Karen E Hauer

List of Publications by Year in Descending Order

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	Promoting inclusivity in health professions education publishing.. *Medical Education*, **2022**,	3.7	2
118	Students꞉Perspectives on Basic and Clinical Science Integration When Step 1 is Administered After the Core Clerkships.. *Teaching and Learning in Medicine*, **2022**, 1-11	3.4	1
117	Profiles for Success: Examining the Relationship between Student Profiles and Clerkship Performance Using Latent Profile Analysis.. *Teaching and Learning in Medicine*, **2022**, 34, 145-154	3.4	
116	Using Activity Theory to Explore How Changes in a Work-Based Assessment Tool Can Alter Feedback Systems in Clerkships. *Academic Medicine*, **2021**, 96, S212-S213	3.9	
115	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. *Academic Medicine*, **2021**, 96, S216-S217	3.9	0
114	Does Delaying the United States Medical Licensing Examination Step 1 to After Clerkships Affect Student Performance on Clerkship Subject Examinations?. *Teaching and Learning in Medicine*, **2021**, 33, 366-381	3.4	3
113	Standardization in the MSPE: Key Tensions for Learners, Schools, and Residency Programs. *Academic Medicine*, **2021**, 96, 44-49	3.9	7
112	"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. *Academic Medicine*, **2021**, 96, 263-270	3.9	5
111	The COVID-19 Pandemic as an Imperative to Advance Medical Student Assessment: Three Areas for Change. *Academic Medicine*, **2021**, 96, 182-185	3.9	12
110	From Grading to Assessment for Learning: A Qualitative Study of Student Perceptions Surrounding Elimination of Core Clerkship Grades and Enhanced Formative Feedback. *Teaching and Learning in Medicine*, **2021**, 33, 314-325	3.4	7
109	The critical role of infrastructure and organizational culture in implementing competency-based education and individualized pathways in undergraduate medical education. *Medical Teacher*, **2021**, 43, S7-S16	3	2
108	Stages of Milestones Implementation: A Template Analysis of 16 Programs Across 4 Specialties. *Journal of Graduate Medical Education*, **2021**, 13, 14-44	1.6	1
107	The Science of Effective Group Process: Lessons for Clinical Competency Committees. *Journal of Graduate Medical Education*, **2021**, 13, 59-64	1.6	2
106	Better Decision-Making: Shared Mental Models and the Clinical Competency Committee. *Journal of Graduate Medical Education*, **2021**, 13, 51-58	1.6	7
105	The Purpose, Structure, and Process of Clinical Competency Committees: Guidance for Members and Program Directors. *Journal of Graduate Medical Education*, **2021**, 13, 45-50	1.6	4
104	The Importance of Competency-Based Programmatic Assessment in Graduate Medical Education. *Journal of Graduate Medical Education*, **2021**, 13, 113-119	1.6	4
103	Gender Differences in Milestone Ratings and Medical Knowledge Examination Scores Among Internal Medicine Residents. *Academic Medicine*, **2021**, 96, 876-884	3.9	4

