

# Lorelei A Lingard

## 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.

103  
papers

3,621  
citations

30  
h-index

59  
g-index

121  
ext. papers

4,171  
ext. citations

2.9  
avg, IF

5.81  
L-index

#	Paper	IF	Citations
103	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> , <b>2008</b> , 143, 12-7; discussion 18		440
102	Grounded theory, mixed methods, and action research. <i>BMJ, The</i> , <b>2008</b> , 337, a567	5.9	300
101	Grounded theory in medical education research: AMEE Guide No. 70. <i>Medical Teacher</i> , <b>2012</b> , 34, 850-61	3	282
100	Making sense of grounded theory in medical education. <i>Medical Education</i> , <b>2006</b> , 40, 101-8	3.7	277
99	Progressive independence in clinical training: a tradition worth defending?. <i>Academic Medicine</i> , <b>2005</b> , 80, S106-11	3.9	165
98	The anatomy of the professional lapse: bridging the gap between traditional frameworks and students' perceptions. <i>Academic Medicine</i> , <b>2002</b> , 77, 516-22	3.9	110
97	'It's a cultural expectation...' The pressure on medical trainees to work independently in clinical practice. <i>Medical Education</i> , <b>2009</b> , 43, 645-53	3.7	109
96	Learning oral presentation skills: a rhetorical analysis with pedagogical and professional implications. <i>Journal of General Internal Medicine</i> , <b>2001</b> , 16, 308-14	4	108
95	'You learn better under the gun': intimidation and harassment in surgical education. <i>Medical Education</i> , <b>2005</b> , 39, 926-34	3.7	99
94	Learning culture and feedback: an international study of medical athletes and musicians. <i>Medical Education</i> , <b>2014</b> , 48, 713-23	3.7	89
93	Conflicting messages: examining the dynamics of leadership on interprofessional teams. <i>Academic Medicine</i> , <b>2012</b> , 87, 1762-7	3.9	87
92	Towards safer interprofessional communication: constructing a model of "utility" from preoperative team briefings. <i>Journal of Interprofessional Care</i> , <b>2006</b> , 20, 471-83	2.7	85
91	Representing complexity well: a story about teamwork, with implications for how we teach collaboration. <i>Medical Education</i> , <b>2012</b> , 46, 869-77	3.7	83
90	Tensions influencing operating room team function: does institutional context make a difference?. <i>Medical Education</i> , <b>2004</b> , 38, 691-9	3.7	82
89	Interprofessional communication and medical error: a reframing of research questions and approaches. <i>Academic Medicine</i> , <b>2008</b> , 83, S76-81	3.9	75
88	Staging a performance: learners' perceptions about direct observation during residency. <i>Medical Education</i> , <b>2017</b> , 51, 498-510	3.7	71
87	Hedging to save face: a linguistic analysis of written comments on in-training evaluation reports. <i>Advances in Health Sciences Education</i> , <b>2016</b> , 21, 175-88	3.7	69

86	Evaluation of a preoperative team briefing: a new communication routine results in improved clinical practice. <i>BMJ Quality and Safety</i> , <b>2011</b> , 20, 475-82	5.4	65
85	Patient safety, resident well-being and continuity of care with different resident duty schedules in the intensive care unit: a randomized trial. <i>Cmaj</i> , <b>2015</b> , 187, 321-9	3.5	61
84	What's so great about rehabilitation teams? An ethnographic study of interprofessional collaboration in a rehabilitation unit. <i>Archives of Physical Medicine and Rehabilitation</i> , <b>2009</b> , 90, 1196-201	2.8	53
83	Communication channels in general internal medicine: a description of baseline patterns for improved interprofessional collaboration. <i>Qualitative Health Research</i> , <b>2009</b> , 19, 943-53	3.9	51
82	Time as a catalyst for tension in nurse-surgeon communication. <i>AORN Journal</i> , <b>2001</b> , 74, 672-82	0.6	48
81	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> , <b>2006</b> , 15, 422-6		47
80	An exploration of faculty perspectives on the in-training evaluation of residents. <i>Academic Medicine</i> , <b>2010</b> , 85, 1157-62	3.9	42
79	Considering the interdependence of clinical performance: implications for assessment and entrustment. <i>Medical Education</i> , <b>2018</b> , 52, 970	3.7	37
78	Paradoxical Truths and Persistent Myths: Reframing the Team Competence Conversation. <i>Journal of Continuing Education in the Health Professions</i> , <b>2016</b> , 36 Suppl 1, S19-21	2.1	35
77	Joining a conversation: the problem/gap/hook heuristic. <i>Perspectives on Medical Education</i> , <b>2015</b> , 4, 252-3	3.3	35
76	Look Who's Talking: Teaching and Learning Using the Genre of Medical Case Presentations. <i>Journal of Business and Technical Communication</i> , <b>2006</b> , 20, 121-158	1.9	31
75	Thresholds of Principle and Preference: Exploring Procedural Variation in Postgraduate Surgical Education. <i>Academic Medicine</i> , <b>2015</b> , 90, S70-6	3.9	30
74	'Who is on your health-care team?' Asking individuals with heart failure about care team membership and roles. <i>Health Expectations</i> , <b>2017</b> , 20, 198-210	3.7	27
73	Understanding palliative care on the heart failure care team: an innovative research methodology. <i>Journal of Pain and Symptom Management</i> , <b>2013</b> , 45, 901-11	4.8	25
72	Working off the record: physicians' and nurses' transformations of electronic patient record-based patient information. <i>Academic Medicine</i> , <b>2006</b> , 81, S35-9	3.9	25
71	'How would you call this in English?' : Being reflective about translations in international, cross-cultural qualitative research. <i>Perspectives on Medical Education</i> , <b>2017</b> , 6, 127-132	4.3	24
70	The rhetorical 'turn' in medical education: what have we learned and where are we going?. <i>Advances in Health Sciences Education</i> , <b>2007</b> , 12, 121-33	3.7	23
69	The call, the save, and the threat: understanding expert help-seeking behavior during nonroutine operative scenarios. <i>Journal of Surgical Education</i> , <b>2015</b> , 72, 302-9	3.4	22

