

# Patricia S O sullivan

## 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.

325  
papers

7,692  
citations

45  
h-index

73  
g-index

339  
ext. papers

8,868  
ext. citations

3.1  
avg, IF

6.15  
L-index

#	Paper	IF	Citations
325	"What is the mechanism?": Cues, barriers, and opportunities to discuss foundational science during internal medicine rounds.. <i>Medical Teacher</i> , <b>2022</b> , 1-7	3	1
324	Profiles for Success: Examining the Relationship between Student Profiles and Clerkship Performance Using Latent Profile Analysis.. <i>Teaching and Learning in Medicine</i> , <b>2022</b> , 34, 145-154	3.4	
323	Not just a figurehead: improved resident perception of training following the addition of Administrative Chief Residents in a general surgery residency program <b>2022</b> , 1, 1		
322	Designing successful virtual residency interviews: a survey-based needs assessment of applicants across medical specialties <b>2022</b> , 1, 1		
321	Learning Echocardiography in the Workplace: A Cognitive Load Perspective. <i>Academic Medicine</i> , <b>2021</b> , 96, 441-448	3.9	0
320	Residents Experiences of Negative Emotions toward Patients: Challenges to their Identities. <i>Teaching and Learning in Medicine</i> , <b>2021</b> , 1-9	3.4	
319	Influence of Emotion on Cognitive Load Experienced by Trainees While Performing Patient Handoffs. <i>Academic Medicine</i> , <b>2021</b> , 96, S221-S222	3.9	
318	Surgical Trainee Well-Being: A Synergy of Individual and System-Level Interventions. <i>Academic Medicine</i> , <b>2021</b> , 96, S184-S185	3.9	
317	"There Is a Lot of Change Afoot": A Qualitative Study of Faculty Adaptation to Elimination of Tiered Grades With Increased Emphasis on Feedback in Core Clerkships. <i>Academic Medicine</i> , <b>2021</b> , 96, 263-270	3.9	5
316	Race and Gender Bias in Internal Medicine Program Director Letters of Recommendation. <i>Journal of Graduate Medical Education</i> , <b>2021</b> , 13, 335-344	1.6	2
315	How Do Clinical Electives during the Clerkship Year Influence Career Exploration? A Qualitative Study. <i>Teaching and Learning in Medicine</i> , <b>2021</b> , 1-11	3.4	2
314	Differences in echocardiography interpretation techniques among trainees and expert readers. <i>Journal of Echocardiography</i> , <b>2021</b> , 19, 222-231	1.6	2
313	Exploring the relationship between emotion and cognitive load types during patient handovers. <i>Advances in Health Sciences Education</i> , <b>2021</b> , 26, 1463-1489	3.7	0
312	Moving toward Mastery: Changes in Student Perceptions of Clerkship Assessment with Pass/Fail Grading and Enhanced Feedback. <i>Teaching and Learning in Medicine</i> , <b>2021</b> , 1-11	3.4	1
311	A faculty development workshop to support educator identity formation. <i>Medical Teacher</i> , <b>2021</b> , 43, 916-917	3	1
310	The Cognitive Load of Inpatient Consults: Development of the Consult Cognitive Load Instrument and Initial Validity Evidence. <i>Academic Medicine</i> , <b>2021</b> , 96,	3.9	1
309	Transforming Surgical Education through a Resident Robotic Curriculum. <i>Annals of Surgery Open</i> , <b>2021</b> , 2, e076	1	1

