

## List of Publications by Citations

**Source:** <https://exaly.com/author-pdf/6612546/karen-e-hauer-publications-by-citations.pdf>  
**Version:** 2024-04-09

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.  
The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

119 papers	3,542 citations	32 h-index	57 g-index
126 ext. papers	4,252 ext. citations	3.6 avg, IF	5.72 L-index

#	Paper	IF	Citations
119	Tools for direct observation and assessment of clinical skills of medical trainees: a systematic review. <i>JAMA - Journal of the American Medical Association</i> , <b>2009</b> , 302, 1316-26	27.4	383
118	Factors associated with medical students' career choices regarding internal medicine. <i>JAMA - Journal of the American Medical Association</i> , <b>2008</b> , 300, 1154-64	27.4	247
117	Remediation of the deficiencies of physicians across the continuum from medical school to practice: a thematic review of the literature. <i>Academic Medicine</i> , <b>2009</b> , 84, 1822-32	3.9	181
116	Third-year medical students' experiences with dying patients during the internal medicine clerkship: a qualitative study of the informal curriculum. <i>Academic Medicine</i> , <b>2005</b> , 80, 641-7	3.9	114
115	Faculty staff perceptions of feedback to residents after direct observation of clinical skills. <i>Medical Education</i> , <b>2012</b> , 46, 201-15	3.7	101
114	Identifying entrustable professional activities in internal medicine training. <i>Journal of Graduate Medical Education</i> , <b>2013</b> , 5, 54-9	1.6	97
113	A cross-sectional descriptive study of mentoring relationships formed by medical students. <i>Journal of General Internal Medicine</i> , <b>2003</b> , 18, 298-302	4	95
112	The role of role: learning in longitudinal integrated and traditional block clerkships. <i>Medical Education</i> , <b>2012</b> , 46, 698-710	3.7	89
111	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
110	How Small Differences in Assessed Clinical Performance Amplify to Large Differences in Grades and Awards: A Cascade With Serious Consequences for Students Underrepresented in Medicine. <i>Academic Medicine</i> , <b>2018</b> , 93, 1286-1292	3.9	81
109	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
108	979. Standardizing Medical Student Learning for Infectious Diseases Consult Electives: Prioritizing Content. <i>Open Forum Infectious Diseases</i> , <b>2018</b> , 5, S40-S41	1	78
107	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
106	Twelve tips for implementing tools for direct observation of medical trainees' clinical skills during patient encounters. <i>Medical Teacher</i> , <b>2011</b> , 33, 27-33	3	76
105	More is better: students describe successful and unsuccessful experiences with teachers differently in brief and longitudinal relationships. <i>Academic Medicine</i> , <b>2012</b> , 87, 1389-96	3.9	69
104	How clinical supervisors develop trust in their trainees: a qualitative study. <i>Medical Education</i> , <b>2015</b> , 49, 783-95	3.7	67
103	Guidelines: The do, don'ts and don't knows of direct observation of clinical skills in medical education. <i>Perspectives on Medical Education</i> , <b>2017</b> , 6, 286-305	4.3	66

