

# John Q Young

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8243714/publications.pdf>

Version: 2024-02-01

64  
papers

1,778  
citations

535685

17  
h-index

325983

40  
g-index

67  
all docs

67  
docs citations

67  
times ranked

1967  
citing authors

#	ARTICLE	IF	CITATIONS
1	Applying cognitive load theory to medical education: construct and measurement challenges. Perspectives on Medical Education, 2022, 4, 107-109.	1.8	36
2	Measuring cognitive load: mixed results from a handover simulation for medical students. Perspectives on Medical Education, 2022, 5, 24-32.	1.8	34
3	A mobile app to capture EPA assessment data: Utilizing the consolidated framework for implementation research to identify enablers and barriers to engagement. Perspectives on Medical Education, 2022, 9, 210-219.	1.8	19
4	The Impact of Physicians' COVID-19 Pandemic Occupational Experiences on Mental Health. Journal of Occupational and Environmental Medicine, 2022, 64, 151-157.	0.9	11
5	Supervision and Care Quality as Perceived by Redeployed Attendings, Fellows, and Residents During a COVID-19 Surge: Lessons for the Future. Academic Medicine, 2022, 97, S28-S34.	0.8	6
6	The Effect of the COVID-19 Pandemic on Pediatric Physician Wellness: A Cross-Sectional Study. International Journal of Environmental Research and Public Health, 2022, 19, 3745.	1.2	5
7	Evidence for validity for the Cognitive Load Inventory for Handoffs. Medical Education, 2021, 55, 222-232.	1.1	11
8	Wresting with Implementation: a Step-By-Step Guide to Implementing Entrustable Professional Activities (EPAs) in Psychiatry Residency Programs. Academic Psychiatry, 2021, 45, 210-216.	0.4	7
9	Psychiatry Clinical Skills Evaluation: a Multisite Study of Validity. Academic Psychiatry, 2021, 45, 413-419.	0.4	2
10	Features of the learner, task, and instructional environment that predict cognitive load types during patient handoffs: Implications for instruction. Applied Cognitive Psychology, 2021, 35, 775-784.	0.9	1
11	From Burnout to Wholehearted Engagement: A Qualitative Exploration of Psychiatry Residents' Experience of Stress. Academic Medicine, 2021, 96, 709-717.	0.8	4
12	Exploring the relationship between emotion and cognitive load types during patient handovers. Advances in Health Sciences Education, 2021, 26, 1463-1489.	1.7	5
13	Questioning medical competence: Should the Covid-19 crisis affect the goals of medical education?. Medical Teacher, 2021, 43, 817-823.	1.0	23
14	The medical pause: Importance, processes and training. Medical Education, 2021, 55, 1152-1160.	1.1	12
15	Advancing Workplace-Based Assessment in Psychiatric Education. Psychiatric Clinics of North America, 2021, 44, 317-332.	0.7	3
16	Competency-Based Assessment in Psychiatric Education. Psychiatric Clinics of North America, 2021, 44, 217-235.	0.7	2
17	Supervision, Interprofessional Collaboration, and Patient Safety in Intensive Care Units during the COVID-19 Pandemic. ATS Scholar, 2021, 2, 397-414.	0.5	7
18	Influence of Emotion on Cognitive Load Experienced by Trainees While Performing Patient Handoffs. Academic Medicine, 2021, 96, S221-S222.	0.8	0

