

Kevin Eva

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6545416/publications.pdf>

Version: 2024-02-01

257
papers

12,443
citations

28274

55
h-index

30087

103
g-index

263
all docs

263
docs citations

263
times ranked

7429
citing authors

#	ARTICLE	IF	CITATIONS
1	Constructing critical thinking in health professional education. Perspectives on Medical Education, 2022, 7, 156-165.	3.5	44
2	Connections within the seemingly inevitable triad of self, social and situation. Medical Education, 2022, 56, 2-3.	2.1	1
3	A method for the madness: An international survey of health professions education authors' journal choice. Perspectives on Medical Education, 2022, , 1.	3.5	3
4	Because counting is never enough: A brief note on data contextualization. Clinical Teacher, 2022, 19, 181-181.	0.8	2
5	Tracing Philosophical Shifts in Health Professions Assessment. , 2022, , 67-84.		2
6	A plethora of good news within a pledge to keep moving forward. Medical Education, 2022, 56, 776-777.	2.1	2
7	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
8	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
9	Publishing during COVID-19: Lessons for health professions education research. Medical Education, 2021, 55, 278-280.	2.1	7
10	Altruism as enlightened self-interest: How helping others through peer review helps you. Medical Education, 2021, 55, 880-882.	2.1	2
11	Using Individual Residents' Learning Trajectories to Better Understand the Impact of Gaps in Practice. Academic Medicine, 2021, Publish Ahead of Print, S158-S163.	1.6	1
12	The Advice Given During Near-Peer Interactions Before and After Curriculum Change. Teaching and Learning in Medicine, 2021, , 1-9.	2.1	1
13	Exploring the Contributions of Combined Model Regional Medical Education Campuses to the Physician Workforce. Academic Medicine, 2021, 96, 409-415.	1.6	1
14	The problem with solutions. Medical Education, 2021, 55, 2-3.	2.1	11
15	Disrupted, but not derailed: A year of scholarship in health professions education. Clinical Teacher, 2021, 18, 6-6.	0.8	0
16	The disconnect between knowing and doing in health professions education and practice. Advances in Health Sciences Education, 2020, 25, 227-240.	3.3	21
17	Examinee Cohort Size and Item Analysis Guidelines for Health Professions Education Programs. Academic Medicine, 2020, 95, 151-156.	1.6	7
18	Science must begin with myths, and with the criticism of myths. Medical Education, 2020, 54, 2-3.	2.1	5

#	ARTICLE	IF	CITATIONS
19	Some light amidst the darkness of recent world events. <i>Medical Education</i> , 2020, 54, 674-675.	2.1	0
20	An expression of gratitude to Medical Education Adaptations reviewers. <i>Medical Education</i> , 2020, 54, 1086-1087.	2.1	4
21	The Relationship Between Accreditation Cycle and Licensing Examination Scores: A National Look. <i>Academic Medicine</i> , 2020, 95, S103-S108.	1.6	8
22	The Influence of Relationship-Centered Coaching on Physician Perceptions of Peer Review in the Context of Mandated Regulatory Practices. <i>Academic Medicine</i> , 2020, 95, S14-S19.	1.6	7
23	Idiosyncrasy in Assessment Comments: Do Faculty Have Distinct Writing Styles When Completing In-Training Evaluation Reports?. <i>Academic Medicine</i> , 2020, 95, S81-S88.	1.6	9
24	The new look of <i>Medical Education</i> . <i>Medical Education</i> , 2020, 54, 1-1.	2.1	2
25	Strange days. <i>Medical Education</i> , 2020, 54, 492-493.	2.1	19
26	Medical Education Adaptations: Really Good Stuff for educational transition during a pandemic. <i>Medical Education</i> , 2020, 54, 494-494.	2.1	45
27	Toward Practice-Based Continuing Education Protocols: Using Testing to Help Physicians Update Their Knowledge. <i>Journal of Continuing Education in the Health Professions</i> , 2020, 40, 248-256.	1.3	5
28	University of British Columbia Faculty of Medicine. <i>Academic Medicine</i> , 2020, 95, S566-S569.	1.6	1
29	Break out the champagne and caviar: a toast to Medical Education's award winners. <i>Medical Education</i> , 2019, 53, 750-751.	2.1	0
30	Situational cues surrounding family physicians seeking external resources while self-monitoring in practice. <i>Advances in Health Sciences Education</i> , 2019, 24, 783-796.	3.3	3
31	Accuracy of self-monitoring: does experience, ability or case difficulty matter?. <i>Medical Education</i> , 2019, 53, 735-744.	2.1	20
32	Remote assessment via video evaluation (RAWVE): a pilot study to trial video-enabled peer feedback on clinical performance. <i>BMC Medical Education</i> , 2019, 19, 466.	2.4	6
33	A Reflection Upon the Impact of Early 21st-Century Technological Innovations on Medical School Admissions. <i>Academic Medicine</i> , 2019, 94, 640-644.	1.6	6
34	Comfort with uncertainty: reframing our conceptions of how clinicians navigate complex clinical situations. <i>Advances in Health Sciences Education</i> , 2019, 24, 797-809.	3.3	78
35	Tensions that define the State of our Science in 2019. <i>Medical Education</i> , 2019, 53, 1-2.	2.1	4
36	Twelve tips for constructing a multiple mini-interview. <i>Medical Teacher</i> , 2019, 41, 510-516.	1.8	14

