

# Kevin Eva

## List of Publications by Year in descending order

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257  
papers

12,443  
citations

28190

55  
h-index

30010

103  
g-index

263  
all docs

263  
docs citations

263  
times ranked

7429  
citing authors

#	ARTICLE	IF	CITATIONS
1	Self-Assessment in the Health Professions: A Reformulation and Research Agenda. <i>Academic Medicine</i> , 2005, 80, S46-S54.	0.8	739
2	What every teacher needs to know about clinical reasoning. <i>Medical Education</i> , 2005, 39, 98-106.	1.1	687
3	An admissions OSCE: the multiple mini-interview. <i>Medical Education</i> , 2004, 38, 314-326.	1.1	524
4	Diagnostic error and clinical reasoning. <i>Medical Education</i> , 2010, 44, 94-100.	1.1	365
5	â€œI'll never play professional footballâ€ and other fallacies of self-assessment. <i>Journal of Continuing Education in the Health Professions</i> , 2008, 28, 14-19.	0.4	357
6	Practice Feedback Interventions: 15 Suggestions for Optimizing Effectiveness. <i>Annals of Internal Medicine</i> , 2016, 164, 435.	2.0	297
7	Factors influencing responsiveness to feedback: on the interplay between fear, confidence, and reasoning processes. <i>Advances in Health Sciences Education</i> , 2012, 17, 15-26.	1.7	289
8	The Processes and Dimensions of Informed Self-Assessment: A Conceptual Model. <i>Academic Medicine</i> , 2010, 85, 1212-1220.	0.8	257
9	How Can I Know What I Don't Know? Poor Self Assessment in a Well-Defined Domain. <i>Advances in Health Sciences Education</i> , 2004, 9, 211-224.	1.7	235
10	Predictive validity of the multiple mini-interview for selecting medical trainees. <i>Medical Education</i> , 2009, 43, 767-775.	1.1	228
11	Reassessing the Methods of Medical Record Review Studies in Emergency Medicine Research. <i>Annals of Emergency Medicine</i> , 2005, 45, 448-451.	0.3	221
12	Exploring the Etiology of Content Specificity. <i>Academic Medicine</i> , 1998, 73, S1-5.	0.8	192
13	The Ability of the Multiple Mini-Interview to Predict Preclerkship Performance in Medical School. <i>Academic Medicine</i> , 2004, 79, S40-S42.	0.8	192
14	Teaching from the clinical reasoning literature: combined reasoning strategies help novice diagnosticians overcome misleading information. <i>Medical Education</i> , 2007, 41, 1152-1158.	1.1	188
15	Multiple mini-interviews predict clerkship and licensing examination performance. <i>Medical Education</i> , 2007, 41, 378-384.	1.1	184
16	Toward Authentic Clinical Evaluation: Pitfalls in the Pursuit of Competency. <i>Academic Medicine</i> , 2010, 85, 780-786.	0.8	183
17	Assessment for selection for the health care professions and specialty training: Consensus statement and recommendations from the Ottawa 2010 Conference. <i>Medical Teacher</i> , 2011, 33, 215-223.	1.0	181
18	The Aging Physician. <i>Academic Medicine</i> , 2002, 77, S1-S6.	0.8	180

