

John Q Young

List of Publications by Year in descending order

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64
papers

1,778
citations

471371

17
h-index

289141

40
g-index

67
all docs

67
docs citations

67
times ranked

1857
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. Academic Psychiatry, 2017, 41, 350-353.	0.4	10
38	The Systems SOAP Note: A Systems Learning Tool. Academic Psychiatry, 2016, 40, 164-171.	0.4	4
39	Measuring cognitive load during procedural skills training with colonoscopy as an exemplar. Medical Education, 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. Medical Education, 2016, 50, 969-978.	1.1	16
41	Performance of a cognitive load inventory during simulated handoffs: Evidence for validity. SAGE Open Medicine, 2016, 4, 205031211668225.	0.7	9
42	Generating Research Questions Appropriate for Qualitative Studies in Health Professions Education. Academic Medicine, 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. Gastrointestinal Endoscopy, 2016, 83, AB261-AB262.	0.5	0
44	Advancing the next generation of handover research and practice with cognitive load theory. BMJ Quality and Safety, 2016, 25, 66-70.	1.8	25
45	Unpacking the Complexity of Patient Handoffs Through the Lens of Cognitive Load Theory. Teaching and Learning in Medicine, 2016, 28, 88-96.	1.3	36
46	The Program Director Scholar: Aspiration and Perspiration. Academic Psychiatry, 2015, 39, 73-75.	0.4	0
47	Residency Training in Handoffs: a Survey of Program Directors in Psychiatry. Academic Psychiatry, 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. General Hospital Psychiatry, 2015, 37, 101-108.	1.2	35
49	Cognitive Load Theory: Implications for medical education: AMEE Guide No. 86. Medical Teacher, 2014, 36, 371-384.	1.0	516
50	Perioperative Use of Selective Serotonin Reuptake Inhibitors and Risks for Adverse Outcomes of Surgery. JAMA Internal Medicine, 2013, 173, 1075.	2.6	92
51	Residents' perspectives on the final year of medical school. International Journal of Medical Education, 2012, 3, 151-158.	0.6	15
52	The patient handover as an entrustable professional activity: adding meaning in teaching and practice. BMJ Quality and Safety, 2012, 21, i9-i12.	1.8	66
53	Impact of the "July Effect" on Patient Outcomes. Annals of Internal Medicine, 2012, 156, 168.	2.0	0
54	Development and Initial Testing of a Structured Clinical Observation Tool to Assess Pharmacotherapy Competence. Academic Psychiatry, 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. Academic Psychiatry, 2011, 35, 54-57.	0.4	17
56	Ask the Expert: Patient Safety During Transitions in Care. Focus (American Psychiatric Publishing), 2011, 9, 183-185.	0.4	1
57	July Effect: Impact of the Academic Year-End Changeover on Patient Outcomes. Annals of Internal Medicine, 2011, 155, 309.	2.0	271
58	Improving Follow-Up of High-Risk Psychiatry Outpatients at Resident Year-End Transfer. Joint Commission Journal on Quality and Patient Safety, 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. Academic Medicine, 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. American Journal of Psychiatry, 2010, 167, 108-108.	4.0	1
61	Academic Year-End Transfers of Outpatients From Outgoing to Incoming Residents. JAMA - Journal of the American Medical Association, 2009, 302, 1327.	3.8	47
62	Applying Toyota Production System Principles to a Psychiatric Hospital: Making Transfers Safer and More Timely. Joint Commission Journal on Quality and Patient Safety, 2009, 35, 439-AP8.	0.4	16
63	Reconceptualizing Medication Management: Implications for Training and Clinical Practice. Journal of Clinical Psychiatry, 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. Archives of Environmental and Occupational Health, 0, , 1-10.	0.7	3