308	Evidence for validity for the Cognitive Load Inventory for Handoffs. <i>Medical Education</i> , <b>2021</b> , 55, 222-232.	3.7	5
307	Near-Peer Learning During the Surgical Clerkship: A Way to Facilitate Learning After a 15-Month Preclinical Curriculum. <i>Journal of Surgical Education</i> , <b>2021</b> , 78, 828-835	3.4	1
306	Exploration of Individual and System-Level Well-being Initiatives at an Academic Surgical Residency Program: A Mixed-Methods Study. <i>JAMA Network Open</i> , <b>2021</b> , 4, e2032676	10.4	6
305	A National Survey of Robotic Surgery Training Among Otolaryngology-Head and Neck Surgery Residents. <i>Annals of Otology, Rhinology and Laryngology</i> , <b>2021</b> , 130, 1085-1092	2.1	
304	When I say Attitude. <i>Medical Education</i> , <b>2021</b> , 55, 892-893	3.7	
303	Features of the learner, task, and instructional environment that predict cognitive load types during patient handoffs: Implications for instruction. <i>Applied Cognitive Psychology</i> , <b>2021</b> , 35, 775-784	2.1	1
302	Does being a coach benefit clinician-educators? A mixed methods study of faculty self-efficacy, job satisfaction and burnout. <i>Perspectives on Medical Education</i> , <b>2021</b> , 1	4.3	1
301	The Cognitive Load of Inpatient Consults: A Convergent Parallel Mixed Methods Study Using the Consult Cognitive Load Instrument. <i>Academic Medicine</i> , <b>2021</b> , 96, S119-S125	3.9	1
300	Emotion in remediation: A scoping review of the medical education literature. <i>Medical Education</i> , <b>2021</b> , 55, 1350-1362	3.7	2
299	The surgical resident experience in serious illness communication: A qualitative needs assessment with proposed solutions. <i>American Journal of Surgery</i> , <b>2021</b> ,	2.7	2
298	Educator Identity Formation: A Faculty Development Workshop. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2021</b> , 17, 11070	1.2	3
297	Making Sense of Milestones Data-Guiding Residents or Assessing Training Programs?. <i>JAMA Network Open</i> , <b>2021</b> , 4, e2137606	10.4	
296	Exploring Residents' Experience of Career Development Scholarship Tracks: A Qualitative Case Study Using Social Cognitive Career Theory. <i>Teaching and Learning in Medicine</i> , <b>2020</b> , 32, 522-530	3.4	3
295	A mobile app to capture EPA assessment data: Utilizing the consolidated framework for implementation research to identify enablers and barriers to engagement. <i>Perspectives on Medical Education</i> , <b>2020</b> , 9, 210-219	4.3	10
294	A new Mentor Evaluation Tool: Evidence of validity. <i>PLoS ONE</i> , <b>2020</b> , 15, e0234345	3.7	7
293	The One-Minute Preceptor: Evaluation of a Clinical Teaching Tool Training for Nurse Practitioner Preceptors. <i>Journal for Nurse Practitioners</i> , <b>2020</b> , 16, 466-469.e1	0.6	0
292	Strategies Used by Interprofessional Teams to Counter Healthcare Marginalization and Engage Complex Patients. <i>Qualitative Health Research</i> , <b>2020</b> , 30, 1058-1071	3.9	4
291	Overcoming the Challenges of Direct Observation and Feedback Programs: A Qualitative Exploration of Resident and Faculty Experiences. <i>Teaching and Learning in Medicine</i> , <b>2020</b> , 32, 541-551	3.4	8

