# Sally A Santen

## List of Publications by Year in Descending Order

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

| # | Paper | IF | Citations |
|---|-------|-----|-----------|
| 205 | Validity evidence for an instrument for cognitive load for virtual didactic sessions.. *AEM Education and Training*, **2022**, 6, e10718 | 2.2 | 2 |
| 204 | Measuring the Master Adaptive Learner: Development and Internal Structure Validity Evidence for a New Instrument.. *Medical Science Educator*, **2022**, 32, 1-11 | 0.7 | 0 |
| 203 | Beyond the CLAIM: A comprehensive needs assessment strategy for creating an Advanced Medical Education Research Training Program (ARMED-MedEd).. *AEM Education and Training*, **2022**, 6, e10720 | 2.2 | 2 |
| 202 | Punctuated Equilibrium: COVID and the Duty to Teach for Adaptive Expertise.. *Western Journal of Emergency Medicine*, **2021**, 23, 56-58 | 3.3 | 1 |
| 201 | The Education Portfolio. *Academic Medicine*, **2021**, 96, 1368 | 3.9 | |
| 200 | Competency-based medical education across the continuum: How well aligned are medical school EPAs to residency milestones?. *Medical Teacher*, **2021**, 1-9 | 3 | 1 |
| 199 | Social network analysis of publication collaboration of accelerating change in MedEd consortium. *Medical Teacher*, **2021**, 1-11 | 3 | |
| 198 | The Development of a Set of Coaching Competencies for Medical Education Using a Modified Delphi Approach. *Academic Medicine*, **2021**, 96, S181 | 3.9 | 0 |
| 197 | Does Delaying the United States Medical Licensing Examination Step 1 to After Clerkships Affect Student Performance on Clerkship Subject Examinations?. *Teaching and Learning in Medicine*, **2021**, 33, 366-381 | 3.4 | 3 |
| 196 | Evaluating the Reliability and Validity Evidence of the RIME (Reporter-Interpreter-Manager-Educator) Framework for Summative Assessments Across Clerkships. *Academic Medicine*, **2021**, 96, 256-262 | 3.9 | 3 |
| 195 | The Accelerating Change in Medical Education Consortium: Key Drivers of Transformative Change. *Academic Medicine*, **2021**, 96, 979-988 | 3.9 | 6 |
| 194 | Improv to improve medical student communication. *Clinical Teacher*, **2021**, 18, 301-306 | 1.1 | 1 |
| 193 | When Safety Event Reporting Is Seen as Punitive: "I've Been PSN-ed!". *Annals of Emergency Medicine*, **2021**, 77, 449-458 | 2.1 | 2 |
| 192 | Triple Challenge: How Medical Students May Solve 3 Long-Standing Problems Bedeviling Health Systems and Medical Education. *Academic Medicine*, **2021**, 96, | 3.9 | 1 |
| 191 | Examining Bloom's Taxonomy in Multiple Choice Questions: Students' Approach to Questions. *Medical Science Educator*, **2021**, 31, 1311-1317 | 0.7 | 1 |
| 190 | Assessing the Transition of Training in Health Systems Science From Undergraduate to Graduate Medical Education. *Journal of Graduate Medical Education*, **2021**, 13, 404-410 | 1.6 | 0 |
| 189 | Rapid Adaptation to Remote Didactics and Learning in GME. *AEM Education and Training*, **2021**, 5, | 2.2 | 1 |

| # | Citation | | |
|---|---|---|---|
| 188 | Incidence of resident mistreatment in the learning environment across three institutions. *Medical Teacher*, **2021**, 43, 334-340 | 3 | 6 |
| 187 | The ABCDs of Entrustment. *AEM Education and Training*, **2021**, 5, e10549 | 2.2 | |
| 186 | Clerkship Grading and the U.S. Economy: What Medical Education Can Learn From America's Economic History. *Academic Medicine*, **2021**, 96, 186-192 | 3.9 | 1 |
