

Sally A Santen

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.

205 papers	2,305 citations	25 h-index	38 g-index
230 ext. papers	2,942 ext. citations	2.9 avg, IF	5.27 L-index

#	Paper	IF	Citations
205	Burnout in medical students: examining the prevalence and associated factors. <i>Southern Medical Journal</i> , 2010 , 103, 758-63	0.6	122
204	Not another boring lecture: engaging learners with active learning techniques. <i>Journal of Emergency Medicine</i> , 2015 , 48, 85-93	1.5	115
203	Can You Multitask? Evidence and Limitations of Task Switching and Multitasking in Emergency Medicine. <i>Annals of Emergency Medicine</i> , 2016 , 68, 189-95	2.1	64
202	Clinical Reasoning Assessment Methods: A Scoping Review and Practical Guidance. <i>Academic Medicine</i> , 2019 , 94, 902-912	3.9	58
201	Patients' willingness to allow residents to learn to practice medical procedures. <i>Academic Medicine</i> , 2004 , 79, 144-7	3.9	55
200	'Sorry, it's my first time!' Will patients consent to medical students learning procedures?. <i>Medical Education</i> , 2005 , 39, 365-9	3.7	55
199	Competency-based education: programme design and challenges to implementation. <i>Medical Education</i> , 2016 , 50, 532-9	3.7	49
198	Factors that influence medical student selection of an emergency medicine residency program: implications for training programs. <i>Academic Emergency Medicine</i> , 2012 , 19, 455-60	3.4	46
197	Do patients understand their physician's level of training? a survey of emergency department patients. <i>Academic Medicine</i> , 2004 , 79, 139-43	3.9	46
196	Study Behaviors and USMLE Step 1 Performance: Implications of a Student Self-Directed Parallel Curriculum. <i>Academic Medicine</i> , 2017 , 92, S67-S74	3.9	45
195	How competent are emergency medicine interns for level 1 milestones: who is responsible?. <i>Academic Emergency Medicine</i> , 2013 , 20, 736-9	3.4	43
194	Patients' understanding of the roles of interns, residents, and attending physicians in the emergency department. <i>Academic Emergency Medicine</i> , 1999 , 6, 339-44	3.4	43
193	Patients do not know the level of training of their doctors because doctors do not tell them. <i>Journal of General Internal Medicine</i> , 2008 , 23, 607-10	4	41
192	Student Evaluation of Faculty Physicians: Gender Differences in Teaching Evaluations. <i>Journal of Women's Health</i> , 2016 , 25, 453-6	3	41
191	A core competency-based objective structured clinical examination (OSCE) can predict future resident performance. <i>Academic Emergency Medicine</i> , 2010 , 17 Suppl 2, S67-71	3.4	39
190	Reporting Achievement of Medical Student Milestones to Residency Program Directors: An Educational Handover. <i>Academic Medicine</i> , 2016 , 91, 676-84	3.9	32
189	Programmatic assessment of level 1 milestones in incoming interns. <i>Academic Emergency Medicine</i> , 2014 , 21, 694-8	3.4	31

188	Medical student milestones in emergency medicine. <i>Academic Emergency Medicine</i> , 2014 , 21, 905-11	3.4	31
187	Emergency medicine residents' self-assessments play a critical role when receiving feedback. <i>Academic Emergency Medicine</i> , 2013 , 20, 1055-61	3.4	28
186	Faculty development in medical education research: a cooperative model. <i>Academic Medicine</i> , 2010 , 85, 829-36	3.9	28
185	Time to Reevaluate the Away Rotation: Improving Return on Investment for Students and Schools. <i>Academic Medicine</i> , 2019 , 94, 496-500	3.9	27
