

Patricia S O'sullivan

List of Publications by Year in descending order

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Version: 2024-02-01

337
papers

10,247
citations

36303

51
h-index

54911

84
g-index

339
all docs

339
docs citations

339
times ranked

8800
citing authors

#	ARTICLE	IF	CITATIONS
1	Understanding the experience of being taught by peers: the value of social and cognitive congruence. <i>Advances in Health Sciences Education</i> , 2008, 13, 361-372.	3.3	443
2	Is There Hardening of the Heart During Medical School?. <i>Academic Medicine</i> , 2008, 83, 244-249.	1.6	425
3	Women's Early Warning Symptoms of Acute Myocardial Infarction. <i>Circulation</i> , 2003, 108, 2619-2623.	1.6	365
4	Factors Associated With Medical Students' Career Choices Regarding Internal Medicine. <i>JAMA - Journal of the American Medical Association</i> , 2008, 300, 1154.	7.4	335
5	Burnout and Stress Among US Surgery Residents: Psychological Distress and Resilience. <i>Journal of the American College of Surgeons</i> , 2018, 226, 80-90.	0.5	268
6	Reframing Research on Faculty Development. <i>Academic Medicine</i> , 2011, 86, 421-428.	1.6	221
7	Does mentoring matter: results from a survey of faculty mentees at a large health sciences university. <i>Medical Education Online</i> , 2010, 15, 5063.	2.6	189
8	Hyperosmolarity and acidosis in diabetes mellitus. <i>Journal of General Internal Medicine</i> , 1991, 6, 495-502.	2.6	150
9	Understanding trust as an essential element of trainee supervision and learning in the workplace. <i>Advances in Health Sciences Education</i> , 2014, 19, 435-56.	3.3	130
10	Balance, Mobility, and Falls Among Community-Dwelling Elderly Persons. <i>American Journal of Physical Medicine and Rehabilitation</i> , 2005, 84, 238-250.	1.4	129
11	Health Systems Science Curricula in Undergraduate Medical Education: Identifying and Defining a Potential Curricular Framework. <i>Academic Medicine</i> , 2017, 92, 123-131.	1.6	121
12	Identifying Entrustable Professional Activities in Internal Medicine Training. <i>Journal of Graduate Medical Education</i> , 2013, 5, 54-59.	1.3	118
13	Effects of Behavioral Interventions on Disruptive Behavior and Affect in Demented Nursing Home Residents. <i>Nursing Research</i> , 2002, 51, 219-228.	1.7	116
14	Use of the ED as a Regular Source of Care: Associated Factors Beyond Lack of Health Insurance. <i>Annals of Emergency Medicine</i> , 1997, 30, 286-291.	0.6	110
15	Effect of Individualized Social Activity on Sleep in Nursing Home Residents with Dementia. <i>Journal of the American Geriatrics Society</i> , 2005, 53, 1510-1517.	2.6	108
16	A Comparison of Critical Thinking in Groups of Third-year Medical Students in Text, Video, and Virtual PBL Case Modalities. <i>Academic Medicine</i> , 2003, 78, 204-211.	1.6	101
17	Who leaves against medical advice?. <i>Journal of General Internal Medicine</i> , 1995, 10, 403-405.	2.6	100
18	Maternal Perceptions of Early Intervention Services. <i>Topics in Early Childhood Special Education</i> , 1990, 10, 1-15.	2.2	99