68	The Rising Challenge of Training Physician-Scientists: Recommendations From a Canadian National Consensus Conference. <i>Academic Medicine</i> , <b>2018</b> , 93, 172-178	3.9	21
67	Expert and trainee determinations of rhetorical relevance in referral and consultation letters. <i>Medical Education</i> , <b>2004</b> , 38, 168-76	3.7	21
66	Language matters: towards an understanding of silence and humour in medical education. <i>Medical Education</i> , <b>2013</b> , 47, 40-8	3.7	20
65	How Do Thresholds of Principle and Preference Influence Surgeon Assessments of Learner Performance?. <i>Annals of Surgery</i> , <b>2018</b> , 268, 385-390	7.8	18
64	Taking a detour: positive and negative effects of supervisors' interruptions during admission case review discussions. <i>Academic Medicine</i> , <b>2012</b> , 87, 1382-8	3.9	17
63	Adaptive practices in heart failure care teams: implications for patient-centered care in the context of complexity. <i>Journal of Multidisciplinary Healthcare</i> , <b>2015</b> , 8, 365-76	2.8	16
62	Interprofessional information work: innovations in the use of the chart on internal medicine teams. <i>Journal of Interprofessional Care</i> , <b>2007</b> , 21, 657-67	2.7	15
61	Beyond the realist turn: a socio-material analysis of heart failure self-care. <i>Sociology of Health and Illness</i> , <b>2018</b> , 40, 218-233	3	14
60	To stay or not to stay? A grounded theory study of residents' postcall behaviors and their rationalizations for those behaviors. <i>Academic Medicine</i> , <b>2013</b> , 88, 1529-33	3.9	14
59	Allowing failure for educational purposes in postgraduate clinical training: A narrative review. <i>Medical Teacher</i> , <b>2019</b> , 41, 1263-1269	3	13
58	When I say grounded theory. <i>Medical Education</i> , <b>2014</b> , 48, 748-9	3.7	12
57	Beyond Simple Planning: Existential Dimensions of Conversations With Patients at Risk of Dying From Heart Failure. <i>Journal of Pain and Symptom Management</i> , <b>2017</b> , 54, 637-644	4.8	12
56	Seeing and Listening: A Visual and Social Analysis of Optometric Record-Keeping Practices. <i>Journal of Business and Technical Communication</i> , <b>2007</b> , 21, 343-375	1.9	11
55	The art of limitations. <i>Perspectives on Medical Education</i> , <b>2015</b> , 4, 136-7	4.3	10
54	Perseverance, faith and stoicism: a qualitative study of medical student perspectives on managing fatigue. <i>Medical Education</i> , <b>2019</b> , 53, 1221-1229	3.7	10
53	What is the state of complexity science in medical education research?. <i>Medical Education</i> , <b>2019</b> , 53, 95-104	3.7	10
52	Beyond catharsis: the nuanced emotion of patient storytellers in an educational role. <i>Medical Education</i> , <b>2018</b> , 52, 526-535	3.7	9
51	It's a Story, Not a Study: Writing an Effective Research Paper. <i>Academic Medicine</i> , <b>2016</b> , 91, e12	3.9	9

