Kevin Eva

List of Publications by Year
in descending order

257	12,443	28274	30087
papers	citations	55 h-index	103 g-index

263	263	263	7429
all docs	docs citations	times ranked	citing authors

#	Article	IF	Citations
1	Self-Assessment in the Health Professions: A Reformulation and Research Agenda. Academic Medicine, 2005, 80, S46-S54.	1.6	739
2	What every teacher needs to know about clinical reasoning. Medical Education, 2005, 39, 98-106.	2.1	687
3	An admissions OSCE: the multiple mini-interview. Medical Education, 2004, 38, 314-326.	2.1	524
4	Diagnostic error and clinical reasoning. Medical Education, 2010, 44, 94-100.	2.1	365
5	â€œI'll never play professional footballâ€•and other fallacies of self-assessment. Journal of Continuing Education in the Health Professions, 2008, 28, 14-19.	1.3	357
6	Practice Feedback Interventions: 15 Suggestions for Optimizing Effectiveness. Annals of Internal Medicine, 2016, 164, 435.	3.9	297
7	Factors influencing responsiveness to feedback: on the interplay between fear, confidence, and reasoning processes. Advances in Health Sciences Education, 2012, 17, 15-26.	3.3	289
8	The Processes and Dimensions of Informed Self-Assessment: A Conceptual Model. Academic Medicine, 2010, 85, 1212-1220.	1.6	257
9	How Can I Know What I Don't Know? Poor Self Assessment in a Well-Defined Domain. Advances in Health Sciences Education, 2004, 9, 211-224.	3.3	235
10	Predictive validity of the multiple mini-interview for selecting medical trainees. Medical Education, 2009, 43, 767-775.	2.1	228
11	Reassessing the Methods of Medical Record Review Studies in Emergency Medicine Research. Annals of Emergency Medicine, 2005, 45, 448-451.	0.6	221
12	Exploring the Etiology of Content Specificity. Academic Medicine, 1998, 73, S1-5.	1.6	192
13	The Ability of the Multiple Mini-Interview to Predict Preclerkship Performance in Medical School. Academic Medicine, 2004, 79, S40-S42.	1.6	192
14	Teaching from the clinical reasoning literature: combined reasoning strategies help novice diagnosticians overcome misleading information. Medical Education, 2007, 41, 1152-1158.	2.1	188
15	Multiple mini-interviews predict clerkship and licensing examination performance. Medical Education, 2007, 41, 378-384.	2.1	184
16	Toward Authentic Clinical Evaluation: Pitfalls in the Pursuit of Competency. Academic Medicine, 2010, 85, 780-786.	1.6	183
17	Assessment for selection for the health care professions and specialty training: Consensus statement and recommendations from the Ottawa 2010 Conference. Medical Teacher, 2011, 33, 215-223.	1.8	181
18	The Aging Physician. Academic Medicine, 2002, 77, S1-S6.	1.6	180

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19	On the generality of specificity. Medical Education, 2003, 37, 587-588.	2.1	165
20	Rater-Based Assessments as Social Judgments: Rethinking the Etiology of Rater Errors. Academic Medicine, 2011, 86, S1-S7.	1.6	160
21	The Role of Emotion in the Learning and Transfer of Clinical Skills and Knowledge. Academic Medicine, 2012, 87, 1316-1322.	1.6	160
22	Tensions in Informed Self-Assessment: How the Desire for Feedback and Reticence to Collect and Use It Can Conflict. Academic Medicine, 2011, 86, 1120-1127.	1.6	159
23	Is There Any Real Virtue of Virtual Reality?. Academic Medicine, 2002, 77, S97-S99.	1.6	152
24	Exploring the divergence between self-assessment and self-monitoring. Advances in Health Sciences Education, 2011, 16, 311-329.	3.3	138
25	Seeing the same thing differently. Advances in Health Sciences Education, 2013, 18, 325-341.	3.3	137
26	Knowing When to Look It Up: A New Conception of Self-Assessment Ability. Academic Medicine, 2007, 82, S81-S84.	1.6	127
27	Features of assessment learners use to make informed self-assessments of clinical performance. Medical Education, 2011, 45, 636-647.	2.1	119
28	Towards a program of assessment for health professionals: from training into practice. Advances in Health Sciences Education, 2016, 21, 897-913.	3.3	116
29	Reading between the lines: faculty interpretations of narrative evaluation comments. Medical Education, 2015, 49, 296-306.	2.1	113
30	Hedging to save face: a linguistic analysis of written comments on in-training evaluation reports. Advances in Health Sciences Education, 2016, 21, 175-188.	3.3	112
31	Giving Learners the Best of Both Worlds: Do Clinical Teachers Need to Guard Against Teaching Pattern Recognition to Novices?. Academic Medicine, 2006, 81, 405-409.	1.6	111
32	Association Between a Medical School Admission Process Using the Multiple Mini-interview and National Licensing Examination Scores. JAMA - Journal of the American Medical Association, 2012, 308, 2233.	7.4	104
33	Expertise in Medicine and Surgery. , 2006, , 339-354.		103
34	The benefits of flexibility: the pedagogical value of instructions to adopt multifaceted diagnostic reasoning strategies. Medical Education, 2007, 41, 281-287.	2.1	100
35	Advancing the literature on designing audit and feedback interventions: identifying theory-informed hypotheses. Implementation Science, 2017, 12, 117.	6.9	98
36	The Relationship between Interviewersâ€™ Characteristics and Ratings Assigned during a Multiple Mini-Interview. Academic Medicine, 2004, 79, 602-609.	1.6	97