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19	A Framework for Training Health Professionals in Implementation and Dissemination Science. <i>Academic Medicine</i> , 2012, 87, 271-278.	1.6	98
20	How clinical supervisors develop trust in their trainees: a qualitative study. <i>Medical Education</i> , 2015, 49, 783-795.	2.1	97
21	Reviewing Residents'™ Competence. <i>Academic Medicine</i> , 2015, 90, 1084-1092.	1.6	96
22	Interprofessional Team Training in Pediatric Resuscitation: A Low-Cost, In Situ Simulation Program That Enhances Self-Efficacy Among Participants. <i>Clinical Pediatrics</i> , 2011, 50, 807-815.	0.8	95
23	Ensuring Resident Competence: A Narrative Review of the Literature on Group Decision Making to Inform the Work of Clinical Competency Committees. <i>Journal of Graduate Medical Education</i> , 2016, 8, 156-164.	1.3	95
24	The Key Role of a Transition Course in Preparing Medical Students for Internship. <i>Academic Medicine</i> , 2011, 86, 860-865.	1.6	94
25	Feasibility of Formal Mindfulness-Based Stress-Resilience Training Among Surgery Interns. <i>JAMA Surgery</i> , 2018, 153, e182734.	4.3	92
26	Strengthening Teachers'™ Professional Identities Through Faculty Development. <i>Academic Medicine</i> , 2019, 94, 963-968.	1.6	87
27	Comparison of traditional methods with 3D computer models in the instruction of hepatobiliary anatomy. <i>Anatomical Sciences Education</i> , 2011, 4, 84-91.	3.7	86
28	“Inappropriate” Emergency Department Use: A Comparison of Three Methodologies for Identification. <i>Academic Emergency Medicine</i> , 1996, 3, 252-257.	1.8	81
29	Developing and rewarding teachers as educators and scholars: remarkable progress and daunting challenges. <i>Medical Education</i> , 2018, 52, 58-67.	2.1	76
30	Becoming an academic doctor: perceptions of scholarly careers. <i>Medical Education</i> , 2009, 43, 335-341.	2.1	74
31	Medical school dermatology curriculum: Are we adequately preparing primary care physicians?. <i>Journal of the American Academy of Dermatology</i> , 2009, 61, 23-29.e1.	1.2	73
32	Utilization of medical services by drug abusers in detoxification. <i>Journal of Substance Abuse</i> , 1993, 5, 187-193.	1.1	72
33	A comparison of two methods of teaching reflective ability in Year 3 medical students. <i>Medical Education</i> , 2012, 46, 807-814.	2.1	69
34	Rehabilitation of elderly fallers: Pilot study of a low to moderate intensity exercise program. <i>Archives of Physical Medicine and Rehabilitation</i> , 1996, 77, 1030-1036.	0.9	68
35	Developing Entrustable Professional Activities as the Basis for Assessment of Competence in an Internal Medicine Residency: A Feasibility Study. <i>Journal of General Internal Medicine</i> , 2013, 28, 1110-1114.	2.6	67
36	Effect of the use of instructional anatomy videos on student performance. <i>Anatomical Sciences Education</i> , 2008, 1, 159-165.	3.7	66

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37	Developing Entrustable Professional Activities for Entry Into Clerkship. <i>Academic Medicine</i> , 2016, 91, 247-255.	1.6	66
38	In Pursuit of Honors: A Multi-Institutional Study of Students'™ Perceptions of Clerkship Evaluation and Grading. <i>Academic Medicine</i> , 2019, 94, S48-S56.	1.6	66
39	Effect size " large, medium, and small. <i>Perspectives on Medical Education</i> , 2022, 5, 347-349.	3.5	65
40	An Intrathecal Fentanyl Dose-Response Study in Lower Extremity Revascularization Procedures. <i>Anesthesiology</i> , 1994, 81, 1371-1375.	2.5	63
41	Leadership Lessons from Curricular Change at the University of California, San Francisco, School of Medicine. <i>Academic Medicine</i> , 2007, 82, 324-330.	1.6	62
42	The Health Professions Education Pathway: Preparing Students, Residents, and Fellows to Become Future Educators. <i>Teaching and Learning in Medicine</i> , 2017, 29, 216-227.	2.1	61
43	Practice guidelines to reduce testing in the hospital. <i>Journal of General Internal Medicine</i> , 1990, 5, 335-341.	2.6	60
44	Racial Differences in Women's Prodromal and Acute Symptoms of Myocardial Infarction. <i>American Journal of Critical Care</i> , 2010, 19, 63-73.	1.6	60
45	Legitimate workplace roles and activities for early learners. <i>Medical Education</i> , 2014, 48, 136-145.	2.1	60
46	Can simulations measure empathy? Considerations on how to assess behavioral empathy via simulations. <i>Patient Education and Counseling</i> , 2008, 71, 148-152.	2.2	59
47	Perceptions of a mobile technology on learning strategies in the anatomy laboratory. <i>Anatomical Sciences Education</i> , 2013, 6, 81-89.	3.7	59
48	Causes of death in persons with human immunodeficiency virus infection. <i>American Journal of Medicine</i> , 1992, 93, 387-390.	1.5	58
49	Student perceptions of the one minute preceptor and traditional preceptor models. <i>Medical Teacher</i> , 2007, 29, 323-327.	1.8	58
50	Characteristics of success in mentoring and research productivity " A case" control study of academic centers. <i>Gynecologic Oncology</i> , 2012, 125, 8-13.	1.4	56
51	Cognitive load theory for training health professionals in the workplace: A BEME review of studies among diverse professions: BEME Guide No. 53. <i>Medical Teacher</i> , 2019, 41, 256-270.	1.8	55
52	Effects of presentation method on the understanding of informed consent. <i>British Journal of Ophthalmology</i> , 2006, 90, 990-993.	3.9	53
53	Learning Through Service: Student Perceptions on Volunteering at Interprofessional Hepatitis B Student-run Clinics. <i>Journal of Cancer Education</i> , 2011, 26, 228-233.	1.3	53
54	Approaches to medical student remediation after a comprehensive clinical skills examination. <i>Medical Education</i> , 2007, 42, 104-112.	2.1	51