102	Twelve tips for learners to succeed in a CBME program. *Medical Teacher*, **2021**, 43, 745-750	3	3
101	Moving toward Mastery: Changes in Student Perceptions of Clerkship Assessment with Pass/Fail Grading and Enhanced Feedback. *Teaching and Learning in Medicine*, **2021**, 1-11	3.4	1
100	Further on the journey in a complex adaptive system: Elaborating CBME. *Medical Teacher*, **2021**, 43, 734-736	3	1
99	Diagnosing conflict: Conflicting data, interpersonal conflict, and conflicts of interest in clinical competency committees. *Medical Teacher*, **2021**, 43, 765-773	3	3
98	Key considerations in planning and designing programmatic assessment in competency-based medical education. *Medical Teacher*, **2021**, 43, 758-764	3	6
97	How supervisor trust affects early residents'learning and patient care: A qualitative study. *Perspectives on Medical Education*, **2021**, 10, 327-333	4.3	1
96	Growth mindset in competency-based medical education. *Medical Teacher*, **2021**, 43, 751-757	3	6
95	Rethinking How to Introduce the Learning Sciences: a Near-Peer Approach. *Medical Science Educator*, **2021**, 31, 45-47	0.7	0
94	In Reply to Kurtz et al. *Academic Medicine*, **2021**, 96, 166-167	3.9	
93	Assessment to Optimize Learning Strategies: A Qualitative Study of Student and Faculty Perceptions. *Teaching and Learning in Medicine*, **2021**, 33, 245-257	3.4	1
92	Excellence in medical training: developing talent-not sorting it. *Perspectives on Medical Education*, **2021**, 10, 356-361	4.3	1
91	Does being a coach benefit clinician-educators? A mixed methods study of faculty self-efficacy, job satisfaction and burnout. *Perspectives on Medical Education*, **2021**, 1	4.3	1
90	No One Size Fits All: A Qualitative Study of Clerkship Medical Students'Perceptions of Ideal Supervisor Responses to Microaggressions. *Academic Medicine*, **2021**, 96, S71-S80	3.9	1
89	Making Sense of Milestones Data-Guiding Residents or Assessing Training Programs?. *JAMA Network Open*, **2021**, 4, e2137606	10.4	
88	How preceptors develop trust in continuity clinic residents and how trust influences supervision: A qualitative study.. *Perspectives on Medical Education*, **2021**, 11, 73	4.3	
87	Predicting Performance on Clerkship Examinations and USMLE Step 1: What Is the Value of Open-Ended Question Examination?. *Academic Medicine*, **2020**, 95, S109-S113	3.9	3
86	CAEP 2019 Academic Symposium: Got competence? Best practices in trainee progress decisions. *Canadian Journal of Emergency Medicine*, **2020**, 22, 187-193	0.6	2
85	Professional identity formation in disorienting times. *Medical Education*, **2020**, 54, 765-766	3.7	26

66	Competency assessment form to improve feedback. *Clinical Teacher*, **2018**, 15, 472-477	1.1	1
65	Competency-Based Medical Education in the Internal Medicine Clerkship: A Report From the Alliance for Academic Internal Medicine Undergraduate Medical Education Task Force. *Academic Medicine*, **2018**, 93, 421-427	3.9	18
64	Twelve tips to promote successful development of a learner performance dashboard within a medical education program. *Medical Teacher*, **2018**, 40, 855-861	3	28
63	Translating Theory Into Practice: Implementing a Program of Assessment. *Academic Medicine*, **2018**, 93, 444-450	3.9	18
62	979. Standardizing Medical Student Learning for Infectious Diseases Consult Electives: Prioritizing Content. *Open Forum Infectious Diseases*, **2018**, 5, S40-S41	1	78
61	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. *Academic Medicine*, **2018**, 93, 1286-1292	3.9	81
60	National Internal Medicine Milestone Ratings: Validity Evidence From Longitudinal Three-Year Follow-up. *Academic Medicine*, **2018**, 93, 1189-1204	3.9	16
59	Fostering medical students lifelong learning skills with a dashboard, coaching and learning planning. *Perspectives on Medical Education*, **2018**, 7, 311-317	4.3	10
58	Twelve tips to maximize the value of a clinical competency committee in postgraduate medical education. *Medical Teacher*, **2018**, 40, 1110-1115	3	35
57	Guidelines: The do s, don ts and don t knows of direct observation of clinical skills in medical education. *Perspectives on Medical Education*, **2017**, 6, 286-305	4.3	66
56	How Supervisor Experience Influences Trust, Supervision, and Trainee Learning: A Qualitative Study. *Academic Medicine*, **2017**, 92, 1320-1327	3.9	29
55	Learners, performers, caregivers, and team players: Descriptions of the ideal medical student in longitudinal integrated and block clerkships. *Medical Teacher*, **2016**, 38, 297-305	3	19
54	Elevating the value of direct observation for learning: the limits of autonomy. *Medical Education*, **2016**, 50, 994-6	3.7	0
53	How Residents Develop Trust in Interns: A Multi-Institutional Mixed-Methods Study. *Academic Medicine*, **2016**, 91, 1406-1415	3.9	20
52	Southern Medical Students Views on Medicaid Expansion. *JAMA Internal Medicine*, **2016**, 176, 254-6	11.5	
51	Ensuring Resident Competence: A Narrative Review of the Literature on Group Decision Making to Inform the Work of Clinical Competency Committees. *Journal of Graduate Medical Education*, **2016**, 8, 156-64	1.6	84
50	The effect of resident duty-hours restrictions on internal medicine clerkship experiences: surveys of medical students and clerkship directors. *Teaching and Learning in Medicine*, **2015**, 27, 37-50	3.4	5
49	Using a Curricular Vision to Define Entrustable Professional Activities for Medical Student Assessment. *Journal of General Internal Medicine*, **2015**, 30, 1344-8	4	28