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37	The Hidden Value of Narrative Comments for Assessment: A Quantitative Reliability Analysis of Qualitative Data. Academic Medicine, 2017, 92, 1617-1621.	1.6	85
38	Heuristics and biases - a biased perspective on clinical reasoning. Medical Education, 2005, 39, 870-872.	2.1	83
39	Exploring the impact of mental workload on rater-based assessments. Advances in Health Sciences Education, 2013, 18, 291-303.	3.3	80
40	The Reliability and Acceptability of the Multiple Mini-Interview as a Selection Instrument for Postgraduate Admissions. Academic Medicine, 2010, 85, S60-S63.	1.6	79
41	Comparing Open-Book and Closed-Book Examinations. Academic Medicine, 2016, 91, 583-599.	1.6	79
42	Building theories of knowledge translation interventions: Use the entire menu of constructs. Implementation Science, 2012, 7, 114.	6.9	78
43	Comfort with uncertainty: reframing our conceptions of how clinicians navigate complex clinical situations. Advances in Health Sciences Education, 2019, 24, 797-809.	3.3	78
44	2018 Ottawa consensus statement: Selection and recruitment to the healthcare professions. Medical Teacher, 2018, 40, 1091-1101.	1.8	77
45	On the limits of systematicity. Medical Education, 2008, 42, 852-853.	2.1	76
46	Pneumatic Tube Delivery System for Blood Samples Reduces Turnaround Times Without Affecting Sample Quality. Journal of Emergency Nursing, 2006, 32, 139-143.	1.0	69
47	A Cost Efficiency Comparison Between The Multiple Mini-Interview and Traditional Admissions Interviews. Advances in Health Sciences Education, 2008, 13, 43-58.	3.3	69
48	Broadening the debate about quality in medical education research. Medical Education, 2009, 43, 294-296.	2.1	69
49	Assessment of inter-observer reliability of two five-level triage and acuity scales: a randomized controlled trial. Canadian Journal of Emergency Medicine, 2004, 6, 240-245.	1.1	68
50	The reliability of workplace-based assessment in postgraduate medical education and training: a national evaluation in general practice in the United Kingdom. Advances in Health Sciences Education, 2009, 14, 219-232.	3.3	66
51	Do In-Training Evaluation Reports Deserve Their Bad Reputations? A Study of the Reliability and Predictive Ability of ITER Scores and Narrative Comments. Academic Medicine, 2013, 88, 1539-1544.	1.6	64
52	Reporting and design elements of audit and feedback interventions: a secondary review: TableÂ1. BMJ Quality and Safety, 2017, 26, 54-60.	3.7	64
53	The difficulty with experience: Does practice increase susceptibility to premature closure?. Journal of Continuing Education in the Health Professions, 2006, 26, 192-198.	1.3	61
54	Triage Tool Inter-rater Reliability: A Comparison of Live Versus Paper Case Scenarios. Journal of Emergency Nursing, 2007, 33, 319-323.	1.0	61