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55	Operating Room Assist: Surgical Mentorship and Operating Room Experience for Preclerkship Medical Students. <i>Journal of Surgical Education</i> , 2008, 65, 275-282.	2.5	50
56	Measuring Critical Thinking in Problem-Based Learning Discourse. <i>Teaching and Learning in Medicine</i> , 2001, 13, 27-35.	2.1	49
57	Demonstration of Portfolios to Assess Competency of Residents. <i>Advances in Health Sciences Education</i> , 2004, 9, 309-323.	3.3	48
58	Pediatric Resident Confidence in Resuscitation Skills Relates to Mock Code Experience. <i>Clinical Pediatrics</i> , 2008, 47, 777-783.	0.8	48
59	Measuring cognitive load during procedural skills training with colonoscopy as an exemplar. <i>Medical Education</i> , 2016, 50, 682-692.	2.1	47
60	Student Performance Problems in Medical School Clinical Skills Assessments. <i>Academic Medicine</i> , 2007, 82, S69-S72.	1.6	46
61	An Educational Intervention To Improve Resident Comfort with Communication at the End of Life. <i>Journal of Palliative Medicine</i> , 2013, 16, 54-59.	1.1	46
62	Learner, Patient, and Supervisor Features Are Associated With Different Types of Cognitive Load During Procedural Skills Training: Implications for Teaching and Instructional Design. <i>Academic Medicine</i> , 2017, 92, 1622-1631.	1.6	45
63	A National Study of Mothers' Perceptions of Family-Focused Early Intervention. <i>Journal of Early Intervention</i> , 1990, 14, 133-146.	1.6	44
64	Can One Portfolio Measure the Six ACGME General Competencies?. <i>Academic Psychiatry</i> , 2004, 28, 190-196.	0.9	44
65	Collaborative research in medical education: a discussion of theory and practice. <i>Medical Education</i> , 2010, 44, 1175-1184.	2.1	44
66	Development and Implementation of an Objective Structured Clinical Examination to Provide Formative Feedback on Communication and Interpersonal Skills in Geriatric Training. <i>Journal of the American Geriatrics Society</i> , 2008, 56, 1730-1735.	2.6	43
67	Statistical significance does not imply a real effect. <i>Perspectives on Medical Education</i> , 2022, 5, 122-124.	3.5	43
68	Peer video review and feedback improve performance in basic surgical skills. <i>American Journal of Surgery</i> , 2016, 211, 355-360.	1.8	43
69	Biopsychosocial Formulation: Recognizing Educational Shortcomings. <i>Academic Psychiatry</i> , 2004, 28, 88-94.	0.9	42
70	Development of the McSweeney Acute and Prodromal Myocardial Infarction Symptom Survey. <i>Journal of Cardiovascular Nursing</i> , 2004, 19, 58-67.	1.1	42
71	Addressing gaps in surgical skills training by means of low-cost simulation at Muhimbili University in Tanzania. <i>Human Resources for Health</i> , 2009, 7, 64.	3.1	42
72	The Family Environments of Children with Disabilities: Diverse But Not So Different. <i>Topics in Early Childhood Special Education</i> , 1992, 12, 386-402.	2.2	41