184	Why Not Wait? Eight Institutions Share Their Experiences Moving United States Medical Licensing Examination Step 1 After Core Clinical Clerkships. <i>Academic Medicine</i> , 2017 , 92, 1515-1524	3.9	27
183	Comparison of Male and Female Resident Milestone Assessments During Emergency Medicine Residency Training: A National Study. <i>Academic Medicine</i> , 2020 , 95, 263-268	3.9	27
182	The MERC at CORD Scholars Program in medical education research: a novel faculty development opportunity for emergency physicians. <i>Academic Emergency Medicine</i> , 2009 , 16 Suppl 2, S37-41	3.4	26
181	What is the Prevalence and Success of Remediation of Emergency Medicine Residents?. <i>Western Journal of Emergency Medicine</i> , 2015 , 16, 839-44	3.3	25
180	A window on professionalism in the emergency department through medical student narratives. <i>Annals of Emergency Medicine</i> , 2011 , 58, 288-94	2.1	25
179	Effect of Doximity Residency Rankings on Residency Applicants' Program Choices. <i>Western Journal of Emergency Medicine</i> , 2015 , 16, 889-93	3.3	23
178	What's the Evidence: A Review of the One-Minute Preceptor Model of Clinical Teaching and Implications for Teaching in the Emergency Department. <i>Journal of Emergency Medicine</i> , 2016 , 51, 278-83	3.5	23
177	Moving the United States Medical Licensing Examination Step 1 After Core Clerkships: An Outcomes Analysis. <i>Academic Medicine</i> , 2019 , 94, 371-377	3.9	23
176	Creating a Cadre of Fellowship-Trained Medical Educators: A Qualitative Study of Faculty Development Program Leaders' Perspectives and Advice. <i>Academic Medicine</i> , 2016 , 91, 1696-1704	3.9	21
175	Defining a core curriculum for education scholarship fellowships in emergency medicine. <i>Academic Emergency Medicine</i> , 2012 , 19, 1411-8	3.4	20
174	Using the ACMGE Milestones as a Handover Tool From Medical School to Surgery Residency. <i>Journal of Surgical Education</i> , 2017 , 74, 519-529	3.4	19
173	A suggested core content for education scholarship fellowships in emergency medicine. <i>Academic Emergency Medicine</i> , 2012 , 19, 1425-33	3.4	19
172	A Novel Specialty-Specific, Collaborative Faculty Development Opportunity in Education Research: Program Evaluation at Five Years. <i>Academic Medicine</i> , 2016 , 91, 548-55	3.9	19
171	Pushing Critical Thinking Skills With Multiple-Choice Questions: Does Bloom's Taxonomy Work?. <i>Academic Medicine</i> , 2018 , 93, 856-859	3.9	19

170	Medical Students' Use of Different Coping Strategies and Relationship With Academic Performance in Preclinical and Clinical Years. <i>Teaching and Learning in Medicine</i> , 2018 , 30, 15-21	3-4	19
169	Efficient and Effective Use of Peer Teaching for Medical Student Simulation. <i>Western Journal of Emergency Medicine</i> , 2017 , 18, 137-141	3-3	17
168	Learning to balance efficiency and innovation for optimal adaptive expertise. <i>Medical Teacher</i> , 2018 , 40, 820-827	3	17
167	Implementation of an Education Value Unit (EVU) System to Recognize Faculty Contributions. <i>Western Journal of Emergency Medicine</i> , 2015 , 16, 952-6	3-3	17
166	A Randomized Trial of SMART Goal Enhanced Debriefing after Simulation to Promote Educational Actions. <i>Western Journal of Emergency Medicine</i> , 2018 , 19, 112-120	3-3	17
165	Understanding ethical dilemmas in the emergency department: views from medical students' essays. <i>Journal of Emergency Medicine</i> , 2015 , 48, 492-8	1-5	16
164	What does remediation and probation status mean? A survey of emergency medicine residency program directors. <i>Academic Emergency Medicine</i> , 2015 , 22, 113-6	3-4	16
