

Maria Mylopoulos

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7187167/publications.pdf>

Version: 2024-02-01

98
papers

2,642
citations

201674

27
h-index

214800

47
g-index

101
all docs

101
docs citations

101
times ranked

2018
citing authors

#	ARTICLE	IF	CITATIONS
1	Slowing Down When You Should: A New Model of Expert Judgment. <i>Academic Medicine</i> , 2007, 82, S109-S116.	1.6	272
2	Cognition Before Curriculum. <i>Academic Medicine</i> , 2013, 88, 1578-1585.	1.6	181
3	Developing the experts we need: Fostering adaptive expertise through education. <i>Journal of Evaluation in Clinical Practice</i> , 2018, 24, 674-677.	1.8	109
4	Preparation for future learning: a missing competency in health professions education?. <i>Medical Education</i> , 2016, 50, 115-123.	2.1	100
5	Cognitive metaphors of expertise and knowledge: prospects and limitations for medical education. <i>Medical Education</i> , 2007, 41, 071107024233002-???	2.1	96
6	ADAPTING OBJECTIVE STRUCTURED CLINICAL EXAMINATIONS TO ASSESS SOCIAL WORK STUDENTS' PERFORMANCE AND REFLECTIONS. <i>Journal of Social Work Education</i> , 2011, 47, 5-18.	1.0	82
7	Preparing medical students for future learning using basic science instruction. <i>Medical Education</i> , 2014, 48, 667-673.	2.1	81
8	Toward Understanding Meta-Competence: An Analysis of Students' Reflection on their Simulated Interviews. <i>Social Work Education</i> , 2013, 32, 259-273.	1.3	75
9	Coaching Surgeons. <i>Annals of Surgery</i> , 2015, 262, 213-216.	4.2	73
10	How student models of expertise and innovation impact the development of adaptive expertise in medicine. <i>Medical Education</i> , 2009, 43, 127-132.	2.1	72
11	Doctors'™ perspectives on their innovations in daily practice: implications for knowledge building in health care. <i>Medical Education</i> , 2008, 42, 975-981.	2.1	62
12	Renowned Physicians'™ Perceptions of Expert Diagnostic Practice. <i>Academic Medicine</i> , 2012, 87, 1413-1417.	1.6	61
13	Maintaining competence in the field: Learning about practice, through practice, in practice. <i>Journal of Continuing Education in the Health Professions</i> , 2008, 28, 19-23.	1.3	60
14	Twelve tips for designing curricula that support the development of adaptive expertise. <i>Medical Teacher</i> , 2018, 40, 850-854.	1.8	59
15	Putting the expert together again. <i>Medical Education</i> , 2011, 45, 920-926.	2.1	55
16	Having our cake and eating it too: seeking the best of both worlds in expertise research. <i>Medical Education</i> , 2009, 43, 406-413.	2.1	54
17	Informal self-regulated learning on a surgical rotation: uncovering student experiences in context. <i>Advances in Health Sciences Education</i> , 2011, 16, 643-653.	3.3	49
18	Back from basics: integration of science and practice in medical education. <i>Medical Education</i> , 2018, 52, 78-85.	2.1	49