| 185 | A Multilevel Model for Evaluating Interprofessional Learning. *Medical Science Educator*, **2021**, 31, 349-353 | 3.7 | |
| 184 | Bringing clerkship grading back to the bedside. *Clinical Teacher*, **2021**, 18, 274-279 | 1.1 | 1 |
| 183 | Feasibility and integration of an intensive emergency pediatric care curriculum in Armenia. *International Journal of Emergency Medicine*, **2021**, 14, 1 | 3.9 | 2 |
| 182 | Core EPAs in the Acting Internship: Early Outcomes from an Interdepartmental Experience. *Medical Science Educator*, **2021**, 31, 527-533 | 0.7 | 4 |
| 181 | What faculty write versus what students see? Perspectives on multiple-choice questions using Bloom's taxonomy. *Medical Teacher*, **2021**, 43, 575-582 | 3 | 4 |
| 180 | What is the association between student well-being and high-stakes examination scores?. *Medical Education*, **2021**, 55, 872-877 | 3.7 | 0 |
| 179 | Beyond advising and mentoring: Competencies for coaching in medical education. *Medical Teacher*, **2021**, 43, 1210-1213 | 3 | 3 |
| 178 | Leveling the field: Development of reliable scoring rubrics for quantitative and qualitative medical education research abstracts. *AEM Education and Training*, **2021**, 5, e10654 | 2.2 | 1 |
| 177 | Exploring the Association Between USMLE Scores and ACGME Milestone Ratings: A Validity Study Using National Data From Emergency Medicine. *Academic Medicine*, **2021**, 96, 1324-1331 | 3.9 | 3 |
| 176 | Building reliable and generalizable clerkship competency assessments: Impact of 'hawk-dove' correction. *Medical Teacher*, **2021**, 1-7 | 3 | 1 |
| 175 | Variation in assessment of first-year medical students' interprofessional competencies by rater profession. *Journal of Interprofessional Education and Practice*, **2021**, 24, 100424 | 0.6 | |
| 174 | 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. *Academic Medicine*, **2021**, 96, | 3.9 | 4 |
| 173 | Addressing the Social Determinants of Health in Undergraduate Medical Education Curricula: A Survey Report. *Advances in Medical Education and Practice*, **2020**, 11, 369-377 | 1.5 | 8 |
| 172 | Remote Learning in the Time of COVID-19. *AEM Education and Training*, **2020**, 4, 280-283 | 2.2 | 5 |
| 171 | What Can a Pandemic Teach Us About Competency-based Medical Education?. *AEM Education and Training*, **2020**, 4, 301-305 | 2.2 | 2 |

| # | Reference | | |
|---|---|---|---|
| 152 | The educators' experience: Learning environments that support the master adaptive learner. *Medical Teacher*, **2020**, 42, 1270-1274 | 3 | 3 |
| 151 | Identifying and Supporting Students to Prevent USMLE Step 1 Failures When Testing Follows Clerkships: Insights From 9 Schools. *Academic Medicine*, **2020**, 95, 1338-1345 | 3.9 | 8 |
| 150 | Considerations for using race and ethnicity as quantitative variables in medical education research. *Perspectives on Medical Education*, **2020**, 9, 318-323 | 4.3 | 15 |
| 149 | Impact of Scribe Experience on Undergraduate Medical Education. *Medical Science Educator*, **2020**, 30, 1363-1366 | 0.7 | 1 |
| 148 | The Responsibility of Physicians to Maintain Competency. *JAMA - Journal of the American Medical Association*, **2020**, 323, 117-118 | 27.4 | 7 |
| 147 | Optimizing Lectures From a Cognitive Load Perspective. *AEM Education and Training*, **2020**, 4, 306-312 | 2.2 | 4 |
| 146 | Engaging Medical Students in Leadership Development. *Medical Science Educator*, **2019**, 29, 849-853 | 0.7 | 5 |
