

Helen K Morgan

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5589930/publications.pdf>

Version: 2024-02-01

35
papers

569
citations

840776

11
h-index

642732

23
g-index

36
all docs

36
docs citations

36
times ranked

536
citing authors

#	ARTICLE	IF	CITATIONS
1	The flipped classroom for medical students. <i>Clinical Teacher</i> , 2015, 12, 155-160.	0.8	108
2	Student Evaluation of Faculty Physicians: Gender Differences in Teaching Evaluations. <i>Journal of Women's Health</i> , 2016, 25, 453-456.	3.3	59
3	Preparing medical students for obstetrics and gynecology milestone level one: a description of a pilot curriculum. <i>Medical Education Online</i> , 2014, 19, 25746.	2.6	45
4	A Responsible Educational Handover: Improving Communication to Improve Learning. <i>Academic Medicine</i> , 2020, 95, 194-199.	1.6	44
5	The Carbon Footprint of Residency Interview Travel. <i>Journal of Graduate Medical Education</i> , 2021, 13, 89-94.	1.3	37
6	Using the ACMGE Milestones as a Handover Tool From Medical School to Surgery Residency. <i>Journal of Surgical Education</i> , 2017, 74, 519-529.	2.5	31
7	Whose Problem Is It? The Priority of Physician Wellness in Residency Training. <i>Journal of Surgical Education</i> , 2017, 74, 378-383.	2.5	27
8	Applied clinical anatomy: the successful integration of anatomy into specialty-specific senior electives. <i>Surgical and Radiologic Anatomy</i> , 2017, 39, 95-101.	1.2	21
9	To the Point: The expanding role of simulation in obstetrics and gynecology medical student education. <i>American Journal of Obstetrics and Gynecology</i> , 2019, 220, 129-141.	1.3	21
10	Academic coaching: Insights from the medical student's perspective. <i>Medical Teacher</i> , 2020, 42, 172-177.	1.8	18
11	The Importance of the Premedical Experience in Diversifying the Health Care Workforce. <i>Academic Medicine</i> , 2016, 91, 1488-1491.	1.6	14
12	To the Point: advising students applying to Obstetrics and Gynecology residency in 2020 and beyond. <i>American Journal of Obstetrics and Gynecology</i> , 2021, 224, 148-157.	1.3	13
13	Is There a Role for Internal Medicine Residency Preparation Courses in the Fourth Year Curriculum? A Single-Center Experience. <i>Journal of General Internal Medicine</i> , 2018, 33, 2048-2050.	2.6	12
14	The decline in attitudes toward physician-nurse collaboration from medical school to residency. <i>Journal of Interprofessional Care</i> , 2020, 34, 373-379.	1.7	11
15	Stakeholder Perspectives on Standardizing the Residency Application and Interview Processes. <i>Journal of Surgical Education</i> , 2021, 78, 1103-1110.	2.5	10
16	Can Standardized Dates for Interview Offers Mitigate Excessive Interviewing?. <i>Journal of Surgical Education</i> , 2021, 78, 1091-1096.	2.5	10
17	Perspectives of Stakeholders About an Early Result Acceptance Program to Complement the Residency Match in Obstetrics and Gynecology. <i>JAMA Network Open</i> , 2021, 4, e2124158.	5.9	10
18	Improving the medical school-residency transition. <i>Clinical Teacher</i> , 2017, 14, 340-343.	0.8	9

#	ARTICLE	IF	CITATIONS
19	Program Directors'™ Perceptions of a Post-Match Competency Handover Between Medical School and Residency. <i>Medical Science Educator</i> , 2018, 28, 375-380.	1.5	9
20	Internal medicine paging curriculum to improve physician-nurse interprofessional communication: a single center pilot study. <i>Journal of Interprofessional Care</i> , 2020, , 1-4.	1.7	9
21	To the point: undergraduate medical education learner mistreatment issues on the learning environment in the United States. <i>American Journal of Obstetrics and Gynecology</i> , 2019, 221, 377-382.	1.3	8
22	Bridging the Continuum: Lessons Learned from Creating a Competency-Based Educational Handover in Obstetrics and Gynecology. <i>Medical Science Educator</i> , 2016, 26, 443-447.	1.5	7
23	Providing Informed Consent: A Standardized Case. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2016, 12, 10427.	1.2	7
24	The Decision to Incision Curriculum: Teaching Preoperative Skills and Achieving Level 1 Milestones. <i>Journal of Surgical Education</i> , 2016, 73, 735-740.	2.5	6
25	Distributions of Residency Interviews With the Implementation of Virtual Interviews and Standardization of Interview Offer Dates. <i>Journal of Surgical Education</i> , 2022, 79, 1105-1112.	2.5	6
26	Student Perceptions of educational handovers. <i>Clinical Teacher</i> , 2021, 18, 280-284.	0.8	4
27	Interprofessional experiences to bridge the medical school to residency transition: a pilot program. <i>Journal of Interprofessional Care</i> , 2022, 36, 941-945.	1.7	3
28	Collisions at the intersections of competence, wellness and engagement. <i>Medical Education</i> , 2019, 53, 214-216.	2.1	2
29	A Paging Curriculum to Prepare Learners for Obstetrics and Gynecology Residencies. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2015, 11, .	1.2	2
30	Improving the Medical School to Residency Transition: Narrative Experiences From First-Year Residents. <i>Journal of Surgical Education</i> , 2022, 79, 1394-1401.	2.5	2
31	To the Point: Integrating the Obstetrics and Gynecology Core Clerkship into a Longitudinal Integrated Curriculum in US Medical Schools. <i>Medical Science Educator</i> , 2020, 30, 1605-1610.	1.5	1
32	The Development of a Video Intervention to Improve Senior Medical Students'™ Performance on Outpatient Telephone Encounters: a Delphi Analysis and Randomized Controlled Trial. <i>Medical Science Educator</i> , 2021, 31, 1429-1439.	1.5	1
33	Endometrial Hyperplasia and Cervical Dysplasia: A Flipped Classroom Curriculum. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2015, 11, .	1.2	1
34	Clinical Observations 101: A Video Resource. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	0
35	How We Do It: Student Perspectives on Changes to the Obstetrics and Gynecology Residency Application Process. <i>Journal of Surgical Education</i> , 2022, , .	2.5	0