

Kevin Eva

List of Publications by Year in Descending Order

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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.

203
papers

9,909
citations

52
h-index

93
g-index

263
ext. papers

11,272
ext. citations

3.6
avg. IF

6.75
L-index

#	Paper	IF	Citations
203	A method for the madness: An international survey of health professions education authors' journal choice.. <i>Perspectives on Medical Education</i> , 2022 , 1	4.3	0
202	Because counting is never enough: A brief note on data contextualization.. <i>Clinical Teacher</i> , 2022 , 19, 181	1.1	0
201	Tracing Philosophical Shifts in Health Professions Assessment 2022 , 67-84		
200	Disrupted, but not derailed: A year of scholarship in health professions education. <i>Clinical Teacher</i> , 2021 , 18 Suppl 1, 6	1.1	
199	Exploring the Contributions of Combined Model Regional Medical Education Campuses to the Physician Workforce. <i>Academic Medicine</i> , 2021 , 96, 409-415	3.9	1
198	Incentives for clinical teachers: On why their complex influences should lead us to proceed with caution. <i>Medical Education</i> , 2021 , 55, 614-624	3.7	4
197	Informing the research agenda for optimizing audit and feedback interventions: results of a prioritization exercise. <i>BMC Medical Research Methodology</i> , 2021 , 21, 20	4.7	5
196	Using Individual Residents' Learning Trajectories to Better Understand the Impact of Gaps in Practice. <i>Academic Medicine</i> , 2021 , 96, S158-S163	3.9	0
195	The Advice Given During Near-Peer Interactions Before and After Curriculum Change. <i>Teaching and Learning in Medicine</i> , 2021 , 1-9	3.4	
194	The Relationship Between Accreditation Cycle and Licensing Examination Scores: A National Look. <i>Academic Medicine</i> , 2020 , 95, S103-S108	3.9	3
193	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	3.9	1
192	Idiosyncrasy in Assessment Comments: Do Faculty Have Distinct Writing Styles When Completing In-Training Evaluation Reports?. <i>Academic Medicine</i> , 2020 , 95, S81-S88	3.9	4
191	Toward Practice-Based Continuing Education Protocols: Using Testing to Help Physicians Update Their Knowledge. <i>Journal of Continuing Education in the Health Professions</i> , 2020 , 40, 248-256	2.1	0
190	Examinee Cohort Size and Item Analysis Guidelines for Health Professions Education Programs: A Monte Carlo Simulation Study. <i>Academic Medicine</i> , 2020 , 95, 151-156	3.9	4
189	The disconnect between knowing and doing in health professions education and practice. <i>Advances in Health Sciences Education</i> , 2020 , 25, 227-240	3.7	11
188	Situational cues surrounding family physicians seeking external resources while self-monitoring in practice. <i>Advances in Health Sciences Education</i> , 2019 , 24, 783-796	3.7	1
187	Accuracy of self-monitoring: does experience, ability or case difficulty matter?. <i>Medical Education</i> , 2019 , 53, 735-744	3.7	13

186	Remote assessment via video evaluation (RAVVE): a pilot study to trial video-enabled peer feedback on clinical performance. <i>BMC Medical Education</i> , 2019 , 19, 466	3.3	2
185	A Reflection Upon the Impact of Early 21st-Century Technological Innovations on Medical School Admissions. <i>Academic Medicine</i> , 2019 , 94, 640-644	3.9	3
184	Comfort with uncertainty: reframing our conceptions of how clinicians navigate complex clinical situations. <i>Advances in Health Sciences Education</i> , 2019 , 24, 797-809	3.7	41
183	Twelve tips for constructing a multiple mini-interview. <i>Medical Teacher</i> , 2019 , 41, 510-516	3	8
182	Constructing critical thinking in health professional education. <i>Perspectives on Medical Education</i> , 2018 , 7, 156-165	4.3	16
181	How do formative objective structured clinical examinations drive learning? Analysis of residents' perceptions. <i>Medical Teacher</i> , 2018 , 40, 45-52	3	18
180	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	2.3	20
179	Vive la Différence: The Freedom and Inherent Responsibilities When Designing and Implementing Multiple Mini-Interviews. <i>Academic Medicine</i> , 2018 , 93, 969-971	3.9	12
178	Incentivizing Medical Teachers: Exploring the Role of Incentives in Influencing Motivations. <i>Academic Medicine</i> , 2018 , 93, S52-S59	3.9	10
177	2018 Ottawa consensus statement: Selection and recruitment to the healthcare professions. <i>Medical Teacher</i> , 2018 , 40, 1091-1101	3	48
176	Quantitative Research Methods in Medical Education 2018 , 405-425		
175	The pedagogical value of testing: how far does it extend?. <i>Advances in Health Sciences Education</i> , 2018 , 23, 803-816	3.7	2
174	Asking for Less and Getting More: The Impact of Broadening a Rater's Focus in Formative Assessment. <i>Academic Medicine</i> , 2018 , 93, 1584-1590	3.9	6
173	Reporting and design elements of audit and feedback interventions: a secondary review. <i>BMJ Quality and Safety</i> , 2017 , 26, 54-60	5.4	47
172	Cracking the code: residents' interpretations of written assessment comments. <i>Medical Education</i> , 2017 , 51, 401-410	3.7	38
171	What's in a name? Definitional clarity and its unintended consequences. <i>Medical Education</i> , 2017 , 51, 1-2	3.7	10
170	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	11.4	13
169	Advancing the literature on designing audit and feedback interventions: identifying theory-informed hypotheses. <i>Implementation Science</i> , 2017 , 12, 117	8.4	57