| 145 | Training wheels needed: Lessons in professionalism from a liberal deferral policy. *Perspectives on Medical Education*, **2019**, 8, 187-190 | 4.3 | 2 |
| 144 | Beyond mistreatment: Learner neglect in the clinical teaching environment. *Medical Teacher*, **2019**, 41, 949-955 | 3 | 9 |
| 143 | Developing Professionalism and Professional Identity Through Unproctored, Flexible Testing. *Academic Medicine*, **2019**, 94, 490-495 | 3.9 | 3 |
| 142 | Time to Reevaluate the Away Rotation: Improving Return on Investment for Students and Schools. *Academic Medicine*, **2019**, 94, 496-500 | 3.9 | 27 |
| 141 | A first-year leadership programme for medical students. *Clinical Teacher*, **2019**, 16, 623-629 | 1.1 | 6 |
| 140 | #DidacticsRevolution: Applying Kotter's 8-Step Change Management Model to Residency Didactics. *Western Journal of Emergency Medicine*, **2019**, 21, 65-70 | 3.3 | 4 |
| 139 | Increasing Education Research Productivity: A Network Analysis. *Western Journal of Emergency Medicine*, **2019**, 21, 163-168 | 3.3 | 3 |
| 138 | Student well-being and the learning environment. *Clinical Teacher*, **2019**, 16, 362-366 | 1.1 | 12 |
| 137 | Analysis of the Emergency Medicine Clinical Learning Environment. *AEM Education and Training*, **2019**, 3, 286-290 | 2.2 | 1 |
| 136 | Identifying Medical Student Mistreatment in the Obstetrics and Gynecology Clerkship. *Journal of Surgical Education*, **2019**, 76, 1516-1525 | 3.4 | 3 |
| 135 | Early Impact of the Western Journal of Emergency Medicine CDEM/CORD Special Issue in Educational Research & Practice. *Western Journal of Emergency Medicine*, **2019**, 21, 71-77 | 3.3 | 1 |

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| 116 | Defining the "Problem Resident" and the Implications of the Unfixable Problem: The Rationale for a "Front-door" Solution. *Western Journal of Emergency Medicine*, **2019**, 20, 43-49 | 3.3 | 1 |
| 115 | Behind the Curtain: The Nurse's Voice in Assessment of Residents in the Emergency Department. *Western Journal of Emergency Medicine*, **2019**, 20, 23-28 | 3.3 | 4 |
| 114 | Item Quality Improvement: What Determines a Good Question? Guidelines for Interpreting Item Analysis Reports. *Medical Science Educator*, **2018**, 28, 13-17 | 0.7 | 2 |
| 113 | The impact of informed self-assessment on the development of medical students' learning goals. *Medical Teacher*, **2018**, 40, 296-301 | 3 | 3 |
| 112 | Not Another Bedside Lecture: Active Learning Techniques for Clinical Instruction. *AEM Education and Training*, **2018**, 2, 48-50 | 2.2 | 5 |
| 111 | Generalizability of Competency Assessment Scores Across and Within Clerkships: How Students, Assessors, and Clerkships Matter. *Academic Medicine*, **2018**, 93, 1212-1217 | 3.9 | 15 |
| 110 | Medical student perceptions of an initial collaborative immersion experience. *Journal of Interprofessional Care*, **2018**, 32, 245-249 | 2.7 | 6 |
| 109 | Responsible Milestone-Based Educational Handover With Individualized Learning Plan From Undergraduate to Graduate Pediatric Medical Education. *Academic Pediatrics*, **2018**, 18, 231-233 | 2.7 | 12 |
| 108 | Tracking Student Mistreatment Data to Improve the Emergency Medicine Clerkship Learning Environment. *Western Journal of Emergency Medicine*, **2018**, 19, 18-22 | 3.3 | 7 |
| 107 | Program Directors'Perceptions of a Post-Match Competency Handover Between Medical School and Residency. *Medical Science Educator*, **2018**, 28, 375-380 | 0.7 | 4 |