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19	On the generality of specificity. <i>Medical Education</i> , 2003, 37, 587-588.	1.1	165
20	Rater-Based Assessments as Social Judgments: Rethinking the Etiology of Rater Errors. <i>Academic Medicine</i> , 2011, 86, S1-S7.	0.8	160
21	The Role of Emotion in the Learning and Transfer of Clinical Skills and Knowledge. <i>Academic Medicine</i> , 2012, 87, 1316-1322.	0.8	160
22	Tensions in Informed Self-Assessment: How the Desire for Feedback and Reticence to Collect and Use It Can Conflict. <i>Academic Medicine</i> , 2011, 86, 1120-1127.	0.8	159
23	Is There Any Real Virtue of Virtual Reality?. <i>Academic Medicine</i> , 2002, 77, S97-S99.	0.8	152
24	Exploring the divergence between self-assessment and self-monitoring. <i>Advances in Health Sciences Education</i> , 2011, 16, 311-329.	1.7	138
25	Seeing the same thing differently. <i>Advances in Health Sciences Education</i> , 2013, 18, 325-341.	1.7	137
26	Knowing When to Look It Up: A New Conception of Self-Assessment Ability. <i>Academic Medicine</i> , 2007, 82, S81-S84.	0.8	127
27	Features of assessment learners use to make informed self-assessments of clinical performance. <i>Medical Education</i> , 2011, 45, 636-647.	1.1	119
28	Towards a program of assessment for health professionals: from training into practice. <i>Advances in Health Sciences Education</i> , 2016, 21, 897-913.	1.7	116
29	Reading between the lines: faculty interpretations of narrative evaluation comments. <i>Medical Education</i> , 2015, 49, 296-306.	1.1	113
30	Hedging to save face: a linguistic analysis of written comments on in-training evaluation reports. <i>Advances in Health Sciences Education</i> , 2016, 21, 175-188.	1.7	112
31	Giving Learners the Best of Both Worlds: Do Clinical Teachers Need to Guard Against Teaching Pattern Recognition to Novices?. <i>Academic Medicine</i> , 2006, 81, 405-409.	0.8	111
32	Association Between a Medical School Admission Process Using the Multiple Mini-interview and National Licensing Examination Scores. <i>JAMA - Journal of the American Medical Association</i> , 2012, 308, 2233.	3.8	104
33	Expertise in Medicine and Surgery. , 2006, , 339-354.		103
34	The benefits of flexibility: the pedagogical value of instructions to adopt multifaceted diagnostic reasoning strategies. <i>Medical Education</i> , 2007, 41, 281-287.	1.1	100
35	Advancing the literature on designing audit and feedback interventions: identifying theory-informed hypotheses. <i>Implementation Science</i> , 2017, 12, 117.	2.5	98
36	The Relationship between Interviewersâ€™ Characteristics and Ratings Assigned during a Multiple Mini-Interview. <i>Academic Medicine</i> , 2004, 79, 602-609.	0.8	97

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37	The Hidden Value of Narrative Comments for Assessment: A Quantitative Reliability Analysis of Qualitative Data. <i>Academic Medicine</i> , 2017, 92, 1617-1621.	0.8	85
38	Heuristics and biases - a biased perspective on clinical reasoning. <i>Medical Education</i> , 2005, 39, 870-872.	1.1	83
39	Exploring the impact of mental workload on rater-based assessments. <i>Advances in Health Sciences Education</i> , 2013, 18, 291-303.	1.7	80
40	The Reliability and Acceptability of the Multiple Mini-Interview as a Selection Instrument for Postgraduate Admissions. <i>Academic Medicine</i> , 2010, 85, S60-S63.	0.8	79
41	Comparing Open-Book and Closed-Book Examinations. <i>Academic Medicine</i> , 2016, 91, 583-599.	0.8	79
42	Building theories of knowledge translation interventions: Use the entire menu of constructs. <i>Implementation Science</i> , 2012, 7, 114.	2.5	78
43	Comfort with uncertainty: reframing our conceptions of how clinicians navigate complex clinical situations. <i>Advances in Health Sciences Education</i> , 2019, 24, 797-809.	1.7	78
44	2018 Ottawa consensus statement: Selection and recruitment to the healthcare professions. <i>Medical Teacher</i> , 2018, 40, 1091-1101.	1.0	77
45	On the limits of systematicity. <i>Medical Education</i> , 2008, 42, 852-853.	1.1	76
46	Pneumatic Tube Delivery System for Blood Samples Reduces Turnaround Times Without Affecting Sample Quality. <i>Journal of Emergency Nursing</i> , 2006, 32, 139-143.	0.5	69
47	A Cost Efficiency Comparison Between The Multiple Mini-Interview and Traditional Admissions Interviews. <i>Advances in Health Sciences Education</i> , 2008, 13, 43-58.	1.7	69
48	Broadening the debate about quality in medical education research. <i>Medical Education</i> , 2009, 43, 294-296.	1.1	69
49	Assessment of inter-observer reliability of two five-level triage and acuity scales: a randomized controlled trial. <i>Canadian Journal of Emergency Medicine</i> , 2004, 6, 240-245.	0.5	68
50	The reliability of workplace-based assessment in postgraduate medical education and training: a national evaluation in general practice in the United Kingdom. <i>Advances in Health Sciences Education</i> , 2009, 14, 219-232.	1.7	66
51	Do In-Training Evaluation Reports Deserve Their Bad Reputations? A Study of the Reliability and Predictive Ability of ITER Scores and Narrative Comments. <i>Academic Medicine</i> , 2013, 88, 1539-1544.	0.8	64
52	Reporting and design elements of audit and feedback interventions: a secondary review: Table 1. <i>BMJ Quality and Safety</i> , 2017, 26, 54-60.	1.8	64
53	The difficulty with experience: Does practice increase susceptibility to premature closure?. <i>Journal of Continuing Education in the Health Professions</i> , 2006, 26, 192-198.	0.4	61
54	Triage Tool Inter-rater Reliability: A Comparison of Live Versus Paper Case Scenarios. <i>Journal of Emergency Nursing</i> , 2007, 33, 319-323.	0.5	61

