

Bridget C O'brien

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2198977/publications.pdf>

Version: 2024-02-01

69
papers

7,952
citations

394421

19
h-index

106344

65
g-index

111
all docs

111
docs citations

111
times ranked

10251
citing authors

#	ARTICLE	IF	CITATIONS
1	Connecting Biochemistry Knowledge to Patient Care in the Clinical Workplace: Senior Medical Students'™ Perceptions about Facilitators and Barriers. <i>Teaching and Learning in Medicine</i> , 2023, 35, 398-410.	2.1	2
2	Exploring perspectives on health professions education scholarship units from sub-Saharan Africa. <i>Perspectives on Medical Education</i> , 2022, 9, 359-366.	3.5	7
3	Autonomy and developing physicians: Reimagining supervision using self-determination theory. <i>Medical Education</i> , 2022, 56, 56-63.	2.1	18
4	Are You Thinking What I'm Thinking? Exploring Response Process Validity Evidence for a Workplace-based Assessment for Operative Feedback. <i>Journal of Surgical Education</i> , 2022, 79, 475-484.	2.5	2
5	Exploring the role of power during debriefing of interprofessional simulations. <i>Journal of Interprofessional Care</i> , 2022, , 1-9.	1.7	4
6	Academic Olympism and Authorship: Honoring Contributions to Collaborative Scholarship. <i>Academic Medicine</i> , 2022, 97, 315-318.	1.6	1
7	How do internal medicine subspecialty societies support clinician-educator careers? A qualitative exploratory study. <i>BMC Medical Education</i> , 2022, 22, 222.	2.4	0
8	Bridging medical education goals and health system outcomes: An instrumental case study of pre-clerkship students'™ improvement projects. <i>Perspectives on Medical Education</i> , 2022, 11, 179-186.	3.5	3
9	How do pharmacists select antimicrobials? A model of pharmacists' therapeutic reasoning processes. <i>JACCP Journal of the American College of Clinical Pharmacy</i> , 2022, 5, 398-405.	1.0	1
10	<i>I</i>, <i>we</i> and <i>they</i>: A linguistic and narrative exploration of the authorship process. <i>Medical Education</i> , 2022, 56, 456-464.	2.1	2
11	Getting outside the box: exploring role fluidity in interprofessional student groups through the lens of activity theory. <i>Advances in Health Sciences Education</i> , 2021, 26, 253-275.	3.3	6
12	When I say attitude. <i>Medical Education</i> , 2021, 55, 892-893.	2.1	1
13	Exploring how physician-educators approach politically charged topics with learners. <i>Medical Education</i> , 2021, 55, 1261-1272.	2.1	2
14	What Is an Innovation Article? A Systematic Overview of Innovation in Health Professions Education Journals. <i>Academic Medicine</i> , 2021, 96, S39-S47.	1.6	11
15	Procedural skill maintenance: Perspectives and motivations of pediatric emergency medicine faculty. <i>AEM Education and Training</i> , 2021, 5, e10696.	1.2	0
16	Selecting Instruments for Measuring the Clinical Learning Environment of Medical Education: A 4-Domain Framework. <i>Academic Medicine</i> , 2021, 96, 218-225.	1.6	12
17	Transparency in peer review: Exploring the content and tone of reviewers'™ confidential comments to editors. <i>PLoS ONE</i> , 2021, 16, e0260558.	2.5	6
18	Situated learning theory in health professions education research: a scoping review. <i>Advances in Health Sciences Education</i> , 2020, 25, 483-509.	3.3	72