| 106 | Learning to balance efficiency and innovation for optimal adaptive expertise. *Medical Teacher*, **2018**, 40, 820-827 | 3 | 17 |
| 105 | An Analysis of the Top-cited Articles in Anesthesiology Education Literature. *The Journal of Education in Perioperative Medicine: JEPM*, **2018**, 20, E627 | 0.8 | 1 |
| 104 | Using a Modified A3 Lean Framework to Identify Ways to Increase Students' Reporting of Mistreatment Behaviors. *Academic Medicine*, **2018**, 93, 606-611 | 3.9 | 5 |
| 103 | Pushing Critical Thinking Skills With Multiple-Choice Questions: Does Bloom's Taxonomy Work?. *Academic Medicine*, **2018**, 93, 856-859 | 3.9 | 19 |
| 102 | Understanding the Struggles to Be a Medical Provider: View Through Medical Student Essays. *Journal of Emergency Medicine*, **2018**, 54, 102-108 | 1.5 | 5 |
| 101 | The influence of MCAT and GPA preadmission academic metrics on interview scores. *Advances in Health Sciences Education*, **2018**, 23, 151-158 | 3.7 | 6 |
| 100 | Medical Students' Use of Different Coping Strategies and Relationship With Academic Performance in Preclinical and Clinical Years. *Teaching and Learning in Medicine*, **2018**, 30, 15-21 | 3.4 | 19 |
| 99 | Programmatic Assessment in Emergency Medicine: Implementation of Best Practices. *Journal of Graduate Medical Education*, **2018**, 10, 84-90 | 1.6 | 11 |

| 98 | Psychological Safety and Support: Assessing Resident Perceptions of the Clinical Learning Environment. *Journal of Graduate Medical Education*, **2018**, 10, 651-656 | 1.6 | 7 |
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| 97 | Predicting Medical School Enrollment Behavior: Comparing an Enrollment Management Model to Expert Human Judgment. *Academic Medicine*, **2018**, 93, S68-S73 | 3.9 | 4 |
| 96 | Does Reducing Clerkship Lengths by 25% Affect Medical Student Performance and Perceptions?. *Academic Medicine*, **2018**, 93, 1833-1840 | 3.9 | 6 |
| 95 | Tit-For-Tat Strategy for Increasing Medical Student Evaluation Response Rates. *Western Journal of Emergency Medicine*, **2018**, 19, 75-79 | 3.3 | 0 |
| 94 | Choosing emergency medicine: Influences on medical students' choice of emergency medicine. *PLoS ONE*, **2018**, 13, e0196639 | 3.7 | 10 |
| 93 | Clerkship-Specific Medical Student Mistreatment. *Medical Science Educator*, **2018**, 28, 477-482 | 0.7 | 3 |
| 92 | A Cognitive Apprenticeship-Based Faculty Development Intervention for Emergency Medicine Educators. *Western Journal of Emergency Medicine*, **2018**, 19, 198-204 | 3.3 | 6 |
| 91 | Anything but Shadowing! Early Clinical Reasoning in Emergency Department Improves Clinical Skills. *Western Journal of Emergency Medicine*, **2018**, 19, 177-184 | 3.3 | 5 |
| 90 | A Randomized Trial of SMART Goal Enhanced Debriefing after Simulation to Promote Educational Actions. *Western Journal of Emergency Medicine*, **2018**, 19, 112-120 | 3.3 | 17 |
| 89 | Creating a Vision for Education Leadership. *Western Journal of Emergency Medicine*, **2018**, 19, 165-168 | 3.3 | 1 |
| 88 | Applied clinical anatomy: the successful integration of anatomy into specialty-specific senior electives. *Surgical and Radiologic Anatomy*, **2017**, 39, 95-101 | 1.4 | 14 |
| 87 | Response. *Journal of Emergency Medicine*, **2017**, 52, 369 | 1.5 | 1 |
| 86 | Using the ACMGE Milestones as a Handover Tool From Medical School to Surgery Residency. *Journal of Surgical Education*, **2017**, 74, 519-529 | 3.4 | 19 |
