

Nicole N Woods

List of Publications by Year in descending order

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Version: 2024-02-01

56
papers

2,203
citations

279798

23
h-index

233421

45
g-index

58
all docs

58
docs citations

58
times ranked

1247
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring cognitive integration of basic science and its effect on diagnostic reasoning in novices. Perspectives on Medical Education, 2022, 5, 147-153.	3.5	51
2	Toward "seeing" critically: a Bayesian analysis of the impacts of a critical pedagogy. Advances in Health Sciences Education, 2022, 27, 323-354.	3.3	8
3	The myth of ivory tower versus practice-oriented research: A systematic review of randomised studies in medical education. Medical Education, 2021, 55, 328-335.	2.1	7
4	Making Concepts Material. Simulation in Healthcare, 2021, 16, 392-400.	1.2	5
5	Re-envisioning paradigms of education: towards awareness, alignment, and pluralism. Advances in Health Sciences Education, 2021, 26, 1045-1058.	3.3	20
6	Case Report: Defining Applicant Attributes to Be Prioritized in the Selection of Child and Adolescent Psychiatry Subspecialty Residents at the University of Toronto. Frontiers in Psychiatry, 2021, 12, 650317.	2.6	0
7	The Basic Science of Patient-Physician Communication: A Critical Scoping Review. Academic Medicine, 2021, 96, S109-S118.	1.6	16
8	Defining the : The imperative for adaptive expertise in family medicine. Canadian Family Physician, 2021, 67, 321-322.	0.4	2
9	Defining the <i>specialist generalist</i>. Canadian Family Physician, 2021, 67, 321-322.	0.4	9
10	DÃ©finir le <i>gÃ©nÃ©raliste spÃ©cialiste</i>. Canadian Family Physician, 2021, 67, 326-328.	0.4	0
11	Assessing undergraduate medical education through a generalist lens. Canadian Family Physician, 2021, 67, 357-363.	0.4	5
12	Exploring why we learn from productive failure: insights from the cognitive and learning sciences. Advances in Health Sciences Education, 2020, 25, 1099-1106.	3.3	20
13	Developing experts in health professions education research: knowledge politics and adaptive expertise. Advances in Health Sciences Education, 2020, 25, 1127-1138.	3.3	8
14	Productive failure as an instructional approach to promote future learning. Advances in Health Sciences Education, 2019, 24, 739-749.	3.3	35
15	Why Content and Cognition Matter: Integrating Conceptual Knowledge to Support Simulation-Based Procedural Skills Transfer. Journal of General Internal Medicine, 2019, 34, 969-977.	2.6	18
16	Celebrating 50 years of problem-based learning: progress, pitfalls and possibilities. Advances in Health Sciences Education, 2019, 24, 849-851.	3.3	11
17	Critical Gaps in Understanding the Clinician-Scientist Workforce: Results of an International Expert Meeting. Academic Medicine, 2019, 94, 1448-1454.	1.6	25
18	Reconsidering Basic: Integrating Social and Behavioral Sciences to Support Learning. Academic Medicine, 2019, 94, S73-S78.	1.6	22

#	ARTICLE	IF	CITATIONS
19	Making Connections Explicit: The Effect of Self-Explanation on cognitive Integration of Basic and Clinical Sciences in Novices. <i>FASEB Journal</i> , 2019, 33, 604.2.	0.5	0
20	Developing the experts we need: Fostering adaptive expertise through education. <i>Journal of Evaluation in Clinical Practice</i> , 2018, 24, 674-677.	1.8	109
21	Knowing How and Knowing Why: testing the effect of instruction designed for cognitive integration on procedural skills transfer. <i>Advances in Health Sciences Education</i> , 2018, 23, 61-74.	3.3	38
22	Back from basics: integration of science and practice in medical education. <i>Medical Education</i> , 2018, 52, 78-85.	2.1	49
23	Twelve tips for designing curricula that support the development of adaptive expertise. <i>Medical Teacher</i> , 2018, 40, 850-854.	1.8	59
24	Examining the effect of self-explanation on cognitive integration of basic and clinical sciences in novices. <i>Advances in Health Sciences Education</i> , 2017, 22, 1071-1083.	3.3	7
25	When I say "adaptive expertise". <i>Medical Education</i> , 2017, 51, 685-686.	2.1	47
26	Exploring Integration in Action. <i>Academic Medicine</i> , 2017, 92, 1794-1799.	1.6	18
27	Preparation for future learning: a missing competency in health professions education?. <i>Medical Education</i> , 2016, 50, 115-123.	2.1	100
28	Multiple independent sampling within medical school admission interviewing: an "intermediate approach". <i>Perspectives on Medical Education</i> , 2016, 5, 292-299.	3.5	6
29	Cause and Effect. <i>Academic Medicine</i> , 2015, 90, S63-S69.	1.6	47
30	How to improve the teaching of clinical reasoning: from processing to preparation. <i>Medical Education</i> , 2015, 49, 952-953.	2.1	7
31	On clinical reasoning research and applications: redefining expertise. <i>Medical Education</i> , 2015, 49, 543-543.	2.1	9
32	Development, Implementation and Evaluation of A Pain Management and Palliative Care Educational Seminar for Medical Students. <i>Pain Research and Management</i> , 2014, 19, 230-234.	1.8	8
33	Dental and Dental Hygiene Students' Diagnostic Accuracy in Oral Radiology: Effect of Diagnostic Strategy and Instructional Method. <i>Journal of Dental Education</i> , 2014, 78, 1279-1285.	1.2	24
34	Quality of randomised controlled trials in medical education reported between 2012 and 2013: a systematic review protocol. <i>BMJ Open</i> , 2014, 4, e005155-e005155.	1.9	6
35	Preparing medical students for future learning using basic science instruction. <i>Medical Education</i> , 2014, 48, 667-673.	2.1	81
36	Test-enhanced learning and its effect on comprehension and diagnostic accuracy. <i>Medical Education</i> , 2014, 48, 181-188.	2.1	66