163	Direct Observation Assessment of Milestones: Problems with Reliability. <i>Western Journal of Emergency Medicine</i> , 2015 , 16, 871-6	3-3	16
162	Assessing the validity evidence of an objective structured assessment tool of technical skills for neonatal lumbar punctures. <i>Academic Emergency Medicine</i> , 2013 , 20, 321-4	3-4	16
161	A Responsible Educational Handover: Improving Communication to Improve Learning. <i>Academic Medicine</i> , 2020 , 95, 194-199	3-9	16
160	Generalizability of Competency Assessment Scores Across and Within Clerkships: How Students, Assessors, and Clerkships Matter. <i>Academic Medicine</i> , 2018 , 93, 1212-1217	3-9	15
159	Pediatric urinary tract infection. <i>Emergency Medicine Clinics of North America</i> , 2001 , 19, 675-90	1-9	15
158	Considerations for using race and ethnicity as quantitative variables in medical education research. <i>Perspectives on Medical Education</i> , 2020 , 9, 318-323	4-3	15
157	Assessment challenges in competency-based education: A case study in health professions education. <i>Medical Teacher</i> , 2016 , 38, 482-90	3	14
156	Applied clinical anatomy: the successful integration of anatomy into specialty-specific senior electives. <i>Surgical and Radiologic Anatomy</i> , 2017 , 39, 95-101	1-4	14
155	Teaching laboratory medicine to medical students: implementation and evaluation. <i>Archives of Pathology and Laboratory Medicine</i> , 2012 , 136, 1423-9	5	14
154	"Let Me Tell You About My" Provider Self-Disclosure in the Emergency Department Builds Patient Rapport. <i>Western Journal of Emergency Medicine</i> , 2017 , 18, 43-49	3-3	13
153	Defining Uniform Processes for Remediation, Probation and Termination in Residency Training. <i>Western Journal of Emergency Medicine</i> , 2017 , 18, 110-113	3-3	13

152	Responsible Milestone-Based Educational Handover With Individualized Learning Plan From Undergraduate to Graduate Pediatric Medical Education. <i>Academic Pediatrics</i> , 2018 , 18, 231-233	2.7	12
151	Student well-being and the learning environment. <i>Clinical Teacher</i> , 2019 , 16, 362-366	1.1	12
150	Model for Developing Educational Research Productivity: The Medical Education Research Group. <i>Western Journal of Emergency Medicine</i> , 2015 , 16, 947-51	3.3	12
149	Development of a training needs assessment for an education scholarship fellowship in emergency medicine. <i>Academic Emergency Medicine</i> , 2012 , 19, 1419-24	3.4	12
148	Chaperones for rectal and genital examinations in the emergency department: what do patients and physicians want?. <i>Southern Medical Journal</i> , 2008 , 101, 24-8	0.6	12
147	An Analysis of the Top-cited Articles in Emergency Medicine Education Literature. <i>Western Journal of Emergency Medicine</i> , 2017 , 18, 60-68	3.3	11
146	Delayed presentation after head injury: is a computed tomography scan necessary?. <i>Academic Emergency Medicine</i> , 1999 , 6, 957-60	3.4	11
145	Effects of Moving the United States Medical Licensing Examination Step 1 After Core Clerkships on Step 2 Clinical Knowledge Performance. <i>Academic Medicine</i> , 2020 , 95, 111-121	3.9	11
144	Challenges Associated With Moving the United States Medical Licensing Examination (USMLE) Step 1 to After the Core Clerkships and How to Approach Them. <i>Academic Medicine</i> , 2019 , 94, 775-780	3.9	11
143	Programmatic Assessment in Emergency Medicine: Implementation of Best Practices. <i>Journal of Graduate Medical Education</i> , 2018 , 10, 84-90	1.6	11