290	From clinical educators to educational scholars and leaders: strategies for developing and advancing a career in health professions education. <i>Clinical Teacher</i> , <b>2020</b> , 17, 477-482	1.1	5
289	Becoming outstanding educators: What do they say contributed to success?. <i>Advances in Health Sciences Education</i> , <b>2020</b> , 25, 655-672	3.7	8
288	The Robotic Surgery Learning Experience Through the Eyes of the Medical Student: What Do They See?. <i>Journal of Surgical Education</i> , <b>2020</b> , 77, 549-556	3.4	3
287	Where Passion Meets Need: a Longitudinal, Self-Directed Program to Help Residents Discover Meaning and Develop as Scholars. <i>Academic Psychiatry</i> , <b>2020</b> , 44, 455-460	1.1	4
286	Using Cognitive Load Theory to Improve Teaching in the Clinical Workplace. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2020</b> , 16, 10983	1.2	
285	Using Cognitive Load Theory to Improve Teaching in the Clinical Workplace. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2020</b> , 16, 10983	1.2	1
284	Faculty and Resident Engagement With a Workplace-Based Assessment Tool: Use of Implementation Science to Explore Enablers and Barriers. <i>Academic Medicine</i> , <b>2020</b> , 95, 1937-1944	3.9	7
283	How Medical Educators Can Foster Equity and Inclusion in Their Teaching: A Faculty Development Workshop Series. <i>Academic Medicine</i> , <b>2020</b> , 95, S71-S76	3.9	5
282	Key Factors for implementing mindfulness-based burnout interventions in surgery. <i>American Journal of Surgery</i> , <b>2020</b> , 219, 328-334	2.7	9
281	Identifying Entrustable Professional Activities for Internal Medicine Residents in Ambulatory Continuity Practice. <i>Journal of General Internal Medicine</i> , <b>2020</b> , 35, 1917-1919	4	1
280	Adopting best practices in post-operative analgesia prescribing in a safety-net hospital: Residents as a conduit to change. <i>American Journal of Surgery</i> , <b>2020</b> , 219, 299-303	2.7	2
279	Enhancing Operative Feedback: A Descriptive Trajectory for Surgical Development in Otolaryngology. <i>Journal of Surgical Education</i> , <b>2020</b> , 77, 572-581	3.4	
278	Learning Challenges, Teaching Strategies, and Cognitive Load: Insights From the Experience of Seasoned Endoscopy Teachers. <i>Academic Medicine</i> , <b>2020</b> , 95, 794-802	3.9	5
277	How do attending physicians describe cognitive overload among their workplace learners?. <i>Medical Education</i> , <b>2020</b> , 54, 1129-1136	3.7	5
276	Teaching in the robotic environment: Use of alternative approaches to guide operative instruction. <i>American Journal of Surgery</i> , <b>2020</b> , 219, 191-196	2.7	4
275	A new Mentor Evaluation Tool: Evidence of validity <b>2020</b> , 15, e0234345		
274	A new Mentor Evaluation Tool: Evidence of validity <b>2020</b> , 15, e0234345		
273	A new Mentor Evaluation Tool: Evidence of validity <b>2020</b> , 15, e0234345		

272 A new Mentor Evaluation Tool: Evidence of validity **2020**, 15, e0234345

271 A new Mentor Evaluation Tool: Evidence of validity **2020**, 15, e0234345

270 A new Mentor Evaluation Tool: Evidence of validity **2020**, 15, e0234345

269 Trainee perception of cognitive load during observed faculty staff teaching of procedural skills. *Medical Education*, **2019**, 53, 925-940 3.7 7

268 Clerkship Grading Committees: the Impact of Group Decision-Making for Clerkship Grading. *Journal of General Internal Medicine*, **2019**, 34, 669-676 4 8

267 Immediate and long-term effects of a team-based quality improvement training programme. *BMJ Quality and Safety*, **2019**, 28, 366-373 5.4 16

266 Characterizations of motivation and identity in medical students Preflections about challenging patient interactions. *Medical Teacher*, **2019**, 41, 1178-1183 3 3

265 A Qualitative Study of Transitions Between Health Care Settings After Injury in Cameroon. *Journal of Surgical Research*, **2019**, 244, 528-539 2.5 0

264 Advancing Our Understanding of Narrative Comments Generated by Direct Observation Tools: Lessons From the Psychopharmacotherapy-Structured Clinical Observation. *Journal of Graduate Medical Education*, **2019**, 11, 570-579 1.6 8

263 Remooring: A Qualitative Focus Group Exploration of How Educators Maintain Identity in a Sea of Competing Demands. *Academic Medicine*, **2019**, 94, 122-128 3.9 11

262 Integrating Robotic Technology Into Resident Training: Challenges and Recommendations From the Front Lines. *Academic Medicine*, **2019**, 94, 1532-1538 3.9 8

261 In Pursuit of Honors: A Multi-Institutional Study of Students Perceptions of Clerkship Evaluation and Grading. *Academic Medicine*, **2019**, 94, S48-S56 3.9 34

260 What Questions Guide Investing in Our Faculty?. *Academic Medicine*, **2019**, 94, S11-S13 3.9 3

259 Strengthening Teachers Professional Identities Through Faculty Development. *Academic Medicine*, **2019**, 94, 963-968 3.9 44

258 Inquiry in the Medical Curriculum: A Pedagogical Conundrum and a Proposed Solution. *Academic Medicine*, **2019**, 94, 804-808 3.9 1

