

Rose Hatala

List of Publications by Year in descending order

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Version: 2024-02-01

44
papers

2,875
citations

257101

24
h-index

264894

42
g-index

45
all docs

45
docs citations

45
times ranked

3021
citing authors

#	ARTICLE	IF	CITATIONS
1	A systematic review of evidence-based practices for clinical education and health care delivery in the clinical teaching unit. <i>Cmaj</i> , 2022, 194, E186-E194.	0.9	1
2	Collective case study of supervision and competence judgments on the inpatient internal medicine ward. <i>Perspectives on Medical Education</i> , 2021, 10, 155-162.	1.8	5
3	Entrustable Professional Activities and Entrustment Decision Making: A Development and Research Agenda for the Next Decade. <i>Academic Medicine</i> , 2021, 96, S96-S104.	0.8	29
4	Numbers Encapsulate, Words Elaborate: Toward the Best Use of Comments for Assessment and Feedback on Entrustment Ratings. <i>Academic Medicine</i> , 2021, 96, S81-S86.	0.8	28
5	Necessary but not sufficient: identifying conditions for effective feedback during internal medicine residents' clinical education. <i>Advances in Health Sciences Education</i> , 2020, 25, 641-654.	1.7	10
6	Virtual Dissection with Clinical Radiology Cases Provides Educational Value to First Year Medical Students. <i>Academic Radiology</i> , 2020, 27, 1633-1640.	1.3	24
7	The nature of learning from simulation: Now I know it, now I'll do it, I'll work on that. <i>Medical Education</i> , 2020, 54, 652-659.	1.1	3
8	Integrated virtual and cadaveric dissection laboratories enhance first year medical students' anatomy experience: a pilot study. <i>BMC Medical Education</i> , 2019, 19, 366.	1.0	58
9	Entrustment Ratings in Internal Medicine Training: Capturing Meaningful Supervision Decisions or Just Another Rating?. <i>Journal of General Internal Medicine</i> , 2019, 34, 740-743.	1.3	36
10	How well is each learner learning? Validity investigation of a learning curve-based assessment approach for ECG interpretation. <i>Advances in Health Sciences Education</i> , 2019, 24, 45-63.	1.7	28
11	Beyond hands-on and hands-off: supervisory approaches and entrustment on the inpatient ward. <i>Medical Education</i> , 2018, 52, 1028-1040.	1.1	32
12	Virtual Dissection Adds Educational Value to a Traditional Medical Undergraduate Cadaveric Anatomy Course. <i>FASEB Journal</i> , 2018, 32, 635.2.	0.2	0
13	Staging a performance: learners' perceptions about direct observation during residency. <i>Medical Education</i> , 2017, 51, 498-510.	1.1	102
14	Using In-Training Evaluation Report (ITER) Qualitative Comments to Assess Medical Students and Residents: A Systematic Review. <i>Academic Medicine</i> , 2017, 92, 868-879.	0.8	49
15	Do OSCE progress test scores predict performance in a national high-stakes examination?. <i>Medical Education</i> , 2016, 50, 351-358.	1.1	44
16	Teaching gynaecological examinations. <i>Medical Education</i> , 2016, 50, 592-592.	1.1	1
17	Investigating conditions for meaningful feedback in the context of an evidence-based feedback programme. <i>Medical Education</i> , 2016, 50, 943-954.	1.1	63
18	“Sometimes the work just needs to be done”: socio-cultural influences on direct observation in medical training. <i>Medical Education</i> , 2016, 50, 1054-1064.	1.1	88

