

Elizabeth A Rider, Msw

List of Publications by Year in descending order

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Version: 2024-02-01

58
papers

1,231
citations

394421

19
h-index

377865

34
g-index

60
all docs

60
docs citations

60
times ranked

1087
citing authors

#	ARTICLE	IF	CITATIONS
1	Communication skills competencies: definitions and a teaching toolbox. <i>Medical Education</i> , 2006, 40, 624-629.	2.1	177
2	A model for communication skills assessment across the undergraduate curriculum. <i>Medical Teacher</i> , 2006, 28, e127-e134.	1.8	111
3	NASPGHAN Guidelines for Training in Pediatric Gastroenterology. <i>Journal of Pediatric Gastroenterology and Nutrition</i> , 2013, 56, S1-8.	1.8	92
4	Microethics: The Ethics of Everyday Clinical Practice. <i>Hastings Center Report</i> , 2015, 45, 11-17.	1.0	84
5	The International Charter for Human Values in Healthcare: An interprofessional global collaboration to enhance values and communication in healthcare. <i>Patient Education and Counseling</i> , 2014, 96, 273-280.	2.2	76
6	Assessment of Communication Skills and Self-Appraisal in the Simulated Environment: Feasibility of Multirater Feedback with Gap Analysis. <i>Simulation in Healthcare</i> , 2009, 4, 22-29.	1.2	64
7	Pediatric residents' perceptions of communication competencies: Implications for teaching. <i>Medical Teacher</i> , 2008, 30, e208-e217.	1.8	62
8	The reliability of a modified Kalamazoo Consensus Statement Checklist for assessing the communication skills of multidisciplinary clinicians in the simulated environment. <i>Patient Education and Counseling</i> , 2014, 96, 411-418.	2.2	59
9	Mental health and wellbeing of children and adolescents during the covid-19 pandemic. <i>BMJ, The</i> , 2021, 374, n1730.	6.0	52
10	Healthcare at the Crossroads: The Need to Shape an Organizational Culture of Humanistic Teaching and Practice. <i>Journal of General Internal Medicine</i> , 2018, 33, 1092-1099.	2.6	39
11	Performance Profiles: The Influence of Patient Satisfaction Data on Physicians' Practice. <i>Pediatrics</i> , 2002, 109, 752-757.	2.1	34
12	A Multi-Institutional Longitudinal Faculty Development Program in Humanism Supports the Professional Development of Faculty Teachers. <i>Academic Medicine</i> , 2017, 92, 1680-1686.	1.6	33
13	Multi-rater feedback with gap analysis: An innovative means to assess communication skill and self-insight. <i>Patient Education and Counseling</i> , 2010, 80, 321-326.	2.2	30
14	How physicians draw satisfaction and overcome barriers in their practices: "It sustains me". <i>Patient Education and Counseling</i> , 2017, 100, 2320-2330.	2.2	30
15	Cross-cultural adaptation of an innovative approach to learning about difficult conversations in healthcare. <i>Medical Teacher</i> , 2011, 33, e57-e64.	1.8	29
16	Evaluating ego defense mechanisms using clinical interviews: an empirical study of adolescent diabetic and psychiatric patients. <i>Journal of Adolescence</i> , 1986, 9, 303-319.	2.4	26
17	Assumptions and blind spots in patient-centredness: action research between American and Italian health care professionals. <i>Medical Education</i> , 2008, 42, 712-720.	2.1	26
18	Sharing stories: Narrative medicine in an evidence-based world. <i>Patient Education and Counseling</i> , 2004, 54, 251-253.	2.2	22