257 Jump-Starting Faculty Development in Quality Improvement and Patient Safety Education: A Team-Based Approach. *Academic Medicine*, **2019**, 94, 1728-1732 3.9 11

256 What Do Medical Students Do and Want When Caring for "Difficult Patients"?. *Teaching and Learning in Medicine*, **2019**, 31, 238-249 3.4 2

255 Microanalysis of video from a robotic surgical procedure: implications for observational learning in the robotic environment. *Journal of Robotic Surgery*, **2019**, 13, 449-454 2.9 2

254	A robotic teaching session: separating tool from technique to emphasize a cognitive focused teaching environment. <i>Journal of Robotic Surgery</i> , <b>2019</b> , 13, 735-739	2.9	1
253	Cognitive load theory for training health professionals in the workplace: A BEME review of studies among diverse professions: BEME Guide No. 53. <i>Medical Teacher</i> , <b>2019</b> , 41, 256-270	3	32
252	Understanding Clerkship Student Roles in the Context of 21st-Century Healthcare Systems and Curricular Reform. <i>Teaching and Learning in Medicine</i> , <b>2018</b> , 30, 367-376	3.4	3
251	Technical skill improvement with surgical preparatory courses: What advantages are reflected in residency?. <i>American Journal of Surgery</i> , <b>2018</b> , 216, 155-159	2.7	2
250	Burnout and Stress Among US Surgery Residents: Psychological Distress and Resilience. <i>Journal of the American College of Surgeons</i> , <b>2018</b> , 226, 80-90	4.4	177
249	Contingent engagement: What we learn from patients with complex health problems and low socioeconomic status. <i>Patient Education and Counseling</i> , <b>2018</b> , 101, 524-531	3.1	7
248	What Makes "Difficult Patients" Difficult for Medical Students?. <i>Academic Medicine</i> , <b>2018</b> , 93, 1359-1366	3.9	13
247	Developing End-of-Training Entrustable Professional Activities for Psychiatry: Results and Methodological Lessons. <i>Academic Medicine</i> , <b>2018</b> , 93, 1048-1054	3.9	22
246	Current robotic curricula for surgery residents: A need for additional cognitive and psychomotor focus. <i>American Journal of Surgery</i> , <b>2018</b> , 215, 277-281	2.7	11
245	Translating Theory Into Practice: Implementing a Program of Assessment. <i>Academic Medicine</i> , <b>2018</b> , 93, 444-450	3.9	18
244	A Sequential Implementation Model for Workforce Development: A Case Study of Medical Residency Training for Substance Use Concerns. <i>Teaching and Learning in Medicine</i> , <b>2018</b> , 30, 84-94	3.4	6
243	Developing and rewarding teachers as educators and scholars: remarkable progress and daunting challenges. <i>Medical Education</i> , <b>2018</b> , 52, 58-67	3.7	47
242	Is Robotic Surgery Highlighting Critical Gaps in Resident Training?. <i>Journal of Graduate Medical Education</i> , <b>2018</b> , 10, 491-493	1.6	4
241	Feasibility of Formal Mindfulness-Based Stress-Resilience Training Among Surgery Interns: A Randomized Clinical Trial. <i>JAMA Surgery</i> , <b>2018</b> , 153, e182734	5.4	46
240	Performance Assessment of Pharmacotherapy: Results from a Content Validity Survey of the Psychopharmacotherapy-Structured Clinical Observation (P-SCO) Tool. <i>Academic Psychiatry</i> , <b>2018</b> , 42, 765-772	1.1	8
239	Evidence for the Validity of the Psychopharmacotherapy-Structured Clinical Observation Tool: Results of a Factor and Time Series Analysis. <i>Academic Psychiatry</i> , <b>2018</b> , 42, 759-764	1.1	10
238	Health Systems Science Curricula in Undergraduate Medical Education: Identifying and Defining a Potential Curricular Framework. <i>Academic Medicine</i> , <b>2017</b> , 92, 123-131	3.9	81
237	Early learners as health coaches for older adults preparing for surgery. <i>Journal of Surgical Research</i> , <b>2017</b> , 209, 184-190	2.5	7

