706.	1.6	214
8	Stillbirth and Newborn Mortality in India After Helping Babies Breathe Training. <i>Pediatrics</i> , 2013, 131, e344-e352.	2.1	183
9	Helping Babies Breathe: Global neonatal resuscitation program development and formative educational evaluation. <i>Resuscitation</i> , 2012, 83, 90-96.	3.0	181
10	Tensions in Informed Self-Assessment: How the Desire for Feedback and Reticence to Collect and Use It Can Conflict. <i>Academic Medicine</i> , 2011, 86, 1120-1127.	1.6	159
11	Multisource feedback: a method of assessing surgical practice. <i>BMJ: British Medical Journal</i> , 2003, 326, 546-548.	2.3	143
12	Assessment of non-cognitive traits through the admissions multiple mini-interview. <i>Medical Education</i> , 2007, 41, 573-579.	2.1	124
13	Making Interprofessional Education Work: The Strategic Roles of the Academy. <i>Academic Medicine</i> , 2008, 83, 934-940.	1.6	123
14	Interpersonal perception in the context of doctorâ€“patient relationships: A dyadic analysis of doctorâ€“patient communication. <i>Social Science and Medicine</i> , 2010, 70, 763-768.	3.8	123
15	Features of assessment learners use to make informed self-assessments of clinical performance. <i>Medical Education</i> , 2011, 45, 636-647.	2.1	119
16	CanMEDS evaluation in Canadian postgraduate training programmes: tools used and programme director satisfaction. <i>Medical Education</i> , 2008, 42, 879-886.	2.1	105
17	The R2C2 Model in Residency Education: How Does It Foster Coaching and Promote Feedback Use?. <i>Academic Medicine</i> , 2018, 93, 1055-1063.	1.6	92
18	Self and Peer Assessment of Pediatricians, Psychiatrists and Medicine Specialists: Implications for Self-Directed Learning. <i>Advances in Health Sciences Education</i> , 2006, 11, 235-244.	3.3	89

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19	Knowledge translation: The role and place of practice reflection. <i>Journal of Continuing Education in the Health Professions</i> , 2004, 24, 50-56.	1.3	73
20	Changes in performance: a 5-year longitudinal study of participants in a multi-source feedback programme. <i>Medical Education</i> , 2008, 42, 1007-1013.	2.1	70
21	The Development and Testing of a Performance Checklist to Assess Neonatal Resuscitation Megacode Skill. <i>Pediatrics</i> , 2006, 118, e1739-e1744.	2.1	67
22	Assessment of a matched-pair instrument to examine doctor?patient communication skills in practising doctors. <i>Medical Education</i> , 2007, 41, 123-129.	2.1	66
23	Likelihood of Change: A Study Assessing Surgeon Use of Multisource Feedback Data. <i>Teaching and Learning in Medicine</i> , 2003, 15, 168-174.	2.1	62
24	Introduction of the multiple mini interview into the admissions process at the University of Calgary: acceptability and feasibility. <i>Medical Teacher</i> , 2007, 29, 394-396.	1.8	61
25	The multiple mini-interview for selection of international medical graduates into family medicine residency education. <i>Medical Education</i> , 2009, 43, 573-579.	2.1	61
26	Competency-based medical education and continuing professional development: A conceptualization for change. <i>Medical Teacher</i> , 2017, 39, 617-622.	1.8	61
27	Identifying coaching skills to improve feedback use in postgraduate medical education. <i>Medical Education</i> , 2019, 53, 477-493.	2.1	61
28	Evaluation of Learning Outcomes in Web-Based Continuing Medical Education. <i>Academic Medicine</i> , 2006, 81, S30-S34.	1.6	59
29	Assessment of Pediatricians by a Regulatory Authority. <i>Pediatrics</i> , 2006, 117, 796-802.	2.1	59
30	Commitment to change statements: A way of understanding how participants use information and skills taught in an educational session. <i>Journal of Continuing Education in the Health Professions</i> , 2001, 21, 82-89.	1.3	53