#	ARTICLE	IF	CITATIONS
19	From behaviours to attributions: further concerns regarding the evaluation of professionalism. <i>Medical Education</i> , 2009, 43, 414-425.	2.1	47
20	When I say "adaptive expertise". <i>Medical Education</i> , 2017, 51, 685-686.	2.1	47
21	Exploring lesbian, gay, bisexual, and queer (LGBQ) people's experiences with disclosure of sexual identity to primary care physicians: a qualitative study. <i>BMC Family Practice</i> , 2015, 16, 175.	2.9	45
22	Changes in Personal Relationships During Residency and Their Effects on Resident Wellness: A Qualitative Study. <i>Academic Medicine</i> , 2017, 92, 1601-1606.	1.6	44
23	Productive failure as an instructional approach to promote future learning. <i>Advances in Health Sciences Education</i> , 2019, 24, 739-749.	3.3	35
24	Aligning and Applying the Paradigms and Practices of Education. <i>Academic Medicine</i> , 2019, 94, 1060-1060.	1.6	35
25	Developing a Tool for Assessing Students' Reflections on Their Practice. <i>Social Work Education</i> , 2011, 30, 186-194.	1.3	31
26	A Qualitative Study of the Experiences and Factors That Led Physicians to Be Lifelong Health Advocates. <i>Academic Medicine</i> , 2016, 91, 1392-1397.	1.6	31
27	Exploring Residents' Perceptions of Expertise and Expert Development. <i>Academic Medicine</i> , 2011, 86, S46-S49.	1.6	30
28	The alignment imperative in curriculum renewal. <i>Medical Teacher</i> , 2018, 40, 443-448.	1.8	29
29	Research Design Considerations. <i>Journal of Graduate Medical Education</i> , 2016, 8, 97-98.	1.3	28
30	A mixed methods study of challenges in the implementation and use of the surgical safety checklist. <i>Surgery</i> , 2019, 165, 832-837.	1.9	25
31	Critically reflective practice and its sources: A qualitative exploration. <i>Medical Education</i> , 2020, 54, 312-319.	2.1	24
32	Beyond integrated care competencies: The imperative for adaptive expertise. <i>General Hospital Psychiatry</i> , 2016, 43, 30-31.	2.4	22
33	Reconsidering Basic: Integrating Social and Behavioral Sciences to Support Learning. <i>Academic Medicine</i> , 2019, 94, S73-S78.	1.6	22
34	Exploring Faculty Developers' Experiences to Inform Our Understanding of Competence in Faculty Development. <i>Academic Medicine</i> , 2018, 93, 265-273.	1.6	21
35	Computing for Medicine: Can We Prepare Medical Students for the Future?. <i>Academic Medicine</i> , 2019, 94, 353-357.	1.6	21
36	Exploring why we learn from productive failure: insights from the cognitive and learning sciences. <i>Advances in Health Sciences Education</i> , 2020, 25, 1099-1106.	3.3	20

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37	“Can we do better?” exploring purposeful improvement in daily clinical work. <i>Advances in Health Sciences Education</i> , 2015, 20, 371-383.	3.3	19
38	Exploring Integration in Action. <i>Academic Medicine</i> , 2017, 92, 1794-1799.	1.6	18
39	Using the Entrustable Professional Activities Framework in the Assessment of Procedural Skills. <i>Journal of Graduate Medical Education</i> , 2017, 9, 209-214.	1.3	18
40	Embracing Multiple Stakeholder Perspectives in Defining Trainee Competence. <i>Academic Medicine</i> , 2019, 94, 838-846.	1.6	18
41	Exploring How Pediatric Residents Develop Adaptive Expertise in Communication: The Importance of “Shifts” in Understanding Patient and Family Perspectives. <i>Academic Medicine</i> , 2020, 95, 1066-1072.	1.6	18
42	Resident learning trajectories in the workplace: A self-regulated learning analysis. <i>Medical Education</i> , 2020, 54, 1120-1128.	2.1	17
43	Integrating Competencies. <i>Academic Medicine</i> , 2014, 89, 1497-1501.	1.6	16
44	Resident and attending perceptions of direct observation in internal medicine: a qualitative study. <i>Medical Education</i> , 2018, 52, 1249-1258.	2.1	16
45	Promoting the Development of Adaptive Expertise. <i>Academic Medicine</i> , 2016, 91, 1576-1581.	1.6	15
46	Later is too late: Exploring student experiences of diversity and inclusion in medical school orientation. <i>Medical Teacher</i> , 2021, 43, 538-545.	1.8	15
47	Reasoning When It Counts: Students’ Rationales for Action on a Professionalism Exam. <i>Academic Medicine</i> , 2007, 82, S40-S43.	1.6	14
48	“Caring About Me”: a pilot framework to understand patient-centered care experience in integrated care - a qualitative study. <i>BMJ Open</i> , 2020, 10, e034970.	1.9	14
49	Data and Lifelong Learning Protocol: Understanding Cultural Barriers and Facilitators to Using Clinical Performance Data to Support Continuing Professional Development. <i>Journal of Continuing Education in the Health Professions</i> , 2018, 38, 293-298.	1.3	13
50	Stretching the Comfort Zone: Using Early Clinical Contact to Influence Professional Identity Formation in Medical Students. <i>Journal of Medical Education and Curricular Development</i> , 2019, 6, 238212051984387.	1.5	13
51	Developing a Framework of Integrated Competencies for Adaptive Expertise in Integrated Physical and Mental Health Care. <i>Teaching and Learning in Medicine</i> , 2020, 32, 159-167.	2.1	13
52	Creating cross-school connections: LC networking in support of leadership and instructional development. <i>School Leadership and Management</i> , 2008, 28, 147-158.	1.6	12
53	Modern Conceptions of Elite Medical Practice Among Internal Medicine Faculty Members. <i>Academic Medicine</i> , 2011, 86, S50-S54.	1.6	11
54	Examining grounded theory through the lens of rationalist epistemology. <i>Advances in Health Sciences Education</i> , 2019, 24, 827-837.	3.3	11