236	Improving Handoffs Curricula: Instructional Techniques From Cognitive Load Theory. <i>Academic Medicine</i> , <b>2017</b> , 92, 719	3.9	1
235	Learner, Patient, and Supervisor Features Are Associated With Different Types of Cognitive Load During Procedural Skills Training: Implications for Teaching and Instructional Design. <i>Academic Medicine</i> , <b>2017</b> , 92, 1622-1631	3.9	33
234	Excellence in PhD dissertations in health professions education: Toward standards and expectations. <i>Medical Teacher</i> , <b>2017</b> , 39, 926-930	3	3
233	Faculty development efforts to promote screening, brief intervention, and referral to treatment (SBIRT) in an internal medicine faculty-resident practice. <i>Substance Abuse</i> , <b>2017</b> , 38, 31-34	3.8	3
232	Teachers as Learners: Developing Professionalism Feedback Skills via Observed Structured Teaching Encounters. <i>Teaching and Learning in Medicine</i> , <b>2017</b> , 29, 373-377	3.4	3
231	Mixed Methods in Health Professions Education Scholarship. <i>Journal of Graduate Medical Education</i> , <b>2017</b> , 9, 253-254	1.6	2
230	Systems-Oriented Workplace Learning Experiences for Early Learners: Three Models. <i>Academic Medicine</i> , <b>2017</b> , 92, 684-693	3.9	11
229	The bridge between design and analysis. <i>Perspectives on Medical Education</i> , <b>2017</b> , 6, 265-269	4.3	4
228	Problematic communications during 2016 fellowship recruitment in internal medicine. <i>Journal of Community Hospital Internal Medicine Perspectives</i> , <b>2017</b> , 7, 277-281	1.1	4
227	Are differences between groups different at different occasions?. <i>Perspectives on Medical Education</i> , <b>2017</b> , 6, 413-417	4.3	6
226	Evidence against vs. in favour of a null hypothesis. <i>Perspectives on Medical Education</i> , <b>2017</b> , 6, 115-118	4.3	23
225	The Health Professions Education Pathway: Preparing Students, Residents, and Fellows to Become Future Educators. <i>Teaching and Learning in Medicine</i> , <b>2017</b> , 29, 216-227	3.4	42
224	Three Lenses on Learning: Frames for Residency Education. <i>Journal of Graduate Medical Education</i> , <b>2017</b> , 9, 655-656	1.6	1
223	Guided Laparoscopic Video Tutorials for Medical Student Instruction in Abdominal Anatomy. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2017</b> , 13, 10559	1.2	2
222	An interview study of how clinical teachers develop skills to attend to different level learners. <i>Medical Teacher</i> , <b>2016</b> , 38, 578-84	3	5
221	On variation and uncertainty. <i>Perspectives on Medical Education</i> , <b>2016</b> , 5, 231-4	4.3	10
220	Performance of a cognitive load inventory during simulated handoffs: Evidence for validity. <i>SAGE Open Medicine</i> , <b>2016</b> , 4, 2050312116682254	2.4	8
219	Statistical points and pitfalls. <i>Perspectives on Medical Education</i> , <b>2016</b> , 5, 1-2	4.3	2