142	The activities and responsibilities of the vice chair for education in U.S. and Canadian departments of medicine. <i>Academic Medicine</i> , 2012 , 87, 1041-5	3.9	10
141	Follow-up compliance in febrile children: a comparison of two systems. <i>Academic Emergency Medicine</i> , 1998 , 5, 996-1001	3.4	10
140	Coaching in undergraduate medical education: a national survey. <i>Medical Education Online</i> , 2020 , 25, 1699765	4.4	10
139	Choosing emergency medicine: Influences on medical students' choice of emergency medicine. <i>PLoS ONE</i> , 2018 , 13, e0196639	3.7	10
138	Beyond mistreatment: Learner neglect in the clinical teaching environment. <i>Medical Teacher</i> , 2019 , 41, 949-955	3	9
137	The relationship between promotions committees' identification of problem medical students and subsequent state medical board actions. <i>Advances in Health Sciences Education</i> , 2015 , 20, 421-30	3.7	9
136	Impact of Doximity Residency Rankings on Emergency Medicine Applicant Rank Lists. <i>Western Journal of Emergency Medicine</i> , 2016 , 17, 350-4	3.3	9
135	A Hybrid Interview Model for Medical School Interviews: Combining Traditional and Multisampling Formats. <i>Academic Medicine</i> , 2016 , 91, 1526-1529	3.9	9

134	Factors Affecting Entrustment and Autonomy in Emergency Medicine: "How much rope do I give them?". <i>Western Journal of Emergency Medicine</i> , 2019 , 20, 58-63	3.3	9
133	Addressing the Social Determinants of Health in Undergraduate Medical Education Curricula: A Survey Report. <i>Advances in Medical Education and Practice</i> , 2020 , 11, 369-377	1.5	8
132	Cognitive Debiasing Strategies: A Faculty Development Workshop for Clinical Teachers in Emergency Medicine. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2017 , 13, 10646	1.2	8
131	Identifying and Supporting Students to Prevent USMLE Step 1 Failures When Testing Follows Clerkships: Insights From 9 Schools. <i>Academic Medicine</i> , 2020 , 95, 1338-1345	3.9	8
130	Competency Committees in Undergraduate Medical Education: Approaching Tensions Using a Polarity Management Framework. <i>Academic Medicine</i> , 2019 , 94, 1865-1872	3.9	8
129	Using Twitter to increase content dissemination and control educational content with Presenter Initiated and Generated Live Educational Tweets (PIGLETs). <i>Medical Teacher</i> , 2017 , 39, 768-772	3	7
128	Milestones for Internal Medicine Sub-interns. <i>American Journal of Medicine</i> , 2015 , 128, 790-8.e2	2.4	7
127	Essentials of PEM Fellowship Part 2: The Profession in Entrustable Professional Activities. <i>Pediatric Emergency Care</i> , 2016 , 32, 410-8	1.4	7
126	Tracking Student Mistreatment Data to Improve the Emergency Medicine Clerkship Learning Environment. <i>Western Journal of Emergency Medicine</i> , 2018 , 19, 18-22	3.3	7
125	Creating a Cadre of Fellowship-Trained Medical Educators, Part II: A Formal Needs Assessment to Structure Postgraduate Fellowships in Medical Education Scholarship and Leadership. <i>Academic Medicine</i> , 2017 , 92, 1181-1188	3.9	7
124	A Critical Disconnect: Residency Selection Factors Lack Correlation With Intern Performance. <i>Journal of Graduate Medical Education</i> , 2020 , 12, 696-704	1.6	7
123	Emerging From the COVID-19 Crisis With a Stronger Health Care Workforce. <i>Academic Medicine</i> , 2020 , 95, 1823-1826	3.9	7
122	The Responsibility of Physicians to Maintain Competency. <i>JAMA - Journal of the American Medical Association</i> , 2020 , 323, 117-118	27.4	7