31	Medical education in substance-related disorders: components and outcome. <i>Addiction</i> , 2000, 95, 949-957.	3.3	50
32	A multi source feedback program for anesthesiologists. <i>Canadian Journal of Anaesthesia</i> , 2006, 53, 33-39.	1.6	49
33	The development and assessment of an evaluation tool for pediatric resident competence in leading simulated pediatric resuscitations. <i>Resuscitation</i> , 2012, 83, 887-893.	3.0	49
34	Toward a research agenda for competency-based medical education. <i>Medical Teacher</i> , 2017, 39, 623-630.	1.8	49
35	Should Efforts in Favor of Medical Student Diversity Be Focused During Admissions or Farther Upstream?. <i>Academic Medicine</i> , 2012, 87, 443-448.	1.6	48
36	Needs assessment: Lessons learned. <i>Journal of Continuing Education in the Health Professions</i> , 1998, 18, 190-192.	1.3	44

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37	Feedback data sources that inform physician self-assessment. <i>Medical Teacher</i> , 2011, 33, e113-e120.	1.8	42
38	The acceptability of the multiple mini interview for resident selection. <i>Family Medicine</i> , 2008, 40, 734-40.	0.5	40
39	An Examination of the Appropriateness of Using a Common Peer Assessment Instrument to Assess Physician Skills across Specialties. <i>Academic Medicine</i> , 2004, 79, S5-S8.	1.6	39
40	Permanent small groups: Group dynamics, learning, and change. <i>Journal of Continuing Education in the Health Professions</i> , 2002, 22, 205-213.	1.3	38
41	Development of a mentorship strategy: A knowledge translation case study. <i>Journal of Continuing Education in the Health Professions</i> , 2008, 28, 117-122.	1.3	38
42	Hidden curriculum in continuing medical education. <i>Journal of Continuing Education in the Health Professions</i> , 2004, 24, 145-152.	1.3	37
43	Assessment of Psychiatrists in Practice through Multisource Feedback. <i>Canadian Journal of Psychiatry</i> , 2008, 53, 525-533.	1.9	36
44	"What Do They Want Me To Say?" The hidden curriculum at work in the medical school selection process: a qualitative study. <i>BMC Medical Education</i> , 2012, 12, 17.	2.4	36
45	Evaluation of an educational program for essential newborn care in resource-limited settings: Essential Care for Every Baby. <i>BMC Pediatrics</i> , 2015, 15, 71.	1.7	36
46	The Assessment of Emergency Physicians by a Regulatory Authority. <i>Academic Emergency Medicine</i> , 2006, 13, 1296-1303.	1.8	34
47	What Multisource Feedback Factors Influence Physician Self-Assessments? A Five-Year Longitudinal Study. <i>Academic Medicine</i> , 2007, 82, S77-S80.	1.6	32
48	Multisource Feedback: Can It Meet Criteria for Good Assessment?. <i>Journal of Continuing Education in the Health Professions</i> , 2013, 33, 89-98.	1.3	29
49	Effectiveness of commitment contracts in facilitating change in continuing medical education intervention. <i>Journal of Continuing Education in the Health Professions</i> , 1997, 17, 27-31.	1.3	28
50	International medical graduates: Learning for practice in Alberta, Canada. <i>Journal of Continuing Education in the Health Professions</i> , 2007, 27, 157-163.	1.3	27
51	The impact of a hybrid online and classroom-based course on palliative care competencies of family medicine residents. <i>Palliative Medicine</i> , 2008, 22, 929-937.	3.1	27
52	Focused Critical Care Echocardiography: Development and Evaluation of an Image Acquisition Assessment Tool*. <i>Critical Care Medicine</i> , 2016, 44, e329-e335.	0.9	26
53	In-the-Moment Feedback and Coaching: Improving R2C2 for a New Context. <i>Journal of Graduate Medical Education</i> , 2020, 12, 27-35.	1.3	26