48	Assessing 3rd year medical students' interprofessional collaborative practice behaviors during a standardized patient encounter: A multi-institutional, cross-sectional study. *Medical Teacher*, **2015**, 37, 915-25	3	11
47	The Surgical Clerkship and Medical Student Performance in a Standardized Patient Case of Acute Cholecystitis. *Journal of Surgical Education*, **2015**, 72, 1045-51	3.4	
46	Reviewing residents' competence: a qualitative study of the role of clinical competency committees in performance assessment. *Academic Medicine*, **2015**, 90, 1084-92	3.9	77
45	How clinical supervisors develop trust in their trainees: a qualitative study. *Medical Education*, **2015**, 49, 783-95	3.7	67
44	The impact of exposure to shift-based schedules on medical students. *Medical Education Online*, **2015**, 20, 27434	4.4	1
43	Teaching patient-centered communication skills: a telephone follow-up curriculum for medical students. *Medical Education Online*, **2014**, 19, 22522	4.4	24
42	Understanding trust as an essential element of trainee supervision and learning in the workplace. *Advances in Health Sciences Education*, **2014**, 19, 435-56	3.7	80
41	A Research Agenda for Remediation in Medical Education **2014**, 339-348		6
40	Developing entrustable professional activities as the basis for assessment of competence in an internal medicine residency: a feasibility study. *Journal of General Internal Medicine*, **2013**, 28, 1110-4	4	55
39	Patient views of continuity relationships with medical students. *Medical Teacher*, **2013**, 35, 465-71	3	29
38	Identifying entrustable professional activities in internal medicine training. *Journal of Graduate Medical Education*, **2013**, 5, 54-9	1.6	97
37	Effects of longitudinal small-group learning on delivery and receipt of communication skills feedback. *Medical Education*, **2013**, 47, 1073-9	3.7	27
36	The role of role: learning in longitudinal integrated and traditional block clerkships. *Medical Education*, **2012**, 46, 698-710	3.7	89
35	Faculty staff perceptions of feedback to residents after direct observation of clinical skills. *Medical Education*, **2012**, 46, 201-15	3.7	101
34	Behavior change counseling curricula for medical trainees: a systematic review. *Academic Medicine*, **2012**, 87, 956-68	3.9	60
33	More is better: students describe successful and unsuccessful experiences with teachers differently in brief and longitudinal relationships. *Academic Medicine*, **2012**, 87, 1389-96	3.9	69
32	Perceptions of evaluation in longitudinal versus traditional clerkships. *Medical Education*, **2011**, 45, 464-70	3.7	31
31	Clinical skills-related learning goals of senior medical students after performance feedback. *Medical Education*, **2011**, 45, 878-85	3.7	26