218	Statistical points and pitfalls - series - introduction. <i>Perspectives on Medical Education</i> , <b>2016</b> , 5, 42-4	4.3	6
217	Statistical significance does not imply a real effect. <i>Perspectives on Medical Education</i> , <b>2016</b> , 5, 122-4	4.3	22
216	Social Workers as Workplace-Based Instructors of Alcohol and Drug Screening, Brief Intervention, and Referral to Treatment (SBIRT) for Emergency Medicine Residents. <i>Teaching and Learning in Medicine</i> , <b>2016</b> , 28, 303-13	3.4	9
215	How Residents Develop Trust in Interns: A Multi-Institutional Mixed-Methods Study. <i>Academic Medicine</i> , <b>2016</b> , 91, 1406-1415	3.9	20
214	Measuring cognitive load: mixed results from a handover simulation for medical students. <i>Perspectives on Medical Education</i> , <b>2016</b> , 5, 24-32	4.3	28
213	Advancing the next generation of handover research and practice with cognitive load theory. <i>BMJ Quality and Safety</i> , <b>2016</b> , 25, 66-70	5.4	21
212	Unpacking the Complexity of Patient Handoffs Through the Lens of Cognitive Load Theory. <i>Teaching and Learning in Medicine</i> , <b>2016</b> , 28, 88-96	3.4	31
211	Identity formation and motivation of new faculty developers: A replication study in a resource constrained university. <i>Medical Teacher</i> , <b>2016</b> , 38, 879-85	3	14
210	Perceptions of Peer-to-Peer Interprofessional Feedback Among Students in the Health Professions. <i>Academic Medicine</i> , <b>2016</b> , 91, 807-12	3.9	20
209	Peer video review and feedback improve performance in basic surgical skills. <i>American Journal of Surgery</i> , <b>2016</b> , 211, 355-60	2.7	31
208	Teaching residents screening, brief intervention, and referral to treatment (SBIRT) skills for alcohol use: Using chart-stimulated recall to assess curricular impact. <i>Substance Abuse</i> , <b>2016</b> , 37, 419-426	3.8	6
207	Essential steps in developing best practices to assess reflective skill: A comparison of two rubrics. <i>Medical Teacher</i> , <b>2016</b> , 38, 75-81	3	17
206	Ensuring Resident Competence: A Narrative Review of the Literature on Group Decision Making to Inform the Work of Clinical Competency Committees. <i>Journal of Graduate Medical Education</i> , <b>2016</b> , 8, 156-64	1.6	84
205	The Value of Student-Run Clinics for Premedical Students: A Multi-Institutional Study. <i>Journal of Health Care for the Poor and Underserved</i> , <b>2016</b> , 27, 961-70	1.4	2
204	Measuring cognitive load during procedural skills training with colonoscopy as an exemplar. <i>Medical Education</i> , <b>2016</b> , 50, 682-92	3.7	35
203	Developing Entrustable Professional Activities for Entry Into Clerkship. <i>Academic Medicine</i> , <b>2016</b> , 91, 247-55	3.9	52
202	Does source matter? Nurses and Physicians' perceptions of interprofessional feedback. <i>Medical Education</i> , <b>2016</b> , 50, 181-8	3.7	19
201	Students' goal orientations, perceptions of early clinical experiences and learning outcomes. <i>Medical Education</i> , <b>2016</b> , 50, 203-13	3.7	25



200	Effect size - large, medium, and small. <i>Perspectives on Medical Education</i> , <b>2016</b> , 5, 347-349	4.3	45
199	Evaluation of a Surgery-Based Adjunct Course for Senior Medical Students Entering Surgical Residencies. <i>Journal of Surgical Education</i> , <b>2016</b> , 73, 631-8	3.4	9
198	From novice to master surgeon: improving feedback with a descriptive approach to intraoperative assessment. <i>American Journal of Surgery</i> , <b>2016</b> , 212, 180-7	2.7	2
197	Influence of learner knowledge and case complexity on handover accuracy and cognitive load: results from a simulation study. <i>Medical Education</i> , <b>2016</b> , 50, 969-78	3.7	12
196	The Team Approach to Advanced Cancer Care-Redefining the Gold Standard. <i>JAMA Internal Medicine</i> , <b>2016</b> , 176, 1062-3	11.5	
195	An objective assessment tool for basic surgical knot-tying skills. <i>Journal of Surgical Education</i> , <b>2015</b> , 72, 572-6	3.4	14
194	Sequencing learning experiences to engage different level learners in the workplace: An interview study with excellent clinical teachers. <i>Medical Teacher</i> , <b>2015</b> , 37, 1090-7	3	21
193	Is it time to recognize excellence in faculty development programs?. <i>Medical Teacher</i> , <b>2015</b> , 37, 705-706	3	3
192	Medical Students' Perceptions of Surgeons: Implications for Teaching and Recruitment. <i>Journal of Surgical Education</i> , <b>2015</b> , 72, 1195-9	3.4	7
191	Improving interprofessional collaboration: evaluation of implicit attitudes in the surgeon-nurse relationship. <i>International Journal of Surgery</i> , <b>2015</b> , 13, 175-179	7.5	11
190	Addressing Adolescent Substance Use: Teaching Screening, Brief Intervention, and Referral to Treatment (SBIRT) and Motivational Interviewing (MI) to Residents. <i>Substance Abuse</i> , <b>2015</b> , 36, 325-31	3.8	13
189	Reviewing residents' competence: a qualitative study of the role of clinical competency committees in performance assessment. <i>Academic Medicine</i> , <b>2015</b> , 90, 1084-92	3.9	77
188	How clinical supervisors develop trust in their trainees: a qualitative study. <i>Medical Education</i> , <b>2015</b> , 49, 783-95	3.7	67
187	What motivates occasional faculty developers to lead faculty development workshops? A qualitative study. <i>Academic Medicine</i> , <b>2015</b> , 90, 1536-40	3.9	6
186	What is in a learning environment? Recognizing teachers' roles in shaping a learning environment to support competency. <i>Perspectives on Medical Education</i> , <b>2015</b> , 4, 277-9	4.3	10
185	Manual laparoscopic skills development using a low-cost trainer box in Tanzania. <i>Journal of Surgical Education</i> , <b>2014</b> , 71, 85-90	3.4	32
184	Legitimate workplace roles and activities for early learners. <i>Medical Education</i> , <b>2014</b> , 48, 136-45	3.7	49
183	A better way to teach knot tying: a randomized controlled trial comparing the kinesthetic and traditional methods. <i>American Journal of Surgery</i> , <b>2014</b> , 208, 690-4	2.7	16