#	ARTICLE	IF	CITATIONS
37	Joining the editorial team. Medical Education, 2018, 52, 138-138.	2.1	0
38	From old town to new town: the state of the science 30 years after the Edinburgh declaration. Medical Education, 2018, 52, 1-2.	2.1	4
39	How do formative objective structured clinical examinations drive learning? Analysis of residents' perceptions. Medical Teacher, 2018, 40, 45-52.	1.8	25
40	Vive la Différence. Academic Medicine, 2018, 93, 969-971.	1.6	18
41	2018 Awards announcement. Medical Education, 2018, 52, 778-778.	2.1	0
42	A health professions education editors' open letter to our community. Perspectives on Medical Education, 2018, 7, 225-225.	3.5	0
43	Incentivizing Medical Teachers: Exploring the Role of Incentives in Influencing Motivations. Academic Medicine, 2018, 93, S52-S59.	1.6	17
44	2018 Ottawa consensus statement: Selection and recruitment to the healthcare professions. Medical Teacher, 2018, 40, 1091-1101.	1.8	77
45	Medical education research approaches. Medical Education, 2018, 52, 1100-1102.	2.1	5
46	A Health Professions Education Editors' Open Letter to Our Community. Journal of Graduate Medical Education, 2018, 10, 373-373.	1.3	0
47	The pedagogical value of testing: how far does it extend?. Advances in Health Sciences Education, 2018, 23, 803-816.	3.3	3
48	Asking for Less and Getting More. Academic Medicine, 2018, 93, 1584-1590.	1.6	8
49	A health professions education editors' open letter to our community. Medical Teacher, 2018, 40, 865-865.	1.8	0
50	A health professions education editors' open letter to our community. Medical Education, 2018, 52, 779-779.	2.1	0
51	Welcome to the team!. Medical Education, 2018, 52, 682-682.	2.1	0
52	The end of an era. Medical Education, 2018, 52, 578-579.	2.1	1
53	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
54	Reporting and design elements of audit and feedback interventions: a secondary review: Table 1. BMJ Quality and Safety, 2017, 26, 54-60.	3.7	64

#	ARTICLE	IF	CITATIONS
55	How would you like your salami? A guide to slicing. Medical Education, 2017, 51, 456-457.	2.1	19
56	Cracking the code: residents'™ interpretations of written assessment comments. Medical Education, 2017, 51, 401-410.	2.1	51
57	What's in a name? Definitional clarity and its unintended consequences. Medical Education, 2017, 51, 1-2.	2.1	15
58	The Hidden Value of Narrative Comments for Assessment: A Quantitative Reliability Analysis of Qualitative Data. Academic Medicine, 2017, 92, 1617-1621.	1.6	85
59	Using the Readiness for Clerkship and Residency Surveys to Evaluate the Effectiveness of Four MD Programs. Academic Medicine, 2017, 92, S100-S109.	1.6	3
60	How and Why Preclerkship Students Set Learning Goals and Assess Their Achievement. Academic Medicine, 2017, 92, S61-S66.	1.6	3
61	Inter-rater variability as mutual disagreement: identifying raters'™ divergent points of view. Advances in Health Sciences Education, 2017, 22, 819-838.	3.3	32
62	Validity: one word with a plurality of meanings. Advances in Health Sciences Education, 2017, 22, 853-867.	3.3	56
63	A randomised trial of the influence of racial stereotype bias on examiners'™ scores, feedback and recollections in undergraduate clinical exams. BMC Medicine, 2017, 15, 179.	5.5	22
64	Advancing the literature on designing audit and feedback interventions: identifying theory-informed hypotheses. Implementation Science, 2017, 12, 117.	6.9	98
65	The editorial term of Professor Henry Walton (Volumes 10-31). Medical Education, 2016, 50, 374-375.	2.1	1
66	Does source matter? Nurses' and Physicians' perceptions of interprofessional feedback. Medical Education, 2016, 50, 181-188.	2.1	26
67	The editorial term of Sir John Ellis (Volumes 1-9). Medical Education, 2016, 50, 152-153.	2.1	3
68	Functional neuroimaging and diagnostic reasoning. Medical Teacher, 2016, 38, 752-753.	1.8	4
69	The more things stay the same, the more they change. Medical Education, 2016, 50, 1-2.	2.1	7
70	Simplifying education scholarship: new format requirements for publication success. Medical Education, 2016, 50, 1182-1183.	2.1	1
71	Putting bias into context: The role of familiarity in identification.. Law and Human Behavior, 2016, 40, 50-64.	0.7	17
72	Reflections on our current history. Medical Education, 2016, 50, 1080-1081.	2.1	3