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55	Whats next? A guiding question for educators engaged in educational research. Medical Education, 2008, 42, 752-754.	2.1	61
56	Renowned Physiciansâ€™ Perceptions of Expert Diagnostic Practice. Academic Medicine, 2012, 87, 1413-1417.	1.6	61
57	Scylla or Charybdis? Can we navigate between objectification and judgement in assessment?. Medical Education, 2012, 46, 914-919.	2.1	60
58	Assessing Diagnostic Reasoning: A Consensus Statement Summarizing Theory, Practice, and Future Needs. Academic Emergency Medicine, 2012, 19, 1454-1461.	1.8	57
59	Comparing Diagnostic Performance and the Utility of Clinical Vignette-Based Assessment Under Testing Conditions Designed to Encourage Either Automatic or Analytic Thought. Academic Medicine, 2013, 88, 1545-1551.	1.6	57
60	Noninvasive ventilation for acute respiratory failure near the end of life*. Critical Care Medicine, 2008, 36, 789-794.	0.9	56
61	Validity: one word with a plurality of meanings. Advances in Health Sciences Education, 2017, 22, 853-867.	3.3	56
62	Diagnostic error in medical education: where wrongs can make rights. Advances in Health Sciences Education, 2009, 14, 71-81.	3.3	55
63	Global Rating Scale for the Assessment of Paramedic Clinical Competence. Prehospital Emergency Care, 2013, 17, 57-67.	1.8	54
64	Whatâ€™s in a Label? Is Diagnosis the Start or the End of Clinical Reasoning?. Journal of General Internal Medicine, 2016, 31, 435-437.	2.6	54
65	Using â€œStandardized Narrativesâ€•to Explore New Ways to Represent Faculty Opinions of Resident Performance. Academic Medicine, 2012, 87, 419-427.	1.6	53
66	Doggie diagnosis, diagnostic success and diagnostic reasoning strategies: an alternative view. Medical Education, 2003, 37, 676-677.	2.1	51
67	Cracking the code: residentsâ€™ interpretations of written assessment comments. Medical Education, 2017, 51, 401-410.	2.1	51
68	Effective feedback for maintenance of competence: from data delivery to trusting dialogues. Cmaj, 2013, 185, 463-464.	2.0	50
69	Where Judgement Fails: Pitfalls in the Selection Process for Medical Personnel. Advances in Health Sciences Education, 2004, 9, 161-174.	3.3	49
70	Selecting and Simplifying: Rater Performance and Behavior When Considering Multiple Competencies. Teaching and Learning in Medicine, 2016, 28, 41-51.	2.1	49
71	Assessing tutorial-based assessment. Advances in Health Sciences Education, 2001, 6, 243-257.	3.3	48
72	Self and Peer Assessment in Tutorials. Academic Medicine, 2002, 77, 1134-1139.	1.6	48

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73	Are all the taken men good? An indirect examination of mate-choice copying in humans. Cmaj, 2006, 175, 1573-1574.	2.0	48
74	Should Efforts in Favor of Medical Student Diversity Be Focused During Admissions or Farther Upstream?. Academic Medicine, 2012, 87, 443-448.	1.6	48
75	Medical Education Adaptations: Really Good Stuff for educational transition during a pandemic. Medical Education, 2020, 54, 494-494.	2.1	45
76	Constructing critical thinking in health professional education. Perspectives on Medical Education, 2022, 7, 156-165.	3.5	44
77	Reexamining our bias against heuristics. Advances in Health Sciences Education, 2014, 19, 457-464.	3.3	42
78	Self-monitoring and its relationship to medical knowledge. Advances in Health Sciences Education, 2012, 17, 311-323.	3.3	41
79	The effect of defined violations of test security on admissions outcomes using multiple mini-interviews. Medical Education, 2006, 40, 36-42.	2.1	40
80	Predictive validity comparison of two five-level triage acuity scales. European Journal of Emergency Medicine, 2007, 14, 188-192.	1.1	39
81	Which Factors, Personal or External, Most Influence StudentsÊ¼ Generation of Learning Goals?. Academic Medicine, 2010, 85, S102-S105.	1.6	39
82	Effect of Exposure to Good vs Poor Medical Trainee Performance on Attending Physician Ratings of Subsequent Performances. JAMA - Journal of the American Medical Association, 2012, 308, 2226.	7.4	39
83	Expertise, Time, Money, Mentoring, and Reward: Systemic Barriers That Limit Education Researcher Productivityâ€"Proceedings From the AAMC GEA Workshop. Journal of Graduate Medical Education, 2014, 6, 430-436.	1.3	39
84	Are Examinersâ€™ Judgments in OSCE-Style Assessments Influenced by Contrast Effects?. Academic Medicine, 2015, 90, 975-980.	1.6	39
85	Swapping Horses Midstream: Factors Related to PhysiciansÊ¼ Changing Their Minds About a Diagnosis. Academic Medicine, 2010, 85, 1112-1117.	1.6	38
86	More Consensus Than Idiosyncrasy. Academic Medicine, 2014, 89, 1510-1519.	1.6	38
87	The reviewer is always right: peer review of research inMedical Education. Medical Education, 2009, 43, 2-4.	2.1	37
88	Teamwork during education: the whole is not always greater than the sum of the parts. Medical Education, 2002, 36, 314-316.	2.1	34
89	Comparing academic performance of medical students in distributed learning sites: the McMaster experience. Medical Teacher, 2008, 30, 67-71.	1.8	34
90	Influences on medical studentsâ€™ selfâ€regulated learning after test completion. Medical Education, 2012, 46, 326-335.	2.1	34