102	Medical students' Perceptions of mentoring: a focus-group analysis. <i>Medical Teacher</i> , <b>2005</b> , 27, 732-4	3	61
101	Behavior change counseling curricula for medical trainees: a systematic review. <i>Academic Medicine</i> , <b>2012</b> , 87, 956-68	3.9	60
100	Effects of hospitalist attending physicians on trainee satisfaction with teaching and with internal medicine rotations. <i>Archives of Internal Medicine</i> , <b>2004</b> , 164, 1866-71		60
99	Differences in Narrative Language in Evaluations of Medical Students by Gender and Under-represented Minority Status. <i>Journal of General Internal Medicine</i> , <b>2019</b> , 34, 684-691	4	59
98	Burden, responsibility, and reward: preceptor experiences with the continuity of teaching in a longitudinal integrated clerkship. <i>Academic Medicine</i> , <b>2009</b> , 84, S50-3	3.9	57
97	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
96	Does feedback matter? Practice-based learning for medical students after a multi-institutional clinical performance examination. <i>Medical Education</i> , <b>2007</b> , 41, 857-65	3.7	55
95	A national study of medical student clinical skills assessment. <i>Academic Medicine</i> , <b>2005</b> , 80, S25-9	3.9	52
94	Approaches to medical student remediation after a comprehensive clinical skills examination. <i>Medical Education</i> , <b>2008</b> , 42, 104-12	3.7	47
93	Can simulations measure empathy? Considerations on how to assess behavioral empathy via simulations. <i>Patient Education and Counseling</i> , <b>2008</b> , 71, 148-52	3.1	42
92	Enhancing feedback to students using the mini-CEX (Clinical Evaluation Exercise). <i>Academic Medicine</i> , <b>2000</b> , 75, 524	3.9	42
91	Student performance problems in medical school clinical skills assessments. <i>Academic Medicine</i> , <b>2007</b> , 82, S69-72	3.9	41
90	Twelve tips to maximize the value of a clinical competency committee in postgraduate medical education. <i>Medical Teacher</i> , <b>2018</b> , 40, 1110-1115	3	35
89	In Pursuit of Honors: A Multi-Institutional Study of Students' Perceptions of Clerkship Evaluation and Grading. <i>Academic Medicine</i> , <b>2019</b> , 94, S48-S56	3.9	34
88	Impact of student ethnicity and primary childhood language on communication skill assessment in a clinical performance examination. <i>Journal of General Internal Medicine</i> , <b>2007</b> , 22, 1155-60	4	32
87	Perceptions of evaluation in longitudinal versus traditional clerkships. <i>Medical Education</i> , <b>2011</b> , 45, 464-70	3.7	31
86	Longitudinal, integrated clerkship education: better for learners and patients. Point. <i>Academic Medicine</i> , <b>2009</b> , 84, 821	3.9	31
85	Patient views of continuity relationships with medical students. <i>Medical Teacher</i> , <b>2013</b> , 35, 465-71	3	29

84	How Supervisor Experience Influences Trust, Supervision, and Trainee Learning: A Qualitative Study. <i>Academic Medicine</i> , <b>2017</b> , 92, 1320-1327	3.9	29
83	Core Clerkship Grading: The Illusion of Objectivity. <i>Academic Medicine</i> , <b>2019</b> , 94, 469-472	3.9	28
82	Using a Curricular Vision to Define Entrustable Professional Activities for Medical Student Assessment. <i>Journal of General Internal Medicine</i> , <b>2015</b> , 30, 1344-8	4	28
81	Twelve tips to promote successful development of a learner performance dashboard within a medical education program. <i>Medical Teacher</i> , <b>2018</b> , 40, 855-861	3	28
80	Effects of longitudinal small-group learning on delivery and receipt of communication skills feedback. <i>Medical Education</i> , <b>2013</b> , 47, 1073-9	3.7	27
79	They Don't See a Lot of People My Color: A Mixed Methods Study of Racial/Ethnic Stereotype Threat Among Medical Students on Core Clerkships. <i>Academic Medicine</i> , <b>2020</b> , 95, S58-S66	3.9	27
78	Professional identity formation in disorienting times. <i>Medical Education</i> , <b>2020</b> , 54, 765-766	3.7	26
77	Clinical skills-related learning goals of senior medical students after performance feedback. <i>Medical Education</i> , <b>2011</b> , 45, 878-85	3.7	26
76	Teaching patient-centered communication skills: a telephone follow-up curriculum for medical students. <i>Medical Education Online</i> , <b>2014</b> , 19, 22522	4.4	24
75	Consequences within medical schools for students with poor performance on a medical school standardized patient comprehensive assessment. <i>Academic Medicine</i> , <b>2009</b> , 84, 663-8	3.9	23
74	Entrustment Ratings in Internal Medicine Training: Capturing Meaningful Supervision Decisions or Just Another Rating?. <i>Journal of General Internal Medicine</i> , <b>2019</b> , 34, 740-743	4	20
73	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
72	Assessment of medical students' shared decision-making in standardized patient encounters. <i>Journal of General Internal Medicine</i> , <b>2011</b> , 26, 367-72	4	20
71	Impact of student ethnicity and patient-centredness on communication skills performance. <i>Medical Education</i> , <b>2010</b> , 44, 653-61	3.7	20
70	Learners, performers, caregivers, and team players: Descriptions of the ideal medical student in longitudinal integrated and block clerkships. <i>Medical Teacher</i> , <b>2016</b> , 38, 297-305	3	19
69	Competency-Based Medical Education in the Internal Medicine Clerkship: A Report From the Alliance for Academic Internal Medicine Undergraduate Medical Education Task Force. <i>Academic Medicine</i> , <b>2018</b> , 93, 421-427	3.9	18
68	Translating Theory Into Practice: Implementing a Program of Assessment. <i>Academic Medicine</i> , <b>2018</b> , 93, 444-450	3.9	18
67	National Internal Medicine Milestone Ratings: Validity Evidence From Longitudinal Three-Year Follow-up. <i>Academic Medicine</i> , <b>2018</b> , 93, 1189-1204	3.9	16

