

Shiphra R Ginsburg

List of Publications by Year in descending order

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Version: 2024-02-01

100
papers

4,951
citations

87843

38
h-index

98753

67
g-index

102
all docs

102
docs citations

102
times ranked

3200
citing authors

#	ARTICLE	IF	CITATIONS
1	A contemporary approach to validity arguments: a practical guide to Kane's framework. <i>Medical Education</i> , 2015, 49, 560-575.	1.1	371
2	Assessment of professionalism: Recommendations from the Ottawa 2010 Conference. <i>Medical Teacher</i> , 2011, 33, 354-363.	1.0	254
3	Context, Conflict, and Resolution. <i>Academic Medicine</i> , 2000, 75, S6-S11.	0.8	235
4	Assessment, feedback and the alchemy of learning. <i>Medical Education</i> , 2019, 53, 76-85.	1.1	219
5	Toward Authentic Clinical Evaluation: Pitfalls in the Pursuit of Competency. <i>Academic Medicine</i> , 2010, 85, 780-786.	0.8	183
6	“Rising to the Level of Your Incompetence”: What Physicians’ Self-Assessment of Their Performance Reveals About the Imposter Syndrome in Medicine. <i>Academic Medicine</i> , 2018, 93, 763-768.	0.8	174
7	The Professionalism Mini-Evaluation Exercise: A Preliminary Investigation. <i>Academic Medicine</i> , 2006, 81, S74-S78.	0.8	163
8	Risk of Stroke in Women Exposed to Low-Dose Oral Contraceptives. <i>Archives of Internal Medicine</i> , 2004, 164, 741.	4.3	141
9	Basing the Evaluation of Professionalism on Observable Behaviors: A Cautionary Tale. <i>Academic Medicine</i> , 2004, 79, S1-S4.	0.8	129
10	The rotational approach to medical education: time to confront our assumptions?. <i>Medical Education</i> , 2011, 45, 69-80.	1.1	126
11	Lost in Transition: The Experience and Impact of Frequent Changes in the Inpatient Learning Environment. <i>Academic Medicine</i> , 2011, 86, 591-598.	0.8	125
12	The Anatomy of the Professional Lapse. <i>Academic Medicine</i> , 2002, 77, 516-522.	0.8	120
13	Towards a program of assessment for health professionals: from training into practice. <i>Advances in Health Sciences Education</i> , 2016, 21, 897-913.	1.7	116
14	Reading between the lines: faculty interpretations of narrative evaluation comments. <i>Medical Education</i> , 2015, 49, 296-306.	1.1	113
15	The disavowed curriculum. <i>Journal of General Internal Medicine</i> , 2003, 18, 1015-1022.	1.3	112
16	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.	1.7	112
17	Twelve tips to promote a feedback culture with a growth mind-set: Swinging the feedback pendulum from recipes to relationships. <i>Medical Teacher</i> , 2019, 41, 625-631.	1.0	111
18	Medical students’ views on peer assessment of professionalism. <i>Journal of General Internal Medicine</i> , 2005, 20, 819-824.	1.3	108