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55	Whats next? A guiding question for educators engaged in educational research. <i>Medical Education</i> , 2008, 42, 752-754.	1.1	61
56	Renowned Physiciansâ€™ Perceptions of Expert Diagnostic Practice. <i>Academic Medicine</i> , 2012, 87, 1413-1417.	0.8	61
57	Scylla or Charybdis? Can we navigate between objectification and judgement in assessment?. <i>Medical Education</i> , 2012, 46, 914-919.	1.1	60
58	Assessing Diagnostic Reasoning: A Consensus Statement Summarizing Theory, Practice, and Future Needs. <i>Academic Emergency Medicine</i> , 2012, 19, 1454-1461.	0.8	57
59	Comparing Diagnostic Performance and the Utility of Clinical Vignette-Based Assessment Under Testing Conditions Designed to Encourage Either Automatic or Analytic Thought. <i>Academic Medicine</i> , 2013, 88, 1545-1551.	0.8	57
60	Noninvasive ventilation for acute respiratory failure near the end of life*. <i>Critical Care Medicine</i> , 2008, 36, 789-794.	0.4	56
61	Validity: one word with a plurality of meanings. <i>Advances in Health Sciences Education</i> , 2017, 22, 853-867.	1.7	56
62	Diagnostic error in medical education: where wrongs can make rights. <i>Advances in Health Sciences Education</i> , 2009, 14, 71-81.	1.7	55
63	Global Rating Scale for the Assessment of Paramedic Clinical Competence. <i>Prehospital Emergency Care</i> , 2013, 17, 57-67.	1.0	54
64	Whatâ€™s in a Label? Is Diagnosis the Start or the End of Clinical Reasoning?. <i>Journal of General Internal Medicine</i> , 2016, 31, 435-437.	1.3	54
65	Using â€œStandardized Narrativesâ€ to Explore New Ways to Represent Faculty Opinions of Resident Performance. <i>Academic Medicine</i> , 2012, 87, 419-427.	0.8	53
66	Doggie diagnosis, diagnostic success and diagnostic reasoning strategies: an alternative view. <i>Medical Education</i> , 2003, 37, 676-677.	1.1	51
67	Cracking the code: residentsâ€™ interpretations of written assessment comments. <i>Medical Education</i> , 2017, 51, 401-410.	1.1	51
68	Effective feedback for maintenance of competence: from data delivery to trusting dialogues. <i>Cmaj</i> , 2013, 185, 463-464.	0.9	50
69	Where Judgement Fails: Pitfalls in the Selection Process for Medical Personnel. <i>Advances in Health Sciences Education</i> , 2004, 9, 161-174.	1.7	49
70	Selecting and Simplifying: Rater Performance and Behavior When Considering Multiple Competencies. <i>Teaching and Learning in Medicine</i> , 2016, 28, 41-51.	1.3	49
71	Assessing tutorial-based assessment. <i>Advances in Health Sciences Education</i> , 2001, 6, 243-257.	1.7	48
72	Self and Peer Assessment in Tutorials. <i>Academic Medicine</i> , 2002, 77, 1134-1139.	0.8	48