#	ARTICLE	IF	CITATIONS
73	Practice Feedback Interventions: 15 Suggestions for Optimizing Effectiveness. <i>Annals of Internal Medicine</i> , 2016, 164, 435.	3.9	297
74	The Impact of Emotion on Learners'™ Application of Basic Science Principles to Novel Problems. <i>Academic Medicine</i> , 2016, 91, S58-S63.	1.6	14
75	Defining equivalence in medical education evaluation and research: does a distribution-based approach work?. <i>Advances in Health Sciences Education</i> , 2016, 21, 359-373.	3.3	6
76	Comparing Open-Book and Closed-Book Examinations. <i>Academic Medicine</i> , 2016, 91, 583-599.	1.6	79
77	Perceptions of Peer-to-Peer Interprofessional Feedback Among Students in the Health Professions. <i>Academic Medicine</i> , 2016, 91, 807-812.	1.6	30
78	Selecting and Simplifying: Rater Performance and Behavior When Considering Multiple Competencies. <i>Teaching and Learning in Medicine</i> , 2016, 28, 41-51.	2.1	49
79	What's™ in a Label? Is Diagnosis the Start or the End of Clinical Reasoning?. <i>Journal of General Internal Medicine</i> , 2016, 31, 435-437.	2.6	54
80	Towards a program of assessment for health professionals: from training into practice. <i>Advances in Health Sciences Education</i> , 2016, 21, 897-913.	3.3	116
81	Hedging to save face: a linguistic analysis of written comments on in-training evaluation reports. <i>Advances in Health Sciences Education</i> , 2016, 21, 175-188.	3.3	112
82	Looking forward to looking back. <i>Medical Education</i> , 2015, 49, 746-747.	2.1	0
83	Relatively speaking: contrast effects influence assessors'™ scores and narrative feedback. <i>Medical Education</i> , 2015, 49, 909-919.	2.1	26
84	Are Examiners'™ Judgments in OSCE-Style Assessments Influenced by Contrast Effects?. <i>Academic Medicine</i> , 2015, 90, 975-980.	1.6	39
85	Accuracy of Spleen Measurement by Medical Residents Using Hand-Carried Ultrasound. <i>Journal of Ultrasound in Medicine</i> , 2015, 34, 2203-2207.	1.7	9
86	Readiness for Residency. <i>Academic Medicine</i> , 2015, 90, S36-S42.	1.6	8
87	Moving beyond childish notions of fair and equitable. <i>Medical Education</i> , 2015, 49, 1-3.	2.1	14
88	Reading between the lines: faculty interpretations of narrative evaluation comments. <i>Medical Education</i> , 2015, 49, 296-306.	2.1	113
89	The Process of Adopting and Incorporating Simulation Into Undergraduate Nursing Curricula: A Grounded Theory Study. <i>Journal of Professional Nursing</i> , 2015, 31, 26-36.	2.8	7
90	How might mathematics education be used to improve diagnostic reasoning?. <i>Diagnosis</i> , 2014, 1, 135-137.	1.9	0

#	ARTICLE	IF	CITATIONS
91	Expertise, Time, Money, Mentoring, and Reward: Systemic Barriers That Limit Education Researcher Productivityâ€”Proceedings From the AAMC GEA Workshop. <i>Journal of Graduate Medical Education</i> , 2014, 6, 430-436.	1.3	39
92	Organizational Culture Shapes the Adoption and Incorporation of Simulation into Nursing Curricula: A Grounded Theory Study. <i>Nursing Research and Practice</i> , 2014, 2014, 1-12.	1.0	6
93	â€œNegotiating, Navigating, and Networkingâ€: Three Strategies Used by Nursing Leaders to Shape the Adoption and Incorporation of Simulation into Nursing Curriculaâ€”A Grounded Theory Study. <i>ISRN Nursing</i> , 2014, 2014, 1-7.	1.2	1
94	Simulation-based Assessment of Paramedics and Performance in Real Clinical Contexts. <i>Prehospital Emergency Care</i> , 2014, 18, 116-122.	1.8	33
95	Multiple mini-interview test characteristics: â€˜tis better to ask candidates to recall than to imagine. <i>Medical Education</i> , 2014, 48, 604-613.	2.1	32
96	Our newest deputy editor. <i>Medical Education</i> , 2014, 48, 224-224.	2.1	0
97	Lessons learned by those prepared to greet chance head on. <i>Medical Education</i> , 2014, 48, 738-739.	2.1	5
98	In Reply to Mamede and Schmidt. <i>Academic Medicine</i> , 2014, 89, 960.	1.6	0
99	Trending in 2014: Hippocrates. <i>Medical Education</i> , 2014, 48, 1-3.	2.1	26
100	Estimation of Spleen Size With Hand-Carried Ultrasound. <i>Journal of Ultrasound in Medicine</i> , 2014, 33, 1225-1230.	1.7	9
101	Reexamining our bias against heuristics. <i>Advances in Health Sciences Education</i> , 2014, 19, 457-464.	3.3	42
102	Product Analysis and Initial Reliability Testing of the Total Mesorectal Excision-Quality Assessment Instrument. <i>Annals of Surgical Oncology</i> , 2014, 21, 2274-2279.	1.5	5
103	Therapy behaviours in paediatric rehabilitation: essential attributes for intervention with children with physical disabilities. <i>Disability and Rehabilitation</i> , 2014, 36, 16-22.	1.8	18
104	Bias in assessing trainees' clinical competence: the influence of assessors' recent experiences of other performances on present assessment scores. <i>Lancet, The</i> , 2014, 383, S113.	13.7	0
105	Impact of rating demands on rater-based assessments of clinical competence. <i>Education for Primary Care</i> , 2014, 25, 308-318.	0.6	25
106	More Consensus Than Idiosyncrasy. <i>Academic Medicine</i> , 2014, 89, 1510-1519.	1.6	38
107	Factors That Influence Residents' Perceived Credibility of Examiners During a Formative OSCE. <i>Journal of Graduate Medical Education</i> , 2014, 6, 798-798.	1.3	0
108	Reading Between the Lines: Understanding How Faculty Interpret Language Cues to Reliably Rank Trainees Using Narrative Comments. <i>Journal of Graduate Medical Education</i> , 2014, 6, 797-797.	1.3	0