54	Toward a common understanding: supporting and promoting education scholarship for medical school faculty. <i>Medical Education</i> , 2014, 48, 1190-1200.	2.1	25

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55	National programmes for validating physician competence and fitness for practice: a scoping review. <i>BMJ Open</i> , 2016, 6, e010368.	1.9	25
56	The transition from face-to-face to online CME facilitation. <i>Medical Teacher</i> , 2006, 28, 625-630.	1.8	23
57	Assessing postgraduate trainees in Canada: Are we achieving diversity in methods?. <i>Medical Teacher</i> , 2009, 31, e58-e63.	1.8	23
58	Social studying and learning among medical students: a scoping review. <i>Perspectives on Medical Education</i> , 2022, 6, 311-318.	3.5	23
59	Multicultural issues in medical curriculum: Implications for Canadian physicians. <i>Medical Teacher</i> , 1993, 15, 83-91.	1.8	22
60	Discourse analysis of computer-mediated conferencing in World Wide Web-based continuing medical education. <i>Journal of Continuing Education in the Health Professions</i> , 2003, 23, 229-238.	1.3	22
61	The use of the opinion leader in continuing medical education. <i>Medical Teacher</i> , 2003, 25, 438-441.	1.8	21
62	Twelve tips for effective short course design. <i>Medical Teacher</i> , 2005, 27, 392-395.	1.8	21
63	Leading Educationally Effective Family-Centered Bedside Rounds. <i>Journal of Graduate Medical Education</i> , 2013, 5, 594-599.	1.3	21
64	Communication Skills Training in Orthopaedics. <i>Journal of Bone and Joint Surgery - Series A</i> , 2008, 90, 1393-1400.	3.0	20
65	An exploration of contextual dimensions impacting goals of care conversations in postgraduate medical education. <i>BMC Palliative Care</i> , 2016, 15, 34.	1.8	20
66	Block to succeed: the Canadian orthopedic resident research experience. <i>Canadian Journal of Surgery</i> , 2009, 52, 187-95.	1.2	20
67	An Analysis of Long-Term Outcomes of the Impact of Curriculum: A Comparison of the Three- and Four-Year Medical School Curricula. <i>Academic Medicine</i> , 2009, 84, 1342-1347.	1.6	19
68	Evidence-Informed Facilitated Feedback: The R2C2 Feedback Model. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	19
69	The Assessment of Pathologists/Laboratory Medicine Physicians Through a Multisource Feedback Tool. <i>Archives of Pathology and Laboratory Medicine</i> , 2009, 133, 1301-1308.	2.5	19
70	A study of a multi-source feedback system for international medical graduates holding defined licences. <i>Medical Education</i> , 2006, 40, 340-347.	2.1	18
71	Concordance in communication between surgeon and patient. <i>Canadian Journal of Surgery</i> , 1998, 41, 439-45.	1.2	18
72	Getting started with needs assessment: Part 1â€”the questionnaire. <i>Journal of Continuing Education in the Health Professions</i> , 1998, 18, 58-61.	1.3	17

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73	Musculoskeletal education: a curriculum evaluation at one university. <i>BMC Medical Education</i> , 2010, 10, 93.	2.4	17
74	“A Chance To Show Yourself” how do applicants approach medical school admission essays?. <i>Medical Teacher</i> , 2011, 33, e541-e548.	1.8	16
75	Improving the Management of Patients with Schizophrenia in Primary Care: Assessing Learning Needs as a First Step. <i>Canadian Journal of Psychiatry</i> , 1996, 41, 617-622.	1.9	15
76	Distance education for physicians: Adaptation of a Canadian experience to Uruguay. <i>Journal of Continuing Education in the Health Professions</i> , 2008, 28, 79-85.	1.3	15
77	Multisource Feedback and Narrative Comments: Polarity, Specificity, Actionability, and CanMEDS Roles. <i>Journal of Continuing Education in the Health Professions</i> , 2018, 38, 32-40.	1.3	15