121	Psychological Safety and Support: Assessing Resident Perceptions of the Clinical Learning Environment. <i>Journal of Graduate Medical Education</i> , 2018 , 10, 651-656	1.6	7
120	What's the Evidence: Self-Assessment Implications for Life-Long Learning in Emergency Medicine. <i>Journal of Emergency Medicine</i> , 2017 , 53, 116-120	1.5	6
119	A first-year leadership programme for medical students. <i>Clinical Teacher</i> , 2019 , 16, 623-629	1.1	6
118	Physician mistreatment in the clinical learning environment. <i>American Journal of Surgery</i> , 2020 , 220, 276-281	2.1	6
117	Medical student perceptions of an initial collaborative immersion experience. <i>Journal of Interprofessional Care</i> , 2018 , 32, 245-249	2.7	6

116	The Accelerating Change in Medical Education Consortium: Key Drivers of Transformative Change. <i>Academic Medicine</i> , 2021 , 96, 979-988	3.9	6
115	Emergency Medicine Education Research Since the 2012 Consensus Conference: How Far Have We Come and What's Next?. <i>AEM Education and Training</i> , 2020 , 4, S57-S66	2.2	6
114	Review of the Basics of Cognitive Error in Emergency Medicine: Still No Easy Answers. <i>Western Journal of Emergency Medicine</i> , 2020 , 21, 125-131	3.3	6
113	The Surgery Fellow's Education Workshop: A Pilot Study to Determine the Feasibility of Training Senior Learners to Teach in the Operating Room. <i>Journal of Surgical Education</i> , 2016 , 73, 741-8	3.4	6
112	Does Performance on Evidence-Based Medicine and Urgent Clinical Scenarios Assessments Deteriorate During the Fourth Year of Medical School? Findings From One Institution. <i>Academic Medicine</i> , 2019 , 94, 731-737	3.9	6
111	Incidence of resident mistreatment in the learning environment across three institutions. <i>Medical Teacher</i> , 2021 , 43, 334-340	3	6
110	The influence of MCAT and GPA preadmission academic metrics on interview scores. <i>Advances in Health Sciences Education</i> , 2018 , 23, 151-158	3.7	6
109	Does Reducing Clerkship Lengths by 25% Affect Medical Student Performance and Perceptions?. <i>Academic Medicine</i> , 2018 , 93, 1833-1840	3.9	6
108	A Cognitive Apprenticeship-Based Faculty Development Intervention for Emergency Medicine Educators. <i>Western Journal of Emergency Medicine</i> , 2018 , 19, 198-204	3.3	6
107	Engaging Medical Students in Leadership Development. <i>Medical Science Educator</i> , 2019 , 29, 849-853	0.7	5
106	Remote Learning in the Time of COVID-19. <i>AEM Education and Training</i> , 2020 , 4, 280-283	2.2	5
105	Not Another Bedside Lecture: Active Learning Techniques for Clinical Instruction. <i>AEM Education and Training</i> , 2018 , 2, 48-50	2.2	5
104	Deliberate apprenticeship in the Pediatric Emergency Department improves experience for third-year students. <i>Western Journal of Emergency Medicine</i> , 2014 , 15, 424-9	3.3	5
103	Financial literacy for the graduating medical student. <i>Medical Education</i> , 2011 , 45, 1145-6	3.7	5
102	The Interprofessional Clinical Experience: Introduction to Interprofessional Education Through Early Immersion in Health Care Teams. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2017 , 13, 10564	1.2	5
101	Strategies From 11 U.S. Medical Schools for Integrating Basic Science Into Core Clerkships. <i>Academic Medicine</i> , 2020 , Publish Ahead of Print,	3.9	5
100	Coaching to improve self-directed learning. <i>Clinical Teacher</i> , 2020 , 17, 408-412	1.1	5
99	Using a Modified A3 Lean Framework to Identify Ways to Increase Students' Reporting of Mistreatment Behaviors. <i>Academic Medicine</i> , 2018 , 93, 606-611	3.9	5