#	ARTICLE	IF	CITATIONS
109	Seeing the same thing differently. <i>Advances in Health Sciences Education</i> , 2013, 18, 325-341.	3.3	137
110	Cardiac examination and the effect of dual-processing instruction in a cardiopulmonary simulator. <i>Advances in Health Sciences Education</i> , 2013, 18, 497-508.	3.3	10
111	How Good Is Good? Students and Assessors'™ Perceptions of Qualitative Markers of Performance. <i>Teaching and Learning in Medicine</i> , 2013, 25, 15-23.	2.1	5
112	In support of a stronger field of health professional education. <i>Medical Education</i> , 2013, 47, 750-751.	2.1	6
113	“When I use a word, it means just what I choose it to mean - neither more nor less”™. <i>Medical Education</i> , 2013, 47, 856-857.	2.1	3
114	Exploring the impact of mental workload on rater-based assessments. <i>Advances in Health Sciences Education</i> , 2013, 18, 291-303.	3.3	80
115	Global Rating Scale for the Assessment of Paramedic Clinical Competence. <i>Prehospital Emergency Care</i> , 2013, 17, 57-67.	1.8	54
116	Diagnostic Accuracy of Handheld Cardiac Ultrasound in Detection of Severe Aortic Stenosis. <i>Canadian Journal of Cardiology</i> , 2013, 29, S312-S313.	1.7	0
117	Student attrition in the Ontario midwifery education programme. <i>Midwifery</i> , 2013, 29, 579-584.	2.3	5
118	The many layers of social in our science. <i>Medical Education</i> , 2013, 47, 1-2.	2.1	5
119	Do In-Training Evaluation Reports Deserve Their Bad Reputations? A Study of the Reliability and Predictive Ability of ITER Scores and Narrative Comments. <i>Academic Medicine</i> , 2013, 88, 1539-1544.	1.6	64
120	Validity of predischarge measures for predicting time to harm in older adults. <i>Canadian Journal of Occupational Therapy</i> , 2013, 80, 19-27.	1.3	4
121	Effective feedback for maintenance of competence: from data delivery to trusting dialogues. <i>Cmaj</i> , 2013, 185, 463-464.	2.0	50
122	Development of a generic fidelity measure for rehabilitation intervention research for children with physical disabilities. <i>Developmental Medicine and Child Neurology</i> , 2013, 55, 737-744.	2.1	24
123	Comparing Diagnostic Performance and the Utility of Clinical Vignette-Based Assessment Under Testing Conditions Designed to Encourage Either Automatic or Analytic Thought. <i>Academic Medicine</i> , 2013, 88, 1545-1551.	1.6	57
124	A Narrative Review of Generic Intervention Fidelity Measures. <i>Physical and Occupational Therapy in Pediatrics</i> , 2012, 32, 430-446.	1.3	7
125	Association Between a Medical School Admission Process Using the Multiple Mini-interview and National Licensing Examination Scores. <i>JAMA - Journal of the American Medical Association</i> , 2012, 308, 2233.	7.4	104
126	Renowned Physicians'™ Perceptions of Expert Diagnostic Practice. <i>Academic Medicine</i> , 2012, 87, 1413-1417.	1.6	61