168	The Hidden Value of Narrative Comments for Assessment: A Quantitative Reliability Analysis of Qualitative Data. <i>Academic Medicine</i> , 2017 , 92, 1617-1621	3.9	54
167	Using the Readiness for Clerkship and Residency Surveys to Evaluate the Effectiveness of Four MD Programs: A Cross-Institutional Generalizability Study. <i>Academic Medicine</i> , 2017 , 92, S100-S109	3.9	3
166	How and Why Preclerkship Students Set Learning Goals and Assess Their Achievement: A Qualitative Exploration. <i>Academic Medicine</i> , 2017 , 92, S61-S66	3.9	3
165	Inter-rater variability as mutual disagreement: identifying raters' divergent points of view. <i>Advances in Health Sciences Education</i> , 2017 , 22, 819-838	3.7	25
164	Validity: one word with a plurality of meanings. <i>Advances in Health Sciences Education</i> , 2017 , 22, 853-867	3.7	33
163	Hedging to save face: a linguistic analysis of written comments on in-training evaluation reports. <i>Advances in Health Sciences Education</i> , 2016 , 21, 175-88	3.7	69
162	Putting bias into context: The role of familiarity in identification. <i>Law and Human Behavior</i> , 2016 , 40, 50-64	2.5	14
161	Practice Feedback Interventions: 15 Suggestions for Optimizing Effectiveness. <i>Annals of Internal Medicine</i> , 2016 , 164, 435-41	8	189
160	The Impact of Emotion on Learners' Application of Basic Science Principles to Novel Problems. <i>Academic Medicine</i> , 2016 , 91, S58-S63	3.9	7
159	Defining equivalence in medical education evaluation and research: does a distribution-based approach work?. <i>Advances in Health Sciences Education</i> , 2016 , 21, 359-73	3.7	6
158	Comparing Open-Book and Closed-Book Examinations: A Systematic Review. <i>Academic Medicine</i> , 2016 , 91, 583-99	3.9	44
157	Perceptions of Peer-to-Peer Interprofessional Feedback Among Students in the Health Professions. <i>Academic Medicine</i> , 2016 , 91, 807-12	3.9	20
156	Selecting and Simplifying: Rater Performance and Behavior When Considering Multiple Competencies. <i>Teaching and Learning in Medicine</i> , 2016 , 28, 41-51	3.4	35
155	What's in a Label? Is Diagnosis the Start or the End of Clinical Reasoning?. <i>Journal of General Internal Medicine</i> , 2016 , 31, 435-7	4	40
154	Towards a program of assessment for health professionals: from training into practice. <i>Advances in Health Sciences Education</i> , 2016 , 21, 897-913	3.7	87
153	Does source matter? Nurses' and Physicians' Perceptions of interprofessional feedback. <i>Medical Education</i> , 2016 , 50, 181-8	3.7	19
152	Functional neuroimaging and diagnostic reasoning. <i>Medical Teacher</i> , 2016 , 38, 752-3	3	3
151	Reading between the lines: faculty interpretations of narrative evaluation comments. <i>Medical Education</i> , 2015 , 49, 296-306	3.7	89

