1. **The Research on Medical Education Outcomes (ROMEO) registry: Addressing ethical and practical challenges of using “bigger,” longitudinal educational data**  
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2. **Can less be more? Comparison of an 8-item placement quality measure with the 50-item Dundee Ready Educational Environment Measure (DREEM)**  
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3. **“How to do things with words” in health professions education**  
   Ruitenberg CW, Towle A  

4. **Autoethnography: Introducing “I” into medical education research**  
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5. **Putting performance in context: The perceived influence of environmental factors on work-based performance**  
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7. **Perceptions of peer-to-peer interprofessional feedback among students in the health professions.**  
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8. **Towards a program of assessment for health professionals: From training into practice.**  

9. **Attending physician variability: A model of four supervisory styles**  
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10. **Sociomateriality: A theoretical framework for studying distributed medical education**
   Acad Med. 2015 Nov; 90(11):1451-6

11. **Designing evidence-based medicine training to optimize the transfer of skills from the classroom to clinical practice: Applying the four component instructional design model**
   Maggio LA, Cate OT, **Irby DM**, O’Brien BC
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12. **What motivates occasional faculty developers to lead faculty development workshops? A qualitative study**
   O’Sullivan PS, **Irby DM**
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13. **Application of the one-minute preceptor technique by novice teachers in the gross anatomy laboratory**
   Chan LK, Yang J, **Irby DM**

14. **Clinical reasoning tasks and resident physicians: What do they reason about?**
   McBee E, Ratcliffe T, Goldszmidt M, Schuwirth L, Picho K, **Artino AR Jr.**, Masel J, Durning SJ
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15. **Facilitated reflective performance feedback: Developing an evidence-and theory-based model that builds relationship, explores reactions and content, and coaches for performance change (R2C2)**
   Sargeant J, Lockyer J, **Mann K**, Holmboe E, Silver I, Armson H, Driessen E, MacLeod T, Yen W, Ross K, Power M
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16. **The effect of differential weighting of academics, experiences, and competencies measured by Multiple Mini Interview (MMI) on race and ethnicity of cohorts accepted to one medical school**
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17. **Measuring cognitive load during simulation-based psychomotor skills training: Sensitivity of secondary-task performance and subjective ratings**
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19. Harnessing the hidden curriculum: A four-step approach to developing and reinforcing reflective competencies in medical clinical clerkship
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20. Consequences of contextual factors on clinical reasoning in resident physicians

21. Preparing to prescribe: How do clerkship students learn in the midst of complexity?
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22. Accuracy of spleen measurement by medical residents using hand-carried ultrasound.
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CHES Members’ Publications – October 2015 to March 2016

*This list comprises publications that were either pulled from an on-line search or submitted by CHES members; therefore the list therefore may not be complete.

If you would like to share your successes with the CHES Community, please email ches.communications@ubc.ca.

26. Selecting and Simplifying: Rater Performance and Behavior When Considering Multiple Competencies.
   Tavares W, Ginsburg S, Eva KW.

27. A survey of mindset theories of intelligence and medical error self-reporting among pediatric housestaff and faculty.
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28. Health literacy and chronic disease management: drawing from expert knowledge to set an agenda.
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29. Advancing the next generation of handover research and practice with cognitive load theory.
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30. When I say... culture.
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32. Measuring cognitive load: mixed results from a handover simulation for medical students.
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33. Peer tutoring in a medical school: perceptions of tutors and tutees.
    Burgess A, Dornan T, Clarke AJ, Menezes A, Mellis C.

    Taylor TS, Nisker J, Teunissen PW, Dornan T, Lingard L.
35. **Challenges to Learning Evidence-Based Medicine and Educational Approaches to Meet These Challenges: A Qualitative Study of Selected EBM Curricula in U.S. and Canadian Medical Schools.**
   
   **Ginsburg S**, van der Vleuten C, **Eva KW**, Lingard L.
   

36. **Monitoring the use of anatomical teaching material using a low-cost radio frequency identification system: A comprehensive assessment.**
   
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38. **Mapping the landscape or exploring the terrain? Progressing humanism in medical education.**
   
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39. **Do OSCE progress test scores predict performance in a national high-stakes examination?**
   
   

40. **Implementing Assessment Methods in Plastic Surgery.**
   
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41. **Development of a Competence-Based Spine Surgery Fellowship Curriculum Set of Learning Objectives in Canada.**
   
   