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19	When Assessment Data Are Words: Validity Evidence for Qualitative Educational Assessments. <i>Academic Medicine</i> , 2016, 91, 1359-1369.	0.8	108
20	The Hidden Value of Narrative Comments for Assessment: A Quantitative Reliability Analysis of Qualitative Data. <i>Academic Medicine</i> , 2017, 92, 1617-1621.	0.8	85
21	Professing Professionalism: Are We Our Own Worst Enemy? Faculty Members' Experiences of Teaching and Evaluating Professionalism in Medical Education at One School. <i>Academic Medicine</i> , 2010, 85, 1025-1034.	0.8	77
22	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.	0.8	64
23	Competency-based medical education: the discourse of infallibility. <i>Medical Education</i> , 2018, 52, 45-57.	1.1	60
24	Anticipated debt and financial stress in medical students. <i>Medical Teacher</i> , 2008, 30, 313-315.	1.0	59
25	Resident Perceptions of Assessment and Feedback in Competency-Based Medical Education: A Focus Group Study of One Internal Medicine Residency Program. <i>Academic Medicine</i> , 2020, 95, 1712-1717.	0.8	55
26	Understanding the Use and Perceived Impact of a Medical Podcast: Qualitative Study. <i>JMIR Medical Education</i> , 2019, 5, e12901.	1.2	54
27	Competencies "Plus": The Nature of Written Comments on Internal Medicine Residents' Evaluation Forms. <i>Academic Medicine</i> , 2011, 86, S30-S34.	0.8	53
28	Using "Standardized Narratives" to Explore New Ways to Represent Faculty Opinions of Resident Performance. <i>Academic Medicine</i> , 2012, 87, 419-427.	0.8	53
29	Cracking the code: residents' interpretations of written assessment comments. <i>Medical Education</i> , 2017, 51, 401-410.	1.1	51
30	Selecting and Simplifying: Rater Performance and Behavior When Considering Multiple Competencies. <i>Teaching and Learning in Medicine</i> , 2016, 28, 41-51.	1.3	49
31	Using In-Training Evaluation Report (ITER) Qualitative Comments to Assess Medical Students and Residents: A Systematic Review. <i>Academic Medicine</i> , 2017, 92, 868-879.	0.8	49
32	To be and not to be: the paradox of the emerging professional stance. <i>Medical Education</i> , 2003, 37, 350-357.	1.1	48
33	Feedback Redefined: Principles and Practice. <i>Journal of General Internal Medicine</i> , 2019, 34, 744-749.	1.3	48
34	From behaviours to attributions: further concerns regarding the evaluation of professionalism. <i>Medical Education</i> , 2009, 43, 414-425.	1.1	47
35	A cross-cultural study of students' approaches to professional dilemmas: sticks or ripples. <i>Medical Education</i> , 2012, 46, 245-256.	1.1	47
36	The utility of vignettes to stimulate reflection on professionalism: theory and practice. <i>Advances in Health Sciences Education</i> , 2013, 18, 463-484.	1.7	44

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37	Assessment of professionalism: From where have we come “ to where are we going? An update from the Ottawa Consensus Group on the assessment of professionalism. <i>Medical Teacher</i> , 2019, 41, 249-255.	1.0	41
38	Bronchodilator delivery in acute airflow obstruction. A meta-analysis. <i>Archives of Internal Medicine</i> , 1997, 157, 1736-1744.	4.3	41
39	Organizational Factors Contributing to Incivility at an Academic Medical Center and Systems-Based Solutions: A Qualitative Study. <i>Academic Medicine</i> , 2018, 93, 1569-1575.	0.8	39
40	“Is that normal?” Pre-clerkship students’ approaches to professional dilemmas. <i>Medical Education</i> , 2011, 45, 362-371.	1.1	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.	1.3	36
42	Using wearables and self-management apps in patients with COPD: a qualitative study. <i>ERJ Open Research</i> , 2019, 5, 00036-2019.	1.1	35
43	Medical students, money, and career selection: students' perception of financial factors and remuneration in family medicine. <i>Family Medicine</i> , 2009, 41, 105-10.	0.3	34
44	Tensions in Assessment: The Realities of Entrustment in Internal Medicine. <i>Academic Medicine</i> , 2020, 95, 609-615.	0.8	32
45	Before the white coat: perceptions of professional lapses in the pre-clerkship. <i>Medical Education</i> , 2005, 39, 12-19.	1.1	31
46	Exploring Residents’ Perceptions of Expertise and Expert Development. <i>Academic Medicine</i> , 2011, 86, S46-S49.	0.8	30
47	Publication of Results of Abstracts Presented at Medical Education Conferences. <i>JAMA - Journal of the American Medical Association</i> , 2013, 310, 2307.	3.8	29
48	Teaching Professionalism in Postgraduate Medical Education: A Systematic Review. <i>Academic Medicine</i> , 2020, 95, 938-946.	0.8	28
49	Numbers Encapsulate, Words Elaborate: Toward the Best Use of Comments for Assessment and Feedback on Entrustment Ratings. <i>Academic Medicine</i> , 2021, 96, S81-S86.	0.8	28
50	Assumptions About Competency-Based Medical Education and the State of the Underlying Evidence: A Critical Narrative Review. <i>Academic Medicine</i> , 2021, 96, 296-306.	0.8	28
51	“It Depends”, <i>Academic Medicine</i> , 2012, 87, 1685-1693.	0.8	27
52	Relationships as the Backbone of Feedback: Exploring Preceptor and Resident Perceptions of Their Behaviors During Feedback Conversations. <i>Academic Medicine</i> , 2020, 95, 1073-1081.	0.8	25
53	Meaningful feedback through a sociocultural lens. <i>Medical Teacher</i> , 2019, 41, 1342-1352.	1.0	24
54	Going against the grain: An exploration of agency in medical learning. <i>Medical Education</i> , 2021, 55, 942-950.	1.1	23

