

Karen E Hauer

List of Publications by Year in descending order

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Version: 2024-02-01

125
papers

5,022
citations

94433

37
h-index

102487

66
g-index

126
all docs

126
docs citations

126
times ranked

3623
citing authors

#	ARTICLE	IF	CITATIONS
1	Tools for Direct Observation and Assessment of Clinical Skills of Medical Trainees. JAMA - Journal of the American Medical Association, 2009, 302, 1316.	7.4	466
2	Factors Associated With Medical Students' Career Choices Regarding Internal Medicine. JAMA - Journal of the American Medical Association, 2008, 300, 1154.	7.4	335
3	Remediation of the Deficiencies of Physicians Across the Continuum From Medical School to Practice: A Thematic Review of the Literature. Academic Medicine, 2009, 84, 1822-1832.	1.6	210
4	How Small Differences in Assessed Clinical Performance Amplify to Large Differences in Grades and Awards: A Cascade With Serious Consequences for Students Underrepresented in Medicine. Academic Medicine, 2018, 93, 1286-1292.	1.6	181
5	Differences in Narrative Language in Evaluations of Medical Students by Gender and Under-represented Minority Status. Journal of General Internal Medicine, 2019, 34, 684-691.	2.6	141
6	Faculty staff perceptions of feedback to residents after direct observation of clinical skills. Medical Education, 2012, 46, 201-215.	2.1	134
7	Understanding trust as an essential element of trainee supervision and learning in the workplace. Advances in Health Sciences Education, 2014, 19, 435-56.	3.3	130
8	Third-Year Medical Students??? Experiences with Dying Patients during the Internal Medicine Clerkship: A Qualitative Study of the Informal Curriculum. Academic Medicine, 2005, 80, 641-647.	1.6	128
9	A cross-sectional descriptive study of mentoring relationships formed by medical students. Journal of General Internal Medicine, 2003, 18, 298-302.	2.6	123
10	Identifying Entrustable Professional Activities in Internal Medicine Training. Journal of Graduate Medical Education, 2013, 5, 54-59.	1.3	118
11	The role of role: learning in longitudinal integrated and traditional block clerkships. Medical Education, 2012, 46, 698-710.	2.1	105
12	How clinical supervisors develop trust in their trainees: a qualitative study. Medical Education, 2015, 49, 783-795.	2.1	97
13	Reviewing Residentsâ€™ Competence. Academic Medicine, 2015, 90, 1084-1092.	1.6	96
14	Ensuring Resident Competence: A Narrative Review of the Literature on Group Decision Making to Inform the Work of Clinical Competency Committees. Journal of Graduate Medical Education, 2016, 8, 156-164.	1.3	95
15	Guidelines: The doâ€™s, donâ€™ts and donâ€™t knows of direct observation of clinical skills in medical education. Perspectives on Medical Education, 2022, 6, 286-305.	3.5	94
16	Twelve tips for implementing tools for direct observation of medical traineesâ€™ clinical skills during patient encounters. Medical Teacher, 2011, 33, 27-33.	1.8	86
17	More Is Better. Academic Medicine, 2012, 87, 1389-1396.	1.6	83
18	They Donâ€™t See a Lot of People My Color: A Mixed Methods Study of Racial/Ethnic Stereotype Threat Among Medical Students on Core Clerkships. Academic Medicine, 2020, 95, S58-S66.	1.6	80