#	ARTICLE	IF	CITATIONS
127	Should Efforts in Favor of Medical Student Diversity Be Focused During Admissions or Farther Upstream?. <i>Academic Medicine</i> , 2012, 87, 443-448.	1.6	48
128	The Role of Emotion in the Learning and Transfer of Clinical Skills and Knowledge. <i>Academic Medicine</i> , 2012, 87, 1316-1322.	1.6	160
129	The Readiness for Clerkship Survey. <i>Academic Medicine</i> , 2012, 87, 1355-1360.	1.6	23
130	Using "Standardized Narratives" to Explore New Ways to Represent Faculty Opinions of Resident Performance. <i>Academic Medicine</i> , 2012, 87, 419-427.	1.6	53
131	Effect of Exposure to Good vs Poor Medical Trainee Performance on Attending Physician Ratings of Subsequent Performances. <i>JAMA - Journal of the American Medical Association</i> , 2012, 308, 2226.	7.4	39
132	Scylla or Charybdis? Can we navigate between objectification and judgement in assessment?. <i>Medical Education</i> , 2012, 46, 914-919.	2.1	60
133	Dialogue in Medical Education: enabling the academic voyeur that lurks inside us all. <i>Medical Education</i> , 2012, 46, 826-827.	2.1	5
134	To blind or not to blind? That remains the question. <i>Medical Education</i> , 2012, 46, 924-925.	2.1	3
135	Using an objective structured video exam to identify differential understanding of aspects of communication skills. <i>Medical Teacher</i> , 2012, 34, e242-e250.	1.8	25
136	Testing the validity of a scenario-based questionnaire to assess the ethical sensitivity of undergraduate medical students. <i>Medical Teacher</i> , 2012, 34, 635-642.	1.8	20
137	Building theories of knowledge translation interventions: Use the entire menu of constructs. <i>Implementation Science</i> , 2012, 7, 114.	6.9	78
138	Assessing Diagnostic Reasoning: A Consensus Statement Summarizing Theory, Practice, and Future Needs. <i>Academic Emergency Medicine</i> , 2012, 19, 1454-1461.	1.8	57
139	Self-monitoring and its relationship to medical knowledge. <i>Advances in Health Sciences Education</i> , 2012, 17, 311-323.	3.3	41
140	The State of the Science 2012: building blocks for the future. <i>Medical Education</i> , 2012, 46, 1-2.	2.1	6
141	Influences on medical students' self-regulated learning after test completion. <i>Medical Education</i> , 2012, 46, 326-335.	2.1	34
142	Celebrate good times. <i>Medical Education</i> , 2012, 46, 726-727.	2.1	2
143	Factors influencing responsiveness to feedback: on the interplay between fear, confidence, and reasoning processes. <i>Advances in Health Sciences Education</i> , 2012, 17, 15-26.	3.3	289
144	Assessment for selection for the health care professions and specialty training: Consensus statement and recommendations from the Ottawa 2010 Conference. <i>Medical Teacher</i> , 2011, 33, 215-223.	1.8	181

#	ARTICLE	IF	CITATIONS
145	The Differential Impact of Clerk Interest and Participation in a Child and Adolescent Psychiatry Clerkship Rotation Upon Psychiatry and Pediatrics Residency Matches. <i>Academic Psychiatry</i> , 2011, 35, 226-231.	0.9	2
146	Tensions in Informed Self-Assessment: How the Desire for Feedback and Reticence to Collect and Use It Can Conflict. <i>Academic Medicine</i> , 2011, 86, 1120-1127.	1.6	159
147	Modern Conceptions of Elite Medical Practice Among Internal Medicine Faculty Members. <i>Academic Medicine</i> , 2011, 86, S50-S54.	1.6	11
148	Rater-Based Assessments as Social Judgments: Rethinking the Etiology of Rater Errors. <i>Academic Medicine</i> , 2011, 86, S1-S7.	1.6	160
149	Features of assessment learners use to make informed self-assessments of clinical performance. <i>Medical Education</i> , 2011, 45, 636-647.	2.1	119
150	Lessons learned through innovation in medical education. <i>Medical Education</i> , 2011, 45, 434-435.	2.1	10
151	The shoulders of giants. <i>Medical Education</i> , 2011, 45, 760-761.	2.1	6
152	Exploring the divergence between self-assessment and self-monitoring. <i>Advances in Health Sciences Education</i> , 2011, 16, 311-329.	3.3	138
153	Toward Authentic Clinical Evaluation: Pitfalls in the Pursuit of Competency. <i>Academic Medicine</i> , 2010, 85, 780-786.	1.6	183
154	The Reliability and Acceptability of the Multiple Mini-Interview as a Selection Instrument for Postgraduate Admissions. <i>Academic Medicine</i> , 2010, 85, S60-S63.	1.6	79
155	The evolving field of medical education research. <i>Biochemistry and Molecular Biology Education</i> , 2010, 38, 211-215.	1.2	10
156	Diagnostic error and clinical reasoning. <i>Medical Education</i> , 2010, 44, 94-100.	2.1	365
157	The state of the science in health professional education. <i>Medical Education</i> , 2010, 44, 1-1.	2.1	1
158	Reading means more than deciphering the words on the page. <i>Medical Education</i> , 2010, 44, 330-332.	2.1	4
159	A leadership transition. <i>Medical Education</i> , 2010, 44, 220-221.	2.1	0
160	Enough rope to hang yourself: word limits in Medical Education. <i>Medical Education</i> , 2010, 44, 432-432.	2.1	6
161	How clinical features are presented matters to weaker diagnosticians. <i>Medical Education</i> , 2010, 44, 775-785.	2.1	16
162	Physician Cognitive Processing as a Source of Diagnostic and Treatment Disparities in Coronary Heart Disease. <i>Journal of Health and Social Behavior</i> , 2010, 51, 16-29.	4.8	28