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55	Know When to Rock the Boat: How Faculty Rationalize Students' Behaviors. <i>Journal of General Internal Medicine</i> , 2008, 23, 942-947.	1.3	22
56	Taken Out of Context: Hazards in the Interpretation of Written Assessment Comments. <i>Academic Medicine</i> , 2020, 95, 1082-1088.	0.8	22
57	The Professionalism Movement: Behaviors Are the Key to Progress. <i>American Journal of Bioethics</i> , 2004, 4, 14-15.	0.5	21
58	Doing What Might Be "Wrong". <i>Academic Medicine</i> , 2014, 89, 664-670.	0.8	19
59	Shifting and Sharing: Academic Physicians' Strategies for Navigating Underperformance and Failure. <i>Academic Medicine</i> , 2018, 93, 1713-1718.	0.8	19
60	Feedback from health professionals in postgraduate medical education: Influence of interprofessional relationship, identity and power. <i>Medical Education</i> , 2021, 55, 518-529.	1.1	19
61	The Role of Attribution to Clerk Factors and Contextual Factors in Supervisors' Perceptions of Clerks' Behaviors. <i>Teaching and Learning in Medicine</i> , 2004, 16, 317-322.	1.3	16
62	Promoting inclusivity in health professions education publishing. <i>Medical Education</i> , 2022, 56, 252-256.	1.1	16
63	The Relative Influence of Available Resources During the Residency Match: A National Survey of Canadian Medical Students. <i>Journal of Graduate Medical Education</i> , 2011, 3, 497-502.	0.6	15
64	Reasoning When It Counts: Students' Rationales for Action on a Professionalism Exam. <i>Academic Medicine</i> , 2007, 82, S40-S43.	0.8	14
65	Respecting the expertise of clinician assessors: construct alignment is one good answer. <i>Medical Education</i> , 2011, 45, 546-548.	1.1	14
66	The Hidden Curriculum of Compassionate Care: Can Assessment Drive Compassion?. <i>Academic Medicine</i> , 2019, 94, 1164-1169.	0.8	14
67	Don't be reviewer! Reflections on writing effective peer review comments. <i>Perspectives on Medical Education</i> , 2022, 10, 299-303.	1.8	14
68	The Lore of Admissions Policies: Contrasting Formal and Informal Understandings of the Residency Selection Process. <i>Advances in Health Sciences Education</i> , 2004, 9, 137-145.	1.7	13
69	Disclosure of Medical Error. <i>JAMA - Journal of the American Medical Association</i> , 2016, 316, 764.	3.8	13
70	Duty hours as viewed through a professionalism lens. <i>BMC Medical Education</i> , 2014, 14, S15.	1.0	11
71	Speaking up against unsafe unprofessional behaviours: the difficulty in knowing when and how. <i>BMJ Quality and Safety</i> , 2017, 26, 859-862.	1.8	11
72	"The Benefits Make Up for Whatever Is Lost". <i>Academic Medicine</i> , 2012, 87, 1421-1427.	0.8	10