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19	Medical students' perceptions of mentoring: a focus-group analysis. <i>Medical Teacher</i> , 2005, 27, 732-734.	1.8	75
20	Behavior Change Counseling Curricula for Medical Trainees. <i>Academic Medicine</i> , 2012, 87, 956-968.	1.6	75
21	Effects of Hospitalist Attending Physicians on Trainee Satisfaction With Teaching and With Internal Medicine Rotations. <i>Archives of Internal Medicine</i> , 2004, 164, 1866.	3.8	73
22	Burden, Responsibility, and Reward: Preceptor Experiences With the Continuity of Teaching in a Longitudinal Integrated Clerkship. <i>Academic Medicine</i> , 2009, 84, S50-S53.	1.6	70
23	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
24	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
25	Medical Education's Wicked Problem: Achieving Equity in Assessment for Medical Learners. <i>Academic Medicine</i> , 2020, 95, S98-S108.	1.6	66
26	Does feedback matter? Practice-based learning for medical students after a multi-institutional clinical performance examination. <i>Medical Education</i> , 2007, 41, 857-865.	2.1	64
27	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
28	A National Study of Medical Student Clinical Skills Assessment. <i>Academic Medicine</i> , 2005, 80, S25-S29.	1.6	58
29	Growth mindset in competency-based medical education. <i>Medical Teacher</i> , 2021, 43, 751-757.	1.8	55
30	Enhancing Feedback to Students Using the Mini-CEX (Clinical Evaluation Exercise). <i>Academic Medicine</i> , 2000, 75, 524.	1.6	52
31	Approaches to medical student remediation after a comprehensive clinical skills examination. <i>Medical Education</i> , 2007, 42, 104-112.	2.1	51
32	Core Clerkship Grading: The Illusion of Objectivity. <i>Academic Medicine</i> , 2019, 94, 469-472.	1.6	47
33	Professional identity formation in disorienting times. <i>Medical Education</i> , 2020, 54, 765-766.	2.1	47
34	Student Performance Problems in Medical School Clinical Skills Assessments. <i>Academic Medicine</i> , 2007, 82, S69-S72.	1.6	46
35	Twelve tips to maximize the value of a clinical competency committee in postgraduate medical education. <i>Medical Teacher</i> , 2018, 40, 1110-1115.	1.8	46
36	How Supervisor Experience Influences Trust, Supervision, and Trainee Learning: A Qualitative Study. <i>Academic Medicine</i> , 2017, 92, 1320-1327.	1.6	42

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37	Perceptions of evaluation in longitudinal versus traditional clerkships. <i>Medical Education</i> , 2011, 45, 464-470.	2.1	39
38	Twelve tips to promote successful development of a learner performance dashboard within a medical education program. <i>Medical Teacher</i> , 2018, 40, 855-861.	1.8	39
39	Patient views of continuity relationships with medical students. <i>Medical Teacher</i> , 2013, 35, 465-471.	1.8	37
40	Impact of Student Ethnicity and Primary Childhood Language on Communication Skill Assessment in a Clinical Performance Examination. <i>Journal of General Internal Medicine</i> , 2007, 22, 1155-1160.	2.6	36
41	Entrustment Ratings in Internal Medicine Training: Capturing Meaningful Supervision Decisions or Just Another Rating?. <i>Journal of General Internal Medicine</i> , 2019, 34, 740-743.	2.6	36
42	Longitudinal, Integrated Clerkship Education: Better for Learners and Patients. <i>Academic Medicine</i> , 2009, 84, 821.	1.6	35
43	Effects of longitudinal small-group learning on delivery and receipt of communication skills feedback. <i>Medical Education</i> , 2013, 47, 1073-1079.	2.1	35
44	Clinical skills-related learning goals of senior medical students after performance feedback. <i>Medical Education</i> , 2011, 45, 878-885.	2.1	33
45	Using a Curricular Vision to Define Entrustable Professional Activities for Medical Student Assessment. <i>Journal of General Internal Medicine</i> , 2015, 30, 1344-1348.	2.6	33
46	Teaching patient-centered communication skills: a telephone follow-up curriculum for medical students. <i>Medical Education Online</i> , 2014, 19, 22522.	2.6	31
47	No One Size Fits All: A Qualitative Study of Clerkship Medical Students'™ Perceptions of Ideal Supervisor Responses to Microaggressions. <i>Academic Medicine</i> , 2021, 96, S71-S80.	1.6	30
48	Competency-Based Medical Education in the Internal Medicine Clerkship. <i>Academic Medicine</i> , 2018, 93, 421-427.	1.6	28
49	How Residents Develop Trust in Interns: A Multi-Institutional Mixed-Methods Study. <i>Academic Medicine</i> , 2016, 91, 1406-1415.	1.6	27
50	From Grading to Assessment for Learning: A Qualitative Study of Student Perceptions Surrounding Elimination of Core Clerkship Grades and Enhanced Formative Feedback. <i>Teaching and Learning in Medicine</i> , 2021, 33, 314-325.	2.1	27
51	Assessment of Medical Students'™ Shared Decision-Making in Standardized Patient Encounters. <i>Journal of General Internal Medicine</i> , 2011, 26, 367-372.	2.6	26
52	Strategies From 11 U.S. Medical Schools for Integrating Basic Science Into Core Clerkships. <i>Academic Medicine</i> , 2021, 96, 1125-1130.	1.6	26
53	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
54	Translating Theory Into Practice: Implementing a Program of Assessment. <i>Academic Medicine</i> , 2018, 93, 444-450.	1.6	25

