

# Rachel Yudkowsky

## List of Publications by Year in descending order

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Version: 2024-02-01

90  
papers

2,652  
citations

186265  
28  
h-index

243625  
44  
g-index

90  
all docs

90  
docs citations

90  
times ranked

2579  
citing authors

#	ARTICLE	IF	CITATIONS
1	Feasibility of a Night-Time Simulation Curriculum to Supplement Pediatric Residents'™ Delivery Room Learning Experiences. <i>Academic Pediatrics</i> , 2022, 22, 1085-1087.	2.0	1
2	Response Process Validity Evidence for Video Commentary Assessment in Surgery: A Qualitative Study. <i>Journal of Surgical Education</i> , 2022, 79, 1270-1281.	2.5	1
3	Mindfulness Training to Improve Nurse Clinical Performance: A Pilot Study. <i>Western Journal of Nursing Research</i> , 2021, 43, 250-260.	1.4	11
4	A Framework for Understanding the Association Between Training Paradigm and Trainee Preparedness for Independent Surgical Practice. <i>JAMA Surgery</i> , 2021, 156, 535.	4.3	7
5	Teaching and assessing intra-operative consultations in competency-based medical education: development of a workplace-based assessment instrument. <i>Virchows Archiv Fur Pathologische Anatomie Und Physiologie Und Fur Klinische Medizin</i> , 2021, 479, 803-813.	2.8	4
6	Farewell to the Step 2 Clinical Skills Exam: New Opportunities, Obligations, and Next Steps. <i>Academic Medicine</i> , 2021, 96, 1250-1253.	1.6	14
7	A Meaningful and Actionable Professionalism Assessment. <i>Academic Medicine</i> , 2021, Publish Ahead of Print, S151-S157.	1.6	5
8	Mastery skill assessment in hepato-pancreato-biliary surgical ultrasound: It's a Matter of Entrustment. <i>American Journal of Surgery</i> , 2021, , .	1.8	1
9	Publication Inaccuracies Listed in General Surgery Residency Training Program Applications. <i>Journal of the American College of Surgeons</i> , 2021, 233, 545-553.	0.5	3
10	Performance Standards of Comprehensive Airway Management for Emergency Medicine Residents. <i>AEM Education and Training</i> , 2019, 3, 39-49.	1.2	5
11	Validity Evidence for a Brief Online Key Features Examination in the Internal Medicine Clerkship. <i>Academic Medicine</i> , 2019, 94, 259-266.	1.6	7
12	Can Nonclinician Raters Be Trained to Assess Clinical Reasoning in Postencounter Patient Notes?. <i>Academic Medicine</i> , 2019, 94, S21-S27.	1.6	7
13	Can Professionalism Mini-Evaluation Exercise Scores Predict Medical Residency Performance? Validity Evidence Across Five Longitudinal Cohorts. <i>Academic Medicine</i> , 2019, 94, S57-S63.	1.6	4
14	Pre-clinical majors in the humanities and social sciences: impact on communication skills and specialty choice. <i>Medical Education</i> , 2019, 53, 408-416.	2.1	11
15	Differences in expectations of passing standards in communication skills for pre-clinical and clinical medical students. <i>Patient Education and Counseling</i> , 2019, 102, 301-308.	2.2	3
16	A Comparison of Approaches for Mastery Learning Standard Setting. <i>Academic Medicine</i> , 2018, 93, 1079-1084.	1.6	35
17	Validity Evidence for a Residency Admissions Standardized Assessment Letter for Pediatrics. <i>Teaching and Learning in Medicine</i> , 2018, 30, 173-183.	2.1	14
18	Improving the residency admissions process by integrating a professionalism assessment: a validity and feasibility study. <i>Advances in Health Sciences Education</i> , 2017, 22, 69-89.	3.3	10