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73	Professionalism and Maintenance of Certification: Using Vignettes Describing Interpersonal Dilemmas to Stimulate Reflection and Learning. <i>Journal of Continuing Education in the Health Professions</i> , 2014, 34, 112-122.	0.4	10
74	Learner Handover: Who Is It Really For?. <i>Academic Medicine</i> , 2021, 96, 592-598.	0.8	10
75	Medical Student Mistreatment. <i>JAMA - Journal of the American Medical Association</i> , 2016, 316, 2263.	3.8	9
76	Introducing JAMA Professionalism. <i>JAMA - Journal of the American Medical Association</i> , 2016, 316, 720.	3.8	9
77	Idiosyncrasy in Assessment Comments: Do Faculty Have Distinct Writing Styles When Completing In-Training Evaluation Reports?. <i>Academic Medicine</i> , 2020, 95, S81-S88.	0.8	9
78	Tensions in describing competency-based medical education: a study of Canadian key opinion leaders. <i>Advances in Health Sciences Education</i> , 2021, 26, 1277-1289.	1.7	9
79	Dressing the Part: Gender Differences in Residents'™ Experiences of Feedback in Internal Medicine. <i>Academic Medicine</i> , 2022, 97, 406-413.	0.8	9
80	Putting performance in context: the perceived influence of environmental factors on work-based performance. <i>Perspectives on Medical Education</i> , 2015, 4, 233-243.	1.8	7
81	Navigating Tensions of Efficiency and Caring in Clerkship: A Qualitative Study. <i>Teaching and Learning in Medicine</i> , 2019, 31, 378-384.	1.3	7
82	Patients' perspectives on medical students' professionalism: Blind spots and opportunities. <i>Medical Education</i> , 2022, 56, 724-735.	1.1	7
83	An Agenda for Increasing Grant Funding of Emergency Medicine Education Research. <i>Academic Emergency Medicine</i> , 2012, 19, 1434-1441.	0.8	6
84	The Senior Medical Resident's™ New Role in Assessment in Internal Medicine. <i>Academic Medicine</i> , 2021, Publish Ahead of Print, .	0.8	6
85	Good advice from the deputy editors of <i>Medical Education</i> . <i>Medical Education</i> , 2012, 46, 828-829.	1.1	5
86	Professional Responsibilities and Personal Impacts: Residents'™ Experiences as Participants in Education Research. <i>Academic Medicine</i> , 2019, 94, 115-121.	0.8	4
87	A Phenomenological Study of Italian Students'™ Responses to Professional Dilemmas: A Cross-Cultural Comparison. <i>Teaching and Learning in Medicine</i> , 2019, 31, 44-52.	1.3	4
88	Gender Effects in Assessment of Clinical Teaching: Does Concordance Matter?. <i>Journal of Graduate Medical Education</i> , 2020, 12, 710-716.	0.6	4
89	Is It Time to Retire?. <i>JAMA - Journal of the American Medical Association</i> , 2017, 317, 1570.	3.8	3
90	Life on Call: Perspectives of Junior and Senior Internal Medicine Residents. <i>Academic Medicine</i> , 2021, 96, 744-750.	0.8	3

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91	Is There a Conflict of Interest?. JAMA - Journal of the American Medical Association, 2017, 317, 1796.	3.8	2
92	A Fine Balance: How Authors Strategize Around Journal Submission. Academic Medicine, 2018, 93, 1176-1181.	0.8	2
93	Assessing the learning needs of physical medicine and rehabilitation residents to develop a geriatric medicine and rehabilitation curriculum. Gerontology and Geriatrics Education, 2022, 43, 119-131.	0.6	2
94	Beyond the ratings: gender effects in written comments from clinical teaching assessments. Advances in Health Sciences Education, 2022, 27, 355-374.	1.7	2
95	Professional Boundaries. JAMA - Journal of the American Medical Association, 2016, 316, 1706.	3.8	1
96	Contextualizing Work-Based Assessments of Faculty and Residents. Academic Medicine, 2019, 94, 237-243.	0.8	1
97	Qualitative Evaluation of a Novel Educational Tool to Communicate Individualized Hip Fracture Prognostic Information to Patients and Surrogates: My Hip Fracture (My-HF). Geriatric Orthopaedic Surgery and Rehabilitation, 2021, 12, 215145932110505.	0.6	1
98	“Get the DNR”: residents’ perceptions of goals of care conversations before and after an e-learning module. Canadian Medical Education Journal, 2022, 13, 17-28.	0.3	1
99	Reading Between the Lines: Understanding How Faculty Interpret Language Cues to Reliably Rank Trainees Using Narrative Comments. Journal of Graduate Medical Education, 2014, 6, 797-797.	0.6	0
100	How Clinical Supervisors Conceptualize Procedural Entrustment: An Interview-Based Study of Entrustment Decision Making in Endoscopic Training. Academic Medicine, 2022, 97, 586-592.	0.8	0