

Sarah Robin Wright

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5571636/publications.pdf>

Version: 2024-02-01

24
papers

705
citations

759233

12
h-index

677142

22
g-index

24
all docs

24
docs citations

24
times ranked

882
citing authors

#	ARTICLE	IF	CITATIONS
1	How to set the bar in competency-based medical education: standard setting after an Objective Structured Clinical Examination (OSCE). <i>BMC Medical Education</i> , 2016, 16, 1.	2.4	248
2	Experiences of medical students who are first in family to attend university. <i>Medical Education</i> , 2016, 50, 842-851.	2.1	65
3	Has the UK Clinical Aptitude Test improved medical student selection?. <i>Medical Education</i> , 2010, 44, 1069-1076.	2.1	55
4	The Divergence and Convergence of Critical Reflection and Critical Reflexivity: Implications for Health Professions Education. <i>Academic Medicine</i> , 2019, 94, 1122-1128.	1.6	53
5	A Call to Investigate the Relationship Between Education and Health Outcomes Using Big Data. <i>Academic Medicine</i> , 2018, 93, 829-832.	1.6	42
6	Aligning and Applying the Paradigms and Practices of Education. <i>Academic Medicine</i> , 2019, 94, 1060-1060.	1.6	35
7	Travels in extreme social mobility: how first-in-family students find their way into and through medical education. <i>Critical Studies in Education</i> , 2017, 58, 242-260.	4.5	34
8	Medical school personal statements: a measure of motivation or proxy for cultural privilege?. <i>Advances in Health Sciences Education</i> , 2015, 20, 627-643.	3.3	31
9	Research Design Considerations. <i>Journal of Graduate Medical Education</i> , 2016, 8, 97-98.	1.3	28
10	The Hidden Curriculum of Compassionate Care: Can Assessment Drive Compassion?. <i>Academic Medicine</i> , 2019, 94, 1164-1169.	1.6	14
11	A Dialogic Approach to Teaching Person-Centered Care in Graduate Medical Education. <i>Journal of Graduate Medical Education</i> , 2019, 11, 460-467.	1.3	13
12	When I say "praxis". <i>Medical Education</i> , 2017, 51, 784-786.	2.1	12
13	Missed opportunities: are residents prepared to care for transgender patients? A study of family medicine, psychiatry, endocrinology, and urology residents. <i>Canadian Medical Education Journal</i> , 2018, 9, e41-e55.	0.4	12
14	Widening perspectives: reframing the way we research selection. <i>Advances in Health Sciences Education</i> , 2017, 22, 565-572.	3.3	11
15	Comparisons of examination performance between "conventional" and Graduate Entry Programme students; the Newcastle experience. <i>Medical Teacher</i> , 2010, 32, 80-82.	1.8	10
16	The KAIROS Blanket Exercise: Engaging Indigenous ways of knowing to foster critical consciousness in medical education. <i>Medical Teacher</i> , 2021, 43, 1437-1443.	1.8	8
17	Toward "seeing" critically: a Bayesian analysis of the impacts of a critical pedagogy. <i>Advances in Health Sciences Education</i> , 2022, 27, 323-354.	3.3	8
18	Necessary Groundwork: Planning a Strong Grounded Theory Study. <i>Journal of Graduate Medical Education</i> , 2017, 9, 129-130.	1.3	7

#	ARTICLE	IF	CITATIONS
19	Navigating Tensions of Efficiency and Caring in Clerkship: A Qualitative Study. <i>Teaching and Learning in Medicine</i> , 2019, 31, 378-384.	2.1	7
20	Learning by chance: Investigating gaps in transgender care education amongst family medicine, endocrinology, psychiatry and urology residents. <i>Canadian Medical Education Journal</i> , 2020, 11, e19-e28.	0.4	6
21	Exploring community faculty members' engagement in educational scholarship. <i>Canadian Family Physician</i> , 2016, 62, e524-30.	0.4	4
22	Addressing the theory-practice gap in assessment. <i>Perspectives on Medical Education</i> , 2017, 6, 7-9.	3.5	1
23	Teaching poverty and health: importing transformative learning into the structures and paradigms of medical education. <i>Canadian Medical Education Journal</i> , 2022, 13, 5-12.	0.4	1
24	A narrative review of ambulatory care education in Canadian internal medicine. <i>Canadian Medical Education Journal</i> , 2020, 11, e99-e110.	0.4	0