

Jason R Frank

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.

91
papers

4,919
citations

30
h-index

69
g-index

100
ext. papers

6,081
ext. citations

2.3
avg, IF

5.62
L-index

#	Paper	IF	Citations
91	Competency-based medical education: theory to practice. <i>Medical Teacher</i> , 2010 , 32, 638-45	3	1119
90	The CanMEDS initiative: implementing an outcomes-based framework of physician competencies. <i>Medical Teacher</i> , 2007 , 29, 642-7	3	570
89	The role of assessment in competency-based medical education. <i>Medical Teacher</i> , 2010 , 32, 676-82	3	494
88	Toward a definition of competency-based education in medicine: a systematic review of published definitions. <i>Medical Teacher</i> , 2010 , 32, 631-7	3	360
87	Competency-based medical education in postgraduate medical education. <i>Medical Teacher</i> , 2010 , 32, 651-6	3	260
86	Core principles of assessment in competency-based medical education. <i>Medical Teacher</i> , 2017 , 39, 609-616	3	186
85	Advancing Competency-Based Medical Education: A Charter for Clinician-Educators. <i>Academic Medicine</i> , 2016 , 91, 645-9	3.9	168
84	A call to action: The controversy of and rationale for competency-based medical education. <i>Medical Teacher</i> , 2017 , 39, 574-581	3	116
83	Implementing competency-based medical education: Moving forward. <i>Medical Teacher</i> , 2017 , 39, 568-573	3	86
82	A Core Components Framework for Evaluating Implementation of Competency-Based Medical Education Programs. <i>Academic Medicine</i> , 2019 , 94, 1002-1009	3.9	81
81	Evolving concepts of assessment in a competency-based world. <i>Medical Teacher</i> , 2017 , 39, 603-608	3	77
80	Defining the key roles and competencies of the clinician-educator of the 21st century: a national mixed-methods study. <i>Academic Medicine</i> , 2014 , 89, 783-9	3.9	77
79	Toward a shared language for competency-based medical education. <i>Medical Teacher</i> , 2017 , 39, 582-587	3	76
78	Training disrupted: Practical tips for supporting competency-based medical education during the COVID-19 pandemic. <i>Medical Teacher</i> , 2020 , 42, 756-761	3	75
77	Overarching challenges to the implementation of competency-based medical education. <i>Medical Teacher</i> , 2017 , 39, 588-593	3	74
76	Collaboration, communication, management, and advocacy: teaching surgeons new skills through the CanMEDS Project. <i>World Journal of Surgery</i> , 2003 , 27, 972-8; discussion 978	3.3	71
75	Competencies, the tea bag model, and the end of time. <i>Medical Teacher</i> , 2010 , 32, 629-30	3	64

74	Effectiveness of a novel training program for emergency medicine residents in ultrasound-guided insertion of central venous catheters. <i>Canadian Journal of Emergency Medicine</i> , 2009 , 11, 343-8	0.6	52
73	Implementing competency-based medical education: What changes in curricular structure and processes are needed?. <i>Medical Teacher</i> , 2017 , 39, 594-598	3	50
72	Criteria for social media-based scholarship in health professions education. <i>Postgraduate Medical Journal</i> , 2015 , 91, 551-5	2	43
71	"Intrinsic Roles" rather than "armour": renaming the "non-medical expert roles" of the CanMEDS framework to match their intent. <i>Advances in Health Sciences Education</i> , 2011 , 16, 695-7	3.7	43
70	When guidelines don't guide: the effect of patient context on management decisions based on clinical practice guidelines. <i>Academic Medicine</i> , 2015 , 90, 191-6	3.9	42
69	Toward a research agenda for competency-based medical education. <i>Medical Teacher</i> , 2017 , 39, 623-630	3	40
68	Social media and medical education: Exploring the potential of Twitter as a learning tool. <i>International Review of Psychiatry</i> , 2015 , 27, 140-6	3.6	40
67	Enhancing the quality of morbidity and mortality rounds: the Ottawa M&M model. <i>Academic Emergency Medicine</i> , 2014 , 21, 314-21	3.4	37
66	Using Contribution Analysis to Evaluate Competency-Based Medical Education Programs: It's All About Rigor in Thinking. <i>Academic Medicine</i> , 2017 , 92, 752-758	3.9	36
65	Competency-based medical education and continuing professional development: A conceptualization for change. <i>Medical Teacher</i> , 2017 , 39, 617-622	3	35
64	Assessing competence in emergency medicine trainees: an overview of effective methodologies. <i>Canadian Journal of Emergency Medicine</i> , 2008 , 10, 365-71	0.6	34
63	Identifying the policy implications of competency-based education. <i>Medical Teacher</i> , 2010 , 32, 687-91	3	33
62	It's a Marathon, Not a Sprint: Rapid Evaluation of Competency-Based Medical Education Program Implementation. <i>Academic Medicine</i> , 2020 , 95, 786-793	3.9	31
61	Educating future physicians for Ontario: phase II. <i>Academic Medicine</i> , 2000 , 75, 113-26	3.9	30
60	The competency-based medical education evolution of Canadian emergency medicine specialist training. <i>Canadian Journal of Emergency Medicine</i> , 2020 , 22, 95-102	0.6	28
59	Implementation of a structured hospital-wide morbidity and mortality rounds model. <i>BMJ Quality and Safety</i> , 2017 , 26, 439-448	5.4	27
58	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
57	Barriers and Enablers to Direct Observation of Trainees' Clinical Performance: A Qualitative Study Using the Theoretical Domains Framework. <i>Academic Medicine</i> , 2019 , 94, 101-114	3.9	24