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73	Promoting self-directed learning through portfolios in undergraduate medical education: The mentorsâ€™ perspective. <i>Medical Teacher</i> , 2013, 35, 139-144.	1.8	41
74	Remediation Techniques for Student Performance Problems After a Comprehensive Clinical Skills Assessment. <i>Academic Medicine</i> , 2009, 84, 669-676.	1.6	40
75	A Surgical Skills Elective to Expose Preclinical Medical Students to Surgery. <i>Journal of Surgical Research</i> , 2007, 142, 287-294.	1.6	39
76	Patient characteristics associated with the use of mechanical restraints. <i>Journal of General Internal Medicine</i> , 1990, 5, 480-485.	2.6	38
77	Systems-Based Practice Learning Opportunities in Student-Run Clinics. <i>Academic Medicine</i> , 2013, 88, 831-836.	1.6	38
78	Manual Laparoscopic Skills Development Using a Low-Cost Trainer Box in Tanzania. <i>Journal of Surgical Education</i> , 2014, 71, 85-90.	2.5	38
79	Developing End-of-Training Entrustable Professional Activities for Psychiatry: Results and Methodological Lessons. <i>Academic Medicine</i> , 2018, 93, 1048-1054.	1.6	38
80	Portfolios as a Novel Approach for Residency Evaluation. <i>Academic Psychiatry</i> , 2002, 26, 173-179.	0.9	37
81	Racial Differences in Breast Cancer Screening Among Women from 65 to 74 Years of Age: Trends from 1987â€“1993 and Barriers to Screening. <i>Journal of Women and Aging</i> , 2001, 13, 23-39.	1.0	36
82	Educational Technology Infrastructure and Services in North American Medical Schools. <i>Academic Medicine</i> , 2006, 81, 632-637.	1.6	36
83	Transitional Clerkship: An Experiential Course Based on Workplace Learning Theory. <i>Academic Medicine</i> , 2009, 84, 872-876.	1.6	36
84	Validation of a self-efficacy instrument and its relationship to performance of crisis resource management skills. <i>Advances in Health Sciences Education</i> , 2011, 16, 579-590.	3.3	36
85	Studentsâ€™ goal orientations, perceptions of early clinical experiences and learning outcomes. <i>Medical Education</i> , 2016, 50, 203-213.	2.1	36
86	Unpacking the Complexity of Patient Handoffs Through the Lens of Cognitive Load Theory. <i>Teaching and Learning in Medicine</i> , 2016, 28, 88-96.	2.1	36
87	Developing an Educator Network: The Effect of a Teaching Scholars Program in the Health Professions on Networking and Productivity. <i>Teaching and Learning in Medicine</i> , 2009, 21, 175-179.	2.1	35
88	Psychosocial effects of an exercise program in older persons who fall. <i>Journal of Rehabilitation Research and Development</i> , 2003, 40, 49.	1.6	35
89	Measuring cognitive load: mixed results from a handover simulation for medical students. <i>Perspectives on Medical Education</i> , 2022, 5, 24-32.	3.5	34
90	USE OF AN OBSTACLE COURSE TO ASSESS BALANCE AND MOBILITY IN THE ELDERLY. <i>American Journal of Physical Medicine and Rehabilitation</i> , 1996, 75, 88-95.	1.4	34