#	ARTICLE	IF	CITATIONS
19	Validation of educational assessments: a primer for simulation and beyond. <i>Advances in Simulation</i> , 2016, 1, 31.	1.0	204
20	Learning Curves in Health Professions Education. <i>Academic Medicine</i> , 2015, 90, 1034-1042.	0.8	124
21	Constructing a validity argument for the Objective Structured Assessment of Technical Skills (OSATS): a systematic review of validity evidence. <i>Advances in Health Sciences Education</i> , 2015, 20, 1149-1175.	1.7	104
22	Accuracy of Spleen Measurement by Medical Residents Using Hand-Carried Ultrasound. <i>Journal of Ultrasound in Medicine</i> , 2015, 34, 2203-2207.	0.8	9
23	Notes From the Field. <i>Evaluation and the Health Professions</i> , 2015, 38, 419-422.	0.9	6
24	A contemporary approach to validity arguments: a practical guide to Kane's framework. <i>Medical Education</i> , 2015, 49, 560-575.	1.1	371
25	How to Read a Systematic Review and Meta-analysis and Apply the Results to Patient Care. <i>JAMA - Journal of the American Medical Association</i> , 2014, 312, 171.	3.8	354
26	Feedback for simulation-based procedural skills training: a meta-analysis and critical narrative synthesis. <i>Advances in Health Sciences Education</i> , 2014, 19, 251-272.	1.7	140
27	What counts as validity evidence? Examples and prevalence in a systematic review of simulation-based assessment. <i>Advances in Health Sciences Education</i> , 2014, 19, 233-250.	1.7	235
28	Estimation of Spleen Size With Hand-Carried Ultrasound. <i>Journal of Ultrasound in Medicine</i> , 2014, 33, 1225-1230.	0.8	9
29	Cognitive Load Theory: Implications for Nursing Education and Research. <i>Canadian Journal of Nursing Research</i> , 2014, 46, 28-41.	0.6	3
30	Simulation-Based Training for Cardiac Auscultation Skills: Systematic Review and Meta-Analysis. <i>Journal of General Internal Medicine</i> , 2013, 28, 283-291.	1.3	71
31	Practice makes perfect... sometimes. <i>Medical Education</i> , 2011, 45, 114-116.	1.1	5
32	Modification of an OSCE format to enhance patient continuity in a high-stakes assessment of clinical performance. <i>BMC Medical Education</i> , 2011, 11, 23.	1.0	18
33	Development and Validation of a Cardiac Findings Checklist for Use With Simulator-Based Assessments of Cardiac Physical Examination Competence. <i>Simulation in Healthcare</i> , 2009, 4, 17-21.	0.7	10
34	Assessing cardiac physical examination skills using simulation technology and real patients: a comparison study. <i>Medical Education</i> , 2008, 42, 628-636.	1.1	36
35	Internal medicine residents'™ perceptions of the Mini-Clinical Evaluation Exercise. <i>Medical Teacher</i> , 2008, 30, 414-419.	1.0	62
36	Assessing the Relationship between Cardiac Physical Examination Technique and Accurate Bedside Diagnosis during an Objective Structured Clinical Examination (OSCE). <i>Academic Medicine</i> , 2007, 82, S26-S29.	0.8	11

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37	Does physical examination competence correlate with bedside diagnostic acumen? An observational study. <i>Medical Teacher</i> , 2007, 29, 199-203.	1.0	6
38	Beyond journal clubs. <i>Journal of General Internal Medicine</i> , 2006, 21, 538-541.	1.3	56
39	Assessing the mini-Clinical Evaluation Exercise in comparison to a national specialty examination. <i>Medical Education</i> , 2006, 40, 950-956.	1.1	63
40	Incorporating Simulation Technology in a Canadian Internal Medicine Specialty Examination: A Descriptive Report. <i>Academic Medicine</i> , 2005, 80, 554-556.	0.8	49
41	Tips for learners of evidence-based medicine: 4. Assessing heterogeneity of primary studies in systematic reviews and whether to combine their results. <i>Cmaj</i> , 2005, 172, 661-665.	0.9	129
42	Research in Medical Educationâ€™Reply. <i>JAMA - Journal of the American Medical Association</i> , 2003, 289, 176.	3.8	0
43	Evaluating the Teaching of Evidence-Based Medicine. <i>JAMA - Journal of the American Medical Association</i> , 2002, 288, 1110.	3.8	194
44	A qualitative study of medical studentsâ€™™ perceptions of resident feedback. <i>Medical Education</i> , 0, , .	1.1	2