78	Roles and responsibilities of family physicians on geriatric health care teams: Health care team members' perspectives. <i>Canadian Family Physician</i> , 2007, 53, 1954-5.	0.4	15
79	The Nature of the Interaction Between Participants and Facilitators in Online Asynchronous Continuing Medical Education Learning Environments. <i>Teaching and Learning in Medicine</i> , 2005, 17, 240-245.	2.1	14
80	Assessment of Radiology Physicians by a Regulatory Authority. <i>Radiology</i> , 2008, 247, 771-778.	7.3	14
81	Use of focus groups from different disciplines to identify clinical management and educational issues. <i>Teaching and Learning in Medicine</i> , 1996, 8, 223-226.	2.1	13
82	Assessing outcomes through congruence of course objectives and reflective work. <i>Journal of Continuing Education in the Health Professions</i> , 2005, 25, 76-86.	1.3	12
83	Exploring Well Water Testing Behaviour Through the Health Belief Model. <i>Environmental Health Insights</i> , 2020, 14, 117863022091014.	1.7	12
84	Physician Performance: The Roles of Knowledge, Skill, and Environment. <i>Teaching and Learning in Medicine</i> , 1992, 4, 86-96.	2.1	11
85	Acute Care of At-Risk Newborns (ACoRN): quantitative and qualitative educational evaluation of the program in a region of China. <i>BMC Medical Education</i> , 2012, 12, 44.	2.4	11
86	Adapting Feedback to Individual Residents: An Examination of Preceptor Challenges and Approaches. <i>Journal of Graduate Medical Education</i> , 2018, 10, 168-175.	1.3	11
87	A medical information networking system between practitioners and academia. <i>Journal of Continuing Education in the Health Professions</i> , 1990, 10, 237-243.	1.3	10
88	Effectiveness of commitment contracts in continuing medical education. <i>Academic Medicine</i> , 1996, 71, 394.	1.6	10
89	Learning to practice in Canada: The hidden curriculum of international medical graduates. <i>Journal of Continuing Education in the Health Professions</i> , 2010, 30, 37-43.	1.3	10
90	Supporting Veterinary Preceptors in a Distributed Model of Education: A Faculty Development Needs Assessment. <i>Journal of Veterinary Medical Education</i> , 2016, 43, 104-110.	0.6	10

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91	Exploring Faculty Approaches to Feedback in the Simulated Setting. <i>Simulation in Healthcare</i> , 2018, 13, 195-200.	1.2	10
92	Long-term outcomes for surgeons from 3- and 4-year medical school curricula. <i>Canadian Journal of Surgery</i> , 2012, 55, S163-S170.	1.2	10
93	Short report: satisfaction with on-line CME. Evaluation of the ruralMDcme website. <i>Canadian Family Physician</i> , 2004, 50, 271-4.	0.4	10
94	Providing relevant information to rural practitioners: A study of a medical information system. <i>Teaching and Learning in Medicine</i> , 1990, 2, 200-204.	2.1	9
95	A comparison of two needs assessments methods: Clinical recall interviews and focus groups. <i>Teaching and Learning in Medicine</i> , 1994, 6, 264-268.	2.1	9
96	Determining Priorities for Family Physician Education in Substance Abuse by the Use of a Survey. <i>Journal of Addictive Diseases</i> , 1995, 14, 23-31.	1.3	9
97	Diffusion of innovations. <i>Journal of Continuing Education in the Health Professions</i> , 1997, 17, 62-64.	1.3	9
98	Physician educational needs in osteoporosis: An approach to needs assessment. <i>Journal of Continuing Education in the Health Professions</i> , 1998, 18, 185-189.	1.3	9
99	Moving Into Medical Practice in a New Community: The Transition Experience. <i>Journal of Continuing Education in the Health Professions</i> , 2011, 31, 151-156.	1.3	9