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91	Reliability and validity of reflection exercises for obstetrics and gynecology residents. American Journal of Obstetrics and Gynecology, 2008, 198, 461.e1-461.e10.	1.3	33
92	Bringing the Skills Laboratory Home: An Affordable Webcam-Based Personal Trainer for Developing Laparoscopic Skills. Journal of Surgical Education, 2011, 68, 105-109.	2.5	33
93	Nursing documentation versus standardized assessment of cognitive status in hospitalized medical patients. Applied Nursing Research, 2000, 13, 29-36.	2.2	32
94	The service/education conflict in residency programs. Journal of General Internal Medicine, 1990, 5, S59-S69.	2.6	31
95	Do Internists and Emergency Physicians Agree on the Appropriateness of Emergency Department Visits?. Journal of General Internal Medicine, 1997, 12, 188-191.	2.6	31
96	Patient perceptions of female surgeons: how surgeon demeanor and type of surgery affect patient preference. Journal of Surgical Research, 2014, 187, 59-64.	1.6	31
97	Oximeter Performance. Chest, 2002, 122, 1654-1660.	0.8	30
98	Perceptions of Peer-to-Peer Interprofessional Feedback Among Students in the Health Professions. Academic Medicine, 2016, 91, 807-812.	1.6	30
99	Evidence against vs. in favour of a null hypothesis. Perspectives on Medical Education, 2022, 6, 115-118.	3.5	30
100	Current robotic curricula for surgery residents: A need for additional cognitive and psychomotor focus. American Journal of Surgery, 2018, 215, 277-281.	1.8	30
101	Development and pilot testing of a reflective learning guide for medical education. Medical Teacher, 2011, 33, e515-e521.	1.8	29
102	The Impact of an Objective Structured Teaching Evaluation on Faculty Teaching Skills. Teaching and Learning in Medicine, 2012, 24, 3-7.	2.1	29
103	Mindfulness Based Tinnitus Stress Reduction Pilot Study. Mindfulness, 2014, 5, 322-333.	2.8	29
104	Teaching Feedback to First-year Medical Students: Long-term Skill Retention and Accuracy of Student Self-assessment. Journal of General Internal Medicine, 2009, 24, 721-726.	2.6	28
105	Mental Illness Among Us: A New Curriculum to Reduce Mental Illness Stigma Among Medical Students. Academic Psychiatry, 2013, 37, 385-391.	0.9	28
106	Disruptive Behaviors of Older Adults in an Institutional Setting. Journal of Gerontological Nursing, 2003, 29, 31-36.	0.6	28
107	Do Internists and Emergency Physicians Agree on the Appropriateness of Emergency Department Visits?. Journal of General Internal Medicine, 1997, 12, 188-191.	2.6	27
108	Sequencing learning experiences to engage different level learners in the workplace: An interview study with excellent clinical teachers. Medical Teacher, 2015, 37, 1090-1097.	1.8	27

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109	How Residents Develop Trust in Interns: A Multi-Institutional Mixed-Methods Study. <i>Academic Medicine</i> , 2016, 91, 1406-1415.	1.6	27
110	HIV-positive women. <i>Journal of General Internal Medicine</i> , 1991, 6, 286-289.	2.6	26
111	Impact of the United States Medical Licensing Examination Step 2 Clinical Skills Exam on Medical School Clinical Skills Assessment. <i>Academic Medicine</i> , 2006, 81, S13-S16.	1.6	26
112	Does source matter? Nurses' and Physicians' perceptions of interprofessional feedback. <i>Medical Education</i> , 2016, 50, 181-188.	2.1	26
113	Race and Gender Bias in Internal Medicine Program Director Letters of Recommendation. <i>Journal of Graduate Medical Education</i> , 2021, 13, 335-344.	1.3	26
114	A study to determine what variables predict institutionalization of elderly people. <i>Journal of Advanced Nursing</i> , 1985, 10, 533-537.	3.3	25
115	Consequences Within Medical Schools for Students With Poor Performance on a Medical School Standardized Patient Comprehensive Assessment. <i>Academic Medicine</i> , 2009, 84, 663-668.	1.6	25
116	Identity Formation of Occasional Faculty Developers in Medical Education. <i>Academic Medicine</i> , 2014, 89, 1467-1473.	1.6	25
117	Advancing the next generation of handover research and practice with cognitive load theory. <i>BMJ Quality and Safety</i> , 2016, 25, 66-70.	3.7	25
118	Essential steps in developing best practices to assess reflective skill: A comparison of two rubrics. <i>Medical Teacher</i> , 2016, 38, 75-81.	1.8	25
119	Translating Theory Into Practice: Implementing a Program of Assessment. <i>Academic Medicine</i> , 2018, 93, 444-450.	1.6	25
120	Integrating Robotic Technology Into Resident Training: Challenges and Recommendations From the Front Lines. <i>Academic Medicine</i> , 2019, 94, 1532-1538.	1.6	25
121	Key factors for implementing mindfulness-based burnout interventions in surgery. <i>American Journal of Surgery</i> , 2020, 219, 328-334.	1.8	24
122	The effect of two sites of high frequency vibration on cutaneous pain threshold. <i>Pain</i> , 1986, 25, 133-138.	4.2	23
123	Obstacle course performance and risk of falling in community-dwelling elderly persons. <i>Archives of Physical Medicine and Rehabilitation</i> , 1998, 79, 1570-1576.	0.9	23
124	Categorization of unprofessional behaviours identified during administration of and remediation after a comprehensive clinical performance examination using a validated professionalism framework. <i>Medical Teacher</i> , 2009, 31, 1007-1012.	1.8	23
125	Impact of Student-Run Clinics on Preclinical Sociocultural and Interprofessional Attitudes: A Prospective Cohort Analysis. <i>Journal of Health Care for the Poor and Underserved</i> , 2012, 23, 1058-1072.	0.8	23
126	Addressing the National League for Nursing Critical-Thinking Outcome. <i>Nurse Educator</i> , 1997, 22, 23-29.	1.1	23