66	Medical EducationQ Wicked Problem: Achieving Equity in Assessment for Medical Learners. <i>Academic Medicine</i> , <b>2020</b> , 95, S98-S108	3.9	15
65	Educational responses to declining student interest in internal medicine careers. <i>American Journal of Medicine</i> , <b>2005</b> , 118, 1164-70	2.4	14
64	Trusted to Learn: a Qualitative Study of Clerkship StudentsQ Perspectives on Trust in the Clinical Learning Environment. <i>Journal of General Internal Medicine</i> , <b>2019</b> , 34, 662-668	4	13
63	Assessment of the contributions of clinician educators. <i>Journal of General Internal Medicine</i> , <b>2010</b> , 25, 5-6	4	13
62	Internal medicine clerkship directorsQ Perceptions about student interest in internal medicine careers. <i>Journal of General Internal Medicine</i> , <b>2008</b> , 23, 1101-4	4	13
61	The COVID-19 Pandemic as an Imperative to Advance Medical Student Assessment: Three Areas for Change. <i>Academic Medicine</i> , <b>2021</b> , 96, 182-185	3.9	12
60	Twelve tips for assessing medical knowledge with open-ended questions: Designing constructed response examinations in medical education. <i>Medical Teacher</i> , <b>2020</b> , 42, 880-885	3	12
59	Assessing 3rd year medical studentsQ Interprofessional collaborative practice behaviors during a standardized patient encounter: A multi-institutional, cross-sectional study. <i>Medical Teacher</i> , <b>2015</b> , 37, 915-25	3	11
58	Faculty verbal evaluations reveal strategies used to promote medical student performance. <i>Medical Education Online</i> , <b>2011</b> , 16,	4.4	11
57	Clinical skills remedial training for medical students. <i>Medical Education</i> , <b>2008</b> , 42, 1118-9	3.7	11
56	Fostering medical studentsQ ifelong learning skills with a dashboard, coaching and learning planning. <i>Perspectives on Medical Education</i> , <b>2018</b> , 7, 311-317	4.3	10
55	Impact of an in-person versus web-based practice standardized patient examination on student performance on a subsequent high-stakes standardized patient examination. <i>Teaching and Learning in Medicine</i> , <b>2009</b> , 21, 284-90	3.4	9
54	Remediation workshop for medical students in patient-doctor interaction skills. <i>Medical Education</i> , <b>2008</b> , 42, 537	3.7	9
53	Sparkling Change: How a Shift to Step 1 Pass/Fail Scoring Could Promote the Educational and Catalytic Effects of Assessment in Medical Education. <i>Academic Medicine</i> , <b>2020</b> , 95, 1315-1317	3.9	9
52	Clerkship Grading Committees: the Impact of Group Decision-Making for Clerkship Grading. <i>Journal of General Internal Medicine</i> , <b>2019</b> , 34, 669-676	4	8
51	Next Steps in the Implementation of Learning Analytics in Medical Education: Consensus From an International Cohort of Medical Educators. <i>Journal of Graduate Medical Education</i> , <b>2020</b> , 12, 303-311	1.6	7
50	Standardization in the MSPE: Key Tensions for Learners, Schools, and Residency Programs. <i>Academic Medicine</i> , <b>2021</b> , 96, 44-49	3.9	7
49	"A Friendly Place to Grow as an Educator": A Qualitative Study of Community and Relationships Among Medical Student Coaches. <i>Academic Medicine</i> , <b>2020</b> , 95, 293-300	3.9	7

