

# Stefanie S Sebok-Syer

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/4106247/publications.pdf>

Version: 2024-02-01

36  
papers

573  
citations

687363

13  
h-index

677142

22  
g-index

37  
all docs

37  
docs citations

37  
times ranked

463  
citing authors

#	ARTICLE	IF	CITATIONS
1	Impostor syndrome among physicians and physicians in training: A scoping review. <i>Medical Education</i> , 2020, 54, 116-124.	2.1	144
2	Considering the interdependence of clinical performance: implications for assessment and entrustment. <i>Medical Education</i> , 2018, 52, 970-980.	2.1	59
3	Defining and Adopting Clinical Performance Measures in Graduate Medical Education: Where Are We Now and Where Are We Going?. <i>Academic Medicine</i> , 2019, 94, 671-677.	1.6	39
4	Using Electronic Health Record Data to Assess Residents'™ Clinical Performance in the Workplace: The Good, the Bad, and the Unthinkable. <i>Academic Medicine</i> , 2019, 94, 853-860.	1.6	31
5	Mixed Messages or Miscommunication? Investigating the Relationship Between Assessors'™ Workplace-Based Assessment Scores and Written Comments. <i>Academic Medicine</i> , 2017, 92, 1774-1779.	1.6	26
6	The Birth of a Return to work Policy for New Resident Parents in Emergency Medicine. <i>Academic Emergency Medicine</i> , 2019, 26, 317-326.	1.8	25
7	Seeing but not believing: Insights into the intractability of failure to fail. <i>Medical Education</i> , 2020, 54, 1148-1158.	2.1	24
8	The role of data science and machine learning in Health Professions Education: practical applications, theoretical contributions, and epistemic beliefs. <i>Advances in Health Sciences Education</i> , 2020, 25, 1057-1086.	3.3	23
9	The Quality of Assessment of Learning (Qual) Score: Validity Evidence for a Scoring System Aimed at Rating Short, Workplace-Based Comments on Trainee Performance. <i>Teaching and Learning in Medicine</i> , 2020, 32, 319-329.	2.1	22
10	Hawks, Doves and Rasch decisions: Understanding the influence of different cycles of an OSCE on students'™ scores using Many Facet Rasch Modeling. <i>Medical Teacher</i> , 2017, 39, 92-99.	1.8	20
11	The Prevalence of Disability Health Training and Residents With Disabilities in Emergency Medicine Residency Programs. <i>AEM Education and Training</i> , 2021, 5, e10511.	1.2	20
12	Elucidating system-level interdependence in electronic health record data: What are the ramifications for trainee assessment?. <i>Medical Education</i> , 2020, 54, 738-747.	2.1	19
13	A scoping review of approaches for measuring "interdependent"™ collaborative performances. <i>Medical Education</i> , 2021, 55, 1123-1130.	2.1	17
14	Quality Evaluation Scores are no more Reliable than Gestalt in Evaluating the Quality of Emergency Medicine Blogs: A METRIQ Study. <i>Teaching and Learning in Medicine</i> , 2018, 30, 294-302.	2.1	14
15	Distant and Hidden Figures: Foregrounding Patients in the Development, Content, and Implementation of Entrustable Professional Activities. <i>Academic Medicine</i> , 2021, 96, S76-S80.	1.6	10
16	Who's on your team? Specialty identity and inter-physician conflict during admissions. <i>Medical Education</i> , 2022, 56, 625-633.	2.1	10
17	Using In Situ Simulations to Improve Pediatric Patient Safety in Emergency Departments. <i>Academic Medicine</i> , 2021, 96, 395-398.	1.6	8
18	Multi-Community Cardiopulmonary Resuscitation Education by Medical Students. <i>Cureus</i> , 2020, 12, e8647.	0.5	7

#	ARTICLE	IF	CITATIONS
19	Workplace-based Assessment Data in Emergency Medicine: A Scoping Review of the Literature. AEM Education and Training, 2021, 5, e10544.	1.2	6
20	Simulation-Based Mastery Learning to Teach Distal Radius Fracture Reduction. Simulation in Healthcare, 2021, 16, e176-e180.	1.2	6
21	“You Want Me to Assess What?” Faculty Perceptions of Assessing Residents From Outside Their Specialty. Academic Medicine, 2019, 94, 1478-1482.	1.6	5
22	“EMERGING” Electronic Health Record Data Metrics: Insights and Implications for Assessing Residents’ Clinical Performance in Emergency Medicine. AEM Education and Training, 2021, 5, e10501.	1.2	5
23	The shift from disbelieving underperformance to recognising failure: A tipping point model. Medical Education, 2022, 56, 395-406.	2.1	5
24	The Summer Match: A qualitative study exploring a two-stage residency match option. AEM Education and Training, 2021, 5, e10616.	1.2	4
25	Are we generating more assessments without added value? Surgical trainees’ perceptions of and receptiveness to cross-specialty assessment. Perspectives on Medical Education, 2020, 9, 201-209.	3.5	3
26	Development of a 3D-printed simulator for closed reduction of distal radius fractures. Perspectives on Medical Education, 2021, 10, 192-195.	3.5	3
27	Using a Simulated Model and Mastery Learning Approach to Teach the Ultrasound-guided Serratus Anterior Plane Block to Emergency Medicine Residents: A Pilot Study. AEM Education and Training, 2021, 5, e10525.	1.2	3
28	A randomized controlled trial of simulation-based mastery learning to teach the extended focused assessment with sonography in trauma. AEM Education and Training, 2021, 5, e10606.	1.2	3
29	Assessment of Entrustable Professional Activities Using a Web-Based Simulation Platform During Transition to Emergency Medicine Residency: Mixed Methods Pilot Study. JMIR Medical Education, 2021, 7, e32356.	2.6	3
30	Statistical points and pitfalls: growth modeling. Perspectives on Medical Education, 2022, 11, 104-107.	3.5	3
31	Development and implementation of a novel Web-based gaming application to enhance emergency medical technician knowledge in low- and middle-income countries. AEM Education and Training, 2021, 5, e10602.	1.2	2
32	Is Lactating in the Emergency Department a Letdown? Exploring Barriers and Supports to Workplace Lactation in Emergency Medicine. Annals of Emergency Medicine, 2021, 78, 400-408.	0.6	2
33	Examination of physician characteristics in opioid prescribing in the emergency department. American Journal of Emergency Medicine, 2021, 50, 207-210.	1.6	1
34	A Lasting Impact? Exploring the Immediate and Longitudinal Impact of an Emergency Department Service Learning Help Desk Program. AEM Education and Training, 0, , .	1.2	1
35	Improving Pediatric Acute Care Through Simulation (ImFACTS): A Scalable Model for Academic-Community Collaboration. Academic Medicine, 2021, 96, 1625-1626.	1.6	0
36	Kotter’s 8 stages of change: implementation of clinical screening protocols for assessing patients for COVID-19 – a review of an academic medical centre’s preparedness. BMJ Leader, 0, , leader-2020-000379.	1.5	0