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91	Emergency department patient compliance with follow-up for outpatient exercise stress testing: a randomized controlled trial. Canadian Journal of Emergency Medicine, 2007, 9, 435-440.	1.1	33
92	Simulation-based Assessment of Paramedics and Performance in Real Clinical Contexts. Prehospital Emergency Care, 2014, 18, 116-122.	1.8	33
93	Multiple mini-interview test characteristics: â€˜tis better to ask candidates to recall than to imagine. Medical Education, 2014, 48, 604-613.	2.1	32
94	Inter-rater variability as mutual disagreement: identifying ratersâ€™ divergent points of view. Advances in Health Sciences Education, 2017, 22, 819-838.	3.3	32
95	Expert-Novice Differences in Memory: A Reformulation. Teaching and Learning in Medicine, 2002, 14, 257-263.	2.1	30
96	APPLIED RESEARCH: Reflecting the Relative Values of Community, Faculty, and Students in the Admissions Tools of Medical School. Teaching and Learning in Medicine, 2005, 17, 4-8.	2.1	30
97	Perceptions of Peer-to-Peer Interprofessional Feedback Among Students in the Health Professions. Academic Medicine, 2016, 91, 807-812.	1.6	30
98	Medical School Admissions: Enhancing the Reliability and Validity of an Autobiographical Screening Tool. Academic Medicine, 2006, 81, S70-S73.	1.6	29
99	Extending the Interview to All Medical School Candidatesâ€”Computer-Based Multiple Sample Evaluation of Noncognitive Skills (CMSENS). Academic Medicine, 2009, 84, S9-S12.	1.6	29
100	Cognitive influences on complex performance assessment: Lessons from the interplay between medicine and psychology.. Journal of Applied Research in Memory and Cognition, 2018, 7, 177-188.	1.1	29
101	Do Clinical Clerks Provide Candidates with Adequate Formative Assessment during Objective Structured Clinical Examinations?. Advances in Health Sciences Education, 2004, 9, 189-199.	3.3	28
102	Research ethics requirements forMedical Education. Medical Education, 2009, 43, 194-195.	2.1	28
103	Physician Cognitive Processing as a Source of Diagnostic and Treatment Disparities in Coronary Heart Disease. Journal of Health and Social Behavior, 2010, 51, 16-29.	4.8	28
104	Stemming the tide: Cognitive aging theories and their implications for continuing education in the health professions. Journal of Continuing Education in the Health Professions, 2003, 23, 133-140.	1.3	27
105	Trending in 2014: Hippocrates. Medical Education, 2014, 48, 1-3.	2.1	26
106	Relatively speaking: contrast effects influence assessorsâ€™ scores and narrative feedback. Medical Education, 2015, 49, 909-919.	2.1	26
107	Does source matter? Nurses' and Physicians' perceptions of interprofessional feedback. Medical Education, 2016, 50, 181-188.	2.1	26
108	Effects Associated with Adolescent Standardized Patient Simulation of Depression and Suicidal Ideation. Academic Medicine, 2007, 82, S61-S64.	1.6	25