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55	National Internal Medicine Milestone Ratings: Validity Evidence From Longitudinal Three-Year Follow-up. <i>Academic Medicine</i> , 2018, 93, 1189-1204.	1.6	25
56	Trusted to Learn: a Qualitative Study of Clerkship Students' Perspectives on Trust in the Clinical Learning Environment. <i>Journal of General Internal Medicine</i> , 2019, 34, 662-668.	2.6	25
57	A Narrative Study of Equity in Clinical Assessment Through the Antideficit Lens. <i>Academic Medicine</i> , 2020, 95, S121-S130.	1.6	25
58	Better Decision-Making: Shared Mental Models and the Clinical Competency Committee. <i>Journal of Graduate Medical Education</i> , 2021, 13, 51-58.	1.3	24
59	The COVID-19 Pandemic as an Imperative to Advance Medical Student Assessment: Three Areas for Change. <i>Academic Medicine</i> , 2021, 96, 182-185.	1.6	24
60	Learners, performers, caregivers, and team players: Descriptions of the ideal medical student in longitudinal integrated and block clerkships. <i>Medical Teacher</i> , 2016, 38, 1-9.	1.8	22
61	Impact of student ethnicity and patient-centredness on communication skills performance. <i>Medical Education</i> , 2010, 44, 653-661.	2.1	21
62	Fostering a Feedback Mindset: A Qualitative Exploration of Medical Students' Feedback Experiences With Longitudinal Coaches. <i>Academic Medicine</i> , 2020, 95, 1057-1065.	1.6	21
63	Fostering medical students' lifelong learning skills with a dashboard, coaching and learning planning. <i>Perspectives on Medical Education</i> , 2018, 7, 311-317.	3.5	20
64	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
65	Twelve tips for assessing medical knowledge with open-ended questions: Designing constructed response examinations in medical education. <i>Medical Teacher</i> , 2020, 42, 880-885.	1.8	20
66	Key considerations in planning and designing programmatic assessment in competency-based medical education. <i>Medical Teacher</i> , 2021, 43, 758-764.	1.8	18
67	Assessment of the Contributions of Clinician Educators. <i>Journal of General Internal Medicine</i> , 2010, 25, 5-6.	2.6	17
68	Faculty verbal evaluations reveal strategies used to promote medical student performance. <i>Medical Education Online</i> , 2011, 16, 6354.	2.6	17
69	Sparking Change: How a Shift to Step 1 Pass/Fail Scoring Could Promote the Educational and Catalytic Effects of Assessment in Medical Education. <i>Academic Medicine</i> , 2020, 95, 1315-1317.	1.6	17
70	Educational responses to declining student interest in internal medicine careers. <i>American Journal of Medicine</i> , 2005, 118, 1164-1170.	1.5	16
71	Internal Medicine Clerkship Directors' Perceptions About Student Interest in Internal Medicine Careers. <i>Journal of General Internal Medicine</i> , 2008, 23, 1101-1104.	2.6	16
72	“A Friendly Place to Grow as an Educator”: A Qualitative Study of Community and Relationships Among Medical Student Coaches. <i>Academic Medicine</i> , 2020, 95, 293-300.	1.6	16