#	ARTICLE	IF	CITATIONS
163	Impact of Clinician Judgement on Formulary Committeesâ€™ Recommendations in Canada. Journal of Health Services Research and Policy, 2010, 15, 98-105.	1.7	1
164	Psychometric Properties of a Peer-Assessment Program to Assess Continuing Competence in Physical Therapy. Physical Therapy, 2010, 90, 1026-1038.	2.4	19
165	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
166	The Processes and Dimensions of Informed Self-Assessment: A Conceptual Model. Academic Medicine, 2010, 85, 1212-1220.	1.6	257
167	Swapping Horses Midstream: Factors Related to Physiciansâ€™ Changing Their Minds About a Diagnosis. Academic Medicine, 2010, 85, 1112-1117.	1.6	38
168	Which Factors, Personal or External, Most Influence Studentsâ€™ Generation of Learning Goals?. Academic Medicine, 2010, 85, S102-S105.	1.6	39
169	Publishing Ethics in Medical Education Journals. Academic Medicine, 2009, 84, S132-S134.	1.6	17
170	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
171	Diagnostic error in medical education: where wrongs can make rights. Advances in Health Sciences Education, 2009, 14, 71-81.	3.3	55
172	The reviewer is always right: peer review of research in Medical Education. Medical Education, 2009, 43, 2-4.	2.1	37
173	Research ethics requirements for Medical Education. Medical Education, 2009, 43, 194-195.	2.1	28
174	Welcoming new editors into the fold. Medical Education, 2009, 43, 297-297.	2.1	0
175	Broadening the debate about quality in medical education research. Medical Education, 2009, 43, 294-296.	2.1	69
176	Flattening the world of medical education. Medical Education, 2009, 43, i-ii.	2.1	0
177	Witnessing the globalisation of medical education first-hand. Medical Education, 2009, 43, 604-605.	2.1	2
178	Predictive validity of the multiple mini-interview for selecting medical trainees. Medical Education, 2009, 43, 767-775.	2.1	228
179	Medical Education welcomes Shiphra Ginsburg. Medical Education, 2009, 43, 1124-1124.	2.1	0
180	Does moral judgement improve in occupational therapy and physiotherapy students over the course of their preâ€¦censure training?. Learning in Health and Social Care, 2009, 8, 92-102.	0.6	24

#	ARTICLE	IF	CITATIONS
181	Measuring moral judgement in physical therapy students from different cultures: a dilemma. <i>Learning in Health and Social Care</i> , 2009, 8, 103-113.	0.6	2
182	Extending the Interview to All Medical School Candidatesâ€”Computer-Based Multiple Sample Evaluation of Noncognitive Skills (CMSENS). <i>Academic Medicine</i> , 2009, 84, S9-S12.	1.6	29
183	Workplace-based assessment for general practitioners: using stakeholder perception to aid blueprinting of an assessment battery. <i>Medical Education</i> , 2008, 42, 96-103.	2.1	17
184	A Cost Efficiency Comparison Between The Multiple Mini-Interview and Traditional Admissions Interviews. <i>Advances in Health Sciences Education</i> , 2008, 13, 43-58.	3.3	69
185	Can Self-declared Personal Values be Used to Identify those with Family Medicine Career Aspirations?. <i>Advances in Health Sciences Education</i> , 2008, 13, 193-202.	3.3	5
186	â€œI'll never play professional footballâ€”and other fallacies of self-assessment. <i>Journal of Continuing Education in the Health Professions</i> , 2008, 28, 14-19.	1.3	357
187	Covering up the crystal ball. <i>Medical Education</i> , 2008, 42, 330-332.	2.1	11
188	Medical Education welcomes three new deputy editors. <i>Medical Education</i> , 2008, 42, 446-446.	2.1	0
189	Ch-ch-ch-changes!. <i>Medical Education</i> , 2008, 42, 546-547.	2.1	0
190	Whats next? A guiding question for educators engaged in educational research. <i>Medical Education</i> , 2008, 42, 752-754.	2.1	61
191	On the limits of systematicity. <i>Medical Education</i> , 2008, 42, 852-853.	2.1	76
192	The cross-cutting edge: striving for symbiosis between medical education research and related disciplines. <i>Medical Education</i> , 2008, 42, 950-951.	2.1	20
193	Does Mental Illness Stigma Contribute to Adolescent Standardized Patients' Discomfort With Simulations of Mental Illness and Adverse Psychosocial Experiences?. <i>Academic Psychiatry</i> , 2008, 32, 98-103.	0.9	13
194	The Completeness of Reporting (CORE) index identifies important deficiencies in observational study conference abstracts. <i>Journal of Clinical Epidemiology</i> , 2008, 61, 1241-1249.e2.	5.0	18
195	Comparing academic performance of medical students in distributed learning sites: the McMaster experience. <i>Medical Teacher</i> , 2008, 30, 67-71.	1.8	34
196	Noninvasive ventilation for acute respiratory failure near the end of life*. <i>Critical Care Medicine</i> , 2008, 36, 789-794.	0.9	56
197	Putting the cart before the horse: testing to improve learning. <i>BMJ: British Medical Journal</i> , 2007, 334, 535-535.	2.3	7
198	Effects Associated with Adolescent Standardized Patient Simulation of Depression and Suicidal Ideation. <i>Academic Medicine</i> , 2007, 82, S61-S64.	1.6	25