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109	Using an objective structured video exam to identify differential understanding of aspects of communication skills. Medical Teacher, 2012, 34, e242-e250.	1.8	25
110	Impact of rating demands on rater-based assessments of clinical competence. Education for Primary Care, 2014, 25, 308-318.	0.6	25
111	How do formative objective structured clinical examinations drive learning? Analysis of residentsâ€™ perceptions. Medical Teacher, 2018, 40, 45-52.	1.8	25
112	Does moral judgement improve in occupational therapy and physiotherapy students over the course of their preâ€licensure training?. Learning in Health and Social Care, 2009, 8, 92-102.	0.6	24
113	Development of a generic fidelity measure for rehabilitation intervention research for children with physical disabilities. Developmental Medicine and Child Neurology, 2013, 55, 737-744.	2.1	24
114	The Readiness for Clerkship Survey. Academic Medicine, 2012, 87, 1355-1360.	1.6	23
115	A randomised trial of the influence of racial stereotype bias on examinersâ€™ scores, feedback and recollections in undergraduate clinical exams. BMC Medicine, 2017, 15, 179.	5.5	22
116	Implementation and evaluation of an interprofessional education initiative for students in the health professions. Learning in Health and Social Care, 2007, 6, 72-82.	0.6	21
117	The disconnect between knowing and doing in health professions education and practice. Advances in Health Sciences Education, 2020, 25, 227-240.	3.3	21
118	Identification of Root Causes for Emergency Diagnostic Imaging Delays at Three Canadian Hospitals. Journal of Emergency Nursing, 2006, 32, 276-280.	1.0	20
119	RESEARCH BASIC TO MEDICAL EDUCATION: Comparison of Aboriginal and Nonaboriginal Applicants for Admissions on the Multiple Mini-Interview Using Aboriginal and Nonaboriginal Interviewers. Teaching and Learning in Medicine, 2006, 18, 58-61.	2.1	20
120	The cross-cutting edge: striving for symbiosis between medical education research and related disciplines. Medical Education, 2008, 42, 950-951.	2.1	20
121	Testing the validity of a scenario-based questionnaire to assess the ethical sensitivity of undergraduate medical students. Medical Teacher, 2012, 34, 635-642.	1.8	20
122	Accuracy of selfâ€monitoring: does experience, ability or case difficulty matter?. Medical Education, 2019, 53, 735-744.	2.1	20
123	Root cause analysis of laboratory turnaround times for patients in the emergency department. Canadian Journal of Emergency Medicine, 2004, 6, 116-122.	1.1	19
124	Psychometric Properties of a Peer-Assessment Program to Assess Continuing Competence in Physical Therapy. Physical Therapy, 2010, 90, 1026-1038.	2.4	19
125	How would you like your salami? A guide to slicing. Medical Education, 2017, 51, 456-457.	2.1	19
126	Strange days. Medical Education, 2020, 54, 492-493.	2.1	19

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127	The Completeness of Reporting (CORE) index identifies important deficiencies in observational study conference abstracts. Journal of Clinical Epidemiology, 2008, 61, 1241-1249.e2.	5.0	18
128	Therapy behaviours in paediatric rehabilitation: essential attributes for intervention with children with physical disabilities. Disability and Rehabilitation, 2014, 36, 16-22.	1.8	18
129	Vive la DiffÃ©rence. Academic Medicine, 2018, 93, 969-971.	1.6	18
130	Workplace-based assessment for general practitioners: using stakeholder perception to aid blueprinting of an assessment battery. Medical Education, 2008, 42, 96-103.	2.1	17
131	Publishing Ethics in Medical Education Journals. Academic Medicine, 2009, 84, S132-S134.	1.6	17
132	Putting bias into context: The role of familiarity in identification.. Law and Human Behavior, 2016, 40, 50-64.	0.7	17
133	Incentivizing Medical Teachers: Exploring the Role of Incentives in Influencing Motivations. Academic Medicine, 2018, 93, S52-S59.	1.6	17
134	Informing the research agenda for optimizing audit and feedback interventions: results of a prioritization exercise. BMC Medical Research Methodology, 2021, 21, 20.	3.1	17
135	How clinical features are presented matters to weaker diagnosticians. Medical Education, 2010, 44, 775-785.	2.1	16
136	Ce que tout enseignant devrait savoir concernant le raisonnement clinique. PÃ©dagogie MÃ©dicale, 2005, 6, 225-234.	0.1	15
137	Using a Sampling Strategy to Address Psychometric Challenges in Tutorial-Based Assessments. Advances in Health Sciences Education, 2007, 12, 19-33.	3.3	15
138	What's in a name? Definitional clarity and its unintended consequences. Medical Education, 2017, 51, 1-2.	2.1	15
139	Maintaining the Characteristics of Effective Clinical Teachers in Computer Assisted Learning Environments. Advances in Health Sciences Education, 2000, 5, 233-246.	3.3	14
140	Medical School Admissions: Revisiting the Veracity and Independence of Completion of an Autobiographical Screening Tool. Academic Medicine, 2007, 82, S8-S11.	1.6	14
141	The yin and yang of education research. Medical Education, 2007, 41, 724-725.	2.1	14
142	Moving beyond childish notions of fair and equitable. Medical Education, 2015, 49, 1-3.	2.1	14
143	The Impact of Emotion on Learnersâ€™ Application of Basic Science Principles to Novel Problems. Academic Medicine, 2016, 91, S58-S63.	1.6	14
144	Twelve tips for constructing a multiple mini-interview. Medical Teacher, 2019, 41, 510-516.	1.8	14