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127	Portfolios: Possibilities for Addressing Emergency Medicine Resident Competencies. <i>Academic Emergency Medicine</i> , 2002, 9, 1305-1309.	1.8	23
128	Balance, Mobility, and Falls Among Elderly African American Women. <i>American Journal of Physical Medicine and Rehabilitation</i> , 2000, 79, 30-39.	1.4	22
129	Educational and Individual Factors Associated With Positive Change in and Reaffirmation of Medical Students'™ Intention to Practice in Underserved Areas. <i>Academic Medicine</i> , 2014, 89, 1490-1496.	1.6	21
130	Immediate and long-term effects of a team-based quality improvement training programme. <i>BMJ Quality and Safety</i> , 2019, 28, 366-373.	3.7	21
131	Residents' Perception of Effectiveness of Twelve Evaluation Methods for Measuring Competency. <i>Academic Psychiatry</i> , 2005, 29, 76-81.	0.9	20
132	Improving Resident Education and Patient Safety: A Method to Balance Initial Caseloads at Academic Year-End Transfer. <i>Academic Medicine</i> , 2010, 85, 1418-1424.	1.6	20
133	Development and Initial Testing of a Structured Clinical Observation Tool to Assess Pharmacotherapy Competence. <i>Academic Psychiatry</i> , 2011, 35, 27-34.	0.9	20
134	Clerkship Grading Committees: the Impact of Group Decision-Making for Clerkship Grading. <i>Journal of General Internal Medicine</i> , 2019, 34, 669-676.	2.6	20
135	Jump-Starting Faculty Development in Quality Improvement and Patient Safety Education. <i>Academic Medicine</i> , 2019, 94, 1728-1732.	1.6	20
136	Exploration of Individual and System-Level Well-being Initiatives at an Academic Surgical Residency Program. <i>JAMA Network Open</i> , 2021, 4, e2032676.	5.9	20
137	How Medical Educators Can Foster Equity and Inclusion in Their Teaching: A Faculty Development Workshop Series. <i>Academic Medicine</i> , 2020, 95, S71-S76.	1.6	20
138	Oximeter's acquisition parameter influences the profile of respiratory disturbances. <i>Sleep</i> , 2003, 26, 91-5.	1.1	20
139	PERCEPTIONS OF PEDIATRICIANS'™ HELPFULNESS: A NATIONAL STUDY OF MOTHERS OF YOUNG DISABLED CHILDREN. <i>Developmental Medicine and Child Neurology</i> , 2008, 34, 1064-1071.	2.1	19
140	The eDerm online curriculum: A randomized study of effective skin cancer teaching to medical students. <i>Journal of the American Academy of Dermatology</i> , 2011, 65, e165-e171.	1.2	19
141	What Makes "Difficult Patients"™ Difficult for Medical Students?. <i>Academic Medicine</i> , 2018, 93, 1359-1366.	1.6	19
142	A mobile app to capture EPA assessment data: Utilizing the consolidated framework for implementation research to identify enablers and barriers to engagement. <i>Perspectives on Medical Education</i> , 2022, 9, 210-219.	3.5	19
143	Alumni perspectives comparing a general internal medicine program and a traditional medicine program. <i>Journal of General Internal Medicine</i> , 1991, 6, 544-552.	2.6	18
144	Changes in the pattern of drug overdoses. <i>Journal of General Internal Medicine</i> , 1993, 8, 179-184.	2.6	18