#	ARTICLE	IF	CITATIONS
199	Predictive validity comparison of two five-level triage acuity scales. <i>European Journal of Emergency Medicine</i> , 2007, 14, 188-192.	1.1	39
200	Medical School Admissions: Revisiting the Veracity and Independence of Completion of an Autobiographical Screening Tool. <i>Academic Medicine</i> , 2007, 82, S8-S11.	1.6	14
201	Knowing When to Look It Up: A New Conception of Self-Assessment Ability. <i>Academic Medicine</i> , 2007, 82, S81-S84.	1.6	127
202	Implementation and evaluation of an interprofessional education initiative for students in the health professions. <i>Learning in Health and Social Care</i> , 2007, 6, 72-82.	0.6	21
203	Emergency department patient compliance with follow-up for outpatient exercise stress testing: a randomized controlled trial. <i>Canadian Journal of Emergency Medicine</i> , 2007, 9, 435-440.	1.1	33
204	The yin and yang of education research. <i>Medical Education</i> , 2007, 41, 724-725.	2.1	14
205	Teaching from the clinical reasoning literature: combined reasoning strategies help novice diagnosticians overcome misleading information. <i>Medical Education</i> , 2007, 41, 1152-1158.	2.1	188
206	The benefits of flexibility: the pedagogical value of instructions to adopt multifaceted diagnostic reasoning strategies. <i>Medical Education</i> , 2007, 41, 281-287.	2.1	100
207	Multiple mini-interviews predict clerkship and licensing examination performance. <i>Medical Education</i> , 2007, 41, 378-384.	2.1	184
208	Triage Tool Inter-rater Reliability: A Comparison of Live Versus Paper Case Scenarios. <i>Journal of Emergency Nursing</i> , 2007, 33, 319-323.	1.0	61
209	Using a Sampling Strategy to Address Psychometric Challenges in Tutorial-Based Assessments. <i>Advances in Health Sciences Education</i> , 2007, 12, 19-33.	3.3	15
210	Are all the taken men good? An indirect examination of mate-choice copying in humans. <i>Cmaj</i> , 2006, 175, 1573-1574.	2.0	48
211	Expertise in Medicine and Surgery. , 2006, , 339-354.		103
212	Giving Learners the Best of Both Worlds: Do Clinical Teachers Need to Guard Against Teaching Pattern Recognition to Novices?. <i>Academic Medicine</i> , 2006, 81, 405-409.	1.6	111
213	The effect of defined violations of test security on admissions outcomes using multiple mini-interviews. <i>Medical Education</i> , 2006, 40, 36-42.	2.1	40
214	Whither the need for faculty development?. <i>Medical Education</i> , 2006, 40, 99-100.	2.1	5
215	Pneumatic Tube Delivery System for Blood Samples Reduces Turnaround Times Without Affecting Sample Quality. <i>Journal of Emergency Nursing</i> , 2006, 32, 139-143.	1.0	69
216	Identification of Root Causes for Emergency Diagnostic Imaging Delays at Three Canadian Hospitals. <i>Journal of Emergency Nursing</i> , 2006, 32, 276-280.	1.0	20