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145	The Privileged Status of Prestigious Terminology: Impact of ???Medicalese??? on Clinical Judgments. Academic Medicine, 2003, 78, S82-S84.	1.6	13
146	Does Mental Illness Stigma Contribute to Adolescent Standardized Patients' Discomfort With Simulations of Mental Illness and Adverse Psychosocial Experiences?. Academic Psychiatry, 2008, 32, 98-103.	0.9	13
147	Quantitative Research Methods in Medical Education. , 0, , 301-322.		13
148	Editorial â€“ Dangerous Personalities. Advances in Health Sciences Education, 2005, 10, 275-277.	3.3	12
149	Does â€œShortness of Breathâ€• â€œDyspneaâ€?. Academic Medicine, 2001, 76, S11-S13.	1.6	11
150	Covering up the crystal ball. Medical Education, 2008, 42, 330-332.	2.1	11
151	Modern Conceptions of Elite Medical Practice Among Internal Medicine Faculty Members. Academic Medicine, 2011, 86, S50-S54.	1.6	11
152	The problem with solutions. Medical Education, 2021, 55, 2-3.	2.1	11
153	The evolving field of medical education research. Biochemistry and Molecular Biology Education, 2010, 38, 211-215.	1.2	10
154	Lessons learned through innovation in medical education. Medical Education, 2011, 45, 434-435.	2.1	10
155	Cardiac examination and the effect of dual-processing instruction in a cardiopulmonary simulator. Advances in Health Sciences Education, 2013, 18, 497-508.	3.3	10
156	Estimation of Spleen Size With Hand-Carried Ultrasound. Journal of Ultrasound in Medicine, 2014, 33, 1225-1230.	1.7	9
157	Accuracy of Spleen Measurement by Medical Residents Using Handâ€Carried Ultrasound. Journal of Ultrasound in Medicine, 2015, 34, 2203-2207.	1.7	9
158	Idiosyncrasy in Assessment Comments: Do Faculty Have Distinct Writing Styles When Completing In-Training Evaluation Reports?. Academic Medicine, 2020, 95, S81-S88.	1.6	9
159	Incentives for clinical teachers: On why their complex influences should lead us to proceed with caution. Medical Education, 2021, 55, 614-624.	2.1	9
160	Readiness for Residency. Academic Medicine, 2015, 90, S36-S42.	1.6	8
161	Asking for Less and Getting More. Academic Medicine, 2018, 93, 1584-1590.	1.6	8
162	The Relationship Between Accreditation Cycle and Licensing Examination Scores: A National Look. Academic Medicine, 2020, 95, S103-S108.	1.6	8