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73	Are all the taken men good? An indirect examination of mate-choice copying in humans. <i>Cmaj</i> , 2006, 175, 1573-1574.	0.9	48
74	Should Efforts in Favor of Medical Student Diversity Be Focused During Admissions or Farther Upstream?. <i>Academic Medicine</i> , 2012, 87, 443-448.	0.8	48
75	Medical Education Adaptations: Really Good Stuff for educational transition during a pandemic. <i>Medical Education</i> , 2020, 54, 494-494.	1.1	45
76	Constructing critical thinking in health professional education. <i>Perspectives on Medical Education</i> , 2022, 7, 156-165.	1.8	44
77	Reexamining our bias against heuristics. <i>Advances in Health Sciences Education</i> , 2014, 19, 457-464.	1.7	42
78	Self-monitoring and its relationship to medical knowledge. <i>Advances in Health Sciences Education</i> , 2012, 17, 311-323.	1.7	41
79	The effect of defined violations of test security on admissions outcomes using multiple mini-interviews. <i>Medical Education</i> , 2006, 40, 36-42.	1.1	40
80	Predictive validity comparison of two five-level triage acuity scales. <i>European Journal of Emergency Medicine</i> , 2007, 14, 188-192.	0.5	39
81	Which Factors, Personal or External, Most Influence Students' Generation of Learning Goals?. <i>Academic Medicine</i> , 2010, 85, S102-S105.	0.8	39
82	Effect of Exposure to Good vs Poor Medical Trainee Performance on Attending Physician Ratings of Subsequent Performances. <i>JAMA - Journal of the American Medical Association</i> , 2012, 308, 2226.	3.8	39
83	Expertise, Time, Money, Mentoring, and Reward: Systemic Barriers That Limit Education Researcher Productivity"Proceedings From the AAMC GEA Workshop. <i>Journal of Graduate Medical Education</i> , 2014, 6, 430-436.	0.6	39
84	Are Examiners' Judgments in OSCE-Style Assessments Influenced by Contrast Effects?. <i>Academic Medicine</i> , 2015, 90, 975-980.	0.8	39
85	Swapping Horses Midstream: Factors Related to Physicians' Changing Their Minds About a Diagnosis. <i>Academic Medicine</i> , 2010, 85, 1112-1117.	0.8	38
86	More Consensus Than Idiosyncrasy. <i>Academic Medicine</i> , 2014, 89, 1510-1519.	0.8	38
87	The reviewer is always right: peer review of research in Medical Education. <i>Medical Education</i> , 2009, 43, 2-4.	1.1	37
88	Teamwork during education: the whole is not always greater than the sum of the parts. <i>Medical Education</i> , 2002, 36, 314-316.	1.1	34
89	Comparing academic performance of medical students in distributed learning sites: the McMaster experience. <i>Medical Teacher</i> , 2008, 30, 67-71.	1.0	34
90	Influences on medical students' self-regulated learning after test completion. <i>Medical Education</i> , 2012, 46, 326-335.	1.1	34