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19	A view from the sender side of feedback: anticipated receptivity to clinical feedback when changing prior physicians' clinical decisions—a mixed methods study. <i>Advances in Health Sciences Education</i> , 2020, 25, 263-282.	3.3	5
20	A Mobile Learning Module to Support Interprofessional Knowledge Construction in the Health Professions. <i>American Journal of Pharmaceutical Education</i> , 2020, 84, 847519.	2.1	7
21	The USMLE Step 1 Examination: Can Pass/Fail Make the Grade?. <i>Academic Medicine</i> , 2020, 95, 1287-1289.	1.6	9
22	Following the Script: An Exploratory Study of the Therapeutic Reasoning Underlying Physicians' Choice of Antimicrobial Therapy. <i>Academic Medicine</i> , 2020, 95, 1238-1247.	1.6	10
23	On the Use and Value of Reporting Guidelines in Health Professions Education Research. <i>Academic Medicine</i> , 2020, 95, 1619-1622.	1.6	4
24	Medical trainees as job crafters: Looking at identity formation through another lens. <i>Medical Education</i> , 2020, 54, 972-974.	2.1	6
25	An interaction analysis model to study knowledge construction in interprofessional education: proof of concept. <i>Journal of Interprofessional Care</i> , 2020, 35, 1-8.	1.7	6
26	Pause, Persist, Pivot: Key Decisions Health Professions Education Researchers Must Make About Conducting Studies During Extreme Events. <i>Academic Medicine</i> , 2020, 95, 1634-1638.	1.6	3
27	Implementing an established musculoskeletal educational curriculum in a new context: a study of effectiveness and feasibility. <i>Medical Education Online</i> , 2020, 25, 1760466.	2.6	2
28	“I Wish They Had Asked”: a Qualitative Study of Emotional Distress and Peer Support During Internship. <i>Journal of General Internal Medicine</i> , 2020, 35, 3443-3448.	2.6	19
29	RIME Foreword: What Constitutes Science in Educational Research? Applying Rigor in Our Research Approaches. <i>Academic Medicine</i> , 2020, 95, Si-Sv.	1.6	6
30	Innovation Reports: Guidance From the Editors. <i>Academic Medicine</i> , 2020, 95, 1623-1625.	1.6	4
31	Exploring researchers' perspectives on authorship decision making. <i>Medical Education</i> , 2019, 53, 1253-1262.	2.1	16
32	Exploring the Intersections of Education and Healthcare Delivery Using a Clinical Learning Environment Framework. <i>Journal of General Internal Medicine</i> , 2019, 34, 654-656.	2.6	2
33	Boyer and Beyond. <i>Academic Medicine</i> , 2019, 94, 893-901.	1.6	8
34	Do You See What I See? Reflections on the Relationship Between Transparency and Trust. <i>Academic Medicine</i> , 2019, 94, 757-759.	1.6	9
35	Foreword. <i>Academic Medicine</i> , 2019, 94, Si-Siii.	1.6	3
36	What to Do About the Transition to Residency? Exploring Problems and Solutions From Three Perspectives. <i>Academic Medicine</i> , 2018, 93, 681-684.	1.6	38