56	Shiftwork and emergency medical practice. <i>Canadian Journal of Emergency Medicine</i> , 2002 , 4, 421-8	0.6	21
55	Building the Bridge to Quality: An Urgent Call to Integrate Quality Improvement and Patient Safety Education With Clinical Care. <i>Academic Medicine</i> , 2020 , 95, 59-68	3.9	18
54	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
53	Education scholarship in emergency medicine part 3: a "how-to" guide. <i>Canadian Journal of Emergency Medicine</i> , 2014 , 16 Suppl 1, S13-8	0.6	17
52	Emergency medicine point-of-care ultrasonography: a national needs assessment of competencies for general and expert practice. <i>Canadian Journal of Emergency Medicine</i> , 2015 , 17, 74-88	0.6	14
51	A new emergency medicine clerkship program: students' perceptions of what works. <i>Canadian Journal of Emergency Medicine</i> , 2010 , 12, 212-9	0.6	12
50	Implementing the CanMEDS physician roles in rural specialist education: the multi-specialty community training network. <i>Education for Health: Change in Learning and Practice</i> , 2005 , 18, 368-78	0.4	12
49	Supervisor-trainee continuity and the quality of work-based assessments. <i>Medical Education</i> , 2017 , 51, 1260-1268	3.7	11
48	CAEP 2016 Academic Symposium on Education Scholarship: Training our Future Clinician Educators in Emergency Medicine. <i>Canadian Journal of Emergency Medicine</i> , 2017 , 19, S1-S8	0.6	10
47	Evaluating "ED STAT!": a novel and effective faculty development program to improve emergency department teaching. <i>Academic Emergency Medicine</i> , 2006 , 13, 1062-9	3.4	10
46	Daily Encounter Cards-Evaluating the Quality of Documented Assessments. <i>Journal of Graduate Medical Education</i> , 2016 , 8, 601-604	1.6	10
45	A qualitative exploration of which resident skills parents in pediatric emergency departments can assess. <i>Medical Teacher</i> , 2016 , 38, 1118-1124	3	9
44	Entrustment Checkpoint: Clinical Supervisors' Perceptions of the Emergency Department Oral Case Presentation. <i>Teaching and Learning in Medicine</i> , 2019 , 31, 250-257	3.4	8
43	Emergency Medicine Training and Practice in Canada: Celebrating the Past & Evolving for the Future. <i>Canadian Journal of Emergency Medicine</i> , 2017 , 19, S1-S8	0.6	8
42	Questioning medical competence: Should the Covid-19 crisis affect the goals of medical education?. <i>Medical Teacher</i> , 2021 , 43, 817-823	3	8
41	Changing the culture of residency training through faculty development. <i>Canadian Journal of Emergency Medicine</i> , 2019 , 21, 446-448	0.6	7
40	Resident duty hours: past, present, and future. <i>BMC Medical Education</i> , 2014 , 14 Suppl 1, S1	3.3	7
39	Next Steps in the Implementation of Learning Analytics in Medical Education: Consensus From an International Cohort of Medical Educators. <i>Journal of Graduate Medical Education</i> , 2020 , 12, 303-311	1.6	7