182	Patient perceptions of female surgeons: how surgeon demeanor and type of surgery affect patient preference. <i>Journal of Surgical Research</i> , <b>2014</b> , 187, 59-64	2.5	20
181	Perceptions of surgeons: what characteristics do women surgeons prefer in a colleague?. <i>American Journal of Surgery</i> , <b>2014</b> , 208, 601-4	2.7	3
180	Educational and individual factors associated with positive change in and reaffirmation of medical students' intention to practice in underserved areas. <i>Academic Medicine</i> , <b>2014</b> , 89, 1490-6	3.9	13
179	Identity formation of occasional faculty developers in medical education: a qualitative study. <i>Academic Medicine</i> , <b>2014</b> , 89, 1467-73	3.9	18
178	Understanding trust as an essential element of trainee supervision and learning in the workplace. <i>Advances in Health Sciences Education</i> , <b>2014</b> , 19, 435-56	3.7	80
177	Does trainee confidence influence acceptance of feedback?. <i>Medical Education</i> , <b>2014</b> , 48, 943-5	3.7	4
176	Mindfulness Based Tinnitus Stress Reduction Pilot Study. <i>Mindfulness</i> , <b>2014</b> , 5, 322-333	2.9	20
175	Home Video Curriculum for Basic Surgical Skills. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2014</b> , 10,	1.2	3
174	PIGS (Porcine Integrated General Surgery Simulation) Curriculum. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2014</b> , 10,	1.2	1
173	Promoting Scholarship in Faculty Development: Relevant Research Paradigms and Methodologies <b>2014</b> , 375-398		4
172	Developing entrustable professional activities as the basis for assessment of competence in an internal medicine residency: a feasibility study. <i>Journal of General Internal Medicine</i> , <b>2013</b> , 28, 1110-4	4	55
171	Promoting self-directed learning through portfolios in undergraduate medical education: the mentors' perspective. <i>Medical Teacher</i> , <b>2013</b> , 35, 139-44	3	28
170	Mental illness among us: a new curriculum to reduce mental illness stigma among medical students. <i>Academic Psychiatry</i> , <b>2013</b> , 37, 385-91	1.1	21
169	Perceptions of a mobile technology on learning strategies in the anatomy laboratory. <i>Anatomical Sciences Education</i> , <b>2013</b> , 6, 81-9	6.8	47
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158	Twelve tips for facilitating successful teleconferences. <i>Medical Teacher</i> , <b>2012</b> , 34, 445-9	3	3
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11	Involving practicing nurses in research. <i>Applied Nursing Research</i> , <b>1990</b> , 3, 169-73	1.8	
10	Special Education Practices with Young Handicapped Children. <i>Journal of Early Intervention</i> , <b>1989</b> , 13, 261-268	1.4	6
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