

Huiju Chen

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7977148/publications.pdf>

Version: 2024-02-01

43
papers

2,324
citations

279701

23
h-index

315616

38
g-index

43
all docs

43
docs citations

43
times ranked

2108
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Curriculum development for the workplace using Entrustable Professional Activities (EPAs): AMEE Guide No. 99. <i>Medical Teacher</i> , 2015, 37, 983-1002. | 1.0 | 485 |
| 2 | The Case for Use of Entrustable Professional Activities in Undergraduate Medical Education. <i>Academic Medicine</i> , 2015, 90, 431-436. | 0.8 | 302 |
| 3 | A systematic review of retention of adult advanced life support knowledge and skills in healthcare providers. <i>Resuscitation</i> , 2012, 83, 1055-1060. | 1.3 | 242 |
| 4 | Evidence-Based Medicine Training in Undergraduate Medical Education. <i>Academic Medicine</i> , 2013, 88, 1022-1028. | 0.8 | 117 |
| 5 | Twelve tips for the implementation of EPAs for assessment and entrustment decisions. <i>Medical Teacher</i> , 2017, 39, 802-807. | 1.0 | 113 |
| 6 | Assessing Trainees and Making Entrustment Decisions: On the Nature and Use of Entrustment-Supervision Scales. <i>Academic Medicine</i> , 2020, 95, 1662-1669. | 0.8 | 98 |
| 7 | How to Measure Success: The Impact of Scholarly Concentrations on Studentsâ€™ A Literature Review. <i>Academic Medicine</i> , 2010, 85, 438-452. | 0.8 | 96 |
| 8 | Scoping Review of Entrustable Professional Activities in Undergraduate Medical Education. <i>Academic Medicine</i> , 2019, 94, 1040-1049. | 0.8 | 86 |
| 9 | Education in Pediatrics Across the Continuum (EPAC): First Steps Toward Realizing the Dream of Competency-Based Education. <i>Academic Medicine</i> , 2018, 93, 414-420. | 0.8 | 74 |
| 10 | Developing Entrustable Professional Activities for Entry Into Clerkship. <i>Academic Medicine</i> , 2016, 91, 247-255. | 0.8 | 66 |
| 11 | The Health Professions Education Pathway: Preparing Students, Residents, and Fellows to Become Future Educators. <i>Teaching and Learning in Medicine</i> , 2017, 29, 216-227. | 1.3 | 61 |
| 12 | Legitimate workplace roles and activities for early learners. <i>Medical Education</i> , 2014, 48, 136-145. | 1.1 | 60 |
| 13 | An Innovative Residency Program Designed to Develop Leaders to Improve the Health of Children. <i>Academic Medicine</i> , 2010, 85, 1603-1608. | 0.8 | 47 |
| 14 | The ingredients of a rich entrustment decision. <i>Medical Teacher</i> , 2020, 42, 1413-1420. | 1.0 | 47 |
| 15 | Addressing the hidden curriculum in the clinical workplace: A practical tool for trainees and faculty. <i>Medical Teacher</i> , 2019, 41, 36-43. | 1.0 | 44 |
| 16 | Challenges to Learning Evidence-Based Medicine and Educational Approaches to Meet These Challenges. <i>Academic Medicine</i> , 2016, 91, 101-106. | 0.8 | 36 |
| 17 | Studentsâ€™ goal orientations, perceptions of early clinical experiences and learning outcomes. <i>Medical Education</i> , 2016, 50, 203-213. | 1.1 | 36 |
| 18 | Creating an ideal social and behavioural sciences curriculum for medical students. <i>Medical Education</i> , 2010, 44, 1194-1202. | 1.1 | 32 |

