

Kori A Ladonna

List of Publications by Year in descending order

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Version: 2024-02-01

37
papers

1,048
citations

516710

16
h-index

454955

30
g-index

38
all docs

38
docs citations

38
times ranked

992
citing authors

#	ARTICLE	IF	CITATIONS
1	â€œRising to the Level of Your Incompetenceâ€: What Physiciansâ€™ Self-Assessment of Their Performance Reveals About the Imposter Syndrome in Medicine. <i>Academic Medicine</i> , 2018, 93, 763-768.	1.6	174
2	Why Open-Ended Survey Questions Are Unlikely to Support Rigorous Qualitative Insights. <i>Academic Medicine</i> , 2018, 93, 347-349.	1.6	144
3	Staging a performance: learnersâ€™ perceptions about direct observation during residency. <i>Medical Education</i> , 2017, 51, 498-510.	2.1	102
4	â€˜Sometimes the work just needs to be doneâ€™: socio-cultural influences on direct observation in medical training. <i>Medical Education</i> , 2016, 50, 1054-1064.	2.1	88
5	Beyond the Guise of Saturation: Rigor and Qualitative Interview Data. <i>Journal of Graduate Medical Education</i> , 2021, 13, 607-611.	1.3	84
6	Where philosophy meets culture: exploring how coaches conceptualise their roles. <i>Medical Education</i> , 2019, 53, 467-476.	2.1	54
7	â€˜Oh my God, I can't handle this!â€™: traineesâ€™ emotional responses to complex situations. <i>Medical Education</i> , 2018, 52, 206-215.	2.1	38
8	Navigating difficult conversations: the role of self-monitoring and reflection-in-action. <i>Medical Education</i> , 2017, 51, 1220-1231.	2.1	32
9	â€˜Who is on your health-care team?â€™ Asking individuals with heart failure about care team membership and roles. <i>Health Expectations</i> , 2017, 20, 198-210.	2.6	32
10	Going against the grain: An exploration of agency in medical learning. <i>Medical Education</i> , 2021, 55, 942-950.	2.1	23
11	Exploring patientsâ€™ and physiciansâ€™ perspectives about competent health advocacy. <i>Medical Education</i> , 2021, 55, 486-495.	2.1	22
12	Wrestling With the Invincibility Myth: Exploring Physiciansâ€™ Resistance to Wellness and Resilience-Building Interventions. <i>Academic Medicine</i> , 2022, 97, 436-443.	1.6	21
13	How Medical Error Shapes Physiciansâ€™ Perceptions of Learning: An Exploratory Study. <i>Academic Medicine</i> , 2019, 94, 1157-1163.	1.6	20
14	Shifting and Sharing: Academic Physiciansâ€™ Strategies for Navigating Underperformance and Failure. <i>Academic Medicine</i> , 2018, 93, 1713-1718.	1.6	19
15	Picturing the Experience of Living With Myotonic Dystrophy (DM1). <i>Journal of Neuroscience Nursing</i> , 2015, 47, 285-295.	1.1	18
16	Beyond Simple Planning: Existential Dimensions of Conversations With Patients at Risk of Dying From Heart Failure. <i>Journal of Pain and Symptom Management</i> , 2017, 54, 637-644.	1.2	18
17	Hard to Swallow. <i>Journal of Neuroscience Nursing</i> , 2016, 48, 42-51.	1.1	17
18	Navigating complexity in team-based clinical settings. <i>Medical Education</i> , 2018, 52, 1125-1137.	2.1	16

#	ARTICLE	IF	CITATIONS
19	A phenomenological exploration of the impact of COVID-19 on the medical education community. <i>Medical Education</i> , 2022, 56, 815-822.	2.1	12
20	How can Artistic Paintings Broaden Medical Students' Understanding of the Radiology Profession?. <i>Academic Radiology</i> , 2019, 26, 1718-1725.	2.5	10
21	Learner Handover: Who Is It Really For?. <i>Academic Medicine</i> , 2021, 96, 592-598.	1.6	10
22	Understanding Parkinson's through visual narratives: 'not Mrs. Parkinson's'. <i>British Journal of Occupational Therapy</i> , 2018, 81, 90-100.	0.9	9
23	Drawing on experience: Exploring the pedagogical possibilities of using rich pictures in health professions education. <i>Advances in Health Sciences Education</i> , 2021, 26, 1519-1535.	3.3	9
24	Navigating the uncertainty of health advocacy teaching and evaluation from the trainee's perspective. <i>Medical Teacher</i> , 2022, 44, 79-86.	1.8	9
25	Real-World Patient Experience of Long-Term Hybrid Closed-Loop Insulin Pump Use. <i>Canadian Journal of Diabetes</i> , 2021, 45, 750-756.e3.	0.8	8
26	Evolving Motivations: Patients' and Caregivers' Perceptions About Seeking Myotonic Dystrophy (DM1) and Huntington's Disease Care. <i>Qualitative Health Research</i> , 2017, 27, 1727-1737.	2.1	7
27	Autoethnography as a Strategy for Engaging in Reflexivity. <i>Global Qualitative Nursing Research</i> , 2020, 7, 233339362097050.	1.4	7
28	Getting airtime: Exploring how patients shape the stories they tell health practitioners. <i>Medical Education</i> , 2021, 55, 1142-1151.	2.1	7
29	When I say health advocacy. <i>Medical Education</i> , 2022, 56, 362-364.	2.1	7
30	Myotonic dystrophy (DM1) and dysphagia: the need for dysphagia management guidelines and an assessment tool. <i>Canadian Journal of Neuroscience Nursing</i> , 2011, 33, 42-6.	0.2	6
31	How Surgeons Conceptualize Talent: A Qualitative Study Using Sport Science as a Lens. <i>Journal of Surgical Education</i> , 2017, 74, 992-1000.	2.5	5
32	Is person-centred medical education an aim or an empty promise?. <i>Medical Education</i> , 2022, 56, 472-474.	2.1	5
33	Medical students' perceptions of learning and working on the COVID-19 frontlines: 'a confirmation that I am in the right place professionally'. <i>Medical Education Online</i> , 2022, 27, .	2.6	5
34	Myotonic Dystrophy and Huntington's Disease Care: 'We Like to Think We're Making a Difference'. <i>Canadian Journal of Neurological Sciences</i> , 2016, 43, 678-686.	0.5	3
35	Unobserved Observers: Nurses' Perspectives About Sharing Feedback on the Performance of Resident Physicians. <i>Academic Medicine</i> , 2022, 97, 271-277.	1.6	3
36	In search of meaningful feedback conversations. <i>Medical Education</i> , 2018, 52, 250-251.	2.1	2

#	ARTICLE	IF	CITATIONS
37	From struggle to opportunity: Reimagining medical education in a pandemic era. Perspectives on Medical Education, 2022, 11, 115-120.	3.5	2