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55	Same but Different: Exploring Mechanisms of Learning in a Longitudinal Integrated Clerkship. <i>Academic Medicine</i> , 2020, 95, 411-416.	1.6	11
56	Differences in physical and mental health-related quality of life outcomes 3 years after bariatric surgery: a group-based trajectory analysis. <i>Surgery for Obesity and Related Diseases</i> , 2020, 16, 1837-1849.	1.2	11
57	Building Mental Health Capacity: Exploring the Role of Adaptive Expertise in the ECHO Virtual Learning Model. <i>Journal of Continuing Education in the Health Professions</i> , 2021, 41, 104-110.	1.3	11
58	Mapping Evidence of Patients'™ Experiences in Integrated Care: A Scoping Review. <i>General Hospital Psychiatry</i> , 2019, 61, 1-9.	2.4	10
59	Understanding bariatric patients' experiences of <scp>selfâ€management postâ€surgery</scp>: A qualitative study. <i>Clinical Obesity</i> , 2021, 11, e12473.	2.0	10
60	On clinical reasoning research and applications: redefining expertise. <i>Medical Education</i> , 2015, 49, 543-543.	2.1	9
61	Examining Residents' Strategic Mindfulness During Self-Regulated Learning of a Simulated Procedural Skill. <i>Journal of Graduate Medical Education</i> , 2016, 8, 364-371.	1.3	9
62	Attributes of evidence-based occupational therapists in stroke rehabilitation. <i>Canadian Journal of Occupational Therapy</i> , 2018, 85, 351-364.	1.3	9
63	â€œItâ€™s Not Just About Getting Alongâ€: Exploring Learning Through the Discourse and Practice of Interprofessional Collaboration. <i>Academic Medicine</i> , 2020, 95, S73-S80.	1.6	9
64	How supervision and educational supports impact medical students'™ preparation for future learning of endotracheal intubation skills: a non-inferiority experimental trial. <i>BMC Medical Education</i> , 2021, 21, 102.	2.4	9
65	Defining the <i>specialist generalist</i>. <i>Canadian Family Physician</i> , 2021, 67, 321-322.	0.4	9
66	Clinical supervision and learning opportunities during simulated acute care scenarios. <i>Medical Education</i> , 2014, 48, 820-830.	2.1	8
67	Integrating Theory Into Qualitative Medical Education Research. <i>Journal of Graduate Medical Education</i> , 2016, 8, 437-438.	1.3	8
68	How can systems engineering inform the methods of programme evaluation in health professions education?. <i>Medical Education</i> , 2018, 52, 364-375.	2.1	8
69	Using Learning Curves to Identify and Explain Growth Patterns of Learners in Bronchoscopy Simulation: A Mixed-Methods Study. <i>Academic Medicine</i> , 2020, 95, 1921-1928.	1.6	8
70	How to improve the teaching of clinical reasoning: from processing to preparation. <i>Medical Education</i> , 2015, 49, 952-953.	2.1	7
71	Mapping Evidence of Patients'™ Experiences in Integrated Care Settings: A Protocol for a Scoping Review. <i>BMJ Open</i> , 2017, 7, e018311.	1.9	4
72	Exploring community faculty members' engagement in educational scholarship. <i>Canadian Family Physician</i> , 2016, 62, e524-30.	0.4	4