#	ARTICLE	IF	CITATIONS
19	Team-based learning: a strategy for interprofessional collaboration. <i>Medical Education</i> , 2006, 40, 486-487.	2.1	20
20	Advanced Communication Strategies for Relationship-Centered Care. <i>Pediatric Annals</i> , 2011, 40, 447-453.	0.8	19
21	Lupus nephritis. New sonographic findings.. <i>Journal of Ultrasound in Medicine</i> , 1987, 6, 75-79.	1.7	14
22	Development of a Standardized Kalamazoo Communication Skills Assessment Tool for Radiologists: Validation, Multisource Reliability, and Lessons Learned. <i>American Journal of Roentgenology</i> , 2017, 209, 351-357.	2.2	14
23	The Academies Collaborative. <i>Academic Medicine</i> , 2002, 77, 455.	1.6	10
24	Using interprofessional team-based learning to develop health care policy. <i>Medical Education</i> , 2008, 42, 519-520.	2.1	10
25	Views of institutional leaders on maintaining humanism in today's practice. <i>Patient Education and Counseling</i> , 2019, 102, 1911-1916.	2.2	10
26	A model for merging residency programmes during health care consolidations: a course for success. <i>Medical Education</i> , 2003, 37, 794-801.	2.1	9
27	Interprofessional Learning to Improve Communication in Challenging Healthcare Conversations: What Clinicians Learn From Each Other. <i>Journal of Continuing Education in the Health Professions</i> , 2019, 39, 201-209.	1.3	9
28	Teaching communication skills. <i>Medical Education</i> , 2004, 38, 558-559.	2.1	8
29	Parents and interprofessional learning in pediatrics: integrating personhood and practice. <i>Journal of Interprofessional Care</i> , 2011, 25, 152-153.	1.7	7
30	Identifying intangible assets in interprofessional healthcare organizations: feasibility of an asset inventory. <i>Journal of Interprofessional Care</i> , 2019, 33, 583-586.	1.7	7
31	Sonographic diagnosis of a chylous mesenteric cyst. <i>Journal of Clinical Ultrasound</i> , 1986, 14, 458-460.	0.8	6
32	Giving Constructive Feedback. <i>JAMA - Journal of the American Medical Association</i> , 1995, 274, 867f.	7.4	6
33	Development of a Brazilian Portuguese adapted version of the Gap-Kalamazoo communication skills assessment form. <i>International Journal of Medical Education</i> , 2016, 7, 400-405.	1.2	6
34	An approach to evaluating adolescent adaptive processes: Validity of an interview-based measure. <i>Journal of Youth and Adolescence</i> , 1986, 15, 355-375.	3.5	5
35	Feedback in Clinical Medical Education: Guidelines for Learners on Receiving Feedback. <i>JAMA - Journal of the American Medical Association</i> , 1995, 274, 938i.	7.4	5
36	Behavioral Health Screening and Referral in the Pediatric Office. <i>Pediatric Annals</i> , 2011, 40, 610-616.	0.8	5

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37	Engagement and listening skills: identifying learning needs. Medical Education, 2008, 42, 1134-1135.	2.1	4
38	Residents as teachers - a faculty development approach to programme development. Medical Education, 2000, 34, 955-956.	2.1	3
39	Compassion. Academic Medicine, 2013, 88, 1197.	1.6	2
40	Answering the Challenge: Diversity, Equity, and Inclusion as a Key to Professionalism. American Journal of Medicine, 2020, 133, e333.	1.5	2
41	Synthetic Sport Shorts Folliculitis. JAMA Pediatrics, 1994, 148, 1230.	3.0	1
42	It's Because They Didn't Know Our Names. JAMA Pediatrics, 2002, 156, 531.	3.0	1
43	Danny's Mother. JAMA Pediatrics, 2003, 157, 228.	3.0	1
44	The Examination. JAMA Pediatrics, 2005, 159, 414.	3.0	1
45	Physical growth, Infant nutrition, Breastfeeding, and General nutrition. Current Opinion in Pediatrics, 1996, 8, 293-297.	2.0	0
46	Nemo on Vacation. JAMA Pediatrics, 2005, 159, 606.	3.0	0
47	Privates. BMJ: British Medical Journal, 2006, 332, 792.	2.3	0
48	Invisible. Academic Emergency Medicine, 2007, 14, 1199-1200.	1.8	0
49	Laying the foundation for boldly advancing interprofessional healthcare in America. Journal of Interprofessional Education and Practice, 2018, 10, 83-84.	0.4	0
50	Embedding shared interprofessional values in healthcare organizational culture: The National Academies of Practice experience. Journal of Interprofessional Education and Practice, 2021, 23, 100348.	0.4	0
51	Pink scrubs. BMJ: British Medical Journal, 2008, 336, 277-277.	2.3	0
52	The International Centre for Communication in Healthcare: Creating Safer and More Compassionate Healthcare Systems around the World. International Journal of Whole Person Care, 2014, 1, .	0.0	0
53	Restoring Core Values: An International Charter for Human Values in Healthcare. International Journal of Whole Person Care, 2014, 1, .	0.0	0
54	Challenging Conversations in Healthcare: Simulation-Based Interprofessional Learning. International Journal of Whole Person Care, 2014, 1, .	0.0	0

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55	Shifting Organizational Cultures: Developing Leaders in Humanistic Interprofessional Education. International Journal of Whole Person Care, 2020, 7, 26.	0.0	0
56	Beyond Resilience and Burnout: The Need for Organizational Change to Promote Humanistic Practice and Teaching in Healthcare. International Journal of Whole Person Care, 2020, 7, 34.	0.0	0
57	Developing a collaborative, humanistic interprofessional healthcare culture: a multi-site study. International Journal of Whole Person Care, 2022, 9, 29-30.	0.0	0
58	Training interprofessional faculty in humanism and professionalism: a qualitative analysis of what is most important. International Journal of Whole Person Care, 2022, 9, 46-47.	0.0	0