100	Role for Assessment in Maintenance of Certification: Physician Perceptions of Assessment. <i>Journal of Continuing Education in the Health Professions</i> , 2015, 35, 11-17.	1.3	9
101	Clinical teaching as part of continuing professional development: Does teaching enhance clinical performance?. <i>Medical Teacher</i> , 2016, 38, 815-822.	1.8	9
102	Exploring anesthesiologists'™ understanding of situational awareness: a qualitative study. <i>Canadian Journal of Anaesthesia</i> , 2017, 64, 810-819.	1.6	9
103	Stimulated case recall interviews applied to a national protocol for hyperbilirubinemia. <i>Journal of Continuing Education in the Health Professions</i> , 1991, 11, 129-137.	1.3	8
104	What do we know about adoption of innovation?. <i>Journal of Continuing Education in the Health Professions</i> , 1992, 12, 33-38.	1.3	8
105	Controlling Quality in CME/CPD by Measuring and Illuminating Bias. <i>Journal of Continuing Education in the Health Professions</i> , 2011, 31, 109-116.	1.3	8
106	More Than Reducing Complexity: Canadian Specialists' Views of the Royal College's Maintenance of Certification Framework and Program. <i>Journal of Continuing Education in the Health Professions</i> , 2016, 36, 157-163.	1.3	8
107	Assessment and Change: An Exploration of Documented Assessment Activities and Outcomes by Canadian Psychiatrists. <i>Journal of Continuing Education in the Health Professions</i> , 2018, 38, 235-243.	1.3	8
108	An Examination of Self-Reported Assessment Activities Documented by Specialist Physicians for Maintenance of Certification. <i>Journal of Continuing Education in the Health Professions</i> , 2020, 40, 19-26.	1.3	8

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109	Physician outcomes and implications for planning an intensive educational experience on attention-deficit hyperactivity disorder. <i>Academic Medicine</i> , 1999, 74, S31-3.	1.6	7
110	Dual-track CME. <i>Academic Medicine</i> , 2002, 77, S61-S63.	1.6	7
111	So much to teach, so little time: a prospective cohort study evaluating a tool to select content for a critical care curriculum. <i>Critical Care</i> , 2008, 12, R127.	5.8	7
112	Mentorship for the physician recruited from abroad to Canada for rural practice. <i>Medical Teacher</i> , 2010, 32, e322-e327.	1.8	7
113	A Study of Thrombophilia Testing and Counseling Practices of Family Physicians Using the Script Concordance Method in Calgary, Canada. <i>Clinical and Applied Thrombosis/Hemostasis</i> , 2012, 18, 403-408.	1.7	7
114	Perceptions of drinking water quality from private wells in Alberta: A qualitative study. <i>Canadian Water Resources Journal</i> , 2019, 44, 291-306.	1.2	7
115	Resident Training in the Psychiatric Emergency Service: Duty Hours Tell Only Part of the Story. <i>Journal of Graduate Medical Education</i> , 2011, 3, 26-30.	1.3	6
116	Family physician practice visits arising from the Alberta Physician Achievement Review. <i>BMC Medical Education</i> , 2013, 13, 121.	2.4	6
117	Society for Academic Continuing Medical Education Intervention Guideline Series. <i>Journal of Continuing Education in the Health Professions</i> , 2015, 35, S51-S54.	1.3	6
118	Society for Academic Continuing Medical Education Intervention Guideline Series. <i>Journal of Continuing Education in the Health Professions</i> , 2015, 35, S65-S69.	1.3	6
119	Exploring the Teaching Motivations, Satisfaction, and Challenges of Veterinary Preceptors: A Qualitative Study. <i>Journal of Veterinary Medical Education</i> , 2016, 43, 95-103.	0.6	6
120	Categorising and enhancing the impacts of continuing professional development to improve performance and health outcomes. <i>Medical Education</i> , 2019, 53, 1066-1069.	2.1	6