150	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	2.2	4
149	Relatively speaking: contrast effects influence assessors' scores and narrative feedback. <i>Medical Education</i> , 2015 , 49, 909-19	3.7	21
148	Are Examiners' Judgments in OSCE-Style Assessments Influenced by Contrast Effects?. <i>Academic Medicine</i> , 2015 , 90, 975-80	3.9	25
147	Accuracy of Spleen Measurement by Medical Residents Using Hand-Carried Ultrasound. <i>Journal of Ultrasound in Medicine</i> , 2015 , 34, 2203-7	2.9	5
146	Readiness for Residency: A Survey to Evaluate Undergraduate Medical Education Programs. <i>Academic Medicine</i> , 2015 , 90, S36-42	3.9	7
145	Estimation of spleen size with hand-carried ultrasound. <i>Journal of Ultrasound in Medicine</i> , 2014 , 33, 1225-30	3.0	8
144	Reexamining our bias against heuristics. <i>Advances in Health Sciences Education</i> , 2014 , 19, 457-64	3.7	30
143	Product analysis and initial reliability testing of the total mesorectal excision-quality assessment instrument. <i>Annals of Surgical Oncology</i> , 2014 , 21, 2274-9	3.1	2
142	Therapy behaviours in paediatric rehabilitation: essential attributes for intervention with children with physical disabilities. <i>Disability and Rehabilitation</i> , 2014 , 36, 16-22	2.4	14
141	Impact of rating demands on rater-based assessments of clinical competence. <i>Education for Primary Care</i> , 2014 , 25, 308-18	0.9	20
140	More consensus than idiosyncrasy: Categorizing social judgments to examine variability in Mini-CEX ratings. <i>Academic Medicine</i> , 2014 , 89, 1510-9	3.9	31
139	How might mathematics education be used to improve diagnostic reasoning?. <i>Diagnosis</i> , 2014 , 1, 135-137.	2.2	3
138	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, 430-6	1.6	31
137	Organizational culture shapes the adoption and incorporation of simulation into nursing curricula: a grounded theory study. <i>Nursing Research and Practice</i> , 2014 , 2014, 197591	1.9	2
136	"Negotiating, navigating, and networking": three strategies used by nursing leaders to shape the adoption and incorporation of simulation into nursing curricula-a grounded theory study. <i>ISRN Nursing</i> , 2014 , 2014, 854785		1
135	Simulation-based assessment of paramedics and performance in real clinical contexts. <i>Prehospital Emergency Care</i> , 2014 , 18, 116-22	2.8	17
134	Multiple mini-interview test characteristics: It is better to ask candidates to recall than to imagine. <i>Medical Education</i> , 2014 , 48, 604-13	3.7	27
133	In reply to Mamede and Schmidt. <i>Academic Medicine</i> , 2014 , 89, 960	3.9	

132	Factors That Influence Residents' Perceived Credibility of Examiners During a Formative OSCE. <i>Journal of Graduate Medical Education</i> , 2014 , 6, 798-798	1.6	78
131	Reading Between the Lines: Understanding How Faculty Interpret Language Cues to Reliably Rank Trainees Using Narrative Comments. <i>Journal of Graduate Medical Education</i> , 2014 , 6, 797-797	1.6	78
130	Seeing the same thing differently: mechanisms that contribute to assessor differences in directly-observed performance assessments. <i>Advances in Health Sciences Education</i> , 2013 , 18, 325-41	3.7	108
129	Cardiac examination and the effect of dual-processing instruction in a cardiopulmonary simulator. <i>Advances in Health Sciences Education</i> , 2013 , 18, 497-508	3.7	10
128	How good is good? Students and assessors' Perceptions of qualitative markers of performance. <i>Teaching and Learning in Medicine</i> , 2013 , 25, 15-23	3.4	5
127	Exploring the impact of mental workload on rater-based assessments. <i>Advances in Health Sciences Education</i> , 2013 , 18, 291-303	3.7	63
126	Global rating scale for the assessment of paramedic clinical competence. <i>Prehospital Emergency Care</i> , 2013 , 17, 57-67	2.8	38
125	Student attrition in the Ontario midwifery education programme. <i>Midwifery</i> , 2013 , 29, 579-84	2.8	4
124	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, 1539-44	3.9	53
123	Validity of pre-discharge measures for predicting time to harm in older adults. <i>Canadian Journal of Occupational Therapy</i> , 2013 , 80, 19-27	1.4	4
122	Effective feedback for maintenance of competence: from data delivery to trusting dialogues. <i>Cmaj</i> , 2013 , 185, 463-4	3.5	44
121	Development of a generic fidelity measure for rehabilitation intervention research for children with physical disabilities. <i>Developmental Medicine and Child Neurology</i> , 2013 , 55, 737-44	3.3	20
120	Quantitative research methods in medical education 2013 , 349-369		1
119	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, 1545-51	3.9	47
118	Influences on medical students' Self-regulated learning after test completion. <i>Medical Education</i> , 2012 , 46, 326-35	3.7	24
117	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	3.7	233
116	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, 2226-32	27.4	32
115	Scylla or Charybdis? Can we navigate between objectification and judgement in assessment?. <i>Medical Education</i> , 2012 , 46, 914-9	3.7	52