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19	Rescuing the Clinical Breast Examination. <i>Annals of Surgery</i> , 2017, 266, 1069-1074.	4.2	18
20	Validity Evidence and Scoring Guidelines for Standardized Patient Encounters and Patient Notes From a Multisite Study of Clinical Performance Examinations in Seven Medical Schools. <i>Academic Medicine</i> , 2017, 92, S12-S20.	1.6	15
21	Characteristics and Core Curricular Elements of Medical Simulation Fellowships in North America. <i>Journal of Graduate Medical Education</i> , 2016, 8, 252-255.	1.3	20
22	Differential Weighting for Subcomponent Measures of Integrated Clinical Encounter Scores Based on the USMLE Step 2 CS Examination. <i>Academic Medicine</i> , 2016, 91, S24-S30.	1.6	16
23	Conceptual Frameworks to Guide Research and Development (R&D) in Health Professions Education. <i>Academic Medicine</i> , 2016, 91, e2-e2.	1.6	18
24	In Reply to Petersen. <i>Academic Medicine</i> , 2016, 91, 752-752.	1.6	0
25	Inter-rater reliability and generalizability of patient note scores using a scoring rubric based on the USMLE Step-2 CS format. <i>Advances in Health Sciences Education</i> , 2016, 21, 761-773.	3.3	18
26	Setting Mastery Learning Standards. <i>Academic Medicine</i> , 2015, 90, 1495-1500.	1.6	93
27	Overview of multimodality motion tracking for training of Central Venous Catheter placement. , 2015, , .		1
28	Recommendations for Reporting Mastery Education Research in Medicine (ReMERM). <i>Academic Medicine</i> , 2015, 90, 1509-1514.	1.6	30
29	Characteristics and Implications of Diagnostic Justification Scores Based on the New Patient Note Format of the USMLE Step 2 CS Exam. <i>Academic Medicine</i> , 2015, 90, S56-S62.	1.6	20
30	Making the Case for Mastery Learning Assessments. <i>Academic Medicine</i> , 2015, 90, 1445-1450.	1.6	34
31	Validity and Feasibility of the Minicard Direct Observation Tool in 1 Training Program. <i>Journal of Graduate Medical Education</i> , 2015, 7, 225-229.	1.3	8
32	Sensor Technology in Assessments of Clinical Skill. <i>New England Journal of Medicine</i> , 2015, 372, 784-786.	27.0	23
33	Standardized Patient-Based Assessment of Dermatology Resident Communication and Interpersonal Skills. <i>JAMA Dermatology</i> , 2015, 151, 340.	4.1	1
34	A procedural skills OSCE: assessing technical and non-technical skills of internal medicine residents. <i>Advances in Health Sciences Education</i> , 2015, 20, 85-100.	3.3	34
35	Clinically Discriminating Checklists Versus Thoroughness Checklists. <i>Academic Medicine</i> , 2014, 89, 1057-1062.	1.6	27
36	Reducing the number of options on multiple-choice questions: response time, psychometrics and standard setting. <i>Medical Education</i> , 2014, 48, 1020-1027.	2.1	30