48	From Grading to Assessment for Learning: A Qualitative Study of Student Perceptions Surrounding Elimination of Core Clerkship Grades and Enhanced Formative Feedback. <i>Teaching and Learning in Medicine</i> , <b>2021</b> , 33, 314-325	3.4	7
47	Better Decision-Making: Shared Mental Models and the Clinical Competency Committee. <i>Journal of Graduate Medical Education</i> , <b>2021</b> , 13, 51-58	1.6	7
46	Seeking trust in entrustment: shifting from the planning of entrustable professional activities to implementation. <i>Medical Education</i> , <b>2019</b> , 53, 752-754	3.7	6
45	A Narrative Study of Equity in Clinical Assessment Through the Antideficit Lens. <i>Academic Medicine</i> , <b>2020</b> , 95, S121-S130	3.9	6
44	Fostering a Feedback Mindset: A Qualitative Exploration of Medical Students' Feedback Experiences With Longitudinal Coaches. <i>Academic Medicine</i> , <b>2020</b> , 95, 1057-1065	3.9	6
43	Key considerations in planning and designing programmatic assessment in competency-based medical education. <i>Medical Teacher</i> , <b>2021</b> , 43, 758-764	3	6
42	Growth mindset in competency-based medical education. <i>Medical Teacher</i> , <b>2021</b> , 43, 751-757	3	6
41	A Research Agenda for Remediation in Medical Education <b>2014</b> , 339-348		6
40	The effect of resident duty-hours restrictions on internal medicine clerkship experiences: surveys of medical students and clerkship directors. <i>Teaching and Learning in Medicine</i> , <b>2015</b> , 27, 37-50	3.4	5
39	"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
38	Strategies From 11 U.S. Medical Schools for Integrating Basic Science Into Core Clerkships. <i>Academic Medicine</i> , <b>2020</b> , Publish Ahead of Print,	3.9	5
37	The Purpose, Structure, and Process of Clinical Competency Committees: Guidance for Members and Program Directors. <i>Journal of Graduate Medical Education</i> , <b>2021</b> , 13, 45-50	1.6	4
36	The Importance of Competency-Based Programmatic Assessment in Graduate Medical Education. <i>Journal of Graduate Medical Education</i> , <b>2021</b> , 13, 113-119	1.6	4
35	Gender Differences in Milestone Ratings and Medical Knowledge Examination Scores Among Internal Medicine Residents. <i>Academic Medicine</i> , <b>2021</b> , 96, 876-884	3.9	4
34	Can Change to Clerkship Assessment Practices Create a More Equitable Clerkship Grading Process?. <i>Academic Medicine</i> , <b>2019</b> , 94, 1262-1263	3.9	4
33	Predicting Performance on Clerkship Examinations and USMLE Step 1: What Is the Value of Open-Ended Question Examination?. <i>Academic Medicine</i> , <b>2020</b> , 95, S109-S113	3.9	3
32	A strategy to standardize the learning of core clerkship objectives. <i>Advances in Health Sciences Education</i> , <b>2003</b> , 8, 213-21	3.7	3
31	Does Delaying the United States Medical Licensing Examination Step 1 to After Clerkships Affect Student Performance on Clerkship Subject Examinations?. <i>Teaching and Learning in Medicine</i> , <b>2021</b> , 33, 366-381	3.4	3