| 85 | Experiential learning about medication adherence. *Clinical Teacher*, **2017**, 14, 451-453 | 1.1 | 1 |
| 84 | Using Twitter to increase content dissemination and control educational content with Presenter Initiated and Generated Live Educational Tweets (PIGLETs). *Medical Teacher*, **2017**, 39, 768-772 | 3 | 7 |
| 83 | What's the Evidence: Self-Assessment Implications for Life-Long Learning in Emergency Medicine. *Journal of Emergency Medicine*, **2017**, 53, 116-120 | 1.5 | 6 |
| 82 | Audience Response System Facilitates Prediction of Scores on In-Training Examination. *Western Journal of Emergency Medicine*, **2017**, 18, 525-530 | 3.3 | 2 |
| 81 | An Analysis of the Top-cited Articles in Emergency Medicine Education Literature. *Western Journal of Emergency Medicine*, **2017**, 18, 60-68 | 3.3 | 11 |

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| 80 | A Novel Curriculum to Optimize Emergency Medicine Residents' Exposure to Pediatrics. *Western Journal of Emergency Medicine*, **2017**, 18, 14-19 | 3.3 | 4 |
| 79 | "Let Me Tell You About My… Provider Self-Disclosure in the Emergency Department Builds Patient Rapport. *Western Journal of Emergency Medicine*, **2017**, 18, 43-49 | 3.3 | 13 |
| 78 | Efficient and Effective Use of Peer Teaching for Medical Student Simulation. *Western Journal of Emergency Medicine*, **2017**, 18, 137-141 | 3.3 | 17 |
| 77 | Defining Uniform Processes for Remediation, Probation and Termination in Residency Training. *Western Journal of Emergency Medicine*, **2017**, 18, 110-113 | 3.3 | 13 |
| 76 | Incorporation of a Graduate Student Writer into a Productive Research Team. *Western Journal of Emergency Medicine*, **2017**, 18, 84-85 | 3.3 | |
| 75 | Building an Exam Through Rigorous Exam Quality Improvement. *Medical Science Educator*, **2017**, 27, 793-798 | 0.7 | 1 |
| 74 | The Reply. *American Journal of Medicine*, **2017**, 130, e275 | 2.4 | |
| 73 | In reply. *Annals of Emergency Medicine*, **2017**, 69, 670 | 2.1 | |
| 72 | Why Not Wait? Eight Institutions Share Their Experiences Moving United States Medical Licensing Examination Step 1 After Core Clinical Clerkships. *Academic Medicine*, **2017**, 92, 1515-1524 | 3.9 | 27 |
| 71 | Creating an Evidence-Based Advising Program for Exams: a Student-led 10-Step Approach. *Medical Science Educator*, **2017**, 27, 877-880 | 0.7 | |
| 70 | Study Behaviors and USMLE Step 1 Performance: Implications of a Student Self-Directed Parallel Curriculum. *Academic Medicine*, **2017**, 92, S67-S74 | 3.9 | 45 |
| 69 | Creating a Cadre of Fellowship-Trained Medical Educators, Part II: A Formal Needs Assessment to Structure Postgraduate Fellowships in Medical Education Scholarship and Leadership. *Academic Medicine*, **2017**, 92, 1181-1188 | 3.9 | 7 |
| 68 | Apprenticeship to Entrustment: A Model for Clinical Education. *Academic Medicine*, **2017**, 92, 1646 | 3.9 | 4 |
| 67 | The Interprofessional Clinical Experience: Introduction to Interprofessional Education Through Early Immersion in Health Care Teams. *MedEdPORTAL: the Journal of Teaching and Learning Resources*, **2017**, 13, 10564 | 1.2 | 5 |
| 66 | Cognitive Debiasing Strategies: A Faculty Development Workshop for Clinical Teachers in Emergency Medicine. *MedEdPORTAL: the Journal of Teaching and Learning Resources*, **2017**, 13, 10646 | 1.2 | 8 |
| 65 | Assessment challenges in competency-based education: A case study in health professions education. *Medical Teacher*, **2016**, 38, 482-90 | 3 | 14 |