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73	Next Steps in the Implementation of Learning Analytics in Medical Education: Consensus From an International Cohort of Medical Educators. <i>Journal of Graduate Medical Education</i> , 2020, 12, 303-311.	1.3	16
74	Promoting inclusivity in health professions education publishing. <i>Medical Education</i> , 2022, 56, 252-256.	2.1	16
75	The Importance of Competency-Based Programmatic Assessment in Graduate Medical Education. <i>Journal of Graduate Medical Education</i> , 2021, 13, 113-119.	1.3	13
76	The Dissolution of the Step 2 Clinical Skills Examination and the Duty of Medical Educators to Step Up the Effectiveness of Clinical Skills Assessment. <i>Academic Medicine</i> , 2021, 96, 1242-1246.	1.6	13
77	Remediation workshop for medical students in patient–doctor interaction skills. <i>Medical Education</i> , 2008, 42, 537-537.	2.1	12
78	Clinical skills remedial training for medical students. <i>Medical Education</i> , 2008, 42, 1118-1119.	2.1	12
79	Impact of an In-Person Versus Web-Based Practice Standardized Patient Examination on Student Performance on a Subsequent High-Stakes Standardized Patient Examination. <i>Teaching and Learning in Medicine</i> , 2009, 21, 284-290.	2.1	12
80	Assessing 3rd year medical students’ interprofessional collaborative practice behaviors during a standardized patient encounter: A multi-institutional, cross-sectional study. <i>Medical Teacher</i> , 2015, 37, 915-925.	1.8	12
81	The Purpose, Structure, and Process of Clinical Competency Committees: Guidance for Members and Program Directors. <i>Journal of Graduate Medical Education</i> , 2021, 13, 45-50.	1.3	12
82	Standardization in the MSPE: Key Tensions for Learners, Schools, and Residency Programs. <i>Academic Medicine</i> , 2021, 96, 44-49.	1.6	12
83	Seeking trust in entrustment: shifting from the planning of entrustable professional activities to implementation. <i>Medical Education</i> , 2019, 53, 752-754.	2.1	11
84	The critical role of infrastructure and organizational culture in implementing competency-based education and individualized pathways in undergraduate medical education. <i>Medical Teacher</i> , 2021, 43, S7-S16.	1.8	10
85	Twelve tips for learners to succeed in a CBME program. <i>Medical Teacher</i> , 2021, 43, 745-750.	1.8	10
86	Moving toward Mastery: Changes in Student Perceptions of Clerkship Assessment with Pass/Fail Grading and Enhanced Feedback. <i>Teaching and Learning in Medicine</i> , 2022, 34, 198-208.	2.1	10
87	“There Is a Lot of Change Afoot”: A Qualitative Study of Faculty Adaptation to Elimination of Tiered Grades With Increased Emphasis on Feedback in Core Clerkships. <i>Academic Medicine</i> , 2021, 96, 263-270.	1.6	10
88	The Science of Effective Group Process: Lessons for Clinical Competency Committees. <i>Journal of Graduate Medical Education</i> , 2021, 13, 59-64.	1.3	9
89	Which Internal Medicine Clerkship Characteristics Are Associated With Students’ Performance on the NBME Medicine Subject Exam? A Multi-Institutional Analysis. <i>Academic Medicine</i> , 2020, 95, 1404-1410.	1.6	8
90	Gender Differences in Milestone Ratings and Medical Knowledge Examination Scores Among Internal Medicine Residents. <i>Academic Medicine</i> , 2021, 96, 876-884.	1.6	8

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91	Diagnosing conflict: Conflicting data, interpersonal conflict, and conflicts of interest in clinical competency committees. <i>Medical Teacher</i> , 2021, 43, 765-773.	1.8	8
92	Exploring how feedback reflects entrustment decisions using artificial intelligence. <i>Medical Education</i> , 2022, 56, 303-311.	2.1	8
93	Excellence in medical training: developing talent“not sorting it. <i>Perspectives on Medical Education</i> , 2022, 10, 356-361.	3.5	7
94	A Research Agenda for Remediation in Medical Education. , 2014, , 339-348.		7
95	Does Delaying the United States Medical Licensing Examination Step 1 to After Clerkships Affect Student Performance on Clerkship Subject Examinations?. <i>Teaching and Learning in Medicine</i> , 2021, 33, 366-381.	2.1	7
96	Does being a coach benefit clinician-educators? A mixed methods study of faculty self-efficacy, job satisfaction and burnout. <i>Perspectives on Medical Education</i> , 2022, 11, 45-52.	3.5	6
97	The Effect of Resident Duty-Hours Restrictions on Internal Medicine Clerkship Experiences: Surveys of Medical Students and Clerkship Directors. <i>Teaching and Learning in Medicine</i> , 2015, 27, 37-50.	2.1	5
98	Competency assessment form to improve feedback. <i>Clinical Teacher</i> , 2018, 15, 472-477.	0.8	5
99	Can Change to Clerkship Assessment Practices Create a More Equitable Clerkship Grading Process?. <i>Academic Medicine</i> , 2019, 94, 1262-1263.	1.6	5
100	Predicting Performance on Clerkship Examinations and USMLE Step 1: What Is the Value of Open-Ended Question Examination?. <i>Academic Medicine</i> , 2020, 95, S109-S113.	1.6	5
101	CAEP 2019 Academic Symposium: Got competence? Best practices in trainee progress decisions. <i>Canadian Journal of Emergency Medicine</i> , 2020, 22, 187-193.	1.1	5
102	Stages of Milestones Implementation: A Template Analysis of 16 Programs Across 4 Specialties. <i>Journal of Graduate Medical Education</i> , 2021, 13, 14-44.	1.3	5
103	Further on the journey in a complex adaptive system: Elaborating CBME. <i>Medical Teacher</i> , 2021, 43, 734-736.	1.8	5
104	How supervisor trust affects early residents’ learning and patient care: A qualitative study. <i>Perspectives on Medical Education</i> , 2022, 10, 327-333.	3.5	5
105	How preceptors develop trust in continuity clinic residents and how trust influences supervision: A qualitative study. <i>Perspectives on Medical Education</i> , 2022, 11, 73-79.	3.5	5
106	A strategy to standardize the learning of core clerkship objectives. <i>Advances in Health Sciences Education</i> , 2003, 8, 213-221.	3.3	4
107	Discovering the cause of syncope. <i>Postgraduate Medicine</i> , 2003, 113, 31-95.	2.0	3
108	Rethinking How to Introduce the Learning Sciences: a Near-Peer Approach. <i>Medical Science Educator</i> , 2021, 31, 45-47.	1.5	3