#	ARTICLE	IF	CITATIONS
19	Fast, Easy, and Good: Assessing Entrustable Professional Activities in Psychiatry Residents With a Mobile App. <i>Academic Medicine</i> , 2020, 95, 1546-1549.	0.8	22
20	Exploring Residents'™ Experience of Career Development Scholarship Tracks: A Qualitative Case Study Using Social Cognitive Career Theory. <i>Teaching and Learning in Medicine</i> , 2020, 32, 522-530.	1.3	7
21	Overcoming the Challenges of Direct Observation and Feedback Programs: A Qualitative Exploration of Resident and Faculty Experiences. <i>Teaching and Learning in Medicine</i> , 2020, 32, 541-551.	1.3	17
22	Where Passion Meets Need: a Longitudinal, Self-Directed Program to Help Residents Discover Meaning and Develop as Scholars. <i>Academic Psychiatry</i> , 2020, 44, 455-460.	0.4	5
23	Faculty and Resident Engagement With a Workplace-Based Assessment Tool: Use of Implementation Science to Explore Enablers and Barriers. <i>Academic Medicine</i> , 2020, 95, 1937-1944.	0.8	13
24	Using Cognitive Load Theory to Improve Teaching in the Clinical Workplace. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2020, 16, 10983.	0.5	0
25	Using Cognitive Load Theory to Improve Teaching in the Clinical Workplace. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2020, 16, 10983.	0.5	5
26	Trainee perception of cognitive load during observed faculty staff teaching of procedural skills. <i>Medical Education</i> , 2019, 53, 925-940.	1.1	13
27	Advancing Our Understanding of Narrative Comments Generated by Direct Observation Tools: Lessons From the Psychopharmacotherapy-Structured Clinical Observation. <i>Journal of Graduate Medical Education</i> , 2019, 11, 570-579.	0.6	12
28	Clinician-™Educator Tracks for Trainees in Graduate Medical Education: A Scoping Review. <i>Academic Medicine</i> , 2019, 94, 1599-1609.	0.8	26
29	Cognitive load theory for training health professionals in the workplace: A BEME review of studies among diverse professions: BEME Guide No. 53. <i>Medical Teacher</i> , 2019, 41, 256-270.	1.0	55
30	Delivering on the Promise of CLER: A Patient Safety Rotation That Aligns Resident Education With Hospital Processes. <i>Academic Medicine</i> , 2018, 93, 898-903.	0.8	6
31	Developing End-of-Training Entrustable Professional Activities for Psychiatry: Results and Methodological Lessons. <i>Academic Medicine</i> , 2018, 93, 1048-1054.	0.8	38
32	Performance Assessment of Pharmacotherapy: Results from a Content Validity Survey of the Psychopharmacotherapy-Structured Clinical Observation (P-SCO) Tool. <i>Academic Psychiatry</i> , 2018, 42, 765-772.	0.4	10
33	Evidence for the Validity of the Psychopharmacotherapy-Structured Clinical Observation Tool: Results of a Factor and Time Series Analysis. <i>Academic Psychiatry</i> , 2018, 42, 759-764.	0.4	12
34	Year-End Resident Clinic Handoffs: Narrative Review and Recommendations for Improvement. <i>Joint Commission Journal on Quality and Patient Safety</i> , 2017, 43, 71-79.	0.4	3
35	Improving Handoffs Curricula: Instructional Techniques From Cognitive Load Theory. <i>Academic Medicine</i> , 2017, 92, 719-719.	0.8	2
36	Learner, Patient, and Supervisor Features Are Associated With Different Types of Cognitive Load During Procedural Skills Training: Implications for Teaching and Instructional Design. <i>Academic Medicine</i> , 2017, 92, 1622-1631.	0.8	45