| 64 | Theory, Process, and Validation Evidence for a Staff-Driven Medical Education Exam Quality Improvement Process. *Medical Science Educator*, **2016**, 26, 331-336 | 0.7 | 4 |
| 63 | Essentials of PEM Fellowship Part 2: The Profession in Entrustable Professional Activities. *Pediatric Emergency Care*, **2016**, 32, 410-8 | 1.4 | 7 |

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| 62 | Enrollment Management in Medical School Admissions: A Novel Evidence-Based Approach at One Institution. *Academic Medicine*, **2016**, 91, 1561-1567 | 3.9 | 4 |
| 61 | Can You Multitask? Evidence and Limitations of Task Switching and Multitasking in Emergency Medicine. *Annals of Emergency Medicine*, **2016**, 68, 189-95 | 2.1 | 64 |
| 60 | Creating a Cadre of Fellowship-Trained Medical Educators: A Qualitative Study of Faculty Development Program Leaders' Perspectives and Advice. *Academic Medicine*, **2016**, 91, 1696-1704 | 3.9 | 21 |
| 59 | Residents values in a rational decision-making model: an interest in academics in emergency medicine. *Internal and Emergency Medicine*, **2016**, 11, 993-7 | 3.7 | 4 |
| 58 | Impact of Doximity Residency Rankings on Emergency Medicine Applicant Rank Lists. *Western Journal of Emergency Medicine*, **2016**, 17, 350-4 | 3.3 | 9 |
| 57 | #EMConf: utilising Twitter to increase dissemination of conference content. *Medical Education*, **2016**, 50, 572 | 3.7 | 4 |
| 56 | Reporting Achievement of Medical Student Milestones to Residency Program Directors: An Educational Handover. *Academic Medicine*, **2016**, 91, 676-84 | 3.9 | 32 |
| 55 | A Hybrid Interview Model for Medical School Interviews: Combining Traditional and Multisampling Formats. *Academic Medicine*, **2016**, 91, 1526-1529 | 3.9 | 9 |
| 54 | What's the Evidence: A Review of the One-Minute Preceptor Model of Clinical Teaching and Implications for Teaching in the Emergency Department. *Journal of Emergency Medicine*, **2016**, 51, 278-83 | 1.5 | 23 |
| 53 | A Novel Specialty-Specific, Collaborative Faculty Development Opportunity in Education Research: Program Evaluation at Five Years. *Academic Medicine*, **2016**, 91, 548-55 | 3.9 | 19 |
| 52 | Competency-based education: programme design and challenges to implementation. *Medical Education*, **2016**, 50, 532-9 | 3.7 | 49 |
| 51 | Facilitating guided reflections on leadership activities. *Medical Education*, **2016**, 50, 1149-1150 | 3.7 | 2 |
| 50 | The Surgery Fellow's Education Workshop: A Pilot Study to Determine the Feasibility of Training Senior Learners to Teach in the Operating Room. *Journal of Surgical Education*, **2016**, 73, 741-8 | 3.4 | 6 |
| 49 | Student Evaluation of Faculty Physicians: Gender Differences in Teaching Evaluations. *Journal of Womens Health*, **2016**, 25, 453-6 | 3 | 41 |
| 48 | Milestones for Internal Medicine Sub-interns. *American Journal of Medicine*, **2015**, 128, 790-8.e2 | 2.4 | 7 |
| 47 | The relationship between promotions committees' identification of problem medical students and subsequent state medical board actions. *Advances in Health Sciences Education*, **2015**, 20, 421-30 | 3.7 | 9 |
| 46 | Re: Not Another Boring Lecture: Let's Be the Guide on the Side. *Journal of Emergency Medicine*, **2015**, 49, 711-2 | 1.5 | 0 |
| 45 | Understanding ethical dilemmas in the emergency department: views from medical students' essays. *Journal of Emergency Medicine*, **2015**, 48, 492-8 | 1.5 | 16 |