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163	Critical Appraisal Turkey Shoot. Academic Medicine, 2000, 75, S87-S89.	1.6	7
164	Putting the cart before the horse: testing to improve learning. BMJ: British Medical Journal, 2007, 334, 535-535.	2.3	7
165	A Narrative Review of Generic Intervention Fidelity Measures. Physical and Occupational Therapy in Pediatrics, 2012, 32, 430-446.	1.3	7
166	The Process of Adopting and Incorporating Simulation Into Undergraduate Nursing Curricula: A Grounded Theory Study. Journal of Professional Nursing, 2015, 31, 26-36.	2.8	7
167	The more things stay the same, the more they change. Medical Education, 2016, 50, 1-2.	2.1	7
168	Examinee Cohort Size and Item Analysis Guidelines for Health Professions Education Programs. Academic Medicine, 2020, 95, 151-156.	1.6	7
169	The Influence of Relationship-Centered Coaching on Physician Perceptions of Peer Review in the Context of Mandated Regulatory Practices. Academic Medicine, 2020, 95, S14-S19.	1.6	7
170	Publishing during COVIDâ€19: Lessons for health professions education research. Medical Education, 2021, 55, 278-280.	2.1	7
171	Can the Strength of Candidates Be Discriminated Based on Ability to Circumvent the Biasing Effect of Prose? Implications for Evaluation and Education. Academic Medicine, 2003, 78, S78-S81.	1.6	6
172	Implications of psychology-type theories for full curriculum interventions. Medical Education, 2005, 39, 247-249.	2.1	6
173	Enough rope to hang yourself: word limits in Medical Education. Medical Education, 2010, 44, 432-432.	2.1	6
174	Factors predicting competence as assessed with the written component of the Canadian Physiotherapy Competency Examination. Physiotherapy Theory and Practice, 2010, 26, 12-21.	1.3	6
175	The shoulders of giants. Medical Education, 2011, 45, 760-761.	2.1	6
176	The State of the Science 2012: building blocks for the future. Medical Education, 2012, 46, 1-2.	2.1	6
177	In support of a stronger field of health professional education. Medical Education, 2013, 47, 750-751.	2.1	6
178	Organizational Culture Shapes the Adoption and Incorporation of Simulation into Nursing Curricula: A Grounded Theory Study. Nursing Research and Practice, 2014, 2014, 1-12.	1.0	6
179	Defining equivalence in medical education evaluation and research: does a distribution-based approach work?. Advances in Health Sciences Education, 2016, 21, 359-373.	3.3	6
180	Remote assessment via video evaluation (RAVVE): a pilot study to trial video-enabled peer feedback on clinical performance. BMC Medical Education, 2019, 19, 466.	2.4	6

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181	A Reflection Upon the Impact of Early 21st-Century Technological Innovations on Medical School Admissions. Academic Medicine, 2019, 94, 640-644.	1.6	6
182	Whither the need for faculty development?. Medical Education, 2006, 40, 99-100.	2.1	5
183	Can Self-declared Personal Values be Used to Identify those with Family Medicine Career Aspirations?. Advances in Health Sciences Education, 2008, 13, 193-202.	3.3	5
184	Dialogue in Medical Education: enabling the academic voyeur that lurks inside us all. Medical Education, 2012, 46, 826-827.	2.1	5
185	How Good Is Good? Students and Assessorsâ€™ Perceptions of Qualitative Markers of Performance. Teaching and Learning in Medicine, 2013, 25, 15-23.	2.1	5
186	Student attrition in the Ontario midwifery education programme. Midwifery, 2013, 29, 579-584.	2.3	5
187	The many layers of social in our science. Medical Education, 2013, 47, 1-2.	2.1	5
188	Lessons learned by those prepared to greet chance head on. Medical Education, 2014, 48, 738-739.	2.1	5
189	Product Analysis and Initial Reliability Testing of the Total Mesorectal Excision-Quality Assessment Instrument. Annals of Surgical Oncology, 2014, 21, 2274-2279.	1.5	5
190	Medical education research approaches. Medical Education, 2018, 52, 1100-1102.	2.1	5
191	Science must begin with myths, and with the criticism of myths. Medical Education, 2020, 54, 2-3.	2.1	5
192	Toward Practice-Based Continuing Education Protocols: Using Testing to Help Physicians Update Their Knowledge. Journal of Continuing Education in the Health Professions, 2020, 40, 248-256.	1.3	5
193	Clinical Experience and Quality of Health Care. Annals of Internal Medicine, 2005, 143, 85.	3.9	4
194	Reading means more than deciphering the words on the page. Medical Education, 2010, 44, 330-332.	2.1	4
195	Validity of predischarge measures for predicting time to harm in older adults. Canadian Journal of Occupational Therapy, 2013, 80, 19-27.	1.3	4
196	Functional neuroimaging and diagnostic reasoning. Medical Teacher, 2016, 38, 752-753.	1.8	4
197	From old town to new town: the state of the science 30Âyears after the Edinburgh declaration. Medical Education, 2018, 52, 1-2.	2.1	4
198	Tensions that define the State of our Science in 2019. Medical Education, 2019, 53, 1-2.	2.1	4

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