98	Understanding the Struggles to Be a Medical Provider: View Through Medical Student Essays. <i>Journal of Emergency Medicine</i> , 2018 , 54, 102-108	1.5	5
97	Anything but Shadowing! Early Clinical Reasoning in Emergency Department Improves Clinical Skills. <i>Western Journal of Emergency Medicine</i> , 2018 , 19, 177-184	3.3	5
96	#DidacticsRevolution: Applying Kotter's 8-Step Change Management Model to Residency Didactics. <i>Western Journal of Emergency Medicine</i> , 2019 , 21, 65-70	3.3	4
95	A Novel Curriculum to Optimize Emergency Medicine Residents' Exposure to Pediatrics. <i>Western Journal of Emergency Medicine</i> , 2017 , 18, 14-19	3.3	4
94	Theory, Process, and Validation Evidence for a Staff-Driven Medical Education Exam Quality Improvement Process. <i>Medical Science Educator</i> , 2016 , 26, 331-336	0.7	4
93	Enrollment Management in Medical School Admissions: A Novel Evidence-Based Approach at One Institution. <i>Academic Medicine</i> , 2016 , 91, 1561-1567	3.9	4
92	Residents values in a rational decision-making model: an interest in academics in emergency medicine. <i>Internal and Emergency Medicine</i> , 2016 , 11, 993-7	3.7	4
91	Program Directors' Perceptions of a Post-Match Competency Handover Between Medical School and Residency. <i>Medical Science Educator</i> , 2018 , 28, 375-380	0.7	4
90	Apprenticeship to Entrustment: A Model for Clinical Education. <i>Academic Medicine</i> , 2017 , 92, 1646	3.9	4
89	A short palliative care experience: beginning to learn. <i>Medical Education</i> , 2009 , 43, 1111-2	3.7	4
88	#EMConf: utilising Twitter to increase dissemination of conference content. <i>Medical Education</i> , 2016 , 50, 572	3.7	4
87	Kicking the Can Down the Road - When Medical Schools Fail to Self-Regulate. <i>New England Journal of Medicine</i> , 2019 , 381, 2287-2289	59.2	4
86	Variability in student perceptions of mistreatment. <i>Clinical Teacher</i> , 2019 , 16, 142-146	1.1	4
85	Optimizing Lectures From a Cognitive Load Perspective. <i>AEM Education and Training</i> , 2020 , 4, 306-312	2.2	4
84	Core EPAs in the Acting Internship: Early Outcomes from an Interdepartmental Experience. <i>Medical Science Educator</i> , 2021 , 31, 527-533	0.7	4
83	What faculty write versus what students see? Perspectives on multiple-choice questions using Bloom's taxonomy. <i>Medical Teacher</i> , 2021 , 43, 575-582	3	4
82	Predicting Medical School Enrollment Behavior: Comparing an Enrollment Management Model to Expert Human Judgment. <i>Academic Medicine</i> , 2018 , 93, S68-S73	3.9	4
81	Behind the Curtain: The Nurse's Voice in Assessment of Residents in the Emergency Department. <i>Western Journal of Emergency Medicine</i> , 2019 , 20, 23-28	3.3	4

80	Generalizability of the Ottawa Surgical Competency Operating Room Evaluation (O-SCORE) Scale to Assess Medical Student Performance on Core EPAs in the Workplace: Findings From One Institution. <i>Academic Medicine</i> , 2021 , 96,	3.9	4
79	Developing Professionalism and Professional Identity Through Unproctored, Flexible Testing. <i>Academic Medicine</i> , 2019 , 94, 490-495	3.9	3
78	Increasing Education Research Productivity: A Network Analysis. <i>Western Journal of Emergency Medicine</i> , 2019 , 21, 163-168	3.3	3
77	The impact of informed self-assessment on the development of medical students' learning goals. <i>Medical Teacher</i> , 2018 , 40, 296-301	3	3
76	Identifying Medical Student Mistreatment in the Obstetrics and Gynecology Clerkship. <i>Journal of Surgical Education</i> , 2019 , 76, 1516-1525	3.4	3