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37	Determination of clinically relevant content for a musculoskeletal anatomy curriculum for physical medicine and rehabilitation residents. <i>Anatomical Sciences Education</i> , 2014, 7, 135-143.	3.7	17
38	Dental and dental hygiene students' diagnostic accuracy in oral radiology: effect of diagnostic strategy and instructional method. <i>Journal of Dental Education</i> , 2014, 78, 1279-85.	1.2	11
39	Cognition Before Curriculum. <i>Academic Medicine</i> , 2013, 88, 1578-1585.	1.6	181
40	Integration of Basic Sciences and Clinical Sciences in Oral Radiology Education for Dental Students. <i>Journal of Dental Education</i> , 2013, 77, 757-763.	1.2	58
41	Integration of basic sciences and clinical sciences in oral radiology education for dental students. <i>Journal of Dental Education</i> , 2013, 77, 757-63.	1.2	18
42	Modified Personal Interviews. <i>Academic Medicine</i> , 2012, 87, 1330-1334.	1.6	12
43	Expanding the basic science debate: the role of physics knowledge in interpreting clinical findings. <i>Advances in Health Sciences Education</i> , 2012, 17, 547-555.	3.3	36
44	Evaluation matters: Lessons learned on the evaluation of surgical teaching. <i>Journal of the Royal College of Surgeons of Edinburgh</i> , 2011, 9, S43-S44.	1.8	4
45	Informal self-regulated learning on a surgical rotation: uncovering student experiences in context. <i>Advances in Health Sciences Education</i> , 2011, 16, 643-653.	3.3	49
46	Psychiatry, War, and the Learning Needs of Residents. <i>Academic Psychiatry</i> , 2010, 34, 208-210.	0.9	4
47	The Role of Basic Sciences in Diagnostic Oral Radiology. <i>Journal of Dental Education</i> , 2009, 73, 1187-1193.	1.2	40
48	Having our cake and eating it too: seeking the best of both worlds in expertise research. <i>Medical Education</i> , 2009, 43, 406-413.	2.1	54
49	The role of basic sciences in diagnostic oral radiology. <i>Journal of Dental Education</i> , 2009, 73, 1187-93.	1.2	14
50	Attitudes about Injury among High School Students. <i>Journal of the American College of Surgeons</i> , 2008, 207, 179-184.	0.5	15
51	Science is fundamental: the role of biomedical knowledge in clinical reasoning. <i>Medical Education</i> , 2007, 41, 1173-1177.	2.1	197
52	The role of biomedical knowledge in diagnosis of difficult clinical cases. <i>Advances in Health Sciences Education</i> , 2007, 12, 417-426.	3.3	121
53	It all make sense: biomedical knowledge, causal connections and memory in the novice diagnostician. <i>Advances in Health Sciences Education</i> , 2007, 12, 405-415.	3.3	109
54	The Value of Basic Science in Clinical Diagnosis. <i>Academic Medicine</i> , 2006, 81, S124-S127.	1.6	127

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55	Speed kills? Speed, accuracy, encapsulations and causal understanding. Medical Education, 2006, 40, 973-979.	2.1	30
56	The value of basic science in clinical diagnosis: creating coherence among signs and symptoms. Medical Education, 2005, 39, 107-112.	2.1	163