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91	Emergency department patient compliance with follow-up for outpatient exercise stress testing: a randomized controlled trial. <i>Canadian Journal of Emergency Medicine</i> , 2007, 9, 435-440.	0.5	33
92	Simulation-based Assessment of Paramedics and Performance in Real Clinical Contexts. <i>Prehospital Emergency Care</i> , 2014, 18, 116-122.	1.0	33
93	Multiple mini-interview test characteristics: it's better to ask candidates to recall than to imagine. <i>Medical Education</i> , 2014, 48, 604-613.	1.1	32
94	Inter-rater variability as mutual disagreement: identifying raters' divergent points of view. <i>Advances in Health Sciences Education</i> , 2017, 22, 819-838.	1.7	32
95	Expert-Novice Differences in Memory: A Reformulation. <i>Teaching and Learning in Medicine</i> , 2002, 14, 257-263.	1.3	30
96	APPLIED RESEARCH: Reflecting the Relative Values of Community, Faculty, and Students in the Admissions Tools of Medical School. <i>Teaching and Learning in Medicine</i> , 2005, 17, 4-8.	1.3	30
97	Perceptions of Peer-to-Peer Interprofessional Feedback Among Students in the Health Professions. <i>Academic Medicine</i> , 2016, 91, 807-812.	0.8	30
98	Medical School Admissions: Enhancing the Reliability and Validity of an Autobiographical Screening Tool. <i>Academic Medicine</i> , 2006, 81, S70-S73.	0.8	29
99	Extending the Interview to All Medical School Candidates' Computer-Based Multiple Sample Evaluation of Noncognitive Skills (CMSENS). <i>Academic Medicine</i> , 2009, 84, S9-S12.	0.8	29
100	Cognitive influences on complex performance assessment: Lessons from the interplay between medicine and psychology. <i>Journal of Applied Research in Memory and Cognition</i> , 2018, 7, 177-188.	0.7	29
101	Do Clinical Clerks Provide Candidates with Adequate Formative Assessment during Objective Structured Clinical Examinations?. <i>Advances in Health Sciences Education</i> , 2004, 9, 189-199.	1.7	28
102	Research ethics requirements for Medical Education. <i>Medical Education</i> , 2009, 43, 194-195.	1.1	28
103	Physician Cognitive Processing as a Source of Diagnostic and Treatment Disparities in Coronary Heart Disease. <i>Journal of Health and Social Behavior</i> , 2010, 51, 16-29.	2.7	28
104	Stemming the tide: Cognitive aging theories and their implications for continuing education in the health professions. <i>Journal of Continuing Education in the Health Professions</i> , 2003, 23, 133-140.	0.4	27
105	Trending in 2014: Hippocrates. <i>Medical Education</i> , 2014, 48, 1-3.	1.1	26
106	Relatively speaking: contrast effects influence assessors' scores and narrative feedback. <i>Medical Education</i> , 2015, 49, 909-919.	1.1	26
107	Does source matter? Nurses' and Physicians' perceptions of interprofessional feedback. <i>Medical Education</i> , 2016, 50, 181-188.	1.1	26
108	Effects Associated with Adolescent Standardized Patient Simulation of Depression and Suicidal Ideation. <i>Academic Medicine</i> , 2007, 82, S61-S64.	0.8	25

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109	Using an objective structured video exam to identify differential understanding of aspects of communication skills. <i>Medical Teacher</i> , 2012, 34, e242-e250.	1.0	25
110	Impact of rating demands on rater-based assessments of clinical competence. <i>Education for Primary Care</i> , 2014, 25, 308-318.	0.2	25
111	How do formative objective structured clinical examinations drive learning? Analysis of residents'™ perceptions. <i>Medical Teacher</i> , 2018, 40, 45-52.	1.0	25
112	Does moral judgement improve in occupational therapy and physiotherapy students over the course of their pre-licensure training?. <i>Learning in Health and Social Care</i> , 2009, 8, 92-102.	0.6	24
113	Development of a generic fidelity measure for rehabilitation intervention research for children with physical disabilities. <i>Developmental Medicine and Child Neurology</i> , 2013, 55, 737-744.	1.1	24
114	The Readiness for Clerkship Survey. <i>Academic Medicine</i> , 2012, 87, 1355-1360.	0.8	23
115	A randomised trial of the influence of racial stereotype bias on examiners'™ scores, feedback and recollections in undergraduate clinical exams. <i>BMC Medicine</i> , 2017, 15, 179.	2.3	22
116	Implementation and evaluation of an interprofessional education initiative for students in the health professions. <i>Learning in Health and Social Care</i> , 2007, 6, 72-82.	0.6	21
117	The disconnect between knowing and doing in health professions education and practice. <i>Advances in Health Sciences Education</i> , 2020, 25, 227-240.	1.7	21
118	Identification of Root Causes for Emergency Diagnostic Imaging Delays at Three Canadian Hospitals. <i>Journal of Emergency Nursing</i> , 2006, 32, 276-280.	0.5	20
119	RESEARCH BASIC TO MEDICAL EDUCATION: Comparison of Aboriginal and Nonaboriginal Applicants for Admissions on the Multiple Mini-Interview Using Aboriginal and Nonaboriginal Interviewers. <i>Teaching and Learning in Medicine</i> , 2006, 18, 58-61.	1.3	20
120	The cross-cutting edge: striving for symbiosis between medical education research and related disciplines. <i>Medical Education</i> , 2008, 42, 950-951.	1.1	20
121	Testing the validity of a scenario-based questionnaire to assess the ethical sensitivity of undergraduate medical students. <i>Medical Teacher</i> , 2012, 34, 635-642.	1.0	20
122	Accuracy of self-monitoring: does experience, ability or case difficulty matter?. <i>Medical Education</i> , 2019, 53, 735-744.	1.1	20
123	Root cause analysis of laboratory turnaround times for patients in the emergency department. <i>Canadian Journal of Emergency Medicine</i> , 2004, 6, 116-122.	0.5	19
124	Psychometric Properties of a Peer-Assessment Program to Assess Continuing Competence in Physical Therapy. <i>Physical Therapy</i> , 2010, 90, 1026-1038.	1.1	19
125	How would you like your salami? A guide to slicing. <i>Medical Education</i> , 2017, 51, 456-457.	1.1	19
126	Strange days. <i>Medical Education</i> , 2020, 54, 492-493.	1.1	19