30	Assessment of medical students' shared decision-making in standardized patient encounters. *Journal of General Internal Medicine*, **2011**, 26, 367-72	4	20
29	Twelve tips for implementing tools for direct observation of medical trainees' clinical skills during patient encounters. *Medical Teacher*, **2011**, 33, 27-33	3	76
28	Faculty verbal evaluations reveal strategies used to promote medical student performance. *Medical Education Online*, **2011**, 16,	4.4	11
27	Impact of student ethnicity and patient-centredness on communication skills performance. *Medical Education*, **2010**, 44, 653-61	3.7	20
26	Assessment of the contributions of clinician educators. *Journal of General Internal Medicine*, **2010**, 25, 5-6	4	13
25	Consequences within medical schools for students with poor performance on a medical school standardized patient comprehensive assessment. *Academic Medicine*, **2009**, 84, 663-8	3.9	23
24	Tools for direct observation and assessment of clinical skills of medical trainees: a systematic review. *JAMA - Journal of the American Medical Association*, **2009**, 302, 1316-26	27.4	383
23	Impact of an in-person versus web-based practice standardized patient examination on student performance on a subsequent high-stakes standardized patient examination. *Teaching and Learning in Medicine*, **2009**, 21, 284-90	3.4	9
22	Remediation of the deficiencies of physicians across the continuum from medical school to practice: a thematic review of the literature. *Academic Medicine*, **2009**, 84, 1822-32	3.9	181
21	Longitudinal, integrated clerkship education: better for learners and patients. Point. *Academic Medicine*, **2009**, 84, 821	3.9	31
20	Burden, responsibility, and reward: preceptor experiences with the continuity of teaching in a longitudinal integrated clerkship. *Academic Medicine*, **2009**, 84, S50-3	3.9	57
19	Joe Thornton: Teaching and Assessing Medical Students Chronic Disease Management Skills Utilizing the Chronic Care Model and a Standardized Patient. *MedEdPORTAL: the Journal of Teaching and Learning Resources*, **2009**, 5,	1.2	1
18	Remediation workshop for medical students in patient-doctor interaction skills. *Medical Education*, **2008**, 42, 537	3.7	9
17	Clinical skills remedial training for medical students. *Medical Education*, **2008**, 42, 1118-9	3.7	11
16	Factors associated with medical students' career choices regarding internal medicine. *JAMA - Journal of the American Medical Association*, **2008**, 300, 1154-64	27.4	247
15	Approaches to medical student remediation after a comprehensive clinical skills examination. *Medical Education*, **2008**, 42, 104-12	3.7	47
14	Internal medicine clerkship directors' perceptions about student interest in internal medicine careers. *Journal of General Internal Medicine*, **2008**, 23, 1101-4	4	13
13	Can simulations measure empathy? Considerations on how to assess behavioral empathy via simulations. *Patient Education and Counseling*, **2008**, 71, 148-52	3.1	42

12	Does feedback matter? Practice-based learning for medical students after a multi-institutional clinical performance examination. *Medical Education*, **2007**, 41, 857-65	3·7	55
11	Impact of student ethnicity and primary childhood language on communication skill assessment in a clinical performance examination. *Journal of General Internal Medicine*, **2007**, 22, 1155-60	4	32
10	Student performance problems in medical school clinical skills assessments. *Academic Medicine*, **2007**, 82, S69-72	3·9	41
9	A national study of medical student clinical skills assessment. *Academic Medicine*, **2005**, 80, S25-9	3·9	52
8	Medical studentsQperceptions of mentoring: a focus-group analysis. *Medical Teacher*, **2005**, 27, 732-4	3	61
7	Educational responses to declining student interest in internal medicine careers. *American Journal of Medicine*, **2005**, 118, 1164-70	2.4	14
6	Third-year medical studentsQexperiences with dying patients during the internal medicine clerkship: a qualitative study of the informal curriculum. *Academic Medicine*, **2005**, 80, 641-7	3·9	114
5	Effects of hospitalist attending physicians on trainee satisfaction with teaching and with internal medicine rotations. *Archives of Internal Medicine*, **2004**, 164, 1866-71		60
4	Discovering the cause of syncope. A guide to the focused evaluation. *Postgraduate Medicine*, **2003**, 113, 31-8, 95; quiz 2	3·7	1
3	A strategy to standardize the learning of core clerkship objectives. *Advances in Health Sciences Education*, **2003**, 8, 213-21	3·7	3
2	A cross-sectional descriptive study of mentoring relationships formed by medical students. *Journal of General Internal Medicine*, **2003**, 18, 298-302	4	95
1	Enhancing feedback to students using the mini-CEX (Clinical Evaluation Exercise). *Academic Medicine*, **2000**, 75, 524	3·9	42