38	The development of the PARENTS: a tool for parents to assess residents' non-technical skills in pediatric emergency departments. <i>BMC Medical Education</i> , 2017 , 17, 210	3.3	6
37	Point-of-care ultrasonography adoption in Canada: using diffusion theory and the Evaluation Tool for Ultrasound skills Development and Education (ETUDE). <i>Canadian Journal of Emergency Medicine</i> , 2014 , 16, 345-51	0.6	6
36	Canadian residents' perceived manager training needs. <i>Medical Teacher</i> , 2010 , 32, e479-85	3	6
35	Capturing outcomes of competency-based medical education: The call and the challenge. <i>Medical Teacher</i> , 2021 , 43, 794-800	3	5
34	Teaching M&M rounds skills: enhancing and assessing patient safety competencies using the Ottawa M&M model. <i>Postgraduate Medical Journal</i> , 2016 , 92, 631-635	2	5
33	Faculty mentorship during residency and professional development among practising emergency physicians. <i>Canadian Journal of Emergency Medicine</i> , 2018 , 20, 944-951	0.6	4
32	A new era for resident duty hours in surgery calls for greater emphasis on resident wellness. <i>Canadian Journal of Surgery</i> , 2013 , 56, 295-6	2	4
31	The role of accreditation in 21st century health professions education: report of an International Consensus Group. <i>BMC Medical Education</i> , 2020 , 20, 305	3.3	4
30	Gaps in public preparedness to be a substitute decision-maker and the acceptability of high school education on resuscitation and end-of-life care: a mixed-methods study. <i>CMAJ Open</i> , 2019 , 7, E573-E581	2.5	3
29	CAEP 2016 Academic Symposium: How to have an impact as an emergency medicine educator and scholar. <i>Canadian Journal of Emergency Medicine</i> , 2017 , 19, S16-S21	0.6	3
28	A Signal Through the Noise: Do Professionalism Concerns Impact the Decision Making of Competence Committees?. <i>Academic Medicine</i> , 2020 , 95, 896-901	3.9	3
27	A "fit for purpose" framework for medical education accreditation system design. <i>BMC Medical Education</i> , 2020 , 20, 306	3.3	3
26	Outcomes of competency-based medical education: A taxonomy for shared language. <i>Medical Teacher</i> , 2021 , 43, 788-793	3	3
25	Advancing Workplace-Based Assessment in Psychiatric Education: Key Design and Implementation Issues. <i>Psychiatric Clinics of North America</i> , 2021 , 44, 317-332	3.1	3
24	The Role of EPAs in Creating a National System of Time-Variable Competency-Based Medical Education. <i>Academic Medicine</i> , 2021 , 96, S36-S41	3.9	3
23	Does the public feel prepared to be substitute decision-makers? Gaps in preparedness and support for a high school curriculum: a national survey. <i>Age and Ageing</i> , 2021 , 50, 242-247	3	3
22	Twitter metrics complement traditional conference evaluations to evaluate knowledge translation at a National Emergency Medicine Conference. <i>Canadian Journal of Emergency Medicine</i> , 2020 , 22, 379-385	0.6	2
21	AM Last Page: a medical educator's guide to #MedEd. <i>Academic Medicine</i> , 2015 , 90, 1176	3.9	2

20	Faculty Sim: Implementation of an Innovative, Simulation-based Continuing Professional Development Curriculum for Academic Emergency Physicians. <i>AEM Education and Training</i> , 2021 , 5, e10559	2.3	2
19	Implementation of competence committees during the transition to CBME in Canada: A national fidelity-focused evaluation.. <i>Medical Teacher</i> , 2022 , 1-9	3	2
18	Research environments: can the cloud supplement bricks and mortar?. <i>Medical Education</i> , 2018 , 52, 891-893	3	1
17	Outcome Feedback within Emergency Medicine Training Programs: An Opportunity to Apply the Theory of Deliberate Practice?. <i>Canadian Journal of Emergency Medicine</i> , 2015 , 17, 367-73	0.6	1
16	Canadian urology programs can be leaders in competency-based education. <i>Canadian Urological Association Journal</i> , 2008 , 2, 405-6	1.2	1
15	Needed: a commitment to basic training in emergency medicine teaching. <i>Canadian Journal of Emergency Medicine</i> , 2005 , 7, 328-9	0.6	1
14	A definition for coaching in medical education. <i>Canadian Medical Education Journal</i> , 2019 , 10, e109-e110	1	1
13	Delineating the field of medical education: Bibliometric research approach(es). <i>Medical Education</i> , 2021 ,	3.7	1
12	Effective accreditation in postgraduate medical education: from process to outcomes and back. <i>BMC Medical Education</i> , 2020 , 20, 307	3.3	1
11	Further on the journey in a complex adaptive system: Elaborating CBME. <i>Medical Teacher</i> , 2021 , 43, 734-736	3.3	1
10	Competency-Based Assessment in Psychiatric Education: A Systems Approach. <i>Psychiatric Clinics of North America</i> , 2021 , 44, 217-235	3.1	1
9	Bibliometrics: Methods for studying academic publishing.. <i>Perspectives on Medical Education</i> , 2021 , 1	4.3	1
8	A voice for future EM physicians. <i>Canadian Journal of Emergency Medicine</i> , 1999 , 1, 47	0.6	0
7	Resident selection for emergency medicine specialty training in Canada: A survey of existing practice with recommendations for programs, applicants, and references. <i>Canadian Journal of Emergency Medicine</i> , 2020 , 22, 829-835	0.6	0
6	Does direct observation happen early in a new competency-based residency program?. <i>AEM Education and Training</i> , 2021 , 5, e10591	2.2	0
5	First canadian em residents workshop: overview. <i>Canadian Journal of Emergency Medicine</i> , 2000 , 2, 265	0.6	
4	Building a national organization of future emergency medicine physicians. <i>Canadian Journal of Emergency Medicine</i> , 1999 , 1, 132	0.6	
3	Royal College white papers: assessment of training. The authors reply. <i>Canadian Journal of Surgery</i> , 2012 , 55, E5	2	

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| 2 | Resident duty hours: Families' knowledge and perceptions in the paediatric intensive care unit. <i>Paediatrics and Child Health</i> , 2020 , 25, 467-472 | 0.7 |
| 1 | Ready, set, go! Evaluating readiness to implement competency-based medical education. <i>Medical Teacher</i> , 1-7 | 3 |