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37	Chartâ€stalking, list making, and physiciansâ€™ efforts to track patientsâ€™ outcomes after transitioning responsibility. <i>Medical Education</i> , 2018, 52, 404-413.	2.1	20
38	Are We on the Same Page? Shared Mental Models to Support Clinical Teamwork Among Health Professions Learners: A Scoping Review. <i>Academic Medicine</i> , 2018, 93, 498-509.	1.6	34
39	Team Retreats for Interprofessional Trainees and Clinic Staff: Accelerating the Development of High-Functioning Teams. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2018, 14, 10786.	1.2	4
40	Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship. <i>Academic Medicine</i> , 2017, 92, 205-208.	1.6	29
41	Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. <i>Medical Education</i> , 2017, 51, 40-50.	2.1	487
42	Systems-Oriented Workplace Learning Experiences for Early Learners. <i>Academic Medicine</i> , 2017, 92, 684-693.	1.6	13
43	Improving clerkship preparedness: a hospital medicine elective for pre-clerkship students. <i>Medical Education Online</i> , 2017, 22, 1307082.	2.6	6
44	Emergent is Authentic: A Sociomaterial Perspective on Simulation-Enhanced Interprofessional Education. <i>Teaching and Learning in Medicine</i> , 2017, 29, 363-367.	2.1	12
45	Twelve tips for delivering successful interprofessional case conferences. <i>Medical Teacher</i> , 2017, 39, 1214-1220.	1.8	11
46	An Intensive Continuity Clinic Immersion Experience for Interns: A Springboard to Confidence and Satisfaction With Continuity Clinic. <i>Journal of Graduate Medical Education</i> , 2017, 9, 622-626.	1.3	5
47	Finding Our Way Through Shades of Gray: 6 Virtues to Guide Researchers in Planning, Conducting, and Writing Up Research. <i>Journal of Graduate Medical Education</i> , 2017, 9, 555-559.	1.3	4
48	Learners, performers, caregivers, and team players: Descriptions of the ideal medical student in longitudinal integrated and block clerkships. <i>Medical Teacher</i> , 2016, 38, 1-9.	1.8	22
49	Research Design Considerations. <i>Journal of Graduate Medical Education</i> , 2016, 8, 97-98.	1.3	28
50	Challenges to Learning Evidence-Based Medicine and Educational Approaches to Meet These Challenges. <i>Academic Medicine</i> , 2016, 91, 101-106.	1.6	36
51	Scholarly Conversations in Medical Education. <i>Academic Medicine</i> , 2016, 91, S1-S9.	1.6	3
52	Generating Research Questions Appropriate for Qualitative Studies in Health Professions Education. <i>Academic Medicine</i> , 2016, 91, e16-e16.	1.6	6
53	Useful but Different: Resident Physician Perceptions of Interprofessional Feedback. <i>Teaching and Learning in Medicine</i> , 2016, 28, 125-134.	2.1	27
54	Internal Medicine Residentsâ€™ Perceptions of Team-Based Care and its Educational Value in the Continuity Clinic: A Qualitative Study. <i>Journal of General Internal Medicine</i> , 2015, 30, 1279-1285.	2.6	19

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55	Standards for Reporting Qualitative Research. <i>Academic Medicine</i> , 2014, 89, 1245-1251.	1.6	5,427
56	Enacting the Carnegie Foundation Call for Reform of Medical School and Residency. <i>Teaching and Learning in Medicine</i> , 2013, 25, S1-S8.	2.1	47
57	The Third-Year Medical Student "Grapevine". <i>Academic Medicine</i> , 2013, 88, 1534-1538.	1.6	19
58	Validating workplace-based assessments: continuity, synthesis and a qualitative heart. <i>Medical Education</i> , 2013, 47, 1154-1157.	2.1	2
59	Residents' perspectives on the final year of medical school. <i>International Journal of Medical Education</i> , 2012, 3, 151-158.	1.2	15
60	More Is Better. <i>Academic Medicine</i> , 2012, 87, 1389-1396.	1.6	83
61	Students' workplace learning in two clerkship models: a multi-site observational study. <i>Medical Education</i> , 2012, 46, 613-624.	2.1	53
62	The role of role: learning in longitudinal integrated and traditional block clerkships. <i>Medical Education</i> , 2012, 46, 698-710.	2.1	105
63	Understanding the educational value of first-year medical students' patient encounter data. <i>Medical Teacher</i> , 2011, 33, e218-e226.	1.8	2
64	Perceptions of evaluation in longitudinal versus traditional clerkships. <i>Medical Education</i> , 2011, 45, 464-470.	2.1	39
65	Faculty verbal evaluations reveal strategies used to promote medical student performance. <i>Medical Education Online</i> , 2011, 16, 6354.	2.6	17
66	Transition to Clerkship Courses: Preparing Students to Enter the Workplace. <i>Academic Medicine</i> , 2010, 85, 1862-1869.	1.6	63
67	Calls for Reform of Medical Education by the Carnegie Foundation for the Advancement of Teaching: 1910 and 2010. <i>Academic Medicine</i> , 2010, 85, 220-227.	1.6	695
68	Continuity in a longitudinal out-patient attachment for Year 3 medical students. <i>Medical Education</i> , 2009, 43, 895-906.	2.1	38
69	Burden, Responsibility, and Reward: Preceptor Experiences With the Continuity of Teaching in a Longitudinal Integrated Clerkship. <i>Academic Medicine</i> , 2009, 84, S50-S53.	1.6	70