

Jason R Frank

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.

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	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
90	Delineating the field of medical education: Bibliometric research approach(es). <i>Medical Education</i> , 2021 ,	3.7	1
89	Does direct observation happen early in a new competency-based residency program?. <i>AEM Education and Training</i> , 2021 , 5, e10591	2.2	0
88	Outcomes of competency-based medical education: A taxonomy for shared language. <i>Medical Teacher</i> , 2021 , 43, 788-793	3	3
87	Questioning medical competence: Should the Covid-19 crisis affect the goals of medical education?. <i>Medical Teacher</i> , 2021 , 43, 817-823	3	8
86	Further on the journey in a complex adaptive system: Elaborating CBME. <i>Medical Teacher</i> , 2021 , 43, 734-736	3.3	1
85	Capturing outcomes of competency-based medical education: The call and the challenge. <i>Medical Teacher</i> , 2021 , 43, 794-800	3	5
84	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
83	Competency-Based Assessment in Psychiatric Education: A Systems Approach. <i>Psychiatric Clinics of North America</i> , 2021 , 44, 217-235	3.1	1
82	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
81	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
80	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
79	Bibliometrics: Methods for studying academic publishing.. <i>Perspectives on Medical Education</i> , 2021 , 1	4.3	1
78	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
77	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
76	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
75	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	

74	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
73	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
72	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
71	A "fit for purpose" framework for medical education accreditation system design. <i>BMC Medical Education</i> , 2020 , 20, 306	3.3	3
70	Effective accreditation in postgraduate medical education: from process to outcomes and back. <i>BMC Medical Education</i> , 2020 , 20, 307	3.3	1
69	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
68	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
67	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
66	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
65	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
64	Changing the culture of residency training through faculty development. <i>Canadian Journal of Emergency Medicine</i> , 2019 , 21, 446-448	0.6	7
63	A definition for coaching in medical education. <i>Canadian Medical Education Journal</i> , 2019 , 10, e109-e110	1	1
62	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
61	A Core Components Framework for Evaluating Implementation of Competency-Based Medical Education Programs. <i>Academic Medicine</i> , 2019 , 94, 1002-1009	3.9	81
60	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
59	Research environments: can the cloud supplement bricks and mortar?. <i>Medical Education</i> , 2018 , 52, 891-893	3.9	1
58	Implementation of a structured hospital-wide morbidity and mortality rounds model. <i>BMJ Quality and Safety</i> , 2017 , 26, 439-448	5.4	27
57	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

56	Competency-based medical education and continuing professional development: A conceptualization for change. <i>Medical Teacher</i> , 2017 , 39, 617-622	3	35
55	Toward a research agenda for competency-based medical education. <i>Medical Teacher</i> , 2017 , 39, 623-630	3	40
54	Toward a shared language for competency-based medical education. <i>Medical Teacher</i> , 2017 , 39, 582-587	3	76
53	A call to action: The controversy of and rationale for competency-based medical education. <i>Medical Teacher</i> , 2017 , 39, 574-581	3	116
52	Implementing competency-based medical education: Moving forward. <i>Medical Teacher</i> , 2017 , 39, 568-573	3	86
51	Evolving concepts of assessment in a competency-based world. <i>Medical Teacher</i> , 2017 , 39, 603-608	3	77
50	Overarching challenges to the implementation of competency-based medical education. <i>Medical Teacher</i> , 2017 , 39, 588-593	3	74
49	Implementing competency-based medical education: What changes in curricular structure and processes are needed?. <i>Medical Teacher</i> , 2017 , 39, 594-598	3	50
48	Core principles of assessment in competency-based medical education. <i>Medical Teacher</i> , 2017 , 39, 609-616	3	186
47	Supervisor-trainee continuity and the quality of work-based assessments. <i>Medical Education</i> , 2017 , 51, 1260-1268	3-7	11
46	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
45	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
44	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
43	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
42	Daily Encounter Cards-Evaluating the Quality of Documented Assessments. <i>Journal of Graduate Medical Education</i> , 2016 , 8, 601-604	1.6	10
41	Advancing Competency-Based Medical Education: A Charter for Clinician-Educators. <i>Academic Medicine</i> , 2016 , 91, 645-9	3-9	168
40	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
39	A qualitative exploration of which resident skills parents in pediatric emergency departments can assess. <i>Medical Teacher</i> , 2016 , 38, 1118-1124	3	9

38	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
37	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
36	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
35	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
34	AM Last Page: a medical educator's guide to #MedEd. <i>Academic Medicine</i> , 2015 , 90, 1176	3.9	2
33	Criteria for social media-based scholarship in health professions education. <i>Postgraduate Medical Journal</i> , 2015 , 91, 551-5	2	43
32	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
31	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
30	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
29	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
28	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
27	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
26	Resident duty hours: past, present, and future. <i>BMC Medical Education</i> , 2014 , 14 Suppl 1, S1	3.3	7
25	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
24	Royal College white papers: assessment of training. The authors reply. <i>Canadian Journal of Surgery</i> , 2012 , 55, E5	2	
23	"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
22	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
21	Competencies, the tea bag model, and the end of time. <i>Medical Teacher</i> , 2010 , 32, 629-30	3	64

20	Competency-based medical education in postgraduate medical education. <i>Medical Teacher</i> , 2010 , 32, 651-6	3	260
19	The role of assessment in competency-based medical education. <i>Medical Teacher</i> , 2010 , 32, 676-82	3	494
18	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
17	Competency-based medical education: theory to practice. <i>Medical Teacher</i> , 2010 , 32, 638-45	3	1119
16	Canadian residents' perceived manager training needs. <i>Medical Teacher</i> , 2010 , 32, e479-85	3	6
15	Identifying the policy implications of competency-based education. <i>Medical Teacher</i> , 2010 , 32, 687-91	3	33
14	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
13	Canadian urology programs can be leaders in competency-based education. <i>Canadian Urological Association Journal</i> , 2008 , 2, 405-6	1.2	1
12	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
11	The CanMEDS initiative: implementing an outcomes-based framework of physician competencies. <i>Medical Teacher</i> , 2007 , 29, 642-7	3	570
10	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
9	Needed: a commitment to basic training in emergency medicine teaching. <i>Canadian Journal of Emergency Medicine</i> , 2005 , 7, 328-9	0.6	1
8	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
7	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
6	Shiftwork and emergency medical practice. <i>Canadian Journal of Emergency Medicine</i> , 2002 , 4, 421-8	0.6	21
5	First Canadian EM residents workshop: overview. <i>Canadian Journal of Emergency Medicine</i> , 2000 , 2, 265	0.6	
4	Educating future physicians for Ontario: phase II. <i>Academic Medicine</i> , 2000 , 75, 113-26	3.9	30
3	Building a national organization of future emergency medicine physicians. <i>Canadian Journal of Emergency Medicine</i> , 1999 , 1, 132	0.6	

2 A voice for future EM physicians. *Canadian Journal of Emergency Medicine*, **1999**, 1, 47 0.6 0

1 Ready, set, go! Evaluating readiness to implement competency-based medical education. *Medical Teacher*, 1-7 3