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73	A Qualitative Study to Understand the Cultural Factors That Influence Clinical Data Use for Continuing Professional Development. <i>Journal of Continuing Education in the Health Professions</i> , 2023, 43, 34-41.	1.3	4
74	Compliance Does Not Mean Quality. <i>American Journal of Medical Quality</i> , 2015, 30, 191-191.	0.5	3
75	A Simulation to Teach Integrated Care in Undergraduate Medical Education: The "Getting to Know Patients" System of Care (GPS-CARE) Experience. <i>Academic Psychiatry</i> , 2017, 41, 533-537.	0.9	3
76	Preparing Future Adaptive Experts: Why It Matters and How It Can Be Done. <i>Medical Science Educator</i> , 2020, 30, 11-12.	1.5	3
77	Shifting contours of boundaries: an exploration of inter-agency integration between hospital and community interprofessional diabetes programs. <i>Journal of Interprofessional Care</i> , 2014, 28, 447-452.	1.7	2
78	Healing conversations in medicine: Making Every Encounter Therapeutic. <i>Medical Education</i> , 2016, 50, 1148-1148.	2.1	2
79	In Reply to Wang and Myers. <i>Academic Medicine</i> , 2018, 93, 152.	1.6	2
80	When Strangers MEET: Making Every Encounter Therapeutic. <i>Academic Psychiatry</i> , 2019, 43, 328-331.	0.9	2
81	University of Toronto Faculty of Medicine. <i>Academic Medicine</i> , 2020, 95, S579-S582.	1.6	2
82	Defining the : The imperative for adaptive expertise in family medicine. <i>Canadian Family Physician</i> , 2021, 67, 321-322.	0.4	2
83	Applying activity theory to undergraduate medical curriculum reform: Lessons in contradictions from multiple stakeholders' perspectives. <i>Medical Teacher</i> , 2022, , 1-12.	1.8	2
84	Exploring Systemic Influences on Data-Informed Learning: Document Review of Policies, Procedures, and Legislation from Canada and the United States. <i>Journal of Continuing Education in the Health Professions</i> , 2022, 42, 219-223.	1.3	2
85	A141: Active Engagement of Teens with Juvenile Idiopathic Arthritis in Medical Education: What Do They Think Their Contribution Might Be?. <i>Arthritis and Rheumatology</i> , 2014, 66, S184-S184.	5.6	1
86	Using simulation to explore medical students' understanding of integrated care within geriatrics. <i>BMC Medical Education</i> , 2019, 19, 322.	2.4	1
87	Exploring social media and admissions decision-making - friends or foes?. <i>Canadian Medical Education Journal</i> , 2016, 7, e4-e13.	0.4	1
88	Dental student's perceptions and experience treating adults with developmental disabilities. <i>Journal of Dental Education</i> , 2022, 86, 990-997.	1.2	1
89	Variable or Fixed? Exploring Entrustment Decision Making in Workplace- and Simulation-Based Assessments. <i>Academic Medicine</i> , 2022, 97, 1057-1064.	1.6	1
90	Multiple symptoms and health anxiety in primary care: a qualitative study of tensions and collaboration between patients and family physicians. <i>BMJ Open</i> , 2022, 12, e050716.	1.9	1

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91	Using Case-Based Learning in Residency to Support the Development of Adaptive Expertise in Working with People Living with Severe Mental Illness. <i>Academic Psychiatry</i> , 0, , .	0.9	1
92	Involving Multiple Stakeholder Perspectives in a Needs Assessment for a Postgraduate Educational Experience in HIV Psychiatry. <i>Academic Psychiatry</i> , 0, , .	0.9	1
93	In Reply to Reardon et al. <i>Academic Medicine</i> , 2017, 92, 425-426.	1.6	0
94	THE DEVELOPMENTAL TOOLKIT: A PLAY-BASED LEARNING TOOL. <i>Paediatrics and Child Health</i> , 2018, 23, e48-e48.	0.6	0
95	Pedagogical strategies in teaching invasive prenatal procedures: a scoping review protocol. <i>BMJ Open</i> , 2019, 9, e024629.	1.9	0
96	ID: 3522497 HOW ENDOSCOPY TEACHERS MAKE POLYPECTOMY ENTRUSTMENT DECISIONS IN CLINICAL AND SIMULATION-BASED SETTINGS. <i>Gastrointestinal Endoscopy</i> , 2021, 93, AB72.	1.0	0
97	Understanding the Influence of the Junior Attending Role on Transition to Practice: A Qualitative Study. <i>Journal of Graduate Medical Education</i> , 2022, 14, 89-98.	1.3	0
98	D'Amico et al. <i>Canadian Family Physician</i> , 2021, 67, 326-328.	0.4	0