50	Beyond limitations: Improving how we handle uncertainty in health professions education research. <i>Medical Teacher</i> , <b>2015</b> , 37, 1043-50	3	8
49	Stories Doctors Tell. <i>JAMA - Journal of the American Medical Association</i> , <b>2017</b> , 318, 124-125	27.4	7
48	Not overstepping professional boundaries: the challenging role of nurses in simulated error disclosures. <i>Journal of Nursing Care Quality</i> , <b>2011</b> , 26, 320-7	1.7	7
47	Critically reflective practice and its sources: A qualitative exploration. <i>Medical Education</i> , <b>2020</b> , 54, 312-319	3.9	7
46	Patients with heart failure and their partners with chronic illness: interdependence in multiple dimensions of time. <i>Journal of Multidisciplinary Healthcare</i> , <b>2018</b> , 11, 175-186	2.8	7
45	Enlisting the power of the verb. <i>Perspectives on Medical Education</i> , <b>2015</b> , 4, 53-4	4.3	6
44	Three Sides to Every Story: Preparing Patient and Family Storytellers, Facilitators, and Audiences <b>2018</b> , 22, 17-119		6
43	'The other right': control strategies and the role of language use in laparoscopic training. <i>Medical Education</i> , <b>2017</b> , 51, 1269-1276	3.7	5
42	The writer's craft. <i>Perspectives on Medical Education</i> , <b>2015</b> , 4, 79-80	4.3	5
41	Paradoxical effects of interprofessional briefings on OR team performance. <i>Cognition, Technology and Work</i> , <b>2007</b> , 10, 287	2.9	5
40	Going against the grain: An exploration of agency in medical learning. <i>Medical Education</i> , <b>2021</b> , 55, 942-950	3.9	5
39	'Whatever you cut, I can fix it': clinical supervisors' interview accounts of allowing trainee failure while guarding patient safety. <i>BMJ Quality and Safety</i> , <b>2020</b> , 29, 727-734	5.4	3
38	Get control of your commas. <i>Perspectives on Medical Education</i> , <b>2016</b> , 5, 39-41	4.3	3
37	Mastering the sentence. <i>Perspectives on Medical Education</i> , <b>2017</b> , 6, 51-53	4.3	3
36	Primary Care Practitioner Training in Child and Adolescent Psychiatry (PTCAP): A Cluster-Randomized Trial. <i>Canadian Journal of Psychiatry</i> , <b>2020</b> , 65, 319-329	4.8	3
35	Avoiding prepositional pile-up. <i>Perspectives on Medical Education</i> , <b>2015</b> , 4, 186-7	4.3	2
34	Beyond 'Communication Skills'—Research in Team Communication and Implications for Surgical Education. <i>Advances in Medical Education</i> , <b>2011</b> , 199-213		2
33	Understanding helping behaviors in an interprofessional surgical team: How do members engage?. <i>American Journal of Surgery</i> , <b>2020</b> , 219, 372-378	2.7	2

32	Can a complex adaptive systems perspective support the resiliency of the heart failure patient - informal caregiver dyad?. <i>Current Opinion in Supportive and Palliative Care</i> , <b>2019</b> , 13, 9-13	2.6	2
31	Story, Not Study: 30 Brief Lessons to Inspire Health Researchers as Writers. <i>Innovation and Change in Professional Education</i> , <b>2021</b> ,	0.1	2
30	'It depends': The complexity of allowing residents to fail from the perspective of clinical supervisors. <i>Medical Teacher</i> , <b>2021</b> , 1-10	3	0
29	Avoiding Clutter: Using Adjectives and Adverbs Wisely. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 107-111	0.1	0
28	Mapping the Gap. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 15-20	0.1	
27	The Power of Parallel Structure. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 91-94	0.1	
26	The Academic Hedge, Part I: Modal Tuning in Your Research Writing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 139-144	0.1	
25	Pace, Pause, & Silence: Creating Emphasis & Suspense in Your Writing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 133-138	0.1	
24	Avoiding Prepositional Pile-Up. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 101-105	0.1	
23	Coherence: Keeping the Reader on Track. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 119-125	0.1	
22	Coaching Writing II: Relationship and Identity. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 195-200	0.1	
21	Giving Feedback on Others' Writing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 183-187	0.1	
20	Mastering the Sentence. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 77-81	0.1	
19	Cultivating a Writing Community. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 201-207	0.1	
18	Successfully Navigating the Peer Review Process. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 209-218	0.1	
17	Bonfire Red Titles. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 61-68	0.1	
16	Enlisting the Power of the Verb. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 83-89	0.1	
15	Collaborative Writing: Strategies and Activities. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 167-173	0.1	

14	The Academic Hedge, Part II: Getting Politeness Right in Your Research Writing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 145-154	0.1
13	Writing a Discussion That Realizes Its Potential. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 45-51	0.1
12	Collaborative Writing: Roles, Authorship & Ethics. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 175-182	0.1
11	The Art of Limitations. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 53-59	0.1
10	From Semi-Conscious to Strategic Paragraphing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 113-118	0.1
9	Effective Use of Quotes in Qualitative Research. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 35-43	0.1
8	Methods: Where Story Meets Study. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 27-33	0.1
7	The Three <b>B</b> s of Editing: Story, Structure, and Style. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 127-132	0.1
6	Citation Technique. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 21-26	0.1
5	Problem/Gap/Hook Introductions. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 7-14	0.1
4	Get Control of Your Commas. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 95-99	0.1
3	Coaching Writing I: Being Thoughtful About the Process. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 189-193	0.1
2	Making Every Word Count: Keys to a Strong Research Abstract. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 69-74	0.1
1	From Silent to Audible Voice: Adjusting Register, Stance & Engagement in Your Writing. <i>Innovation and Change in Professional Education</i> , <b>2021</b> , 155-163	0.1