121	In Our Own Time: Medical Students's™ Informal Social Studying and Learning. <i>Teaching and Learning in Medicine</i> , 2020, 32, 353-361.	2.1	6
122	Attitudinal and resource changes after a neonatal resuscitation training program. <i>Neonatal Network: NN</i> , 1992, 11, 37-40.	0.3	6
123	Responses to non-emergency questions in rural medicine: their usefulness to practice decisions. <i>Medical Education</i> , 1991, 25, 238-242.	2.1	5
124	Audience response systems and touch pad technology: their role in CME. <i>Journal of Continuing Education in the Health Professions</i> , 1995, 15, 52-57.	1.3	5
125	Society for Academic Continuing Medical Education Intervention Guideline Series. <i>Journal of Continuing Education in the Health Professions</i> , 2015, 35, S60-S64.	1.3	5
126	Targeted needs assessment for a transitional "boot camp" curriculum for pediatric surgery residents. <i>Journal of Pediatric Surgery</i> , 2015, 50, 819-824.	1.6	5

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127	Picking the Right Tool for the Job: A Reliability Study of 4 Assessment Tools for Central Venous Catheter Insertion. <i>Journal of Graduate Medical Education</i> , 2019, 11, 422-429.	1.3	5
128	Raising questions in clinical practice. <i>Journal of Continuing Education in the Health Professions</i> , 1988, 8, 21-26.	1.3	4
129	A pilot study of a medical information system for family physicians in practice. <i>Academic Medicine</i> , 1988, 63, 193-5.	1.6	4
130	Clinical practice guidelines and the CME office. <i>Journal of Continuing Education in the Health Professions</i> , 1994, 14, 46-55.	1.3	4
131	Ethics training for residents. <i>Academic Medicine</i> , 1994, 69, 432.	1.6	4
132	Using a commitment-to-change strategy to assess faculty development. <i>Medical Education</i> , 2010, 44, 516-517.	2.1	4
133	Exploring Perceptions of Early-Career Psychiatrists About Their Relationships With the Pharmaceutical Industry. <i>Academic Psychiatry</i> , 2016, 40, 249-254.	0.9	4
134	Peer and Self-assessment of Professionalism in Undergraduate Medical Students at the University of Calgary. <i>Canadian Medical Education Journal</i> , 2011, 2, e65-e72.	0.4	4
135	Impact of Personalized Feedback: The Case of Coaching and Learning Change Plans. , 2019, , 189-204.		4
136	Physician Outcomes Following an Intensive Educational Program on Erectile Dysfunction. <i>Journal of Sex Education and Therapy</i> , 2001, 26, 358-362.	0.3	3
137	Approaches to interpersonal conflict in simulation debriefings: A qualitative study. <i>Medical Education</i> , 2021, 55, 1284-1296.	2.1	3
138	Palliative and end of life care communication as emerging priorities in postgraduate medical education. <i>Canadian Medical Education Journal</i> , 2016, 7, e4-e21.	0.4	3
139	A model of continuing education for conjoint practice. <i>Journal of Continuing Education in Nursing</i> , 1988, 19, 65-7.	0.6	3
140	An Exploration of the Content and Usability of Web-Based Resources Used by Individuals to Find and Access Family Physicians. <i>Healthcare Policy</i> , 2018, 13, 35-49.	0.6	2
141	Sports Medicine: What family physicians see and what they need to learn. <i>Canadian Family Physician</i> , 1992, 38, 67-71.	0.4	2
142	Two years of prelicensure training: observations from the alberta experience. <i>Canadian Family Physician</i> , 1983, 29, 1224-35.	0.4	2
143	Teleconferencing cme programs to rural physicians: the university of calgary teleconference program. <i>Canadian Family Physician</i> , 1987, 33, 1705-8.	0.4	2
144	Bridging the gap: Educational Theory, Research, and CME Practice HIV Infection Programming as a Case Report. <i>Journal of Continuing Education in the Health Professions</i> , 1992, 12, 83-88.	1.3	1

