

Gary Sutkin

List of Publications by Year in descending order

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Version: 2024-02-01

37
papers

627
citations

687363

13
h-index

580821

25
g-index

38
all docs

38
docs citations

38
times ranked

690
citing authors

#	ARTICLE	IF	CITATIONS
1	Mental 3D Visualization: Building Surgical Resilience for Performing High-Risk Procedures. Journal of Surgical Education, 2022, , .	2.5	1
2	Humanâ€Caused Sound Distractors and their Impact on Operating Room Team Function. World Journal of Surgery, 2022, 46, 1376-1382.	1.6	1
3	Optimizing surgical teaching through the lens of sociocultural learning theory. American Journal of Surgery, 2022, 224, 379-383.	1.8	1
4	Reoperation rates of stress incontinence surgery in rural vs urban hospitals. AJOG Global Reports, 2022, 2, 100059.	1.0	1
5	Retropubic trocar modified with a load cell to verify contact with pubic bone. Surgery, 2022, 172, 1024-1028.	1.9	1
6	Constructivist Grounded Theory to Establish the Relationship Between Technical Error and Adverse Patient Outcome: Modeling Technical Error and Adverse Outcomes. American Surgeon, 2021, 87, 753-759.	0.8	0
7	Absence or presence: Silent discourse in the operating room and impact on surgical team action. American Journal of Surgery, 2021, 221, 980-986.	1.8	0
8	The Complexity of the Retropubic Midurethral Sling: A Cognitive Task Analysis. Female Pelvic Medicine and Reconstructive Surgery, 2021, 27, 90-93.	1.1	3
9	Semantically Ambiguous Language in the Teaching Operating Room. Journal of Surgical Education, 2021, 78, 1938-1947.	2.5	5
10	Association between adjuvant posterior repair and success of native tissue apical suspension. American Journal of Obstetrics and Gynecology, 2020, 222, 161.e1-161.e8.	1.3	21
11	Risk Factors for Returning to the Operating Room for a Second Surgery After Midurethral Sling for Stress Urinary Incontinence. Female Pelvic Medicine and Reconstructive Surgery, 2020, 26, 443-446.	1.1	5
12	Microâ€Crelational interdependencies are the essence of teaching and learning in the OR. Medical Education, 2020, 54, 1137-1147.	2.1	2
13	Pelvic anatomy terminology: can we agree to agree?. American Journal of Obstetrics and Gynecology, 2020, 222, 199-200.	1.3	0
14	Controlling faecal incontinence in women by performing anal exercises with biofeedback or loperamide: a randomised clinical trial. The Lancet Gastroenterology and Hepatology, 2019, 4, 698-710.	8.1	44
15	Preventing Error in the Operating Room: Five Teaching Strategies for High-Stakes Learning. Journal of Surgical Research, 2019, 236, 12-21.	1.6	11
16	Maintaining operative efficiency while allowing sufficient time for residents to learn. American Journal of Surgery, 2019, 218, 211-217.	1.8	6
17	Concomitant Anterior Repair, Preoperative Prolapse Severity, and Anatomic Prolapse Outcomes After Vaginal Apical Procedures. Female Pelvic Medicine and Reconstructive Surgery, 2019, 25, 22-28.	1.1	14
18	Models of Teaching and Learning in the Operating Theatre. Innovation and Change in Professional Education, 2019, , 171-182.	0.2	0

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19	Intelligent cooperation: A framework of pedagogic practice in the operating room. American Journal of Surgery, 2018, 215, 535-541.	1.8	17
20	Refractory urgency urinary incontinence treatment in women: impact of age on outcomes and complications. American Journal of Obstetrics and Gynecology, 2018, 218, 111.e1-111.e9.	1.3	27
21	Beyond a good story: from Hawthorne Effect to reactivity in health professions education research. Medical Education, 2017, 51, 31-39.	2.1	136
22	Teaching, Learning, and Performance in the Surgical Workplace: Insights From the Examination of Intraoperative Interactions. Teaching and Learning in Medicine, 2017, 29, 378-382.	2.1	2
23	Teaching the Retropubic Midurethral Sling Using a Novel Cadaver and Model-Based Approach. Cureus, 2017, 9, e1214.	0.5	8
24	Genital hiatus size is associated with and predictive of apical vaginal support loss. American Journal of Obstetrics and Gynecology, 2016, 214, 718.e1-718.e8.	1.3	57
25	How Surgical Mentors Teach: A Classification of In Vivo Teaching Behaviors Part 1: Verbal Teaching Guidance. Journal of Surgical Education, 2015, 72, 243-250.	2.5	44
26	How Surgical Mentors Teach: A Classification of In Vivo Teaching Behaviors Part 2: Physical Teaching Guidance. Journal of Surgical Education, 2015, 72, 251-257.	2.5	42
27	Controlling anal incontinence in women by performing anal exercises with biofeedback or loperamide (CAPABLE) trial: Design and methods. Contemporary Clinical Trials, 2015, 44, 164-174.	1.8	17
28	A gynaecologic clinic dedicated to student teaching. Clinical Teacher, 2013, 10, 181-185.	0.8	2
29	Teaching Techniques in the Operating Room. Academic Medicine, 2012, 87, 364-371.	1.6	23
30	Symptomatic urinary tract infections after surgery for prolapse and/or incontinence. International Urogynecology Journal, 2010, 21, 955-961.	1.4	64
31	Prophylactic antibiotics to prevent urinary tract infection during clean intermittent self-catheterization (CISC) for management of voiding dysfunction after prolapse and incontinence surgery: a decision analysis. International Urogynecology Journal, 2009, 20, 933-938.	1.4	16
32	Nursing staff assessment of residents'™ professionalism and communication skills. Medical Education, 2009, 43, 1104-1104.	2.1	2
33	Opinions of West Texas pharmacists about emergency contraception. Pharmacy Practice, 2006, 4, 151-5.	1.5	6
34	Antibiotic Prophylaxis and Non-Group B Streptococcal Neonatal Sepsis. Obstetrics and Gynecology, 2005, 105, 581-586.	2.4	13
35	Fetus Papyraceus. New England Journal of Medicine, 2004, 350, 1665-1665.	27.0	6
36	Diagnosis of a Rudimentary Uterine Horn in Pregnancy. Journal of Ultrasound in Medicine, 2003, 22, 985-988.	1.7	15

#	ARTICLE	IF	CITATIONS
37	Toxic shock syndrome after laminaria insertion ¹ . <i>Obstetrics and Gynecology</i> , 2001, 98, 959-961.	2.4	14