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| 44 | What does remediation and probation status mean? A survey of emergency medicine residency program directors. *Academic Emergency Medicine*, **2015**, 22, 113-6 | 3.4 | 16 |
| 43 | Implementation of an Education Value Unit (EVU) System to Recognize Faculty Contributions. *Western Journal of Emergency Medicine*, **2015**, 16, 952-6 | 3.3 | 17 |
| 42 | Direct Observation Assessment of Milestones: Problems with Reliability. *Western Journal of Emergency Medicine*, **2015**, 16, 871-6 | 3.3 | 16 |
| 41 | Effect of Doximity Residency Rankings on Residency Applicants' Program Choices. *Western Journal of Emergency Medicine*, **2015**, 16, 889-93 | 3.3 | 23 |
| 40 | Model for Developing Educational Research Productivity: The Medical Education Research Group. *Western Journal of Emergency Medicine*, **2015**, 16, 947-51 | 3.3 | 12 |
| 39 | What is the Prevalence and Success of Remediation of Emergency Medicine Residents?. *Western Journal of Emergency Medicine*, **2015**, 16, 839-44 | 3.3 | 25 |
| 38 | Not another boring lecture: engaging learners with active learning techniques. *Journal of Emergency Medicine*, **2015**, 48, 85-93 | 1.5 | 115 |
| 37 | Deliberate apprenticeship in the Pediatric Emergency Department improves experience for third-year students. *Western Journal of Emergency Medicine*, **2014**, 15, 424-9 | 3.3 | 5 |
| 36 | Programmatic assessment of level 1 milestones in incoming interns. *Academic Emergency Medicine*, **2014**, 21, 694-8 | 3.4 | 31 |
| 35 | Medical student milestones in emergency medicine. *Academic Emergency Medicine*, **2014**, 21, 905-11 | 3.4 | 31 |
| 34 | Systematic Direct Observation of Clinical Skills in the Clinical Year. *MedEdPORTAL: the Journal of Teaching and Learning Resources*, **2014**, 10, | 1.2 | 3 |
| 33 | Emergency medicine residents' self-assessments play a critical role when receiving feedback. *Academic Emergency Medicine*, **2013**, 20, 1055-61 | 3.4 | 28 |
| 32 | How competent are emergency medicine interns for level 1 milestones: who is responsible?. *Academic Emergency Medicine*, **2013**, 20, 736-9 | 3.4 | 43 |
| 31 | Assessing the validity evidence of an objective structured assessment tool of technical skills for neonatal lumbar punctures. *Academic Emergency Medicine*, **2013**, 20, 321-4 | 3.4 | 16 |
| 30 | Factors that influence medical student selection of an emergency medicine residency program: implications for training programs. *Academic Emergency Medicine*, **2012**, 19, 455-60 | 3.4 | 46 |
| 29 | A suggested core content for education scholarship fellowships in emergency medicine. *Academic Emergency Medicine*, **2012**, 19, 1425-33 | 3.4 | 19 |
| 28 | Development of a training needs assessment for an education scholarship fellowship in emergency medicine. *Academic Emergency Medicine*, **2012**, 19, 1419-24 | 3.4 | 12 |
| 27 | Defining a core curriculum for education scholarship fellowships in emergency medicine. *Academic Emergency Medicine*, **2012**, 19, 1411-8 | 3.4 | 20 |

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| 26 | Teaching laboratory medicine to medical students: implementation and evaluation. *Archives of Pathology and Laboratory Medicine*, **2012**, 136, 1423-9 | 5 | 14 |
| 25 | The activities and responsibilities of the vice chair for education in U.S. and Canadian departments of medicine. *Academic Medicine*, **2012**, 87, 1041-5 | 3.9 | 10 |