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145	An examination of the feasibility of developing and offering courses that meet MAINPRO-C requirements. <i>Academic Medicine</i> , 1997, 72, 458-9.	1.6	1
146	A model continuing medical education program on congestive heart failure: An analysis. <i>Journal of Continuing Education in the Health Professions</i> , 1997, 17, 106-113.	1.3	1
147	Patient education materials: Physician perception of their role and usefulness. <i>Journal of Continuing Education in the Health Professions</i> , 1997, 17, 159-162.	1.3	1
148	'PocketSnips': microvideos on medical procedures. <i>Medical Education</i> , 2004, 38, 572-573.	2.1	1
149	An analysis of the development of a successful medical collaboration to create and sustain family physician anaesthesiology capacity in rural Canada. <i>Australian Journal of Rural Health</i> , 2005, 13, 178-182.	1.5	1
150	Physician in the movies. <i>Journal of Continuing Education in the Health Professions</i> , 2007, 27, 133.	1.3	1
151	Mentorship in a Canadian residency program: faculty and resident needs and experiences. <i>Canadian Journal of Anaesthesia</i> , 2017, 64, 780-782.	1.6	1
152	Education in Sports Medicine: A resident perspective. <i>Canadian Family Physician</i> , 1990, 36, 1966-70.	0.4	1
153	Residency training in family practice: how many residents, faculty and rotations?. <i>Canadian Family Physician</i> , 1982, 28, 1648-51.	0.4	1
154	Sports medicine electives. Are they available in Canadian family medicine programs?. <i>Canadian Family Physician</i> , 1993, 39, 1742-4.	0.4	1
155	Physician engagement in regularly scheduled rounds. <i>Canadian Medical Education Journal</i> , 2021, 12, e21-e30.	0.4	1
156	Family Physician Quality Improvement Plans: A Realist Inquiry Into What Works, for Whom, Under What Circumstances. <i>Journal of Continuing Education in the Health Professions</i> , 2023, 43, 155-163.	1.3	1
157	Review of residency programs. <i>Academic Medicine</i> , 1981, 56, 877-8.	1.6	0
158	CME teleconferences. <i>Academic Medicine</i> , 1987, 62, 785-6.	1.6	0
159	Nurses' Perceptions of Inter- and Intra-Professional Relationships: An Analysis of Support From Nursing and Physician Colleagues in Rural Hospitals. <i>Journal of Rural Health</i> , 1987, 3, 31-38.	2.9	0
160	A new "department" in JCEHP: The practice of continuing health education. <i>Journal of Continuing Education in the Health Professions</i> , 1992, 12, 9-10.	1.3	0
161	The evolution and evaluation of a physician interest group in geriatric continuing medical education. <i>Journal of Continuing Education in the Health Professions</i> , 1994, 14, 101-109.	1.3	0
162	A patient survey to identify CME learning needs. <i>Academic Medicine</i> , 1994, 69, 651-2.	1.6	0

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163	Continuing medical education handbook: A resource for CME practitioners. Stephen Biddle and Barbara B. Huffman. Journal of Continuing Education in the Health Professions, 1996, 16, 125-126.	1.3	0
164	Resources for conducting evaluation studies. Journal of Continuing Education in the Health Professions, 1997, 17, 250-251.	1.3	0
165	Innovations in programs and assessment. Journal of Continuing Education in the Health Professions, 2007, 27, 59.	1.3	0
166	An evaluation of Acute Care of at-Risk Newborns (ACoRN), a Canadian education program, in Chinese neonatal nurseries. Paediatrics and Child Health, 2020, 25, 351-357.	0.6	0
167	Physician engagement in regularly scheduled rounds. Canadian Medical Education Journal, 2021, 12, e21-e30.	0.4	0