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127	The Completeness of Reporting (CORE) index identifies important deficiencies in observational study conference abstracts. <i>Journal of Clinical Epidemiology</i> , 2008, 61, 1241-1249.e2.	2.4	18
128	Therapy behaviours in paediatric rehabilitation: essential attributes for intervention with children with physical disabilities. <i>Disability and Rehabilitation</i> , 2014, 36, 16-22.	0.9	18
129	Vive la Différence. <i>Academic Medicine</i> , 2018, 93, 969-971.	0.8	18
130	Workplace-based assessment for general practitioners: using stakeholder perception to aid blueprinting of an assessment battery. <i>Medical Education</i> , 2008, 42, 96-103.	1.1	17
131	Publishing Ethics in Medical Education Journals. <i>Academic Medicine</i> , 2009, 84, S132-S134.	0.8	17
132	Putting bias into context: The role of familiarity in identification.. <i>Law and Human Behavior</i> , 2016, 40, 50-64.	0.6	17
133	Incentivizing Medical Teachers: Exploring the Role of Incentives in Influencing Motivations. <i>Academic Medicine</i> , 2018, 93, S52-S59.	0.8	17
134	Informing the research agenda for optimizing audit and feedback interventions: results of a prioritization exercise. <i>BMC Medical Research Methodology</i> , 2021, 21, 20.	1.4	17
135	How clinical features are presented matters to weaker diagnosticians. <i>Medical Education</i> , 2010, 44, 775-785.	1.1	16
136	Ce que tout enseignant devrait savoir concernant le raisonnement clinique. <i>Pédagogie Médicale</i> , 2005, 6, 225-234.	0.2	15
137	Using a Sampling Strategy to Address Psychometric Challenges in Tutorial-Based Assessments. <i>Advances in Health Sciences Education</i> , 2007, 12, 19-33.	1.7	15
138	What's in a name? Definitional clarity and its unintended consequences. <i>Medical Education</i> , 2017, 51, 1-2.	1.1	15
139	Maintaining the Characteristics of Effective Clinical Teachers in Computer Assisted Learning Environments. <i>Advances in Health Sciences Education</i> , 2000, 5, 233-246.	1.7	14
140	Medical School Admissions: Revisiting the Veracity and Independence of Completion of an Autobiographical Screening Tool. <i>Academic Medicine</i> , 2007, 82, S8-S11.	0.8	14
141	The yin and yang of education research. <i>Medical Education</i> , 2007, 41, 724-725.	1.1	14
142	Moving beyond childish notions of fair and equitable. <i>Medical Education</i> , 2015, 49, 1-3.	1.1	14
143	The Impact of Emotion on Learners'™ Application of Basic Science Principles to Novel Problems. <i>Academic Medicine</i> , 2016, 91, S58-S63.	0.8	14
144	Twelve tips for constructing a multiple mini-interview. <i>Medical Teacher</i> , 2019, 41, 510-516.	1.0	14