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109	Assessment to Optimize Learning Strategies: A Qualitative Study of Student and Faculty Perceptions. <i>Teaching and Learning in Medicine</i> , 2021, 33, 245-257.	2.1	3
110	The Optimal Timing of Step 1 in Medical Education Following the Transition to Pass/Fail: A Unique Perspective from Post-clerkship Step 1 Schools. <i>Medical Science Educator</i> , 2021, 31, 905-910.	1.5	3
111	Residency Program Director Perceptions of Resident Performance Between Graduates of Medical Schools With Pass/Fail Versus Tiered Grading System for Clinical Clerkships: A Meta-Analysis. <i>Academic Medicine</i> , 2021, 96, S216-S217.	1.6	3
112	Students' Perspectives on Basic and Clinical Science Integration When Step 1 is Administered After the Core Clerkships. <i>Teaching and Learning in Medicine</i> , 2023, 35, 117-127.	2.1	3
113	Elevating the value of direct observation for learning: the limits of autonomy. <i>Medical Education</i> , 2016, 50, 994-996.	2.1	2
114	Profiles for Success: Examining the Relationship between Student Profiles and Clerkship Performance Using Latent Profile Analysis. <i>Teaching and Learning in Medicine</i> , 2022, 34, 1-10.	2.1	2
115	Joe Thornton: Teaching and Assessing Medical Students Chronic Disease Management Skills Utilizing the Chronic Care Model and a Standardized Patient. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	2
116	The SBS Toolbox: Clinical Pearls From the Social and Behavioral Sciences. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	2
117	The impact of exposure to shift-based schedules on medical students. <i>Medical Education Online</i> , 2015, 20, 27434.	2.6	1
118	The Surgical Clerkship and Medical Student Performance in a Standardized Patient Case of Acute Cholecystitis. <i>Journal of Surgical Education</i> , 2015, 72, 1045-1051.	2.5	1
119	Educational and Practical Implications of Step 1 Timing in the Context of COVID-19. <i>Medical Science Educator</i> , 2021, 31, 911-916.	1.5	1
120	Using Activity Theory to Explore How Changes in a Work-Based Assessment Tool Can Alter Feedback Systems in Clerkships. <i>Academic Medicine</i> , 2021, 96, S212-S213.	1.6	1
121	Mental health self-disclosure: From stigma to empowerment. <i>Medical Education</i> , 2022, , .	2.1	1
122	Southern Medical Students' Views on Medicaid Expansion. <i>JAMA Internal Medicine</i> , 2016, 176, 254.	5.1	0
123	979. Standardizing Medical Student Learning for Infectious Diseases Consult Electives: Prioritizing Content. <i>Open Forum Infectious Diseases</i> , 2018, 5, S40-S41.	0.9	0
124	In Reply to Kurtz et al. <i>Academic Medicine</i> , 2021, 96, 166-167.	1.6	0
125	Making Sense of Milestones Data: Guiding Residents or Assessing Training Programs?. <i>JAMA Network Open</i> , 2021, 4, e2137606.	5.9	0