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|----|--|-----|-----------|
| 19 | The Next Steps in Competency-Based Medical Education: Milestones, Entrustable Professional Activities and Observable Practice Activities. <i>Journal of General Internal Medicine</i> , 2014, 29, 1090-1092. | 1.3 | 32 |
| 20 | Teaching patient-centered communication skills: a telephone follow-up curriculum for medical students. <i>Medical Education Online</i> , 2014, 19, 22522. | 1.1 | 31 |
| 21 | Characterization of a HeLa cDNA clone encoding the human SII protein, an elongation factor for RNA polymerase II. <i>Gene</i> , 1992, 116, 253-258. | 1.0 | 29 |
| 22 | Residency Is Not a Race: Our Ten-Year Experience with a Flexible Schedule Residency Training Option. <i>Academic Medicine</i> , 2004, 79, 447-452. | 0.8 | 27 |
| 23 | Sequencing learning experiences to engage different level learners in the workplace: An interview study with excellent clinical teachers. <i>Medical Teacher</i> , 2015, 37, 1090-1097. | 1.0 | 27 |
| 24 | The COVID-19 Pandemic as an Imperative to Advance Medical Student Assessment: Three Areas for Change. <i>Academic Medicine</i> , 2021, 96, 182-185. | 0.8 | 24 |
| 25 | The Prevalence of Social and Behavioral Topics and Related Educational Opportunities During Attending Rounds. <i>Academic Medicine</i> , 2014, 89, 1548-1557. | 0.8 | 15 |
| 26 | Common Qualitative Methodologies and Research Designs in Health Professions Education. <i>Academic Medicine</i> , 2016, 91, e5-e5. | 0.8 | 15 |
| 27 | Workplace affordances to increase learner engagement in the clinical workplace. <i>Medical Education</i> , 2015, 49, 1184-1186. | 1.1 | 12 |
| 28 | An interview study of how clinical teachers develop skills to attend to different level learners. <i>Medical Teacher</i> , 2016, 38, 578-584. | 1.0 | 12 |
| 29 | Examining the readiness of best evidence in medical education guides for integration into educational practice: A meta-synthesis. <i>Perspectives on Medical Education</i> , 2022, 7, 292-301. | 1.8 | 12 |
| 30 | Developing a Novel 4-C Framework to Enhance Participation in Faculty Development. <i>Teaching and Learning in Medicine</i> , 2020, 32, 371-379. | 1.3 | 10 |
| 31 | Medical Students's™ Perspectives on Entrustment Decision Making in an Entrustable Professional Activity Assessment Framework: A Secondary Data Analysis. <i>Academic Medicine</i> , 2021, 96, 1175-1181. | 0.8 | 8 |
| 32 | The parts, the sum and the whole" Evaluating students in teams. <i>Medical Teacher</i> , 2016, 38, 639-641. | 1.0 | 7 |
| 33 | Impact of an Information Retrieval and Management Curriculum on Medical Student Citations. <i>Academic Medicine</i> , 2009, 84, S38-S41. | 0.8 | 6 |
| 34 | The Feasibility of Longitudinal Patient Contacts in a Large Medical School. <i>Teaching and Learning in Medicine</i> , 2019, 31, 178-185. | 1.3 | 5 |
| 35 | How Does a Comprehensive Clinical Performance Examination Relate to Ratings on the Medical School Student Performance Evaluation?. <i>Teaching and Learning in Medicine</i> , 2011, 23, 12-14. | 1.3 | 3 |
| 36 | Utility of the AAMC's Graduation Questionnaire to Study Behavioral and Social Sciences Domains in Undergraduate Medical Education. <i>Academic Medicine</i> , 2010, 85, 169-176. | 0.8 | 2 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 37 | Patient-Centered Teaching in a Technology-Dominated Era. Southern Medical Journal, 2016, 109, 743-746. | 0.3 | 2 |
| 38 | The SBS Toolbox: Clinical Pearls From the Social and Behavioral Sciences. MedEdPORTAL: the Journal of Teaching and Learning Resources, 0, , . | 0.5 | 2 |
| 39 | Introducing physical examination practice into problem-based learning. Medical Education, 2007, 41, 1087-1088. | 1.1 | 1 |
| 40 | Does the Duration of a Scholarly Concentration Affect Medical Students' Productivity?. Academic Medicine, 2011, 86, 3. | 0.8 | 0 |
| 41 | Workshop in a Box: Project Management for Faculty and Learner Development. MedEdPORTAL: the Journal of Teaching and Learning Resources, 0, , . | 0.5 | 0 |
| 42 | Enhancing Behavioral and Social Science at the Bedside: Core Skills for Clinicians and Teachers. MedEdPORTAL: the Journal of Teaching and Learning Resources, 0, , . | 0.5 | 0 |
| 43 | 50 Years Ago in T J P. Journal of Pediatrics, 2022, 241, 220. | 0.9 | 0 |