75	Learning physical diagnosis: a new paradigm. <i>Medical Education</i> , 2007 , 41, 1097	3.7	3
74	The emergency department as an in vivo pathology laboratory. <i>Medical Education</i> , 2006 , 40, 469-70	3.7	3
73	Systematic Direct Observation of Clinical Skills in the Clinical Year. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2014 , 10,	1.2	3
72	Does Delaying the United States Medical Licensing Examination Step 1 to After Clerkships Affect Student Performance on Clerkship Subject Examinations?. <i>Teaching and Learning in Medicine</i> , 2021 , 33, 366-381	3.4	3
71	Evaluating the Reliability and Validity Evidence of the RIME (Reporter-Interpreter-Manager-Educator) Framework for Summative Assessments Across Clerkships. <i>Academic Medicine</i> , 2021 , 96, 256-262	3.9	3
70	Medical Improvisation Training for all Medical Students: 3-Year Experience. <i>Medical Science Educator</i> , 2020 , 30, 87-90	0.7	3
69	The educators' experience: Learning environments that support the master adaptive learner. <i>Medical Teacher</i> , 2020 , 42, 1270-1274	3	3
68	Cadaver Rounds: A Comprehensive Exercise That Integrates Clinical Context Into Medical Gross Anatomy. <i>Academic Medicine</i> , 2019 , 94, 828-832	3.9	3
67	Employing a Root Cause Analysis Process to Improve Examination Quality. <i>Academic Medicine</i> , 2019 , 94, 71-75	3.9	3
66	Is It Learning or Scutwork? Medical Students Adding Value in the Emergency Department. <i>AEM Education and Training</i> , 2019 , 3, 101-104	2.2	3
65	Clerkship-Specific Medical Student Mistreatment. <i>Medical Science Educator</i> , 2018 , 28, 477-482	0.7	3
64	Beyond advising and mentoring: Competencies for coaching in medical education. <i>Medical Teacher</i> , 2021 , 43, 1210-1213	3	3
63	Exploring the Association Between USMLE Scores and ACGME Milestone Ratings: A Validity Study Using National Data From Emergency Medicine. <i>Academic Medicine</i> , 2021 , 96, 1324-1331	3.9	3

62	Training wheels needed: Lessons in professionalism from a liberal deferral policy. <i>Perspectives on Medical Education</i> , 2019 , 8, 187-190	4.3	2
61	What Can a Pandemic Teach Us About Competency-based Medical Education?. <i>AEM Education and Training</i> , 2020 , 4, 301-305	2.2	2
60	The connected educator: personal learning networks. <i>Clinical Teacher</i> , 2020 , 17, 373-377	1.1	2
59	Audience Response System Facilitates Prediction of Scores on In-Training Examination. <i>Western Journal of Emergency Medicine</i> , 2017 , 18, 525-530	3.3	2
58	Item Quality Improvement: What Determines a Good Question? Guidelines for Interpreting Item Analysis Reports. <i>Medical Science Educator</i> , 2018 , 28, 13-17	0.7	2
57	Assessment of medical students: Can one global question be meaningful?. <i>Medical Teacher</i> , 2010 , 32, 938	3	2
56	The emergency department as an applied pharmacology laboratory. <i>Medical Education</i> , 2007 , 41, 1103	3.7	2
55	Validity evidence for an instrument for cognitive load for virtual didactic sessions.. <i>AEM Education and Training</i> , 2022 , 6, e10718	2.2	2
54	Exploring Action Items to Address Resident Mistreatment through an Educational Workshop. <i>Western Journal of Emergency Medicine</i> , 2019 , 21, 42-46	3.3	2
53	Creating a learner performance dashboard for programmatic assessment. <i>Clinical Teacher</i> , 2020 , 17, 261-266	1.1	2
52	When Safety Event Reporting Is Seen as Punitive: "I've Been PSN-ed!". <i>Annals of Emergency Medicine</i> , 2021 , 77, 449-458	2.1	2