30	Which Internal Medicine Clerkship Characteristics Are Associated With Students' Performance on the NBME Medicine Subject Exam? A Multi-Institutional Analysis. <i>Academic Medicine</i> , <b>2020</b> , 95, 1404-1410	3.9	3
29	Twelve tips for learners to succeed in a CBME program. <i>Medical Teacher</i> , <b>2021</b> , 43, 745-750	3	3
28	Diagnosing conflict: Conflicting data, interpersonal conflict, and conflicts of interest in clinical competency committees. <i>Medical Teacher</i> , <b>2021</b> , 43, 765-773	3	3
27	CAEP 2019 Academic Symposium: Got competence? Best practices in trainee progress decisions. <i>Canadian Journal of Emergency Medicine</i> , <b>2020</b> , 22, 187-193	0.6	2
26	Promoting inclusivity in health professions education publishing.. <i>Medical Education</i> , <b>2022</b> ,	3.7	2
25	The critical role of infrastructure and organizational culture in implementing competency-based education and individualized pathways in undergraduate medical education. <i>Medical Teacher</i> , <b>2021</b> , 43, S7-S16	3	2
24	The Science of Effective Group Process: Lessons for Clinical Competency Committees. <i>Journal of Graduate Medical Education</i> , <b>2021</b> , 13, 59-64	1.6	2
23	Competency assessment form to improve feedback. <i>Clinical Teacher</i> , <b>2018</b> , 15, 472-477	1.1	1
22	The impact of exposure to shift-based schedules on medical students. <i>Medical Education Online</i> , <b>2015</b> , 20, 27434	4.4	1
21	Discovering the cause of syncope. A guide to the focused evaluation. <i>Postgraduate Medicine</i> , <b>2003</b> , 113, 31-8, 95; quiz 2	3.7	1
20	Students' Perspectives on Basic and Clinical Science Integration When Step 1 is Administered After the Core Clerkships.. <i>Teaching and Learning in Medicine</i> , <b>2022</b> , 1-11	3.4	1
19	Joe Thornton: Teaching and Assessing Medical Students Chronic Disease Management Skills Utilizing the Chronic Care Model and a Standardized Patient. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2009</b> , 5,	1.2	1
18	Stages of Milestones Implementation: A Template Analysis of 16 Programs Across 4 Specialties. <i>Journal of Graduate Medical Education</i> , <b>2021</b> , 13, 14-44	1.6	1
17	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
16	Further on the journey in a complex adaptive system: Elaborating CBME. <i>Medical Teacher</i> , <b>2021</b> , 43, 734-736	3.3	1
15	How supervisor trust affects early residents' learning and patient care: A qualitative study. <i>Perspectives on Medical Education</i> , <b>2021</b> , 10, 327-333	4.3	1
14	Assessment to Optimize Learning Strategies: A Qualitative Study of Student and Faculty Perceptions. <i>Teaching and Learning in Medicine</i> , <b>2021</b> , 33, 245-257	3.4	1
13	Excellence in medical training: developing talent-not sorting it. <i>Perspectives on Medical Education</i> , <b>2021</b> , 10, 356-361	4.3	1



12	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
11	No One Size Fits All: A Qualitative Study of Clerkship Medical Students' Perceptions of Ideal Supervisor Responses to Microaggressions. <i>Academic Medicine</i> , <b>2021</b> , 96, S71-S80	3.9	1
10	Elevating the value of direct observation for learning: the limits of autonomy. <i>Medical Education</i> , <b>2016</b> , 50, 994-6	3.7	0
9	Residency Program Director Perceptions of Resident Performance Between Graduates of Medical Schools With Pass/Fail Versus Tiered Grading System for Clinical Clerkships: A Meta-Analysis. <i>Academic Medicine</i> , <b>2021</b> , 96, S216-S217	3.9	0
8	Rethinking How to Introduce the Learning Sciences: a Near-Peer Approach. <i>Medical Science Educator</i> , <b>2021</b> , 31, 45-47	0.7	0
7	The Surgical Clerkship and Medical Student Performance in a Standardized Patient Case of Acute Cholecystitis. <i>Journal of Surgical Education</i> , <b>2015</b> , 72, 1045-51	3.4	
6	Southern Medical Students' Views on Medicaid Expansion. <i>JAMA Internal Medicine</i> , <b>2016</b> , 176, 254-6	11.5	
5	Using Activity Theory to Explore How Changes in a Work-Based Assessment Tool Can Alter Feedback Systems in Clerkships. <i>Academic Medicine</i> , <b>2021</b> , 96, S212-S213	3.9	
4	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	
3	In Reply to Kurtz et al. <i>Academic Medicine</i> , <b>2021</b> , 96, 166-167	3.9	
2	Making Sense of Milestones Data-Guiding Residents or Assessing Training Programs?. <i>JAMA Network Open</i> , <b>2021</b> , 4, e2137606	10.4	
1	How preceptors develop trust in continuity clinic residents and how trust influences supervision: A qualitative study.. <i>Perspectives on Medical Education</i> , <b>2021</b> , 11, 73	4.3	