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37	Assessing Residents'™ Confidence in the Context of Pharmacotherapy Competence. <i>Academic Psychiatry</i> , 2017, 41, 350-353.	0.4	10
38	The Systems SOAP Note: A Systems Learning Tool. <i>Academic Psychiatry</i> , 2016, 40, 164-171.	0.4	4
39	Measuring cognitive load during procedural skills training with colonoscopy as an exemplar. <i>Medical Education</i> , 2016, 50, 682-692.	1.1	47
40	Influence of learner knowledge and case complexity on handover accuracy and cognitive load: results from a simulation study. <i>Medical Education</i> , 2016, 50, 969-978.	1.1	16
41	Performance of a cognitive load inventory during simulated handoffs: Evidence for validity. <i>SAGE Open Medicine</i> , 2016, 4, 205031211668225.	0.7	9
42	Generating Research Questions Appropriate for Qualitative Studies in Health Professions Education. <i>Academic Medicine</i> , 2016, 91, e16-e16.	0.8	6
43	Sa1225 Freeing Working Memory to Learn Colonoscopy: A Study on Cognitive Load During Colonoscopy Training in a National Sample of Gastroenterology Fellows. <i>Gastrointestinal Endoscopy</i> , 2016, 83, AB261-AB262.	0.5	0
44	Advancing the next generation of handover research and practice with cognitive load theory. <i>BMJ Quality and Safety</i> , 2016, 25, 66-70.	1.8	25
45	Unpacking the Complexity of Patient Handoffs Through the Lens of Cognitive Load Theory. <i>Teaching and Learning in Medicine</i> , 2016, 28, 88-96.	1.3	36
46	The Program Director Scholar: Aspiration and Perspiration. <i>Academic Psychiatry</i> , 2015, 39, 73-75.	0.4	0
47	Residency Training in Handoffs: a Survey of Program Directors in Psychiatry. <i>Academic Psychiatry</i> , 2015, 39, 132-138.	0.4	8
48	Prevalence of behavioral health disorders and associated chronic disease burden in a commercially insured health system: findings of a case-control study. <i>General Hospital Psychiatry</i> , 2015, 37, 101-108.	1.2	35
49	Cognitive Load Theory: Implications for medical education: AMEE Guide No. 86. <i>Medical Teacher</i> , 2014, 36, 371-384.	1.0	516
50	Perioperative Use of Selective Serotonin Reuptake Inhibitors and Risks for Adverse Outcomes of Surgery. <i>JAMA Internal Medicine</i> , 2013, 173, 1075.	2.6	92
51	Residents' perspectives on the final year of medical school. <i>International Journal of Medical Education</i> , 2012, 3, 151-158.	0.6	15
52	The patient handover as an entrustable professional activity: adding meaning in teaching and practice. <i>BMJ Quality and Safety</i> , 2012, 21, i9-i12.	1.8	66
53	Impact of the "July Effect" on Patient Outcomes. <i>Annals of Internal Medicine</i> , 2012, 156, 168.	2.0	0
54	Development and Initial Testing of a Structured Clinical Observation Tool to Assess Pharmacotherapy Competence. <i>Academic Psychiatry</i> , 2011, 35, 27-34.	0.4	20

#	ARTICLE	IF	CITATIONS
55	Enhancing Patient Safety and Resident Education During the Academic Year-End Transfer of Outpatients: Lessons From the Suicide of a Psychiatric Patient. <i>Academic Psychiatry</i> , 2011, 35, 54-57.	0.4	17
56	Ask the Expert: Patient Safety During Transitions in Care. <i>Focus (American Psychiatric Publishing)</i> , 2011, 9, 183-185.	0.4	1
57	“July Effect” Impact of the Academic Year-End Changeover on Patient Outcomes. <i>Annals of Internal Medicine</i> , 2011, 155, 309.	2.0	271
58	Improving Follow-Up of High-Risk Psychiatry Outpatients at Resident Year-End Transfer. <i>Joint Commission Journal on Quality and Patient Safety</i> , 2011, 37, 300-AP2.	0.4	15
59	Improving Resident Education and Patient Safety: A Method to Balance Initial Caseloads at Academic Year-End Transfer. <i>Academic Medicine</i> , 2010, 85, 1418-1424.	0.8	20
60	Cognitive-Behavior Therapy for Severe Mental Illness: An Illustrated Guide by Wright Jesse , Turkington Douglas , Kingdon David G. , and Basco Monica Ramirez . Washington, D.C. American Psychiatric Publishing, 2009, 354pp., \$65.00. <i>American Journal of Psychiatry</i> , 2010, 167, 108-108.	4.0	1
61	Academic Year-End Transfers of Outpatients From Outgoing to Incoming Residents. <i>JAMA - Journal of the American Medical Association</i> , 2009, 302, 1327.	3.8	47
62	Applying Toyota Production System Principles to a Psychiatric Hospital: Making Transfers Safer and More Timely. <i>Joint Commission Journal on Quality and Patient Safety</i> , 2009, 35, 439-AP8.	0.4	16
63	Reconceptualizing Medication Management: Implications for Training and Clinical Practice. <i>Journal of Clinical Psychiatry</i> , 2009, 70, 1722-1723.	1.1	3
64	Evidence for validity of the epidemic-pandemic impacts inventory (brief healthcare module): Internal structure and association with other variables. <i>Archives of Environmental and Occupational Health</i> , 0, , 1-10.	0.7	3