| 24 | Do faculty staff only conduct easy evaluations?. *Medical Education*, **2011**, 45, 534-5 | 3.7 | |
| 23 | Financial literacy for the graduating medical student. *Medical Education*, **2011**, 45, 1145-6 | 3.7 | 5 |
| 22 | The words your patients will remember. *Academic Emergency Medicine*, **2011**, 18, 96-7 | 3.4 | 1 |
| 21 | A window on professionalism in the emergency department through medical student narratives. *Annals of Emergency Medicine*, **2011**, 58, 288-94 | 2.1 | 25 |
| 20 | A core competency-based objective structured clinical examination (OSCE) can predict future resident performance. *Academic Emergency Medicine*, **2010**, 17 Suppl 2, S67-71 | 3.4 | 39 |
| 19 | Assessment of medical students: Can one global question be meaningful?. *Medical Teacher*, **2010**, 32, 938 | 3 | 2 |
| 18 | Faculty development in medical education research: a cooperative model. *Academic Medicine*, **2010**, 85, 829-36 | 3.9 | 28 |
| 17 | Burnout in medical students: examining the prevalence and associated factors. *Southern Medical Journal*, **2010**, 103, 758-63 | 0.6 | 122 |
| 16 | A short palliative care experience: beginning to learn. *Medical Education*, **2009**, 43, 1111-2 | 3.7 | 4 |
| 15 | The MERC at CORD Scholars Program in medical education research: a novel faculty development opportunity for emergency physicians. *Academic Emergency Medicine*, **2009**, 16 Suppl 2, S37-41 | 3.4 | 26 |
| 14 | Patients do not know the level of training of their doctors because doctors do not tell them. *Journal of General Internal Medicine*, **2008**, 23, 607-10 | 4 | 41 |
| 13 | Chaperones for rectal and genital examinations in the emergency department: what do patients and physicians want?. *Southern Medical Journal*, **2008**, 101, 24-8 | 0.6 | 12 |
| 12 | Trauma: life in the ER--education or entertainment? The patient's perspective. *Southern Medical Journal*, **2007**, 100, 248-51 | 0.6 | 1 |
| 11 | Learning physical diagnosis: a new paradigm. *Medical Education*, **2007**, 41, 1097 | 3.7 | 3 |
| 10 | The emergency department as an applied pharmacology laboratory. *Medical Education*, **2007**, 41, 1103 | 3.7 | 2 |
| 9 | First death. *Academic Emergency Medicine*, **2007**, 14, 825-6 | 3.4 | 1 |

# List of Publications

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|---|---|---|---|
| 8 | The emergency department as an in vivo pathology laboratory. *Medical Education*, **2006**, 40, 469-70 | 3.7 | 3 |
| 7 | 'Sorry, it's my first time!' Will patients consent to medical students learning procedures?. *Medical Education*, **2005**, 39, 365-9 | 3.7 | 55 |
| 6 | Patients' willingness to allow residents to learn to practice medical procedures. *Academic Medicine*, **2004**, 79, 144-7 | 3.9 | 55 |
| 5 | Do patients understand their physician's level of training? a survey of emergency department patients. *Academic Medicine*, **2004**, 79, 139-43 | 3.9 | 46 |
| 4 | Pediatric urinary tract infection. *Emergency Medicine Clinics of North America*, **2001**, 19, 675-90 | 1.9 | 15 |
| 3 | Patients' understanding of the roles of interns, residents, and attending physicians in the emergency department. *Academic Emergency Medicine*, **1999**, 6, 339-44 | 3.4 | 43 |
| 2 | Delayed presentation after head injury: is a computed tomography scan necessary?. *Academic Emergency Medicine*, **1999**, 6, 957-60 | 3.4 | 11 |
| 1 | Follow-up compliance in febrile children: a comparison of two systems. *Academic Emergency Medicine*, **1998**, 5, 996-1001 | 3.4 | 10 |