114	Using an objective structured video exam to identify differential understanding of aspects of communication skills. <i>Medical Teacher</i> , 2012 , 34, e242-50	3	17
113	Testing the validity of a scenario-based questionnaire to assess the ethical sensitivity of undergraduate medical students. <i>Medical Teacher</i> , 2012 , 34, 635-42	3	18
112	Building theories of knowledge translation interventions: use the entire menu of constructs. <i>Implementation Science</i> , 2012 , 7, 114	8.4	62
111	Assessing diagnostic reasoning: a consensus statement summarizing theory, practice, and future needs. <i>Academic Emergency Medicine</i> , 2012 , 19, 1454-61	3.4	46
110	Titles, Abstracts and Authors 2012 , 33-41		1
109	Self-monitoring and its relationship to medical knowledge. <i>Advances in Health Sciences Education</i> , 2012 , 17, 311-23	3.7	28
108	A narrative review of generic intervention fidelity measures. <i>Physical and Occupational Therapy in Pediatrics</i> , 2012 , 32, 430-46	2.1	7
107	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, 2233-40	27.4	81
106	Renowned physicians' perceptions of expert diagnostic practice. <i>Academic Medicine</i> , 2012 , 87, 1413-7	3.9	43
105	Should efforts in favor of medical student diversity be focused during admissions or farther upstream?. <i>Academic Medicine</i> , 2012 , 87, 443-8	3.9	41
104	The role of emotion in the learning and transfer of clinical skills and knowledge. <i>Academic Medicine</i> , 2012 , 87, 1316-22	3.9	118
103	The readiness for clerkship survey: can self-assessment data be used to evaluate program effectiveness?. <i>Academic Medicine</i> , 2012 , 87, 1355-60	3.9	18
102	Using "standardized narratives" to explore new ways to represent faculty opinions of resident performance. <i>Academic Medicine</i> , 2012 , 87, 419-27	3.9	48
101	The differential impact of clerk interest and participation in a child and adolescent psychiatry clerkship rotation upon psychiatry and pediatrics residency matches. <i>Academic Psychiatry</i> , 2011 , 35, 226-231	1.1	2
100	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, 1120-7	3.9	133
99	Modern conceptions of elite medical practice among internal medicine faculty members. <i>Academic Medicine</i> , 2011 , 86, S50-4	3.9	9
98	Rater-based assessments as social judgments: rethinking the etiology of rater errors. <i>Academic Medicine</i> , 2011 , 86, S1-7	3.9	130
97	Features of assessment learners use to make informed self-assessments of clinical performance. <i>Medical Education</i> , 2011 , 45, 636-47	3.7	92