#	ARTICLE	IF	CITATIONS
217	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
218	Medical School Admissions: Enhancing the Reliability and Validity of an Autobiographical Screening Tool. Academic Medicine, 2006, 81, S70-S73.	1.6	29
219	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
220	Self-Assessment in the Health Professions: A Reformulation and Research Agenda. Academic Medicine, 2005, 80, S46-S54.	1.6	739
221	Episodic accounts of spreading Brooksification.. Canadian Journal of Experimental Psychology, 2005, 59, 1-1.	0.8	0
222	Reassessing the Methods of Medical Record Review Studies in Emergency Medicine Research. Annals of Emergency Medicine, 2005, 45, 448-451.	0.6	221
223	What every teacher needs to know about clinical reasoning. Medical Education, 2005, 39, 98-106.	2.1	687
224	Implications of psychology-type theories for full curriculum interventions. Medical Education, 2005, 39, 247-249.	2.1	6
225	Establishment of a quality and standards advisory group. Medical Education, 2005, 39, 760-760.	2.1	2
226	Heuristics and biases - a biased perspective on clinical reasoning. Medical Education, 2005, 39, 870-872.	2.1	83
227	Editorial " Dangerous Personalities. Advances in Health Sciences Education, 2005, 10, 275-277.	3.3	12
228	Clinical Experience and Quality of Health Care. Annals of Internal Medicine, 2005, 143, 85.	3.9	4
229	What the educators are saying. BMJ: British Medical Journal, 2005, 331, 1006.	2.3	0
230	Ce que tout enseignant devrait savoir concernant le raisonnement clinique. Pédagogie Médicale, 2005, 6, 225-234.	0.1	15
231	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
232	The Relationship between Interviewers' Characteristics and Ratings Assigned during a Multiple Mini-Interview. Academic Medicine, 2004, 79, 602-609.	1.6	97
233	Where Judgement Fails: Pitfalls in the Selection Process for Medical Personnel. Advances in Health Sciences Education, 2004, 9, 161-174.	3.3	49
234	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

#	ARTICLE	IF	CITATIONS
235	How Can I Know What I Don't Know? Poor Self Assessment in a Well-Defined Domain. <i>Advances in Health Sciences Education</i> , 2004, 9, 211-224.	3.3	235
236	An admissions OSCE: the multiple mini-interview. <i>Medical Education</i> , 2004, 38, 314-326.	2.1	524
237	Assessment of inter-observer reliability of two five-level triage and acuity scales: a randomized controlled trial. <i>Canadian Journal of Emergency Medicine</i> , 2004, 6, 240-245.	1.1	68
238	The Ability of the Multiple Mini-Interview to Predict Preclerkship Performance in Medical School. <i>Academic Medicine</i> , 2004, 79, S40-S42.	1.6	192
239	Root cause analysis of laboratory turnaround times for patients in the emergency department. <i>Canadian Journal of Emergency Medicine</i> , 2004, 6, 116-122.	1.1	19
240	Issues to consider when planning and conducting educational research. <i>Journal of Dental Education</i> , 2004, 68, 316-23.	1.2	4
241	Stemming the tide: Cognitive aging theories and their implications for continuing education in the health professions. <i>Journal of Continuing Education in the Health Professions</i> , 2003, 23, 133-140.	1.3	27
242	Doggie diagnosis, diagnostic success and diagnostic reasoning strategies: an alternative view. <i>Medical Education</i> , 2003, 37, 676-677.	2.1	51
243	On the generality of specificity. <i>Medical Education</i> , 2003, 37, 587-588.	2.1	165
244	Can the Strength of Candidates Be Discriminated Based on Ability to Circumvent the Biasing Effect of Prose? Implications for Evaluation and Education. <i>Academic Medicine</i> , 2003, 78, S78-S81.	1.6	6
245	The Privileged Status of Prestigious Terminology: Impact of ???Medicalese??? on Clinical Judgments. <i>Academic Medicine</i> , 2003, 78, S82-S84.	1.6	13
246	Self and Peer Assessment in Tutorials. <i>Academic Medicine</i> , 2002, 77, 1134-1139.	1.6	48
247	Expert-Novice Differences in Memory: A Reformulation. <i>Teaching and Learning in Medicine</i> , 2002, 14, 257-263.	2.1	30
248	The Aging Physician. <i>Academic Medicine</i> , 2002, 77, S1-S6.	1.6	180
249	Is There Any Real Virtue of Virtual Reality?. <i>Academic Medicine</i> , 2002, 77, S97-S99.	1.6	152
250	Teamwork during education: the whole is not always greater than the sum of the parts. <i>Medical Education</i> , 2002, 36, 314-316.	2.1	34
251	Assessing tutorial-based assessment. <i>Advances in Health Sciences Education</i> , 2001, 6, 243-257.	3.3	48
252	Does "Shortness of Breath" = "Dyspnea"? <i>Academic Medicine</i> , 2001, 76, S11-S13.	1.6	11

#	ARTICLE	IF	CITATIONS
253	Maintaining the Characteristics of Effective Clinical Teachers in Computer Assisted Learning Environments. <i>Advances in Health Sciences Education</i> , 2000, 5, 233-246.	3.3	14
254	Critical Appraisal Turkey Shoot. <i>Academic Medicine</i> , 2000, 75, S87-S89.	1.6	7
255	Exploring the Etiology of Content Specificity. <i>Academic Medicine</i> , 1998, 73, S1-5.	1.6	192
256	Quantitative Research Methods in Medical Education. , 0, , 301-322.		13
257	Effect of station format on the psychometric properties of Multiple Mini Interviews. <i>Medical Education</i> , 0, , .	2.1	1