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37	A Patient Safety Approach to Setting Pass/Fail Standards for Basic Procedural Skills Checklists. Simulation in Healthcare, 2014, 9, 277-282.	1.2	37
38	To the Editor. Academic Medicine, 2014, 89, 834-835.	1.6	0
39	Effect of clinically discriminating, evidence-based checklist items on the reliability of scores from an Internal Medicine residency OSCE. Advances in Health Sciences Education, 2014, 19, 497-506.	3.3	22
40	A145: Faculty and Resident Perceptions About Teaching and Learning the Pediatric Musculoskeletal Examination: An Exploratory Study. Arthritis and Rheumatology, 2014, 66, S188.	5.6	1
41	Assessing Competency in Practice-Based Learning: A Foundation for Milestones in Learning Portfolio Entries. Journal of Surgical Education, 2014, 71, 472-479.	2.5	11
42	Unannounced Standardized Patient Assessment of the Roter Interaction Analysis System: The Challenge of Measuring Patient-Centered Communication. Journal of General Internal Medicine, 2013, 28, 254-260.	2.6	18
43	Applying the Bookmark method to medical education: Standard setting for an aseptic technique station. Medical Teacher, 2013, 35, 581-585.	1.8	4
44	Assessing students'™ ability to detect melanomas using standardized patients and moulage. Journal of the American Academy of Dermatology, 2013, 68, e83-e88.	1.2	32
45	Validity Evidence for a Patient Note Scoring Rubric Based on the New Patient Note Format of the United States Medical Licensing Examination. Academic Medicine, 2013, 88, 1552-1557.	1.6	27
46	Practice on an Augmented Reality/Haptic Simulator and Library of Virtual Brains Improves Residents'™ Ability to Perform a Ventriculostomy. Simulation in Healthcare, 2013, 8, 25-31.	1.2	98
47	Assessing residents'™ interprofessional conflict negotiation skills. Medical Education, 2013, 47, 1139-1140.	2.1	1
48	Uncharted territory: measuring costs of diagnostic errors outside the medical record. BMJ Quality and Safety, 2012, 21, 918-924.	3.7	42
49	Validity Evidence for a New Checklist Evaluating Consultations, The 5Cs Model. Academic Medicine, 2012, 87, 1408-1412.	1.6	17
50	A Prospective, Randomized, Controlled Study Demonstrating a Novel, Effective Model of Transfer of Care between Physicians: The 5 Cs of Consultation. Academic Emergency Medicine, 2012, 19, 968-974.	1.8	40
51	A model teaching session for the hypothesis-driven physical examination. Medical Teacher, 2011, 33, 410-417.	1.8	24
52	Assessing residents'™ telehealth communication skills using standardised patients. Medical Education, 2011, 45, 1155-1155.	2.1	4
53	Virtual reality training in neurosurgery: Review of current status and future applications. , 2011, 2, 52.		161
54	Contextual Errors and Failures in Individualizing Patient Care. Annals of Internal Medicine, 2010, 153, 69.	3.9	160

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55	Perceptions of Effective and Ineffective Nurse-Physician Communication in Hospitals. <i>Nursing Forum</i> , 2010, 45, 206-216.	2.3	109
56	Students overlook information in the electronic health record. <i>Medical Education</i> , 2010, 44, 1132-1133.	2.1	12
57	The Qualities and Skills of Exemplary Pediatric Hospitalist Educators: A Qualitative Study. <i>Academic Medicine</i> , 2010, 85, 1905-1913.	1.6	30
58	Evaluating the effectiveness of rating instruments for a communication skills assessment of medical residents. <i>Advances in Health Sciences Education</i> , 2009, 14, 575-594.	3.3	34
59	A hypothesis-driven physical examination learning and assessment procedure for medical students: initial validity evidence. <i>Medical Education</i> , 2009, 43, 729-740.	2.1	99
60	Training deaf persons as standardised patients. <i>Medical Education</i> , 2009, 43, 1098-1099.	2.1	1
61	Quality control of an OSCE using generalizability theory and many-faceted Rasch measurement. <i>Advances in Health Sciences Education</i> , 2008, 13, 479-493.	3.3	53
62	Patient-Care-Related Telephone Communication Between General Surgery Residents and Attending Surgeons. <i>Journal of the American College of Surgeons</i> , 2008, 206, 742-750.	0.5	15
63	Exploring Individual Opinions of Potential Evaluators in a 360-Degree Assessment: Four Distinct Viewpoints of a Competent Resident. <i>Teaching and Learning in Medicine</i> , 2008, 20, 314-322.	2.1	11
64	Simpler Standards for Local Performance Examinations: The Yes/No Angoff and Whole-Test Ebel. <i>Teaching and Learning in Medicine</i> , 2008, 20, 212-217.	2.1	16
65	Setting Standards for Performance Tests: A Pilot Study of a Three-Level Angoff Method. <i>Academic Medicine</i> , 2008, 83, S13-S16.	1.6	16
66	Validity Evidence for an OSCE to Assess Competency in Systems-Based Practice and Practice-Based Learning and Improvement: A Preliminary Investigation. <i>Academic Medicine</i> , 2008, 83, 775-780.	1.6	69
67	Rater Errors in a Clinical Skills Assessment of Medical Students. <i>Evaluation and the Health Professions</i> , 2007, 30, 266-283.	1.9	70
68	Evaluating Physician Performance at Individualizing Care: A Pilot Study Tracking Contextual Errors in Medical Decision Making. <i>Medical Decision Making</i> , 2007, 27, 726-734.	2.4	39
69	Residents anticipating, eliciting and interpreting physical findings. <i>Medical Education</i> , 2006, 40, 1141-1142.	2.1	10
70	Prior experiences associated with residents'™ scores on a communication and interpersonal skill OSCE. <i>Patient Education and Counseling</i> , 2006, 62, 368-373.	2.2	39
71	Developing an Institution-Based Assessment of Resident Communication and Interpersonal Skills. <i>Academic Medicine</i> , 2006, 81, 1115-1122.	1.6	57
72	RESEARCH METHODOLOGY: Procedures for Establishing Defensible Absolute Passing Scores on Performance Examinations in Health Professions Education. <i>Teaching and Learning in Medicine</i> , 2006, 18, 50-57.	2.1	189