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145	A case study of teaching presence in virtual problem-based learning groups. <i>Medical Teacher</i> , 2006, 28, 425-428.	1.8	18
146	Defining the core competency of professionalism based on the patient's perception. <i>Clinical and Experimental Ophthalmology</i> , 2007, 35, 51-54.	2.6	18
147	Using the American Board of Internal Medicine Practice Improvement Modules to Teach Internal Medicine Residents Practice Improvement. <i>Journal of Graduate Medical Education</i> , 2010, 2, 90-95.	1.3	18
148	Partnering on education for health: Muhimbili University of Health and Allied Sciences and the University of California San Francisco. <i>Journal of Public Health Policy</i> , 2012, 33, S13-S22.	2.0	18
149	Content Validation of the Organizational Climate for Research Integrity (OCRI) Survey. <i>Journal of Empirical Research on Human Research Ethics</i> , 2007, 2, 35-52.	1.3	17
150	A better way to teach knot tying: a randomized controlled trial comparing the kinesthetic and traditional methods. <i>American Journal of Surgery</i> , 2014, 208, 690-694.	1.8	17
151	Overcoming the Challenges of Direct Observation and Feedback Programs: A Qualitative Exploration of Resident and Faculty Experiences. <i>Teaching and Learning in Medicine</i> , 2020, 32, 541-551.	2.1	17
152	The family practices of service providers for young handicapped children. <i>Infant Mental Health Journal</i> , 1989, 10, 75-83.	1.8	16
153	Prevalence and Detection of Illicit Drug Disorders Among Hospitalized Patients: Clinical Note. <i>American Journal of Drug and Alcohol Abuse</i> , 1996, 22, 463-471.	2.1	16
154	An Institutional System to Monitor and Improve the Quality of Residency Education. <i>Academic Medicine</i> , 2004, 79, 858-864.	1.6	16
155	Do Writing and Storytelling Skill Influence Assessment of Reflective Ability in Medical Students? Written Reflections?. <i>Academic Medicine</i> , 2010, 85, S29-S32.	1.6	16
156	Peer assisted learning in surgical skills laboratory training: A pilot study. <i>Medical Teacher</i> , 2012, 34, 957-959.	1.8	16
157	An Objective Assessment Tool for Basic Surgical Knot-Tying Skills. <i>Journal of Surgical Education</i> , 2015, 72, 572-576.	2.5	16
158	Influence of learner knowledge and case complexity on handover accuracy and cognitive load: results from a simulation study. <i>Medical Education</i> , 2016, 50, 969-978.	2.1	16
159	Identity formation and motivation of new faculty developers: A replication study in a resource constrained university. <i>Medical Teacher</i> , 2016, 38, 879-885.	1.8	16
160	Transition from Student to Physical Therapist. <i>Physical Therapy</i> , 1987, 67, 695-701.	2.4	15
161	An Evaluation of Standardized Patients in Improving Clinical Breast Examinations for Military Women. <i>Cancer Nursing</i> , 2004, 27, 474-482.	1.5	15
162	Consensus recommendations of pediatric transfusion medicine objectives for clinical pathology residency training programs. <i>Transfusion</i> , 2010, 50, 1071-1078.	1.6	15

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163	Educating Generalists: Factors of Resident Continuity Clinic Associated With Perceived Impact on Choosing a Generalist Career. <i>Journal of Graduate Medical Education</i> , 2011, 3, 469-474.	1.3	15
164	Teaching and educational scholarship in Tanzania: Faculty initiative to improve performance of health professions™ students. <i>Journal of Public Health Policy</i> , 2012, 33, S150-S170.	2.0	15
165	Addressing Adolescent Substance Use: Teaching Screening, Brief Intervention, and Referral to Treatment (SBIRT) and Motivational Interviewing (MI) to Residents. <i>Substance Abuse</i> , 2015, 36, 325-331.	2.3	15
166	Remooring: A Qualitative Focus Group Exploration of How Educators Maintain Identity in a Sea of Competing Demands. <i>Academic Medicine</i> , 2019, 94, 122-128.	1.6	15
167	Reflective Ability Rubric and User Guide. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	15
168	Developing Educators, Investigators, and Leaders During Internal Medicine Residency: The Area of Distinction Program. <i>Journal of Graduate Medical Education</i> , 2011, 3, 535-540.	1.3	14
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296	Identifying Entrustable Professional Activities for Internal Medicine Residents in Ambulatory Continuity Practice. <i>Journal of General Internal Medicine</i> , 2020, 35, 1917-1919.	2.6	2
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323	EASE: Development Program for Residency Program Directors and Coordinators. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	0
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