96	Exploring the divergence between self-assessment and self-monitoring. <i>Advances in Health Sciences Education</i> , 2011 , 16, 311-29	3.7	105
95	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, 215-23	3	148
94	Diagnostic error and clinical reasoning. <i>Medical Education</i> , 2010 , 44, 94-100	3.7	286
93	The state of the science in health professional education. <i>Medical Education</i> , 2010 , 44, 1-1	3.7	1
92	Reading means more than deciphering the words on the page. <i>Medical Education</i> , 2010 , 44, 330-2	3.7	4
91	A leadership transition. <i>Medical Education</i> , 2010 , 44, 220-221	3.7	
90	How clinical features are presented matters to weaker diagnosticians. <i>Medical Education</i> , 2010 , 44, 775-85	3.7	13
89	Physician cognitive processing as a source of diagnostic and treatment disparities in coronary heart disease: results of a factorial priming experiment. <i>Journal of Health and Social Behavior</i> , 2010 , 51, 16-29	4.5	23
88	Impact of clinician judgement on formulary committees recommendations in Canada. <i>Journal of Health Services Research and Policy</i> , 2010 , 15, 98-105	2.4	1
87	Psychometric properties of a peer-assessment program to assess continuing competence in physical therapy. <i>Physical Therapy</i> , 2010 , 90, 1026-38	3.3	18
86	Factors predicting competence as assessed with the written component of the Canadian Physiotherapy Competency Examination. <i>Physiotherapy Theory and Practice</i> , 2010 , 26, 12-21	1.5	5
85	The processes and dimensions of informed self-assessment: a conceptual model. <i>Academic Medicine</i> , 2010 , 85, 1212-20	3.9	217
84	Swapping horses midstream: factors related to physicians changing their minds about a diagnosis. <i>Academic Medicine</i> , 2010 , 85, 1112-7	3.9	28
83	Which factors, personal or external, most influence students generation of learning goals?. <i>Academic Medicine</i> , 2010 , 85, S102-5	3.9	34
82	Toward authentic clinical evaluation: pitfalls in the pursuit of competency. <i>Academic Medicine</i> , 2010 , 85, 780-6	3.9	158
81	The reliability and acceptability of the Multiple Mini-Interview as a selection instrument for postgraduate admissions. <i>Academic Medicine</i> , 2010 , 85, S60-3	3.9	67
80	The evolving field of medical education research. <i>Biochemistry and Molecular Biology Education</i> , 2010 , 38, 211-5	1.3	10
79	Publishing ethics in medical education journals. <i>Academic Medicine</i> , 2009 , 84, S132-4	3.9	11

78	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, 2009, 14, 219-32</i>	3.7	55
77	Diagnostic error in medical education: where wrongs can make rights. <i>Advances in Health Sciences Education, 2009, 14 Suppl 1, 71-81</i>	3.7	44
76	Welcoming new editors into the fold. <i>Medical Education, 2009, 43, 297-297</i>	3.7	
75	Predictive validity of the multiple mini-interview for selecting medical trainees. <i>Medical Education, 2009, 43, 767-75</i>	3.7	196
74	Medical Education welcomes Shiphra Ginsburg. <i>Medical Education, 2009, 43, 1124-1124</i>	3.7	
73	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, 2009, 8, 92-102</i>		21
72	Measuring moral judgement in physical therapy students from different cultures: a dilemma. <i>Learning in Health and Social Care, 2009, 8, 103-113</i>		2
71	Extending the interview to all medical school candidates--Computer-Based Multiple Sample Evaluation of Noncognitive Skills (CMSENS). <i>Academic Medicine, 2009, 84, S9-12</i>	3.9	22
70	Medical Education welcomes three new deputy editors. <i>Medical Education, 2008, 42, 446-446</i>	3.7	
69	On the limits of systematicity. <i>Medical Education, 2008, 42, 852-3</i>	3.7	62
68	Does mental illness stigma contribute to adolescent standardized patients' discomfort with simulations of mental illness and adverse psychosocial experiences?. <i>Academic Psychiatry, 2008, 32, 98-103</i>	3.7	10
67	The Completeness of Reporting (CORE) index identifies important deficiencies in observational study conference abstracts. <i>Journal of Clinical Epidemiology, 2008, 61, 1241-1249.e2</i>	5.7	13
66	Comparing academic performance of medical students in distributed learning sites: the McMaster experience. <i>Medical Teacher, 2008, 30, 67-71</i>	3	28
65	Noninvasive ventilation for acute respiratory failure near the end of life. <i>Critical Care Medicine, 2008, 36, 789-94</i>	1.4	39
64	Workplace-based assessment for general practitioners: using stakeholder perception to aid blueprinting of an assessment battery. <i>Medical Education, 2008, 42, 96-103</i>	3.7	14
63	A cost efficiency comparison between the multiple mini-interview and traditional admissions interviews. <i>Advances in Health Sciences Education, 2008, 13, 43-58</i>	3.7	59
62	Can self-declared personal values be used to identify those with family medicine career aspirations?. <i>Advances in Health Sciences Education, 2008, 13, 193-202</i>	3.7	4
61	"I'll never play professional football" and other fallacies of self-assessment. <i>Journal of Continuing Education in the Health Professions, 2008, 28, 14-9</i>	2.1	304