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73	Ensuring medical student competency in basic procedural skills. <i>Medical Education</i> , 2005, 39, 515-516.	2.1	9
74	Toward Meaningful Evaluation of Clinical Competence: The Role of Direct Observation in Clerkship Ratings. <i>Academic Medicine</i> , 2004, 79, S21-S24.	1.6	31
75	Assessing the head-to-toe physical examination skills of medical students. <i>Medical Teacher</i> , 2004, 26, 415-419.	1.8	26
76	Beyond fulfilling the core competencies: An objective structured clinical examination to assess communication and interpersonal skills in a surgical residency. <i>Journal of Surgical Education</i> , 2004, 61, 499-503.	0.7	78
77	Using standardised students in faculty development workshops to improve clinical teaching skills. <i>Medical Education</i> , 2003, 37, 621-629.	2.1	39
78	Two Perspectives on the Indicators of Quality in Psychiatry Residencies. <i>Academic Medicine</i> , 2002, 77, 57-64.	1.6	29
79	Microteaching and Standardized Students Support Faculty Development for Clinical Teaching. <i>Academic Medicine</i> , 2002, 77, 941.	1.6	22
80	Using Standardized Patients for Formative Feedback in an Introduction to Psychotherapy Course. <i>Academic Psychiatry</i> , 2002, 26, 168-172.	0.9	33
81	Should We Use Standardized Patients Instead of Real Patients for High-Stakes Exams in Psychiatry?. <i>Academic Psychiatry</i> , 2002, 26, 187-192.	0.9	32
82	Content, Culture, and Context. <i>Academic Medicine</i> , 2000, 75, S99-S101.	1.6	8
83	Quality in Psychiatric Training: Development of a Resident Satisfaction Questionnaire. <i>Academic Psychiatry</i> , 2000, 24, 41-46.	0.9	12
84	So You Want to Train Psychiatry Residents in Ambulatory Primary Care Settings: A Primer and Guide for Program Directors. <i>Academic Psychiatry</i> , 2000, 24, 133-138.	0.9	5
85	Can resident evaluations demonstrate increases in residents' skills over time?. <i>Academic Medicine</i> , 1999, 74, S108-10.	1.6	7
86	A model workshop in curriculum development for international medical audiences. <i>Medical Teacher</i> , 1998, 20, 258-260.	1.8	3
87	Quality in residency training. <i>Academic Medicine</i> , 1996, 71, 243-7.	1.6	23
88	Assessment in Health Professions Education. , 0, , .		175
89	Teaching Skills Program for Residents, Part I. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	1
90	Hypothesis-Driven Physical Examination Student Handbook. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	2