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145	The Privileged Status of Prestigious Terminology: Impact of ???Medicalese??? on Clinical Judgments. <i>Academic Medicine</i> , 2003, 78, S82-S84.	0.8	13
146	Does Mental Illness Stigma Contribute to Adolescent Standardized Patients' Discomfort With Simulations of Mental Illness and Adverse Psychosocial Experiences?. <i>Academic Psychiatry</i> , 2008, 32, 98-103.	0.4	13
147	Quantitative Research Methods in Medical Education. , 0, , 301-322.		13
148	Editorial â€œ Dangerous Personalities. <i>Advances in Health Sciences Education</i> , 2005, 10, 275-277.	1.7	12
149	Does â€œShortness of Breathâ€= â€œDyspneaâ€?. <i>Academic Medicine</i> , 2001, 76, S11-S13.	0.8	11
150	Covering up the crystal ball. <i>Medical Education</i> , 2008, 42, 330-332.	1.1	11
151	Modern Conceptions of Elite Medical Practice Among Internal Medicine Faculty Members. <i>Academic Medicine</i> , 2011, 86, S50-S54.	0.8	11
152	The problem with solutions. <i>Medical Education</i> , 2021, 55, 2-3.	1.1	11
153	The evolving field of medical education research. <i>Biochemistry and Molecular Biology Education</i> , 2010, 38, 211-215.	0.5	10
154	Lessons learned through innovation in medical education. <i>Medical Education</i> , 2011, 45, 434-435.	1.1	10
155	Cardiac examination and the effect of dual-processing instruction in a cardiopulmonary simulator. <i>Advances in Health Sciences Education</i> , 2013, 18, 497-508.	1.7	10
156	Estimation of Spleen Size With Hand-Carried Ultrasound. <i>Journal of Ultrasound in Medicine</i> , 2014, 33, 1225-1230.	0.8	9
157	Accuracy of Spleen Measurement by Medical Residents Using Handâ€Carried Ultrasound. <i>Journal of Ultrasound in Medicine</i> , 2015, 34, 2203-2207.	0.8	9
158	Idiosyncrasy in Assessment Comments: Do Faculty Have Distinct Writing Styles When Completing In-Training Evaluation Reports?. <i>Academic Medicine</i> , 2020, 95, S81-S88.	0.8	9
159	Incentives for clinical teachers: On why their complex influences should lead us to proceed with caution. <i>Medical Education</i> , 2021, 55, 614-624.	1.1	9
160	Readiness for Residency. <i>Academic Medicine</i> , 2015, 90, S36-S42.	0.8	8
161	Asking for Less and Getting More. <i>Academic Medicine</i> , 2018, 93, 1584-1590.	0.8	8
162	The Relationship Between Accreditation Cycle and Licensing Examination Scores: A National Look. <i>Academic Medicine</i> , 2020, 95, S103-S108.	0.8	8

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163	Critical Appraisal Turkey Shoot. <i>Academic Medicine</i> , 2000, 75, S87-S89.	0.8	7
164	Putting the cart before the horse: testing to improve learning. <i>BMJ: British Medical Journal</i> , 2007, 334, 535-535.	2.4	7
165	A Narrative Review of Generic Intervention Fidelity Measures. <i>Physical and Occupational Therapy in Pediatrics</i> , 2012, 32, 430-446.	0.8	7
166	The Process of Adopting and Incorporating Simulation Into Undergraduate Nursing Curricula: A Grounded Theory Study. <i>Journal of Professional Nursing</i> , 2015, 31, 26-36.	1.4	7
167	The more things stay the same, the more they change. <i>Medical Education</i> , 2016, 50, 1-2.	1.1	7
168	Examinee Cohort Size and Item Analysis Guidelines for Health Professions Education Programs. <i>Academic Medicine</i> , 2020, 95, 151-156.	0.8	7
169	The Influence of Relationship-Centered Coaching on Physician Perceptions of Peer Review in the Context of Mandated Regulatory Practices. <i>Academic Medicine</i> , 2020, 95, S14-S19.	0.8	7
170	Publishing during COVID-19: Lessons for health professions education research. <i>Medical Education</i> , 2021, 55, 278-280.	1.1	7
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