60	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, 435-40	0.6	32
59	The yin and yang of education research. <i>Medical Education</i> , 2007 , 41, 724-5	3.7	12
58	Teaching from the clinical reasoning literature: combined reasoning strategies help novice diagnosticians overcome misleading information. <i>Medical Education</i> , 2007 , 41, 1152-8	3.7	141
57	The benefits of flexibility: the pedagogical value of instructions to adopt multifaceted diagnostic reasoning strategies. <i>Medical Education</i> , 2007 , 41, 281-7	3.7	83
56	Multiple mini-interviews predict clerkship and licensing examination performance. <i>Medical Education</i> , 2007 , 41, 378-84	3.7	162
55	Triage tool inter-rater reliability: a comparison of live versus paper case scenarios. <i>Journal of Emergency Nursing</i> , 2007 , 33, 319-23	1.3	54
54	Using a sampling strategy to address psychometric challenges in tutorial-based assessments. <i>Advances in Health Sciences Education</i> , 2007 , 12, 19-33	3.7	14
53	Putting the cart before the horse: testing to improve learning. <i>BMJ, The</i> , 2007 , 334, 535	5.9	6
52	Effects associated with adolescent standardized patient simulation of depression and suicidal ideation. <i>Academic Medicine</i> , 2007 , 82, S61-4	3.9	17
51	Predictive validity comparison of two five-level triage acuity scales. <i>European Journal of Emergency Medicine</i> , 2007 , 14, 188-92	2.3	35
50	Medical school admissions: revisiting the veracity and independence of completion of an autobiographical screening tool. <i>Academic Medicine</i> , 2007 , 82, S8-S11	3.9	13
49	Knowing when to look it up: a new conception of self-assessment ability. <i>Academic Medicine</i> , 2007 , 82, S81-4	3.9	108
48	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		15
47	Pneumatic tube delivery system for blood samples reduces turnaround times without affecting sample quality. <i>Journal of Emergency Nursing</i> , 2006 , 32, 139-43	1.3	57
46	Identification of root causes for emergency diagnostic imaging delays at three Canadian hospitals. <i>Journal of Emergency Nursing</i> , 2006 , 32, 276-80	1.3	17
45	The difficulty with experience: does practice increase susceptibility to premature closure?. <i>Journal of Continuing Education in the Health Professions</i> , 2006 , 26, 192-8	2.1	46
44	Medical school admissions: enhancing the reliability and validity of an autobiographical screening tool. <i>Academic Medicine</i> , 2006 , 81, S70-3	3.9	25
43	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	3.4	16

42	Holiday review. Are all the taken men good? An indirect examination of mate-choice copying in humans. <i>Cmaj</i> , 2006 , 175, 1573-4	3.5	36
41	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, 405-9	3.9	97
40	The effect of defined violations of test security on admissions outcomes using multiple mini-interviews. <i>Medical Education</i> , 2006 , 40, 36-42	3.7	36
39	Whither the need for faculty development?. <i>Medical Education</i> , 2006 , 40, 99-100	3.7	4
38	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	3.4	29
37	Self-assessment in the health professions: a reformulation and research agenda. <i>Academic Medicine</i> , 2005 , 80, S46-54	3.9	624
36	Reassessing the methods of medical record review studies in emergency medicine research. <i>Annals of Emergency Medicine</i> , 2005 , 45, 448-51	2.1	188
35	What every teacher needs to know about clinical reasoning. <i>Medical Education</i> , 2005 , 39, 98-106	3.7	543
34	Implications of psychology-type theories for full curriculum interventions. <i>Medical Education</i> , 2005 , 39, 247-9	3.7	5
33	Establishment of a quality and standards advisory group. <i>Medical Education</i> , 2005 , 39, 760-760	3.7	2
32	Heuristics and biases--a biased perspective on clinical reasoning. <i>Medical Education</i> , 2005 , 39, 870-2	3.7	70
31	Dangerous personalities. <i>Advances in Health Sciences Education</i> , 2005 , 10, 275-7	3.7	8
30	Clinical experience and quality of health care. <i>Annals of Internal Medicine</i> , 2005 , 143, 85-6; author reply 86-7; discussion 87	8	3
29	What the educators are saying 2005 , 331, 1006		
28	Ce que tout enseignant devrait savoir concernant le raisonnement clinique. <i>Pedagogie Medicale</i> , 2005 , 6, 225-234	0.2	9
27	The relationship between interviewers characteristics and ratings assigned during a multiple mini-interview. <i>Academic Medicine</i> , 2004 , 79, 602-9	3.9	87
26	Where judgement fails: pitfalls in the selection process for medical personnel. <i>Advances in Health Sciences Education</i> , 2004 , 9, 161-74	3.7	43
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