51	Facilitating guided reflections on leadership activities. <i>Medical Education</i> , 2016 , 50, 1149-1150	3.7	2
50	Feasibility and integration of an intensive emergency pediatric care curriculum in Armenia. <i>International Journal of Emergency Medicine</i> , 2021 , 14, 1	3.9	2
49	Beyond the CLAIM: A comprehensive needs assessment strategy for creating an Advanced Medical Education Research Training Program (ARMED-MedEd).. <i>AEM Education and Training</i> , 2022 , 6, e10720	2.2	2
48	Response. <i>Journal of Emergency Medicine</i> , 2017 , 52, 369	1.5	1
47	Experiential learning about medication adherence. <i>Clinical Teacher</i> , 2017 , 14, 451-453	1.1	1
46	Using state medical boards in professionalism remediation. <i>Clinical Teacher</i> , 2020 , 17, 716-718	1.1	1
45	Analysis of the Emergency Medicine Clinical Learning Environment. <i>AEM Education and Training</i> , 2019 , 3, 286-290	2.2	1

44	Building an Exam Through Rigorous Exam Quality Improvement. <i>Medical Science Educator</i> , 2017 , 27, 793-798	3.98	1
43	The words your patients will remember. <i>Academic Emergency Medicine</i> , 2011 , 18, 96-7	3.4	1
42	Trauma: life in the ER--education or entertainment? The patient's perspective. <i>Southern Medical Journal</i> , 2007 , 100, 248-51	0.6	1
41	Punctuated Equilibrium: COVID and the Duty to Teach for Adaptive Expertise.. <i>Western Journal of Emergency Medicine</i> , 2021 , 23, 56-58	3.3	1
40	First death. <i>Academic Emergency Medicine</i> , 2007 , 14, 825-6	3.4	1
39	An Analysis of the Top-cited Articles in Anesthesiology Education Literature. <i>The Journal of Education in Perioperative Medicine: JEPM</i> , 2018 , 20, E627	0.8	1
38	Competency-based medical education across the continuum: How well aligned are medical school EPAs to residency milestones?. <i>Medical Teacher</i> , 2021 , 1-9	3	1
37	Early Impact of the Western Journal of Emergency Medicine CDEM/CORD Special Issue in Educational Research & Practice. <i>Western Journal of Emergency Medicine</i> , 2019 , 21, 71-77	3.3	1
36	Versatility in multiple mini-interview implementation: Rater background does not significantly influence assessment scoring. <i>Medical Teacher</i> , 2020 , 42, 411-415	3	1
35	A Social Network Analysis of the Western Journal of Emergency Medicine Special Issue in Educational Research and Practice. <i>Western Journal of Emergency Medicine</i> , 2020 , 21, 242-248	3.3	1
34	Impact of Scribe Experience on Undergraduate Medical Education. <i>Medical Science Educator</i> , 2020 , 30, 1363-1366	0.7	1
33	Improv to improve medical student communication. <i>Clinical Teacher</i> , 2021 , 18, 301-306	1.1	1
32	Triple Challenge: How Medical Students May Solve 3 Long-Standing Problems Bedeviling Health Systems and Medical Education. <i>Academic Medicine</i> , 2021 , 96,	3.9	1
31	Examining Bloom's Taxonomy in Multiple Choice Questions: Students' Approach to Questions. <i>Medical Science Educator</i> , 2021 , 31, 1311-1317	0.7	1
30	Threats to Reliability and Validity With Resident Wellness Surveying Efforts. <i>Journal of Graduate Medical Education</i> , 2019 , 11, 543-549	1.6	1
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25	Bringing clerkship grading back to the bedside. <i>Clinical Teacher</i> , 2021 , 18, 274-279	1.1	1
24	Defining the "Problem Resident" and the Implications of the Unfixable Problem: The Rationale for a "Front-door" Solution. <i>Western Journal of Emergency Medicine</i> , 2019 , 20, 43-49	3.3	1
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