

Sayra M Cristancho

List of Publications by Year in descending order

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Version: 2024-02-01

68
papers

1,276
citations

361296

20
h-index

454834

30
g-index

70
all docs

70
docs citations

70
times ranked

1202
citing authors

#	ARTICLE	IF	CITATIONS
1	Qualitative research essentials for medical education. Singapore Medical Journal, 2018, 59, 622-627.	0.3	65
2	Seeing in Different Ways. Qualitative Health Research, 2015, 25, 713-725.	1.0	59
3	Considering the interdependence of clinical performance: implications for assessment and entrustment. Medical Education, 2018, 52, 970-980.	1.1	59
4	Understanding Clinical Uncertainty. Academic Medicine, 2013, 88, 1516-1521.	0.8	51
5	Engagement: what is it good for? The role of learner engagement in healthcare simulation contexts. Advances in Health Sciences Education, 2019, 24, 811-825.	1.7	48
6	(Re)Grounding grounded theory: a close reading of theory in four schools. Qualitative Research, 2017, 17, 359-376.	2.2	47
7	When surgeons face intraoperative challenges: a naturalistic model of surgical decision making. American Journal of Surgery, 2013, 205, 156-162.	0.9	46
8	Thresholds of Principle and Preference. Academic Medicine, 2015, 90, S70-S76.	0.8	39
9	“Oh my God, I can't handle this!”: trainees’ emotional responses to complex situations. Medical Education, 2018, 52, 206-215.	1.1	38
10	How do small groups make decisions?. Perspectives on Medical Education, 2017, 6, 192-198.	1.8	36
11	Eye opener: exploring complexity using rich pictures. Perspectives on Medical Education, 2022, 4, 138-141.	1.8	35
12	“How would you call this in English?”: Being reflective about translations in international, cross-cultural qualitative research. Perspectives on Medical Education, 2022, 6, 127-132.	1.8	35
13	A framework-based approach to designing simulation-augmented surgical education and training programs. American Journal of Surgery, 2011, 202, 344-351.	0.9	34
14	“They Have to Adapt to Learn” Surgeons’ Perspectives on the Role of Procedural Variation in Surgical Education. Journal of Surgical Education, 2016, 73, 339-347.	1.2	33
15	Rich pictures: a companion method for qualitative research in medical education. Medical Education, 2019, 53, 916-924.	1.1	33
16	Navigating difficult conversations: the role of self-monitoring and reflection-in-action. Medical Education, 2017, 51, 1220-1231.	1.1	32
17	Some assembly required: tracing the interpretative work of Clinical Competency Committees. Medical Education, 2019, 53, 723-734.	1.1	30
18	Thinking like an expert: surgical decision making as a cyclical process of being aware. American Journal of Surgery, 2016, 211, 64-69.	0.9	29

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19	What is the state of complexity science in medical education research?. Medical Education, 2019, 53, 95-104.	1.1	28
20	The Call, the Save, and the Threat: Understanding Expert Help-Seeking Behavior During Nonroutine Operative Scenarios. Journal of Surgical Education, 2015, 72, 302-309.	1.2	27
21	Putting the puzzle together: the role of "problem definition"™ in complex clinical judgement. Medical Education, 2017, 51, 207-214.	1.1	27
22	Beyond summative decision making: Illuminating the broader roles of competence committees. Medical Education, 2020, 54, 517-527.	1.1	27
23	What's Behind the Scenes? Exploring the Unspoken Dimensions of Complex and Challenging Surgical Situations. Academic Medicine, 2014, 89, 1540-1547.	0.8	22
24	Exploring patients'™ and physicians'™ perspectives about competent health advocacy. Medical Education, 2021, 55, 486-495.	1.1	22
25	How Do Thresholds of Principle and Preference Influence Surgeon Assessments of Learner Performance?. Annals of Surgery, 2018, 268, 385-390.	2.1	21
26	Intraoperative monitoring of laparoscopic skill development based on quantitative measures. Surgical Endoscopy and Other Interventional Techniques, 2009, 23, 2181-2190.	1.3	20
27	Mobilising or standing still?A narrative review of Surgical Safety Checklist knowledge as developed in 25 highly cited papers from 2009 to 2016. BMJ Quality and Safety, 2017, 26, 837-844.	1.8	20
28	How Medical Error Shapes Physicians'™ Perceptions of Learning: An Exploratory Study. Academic Medicine, 2019, 94, 1157-1163.	0.8	20
29	Lessons From Rocket Science: Reframing the Concept of the Physician Health Advocate. Academic Medicine, 2016, 91, 1344-1347.	0.8	18
30	From problem solving to problem definition: scrutinizing the complex nature of clinical practice. Perspectives on Medical Education, 2022, 6, 54-57.	1.8	18
31	Twelve tips for early career medical educators. Medical Teacher, 2016, 38, 358-363.	1.0	17
32	Being a surgeon or doing surgery? A qualitative study of learning in the operating room. Medical Education, 2018, 52, 861-876.	1.1	17
33	Navigating complexity in team-based clinical settings. Medical Education, 2018, 52, 1125-1137.	1.1	16
34	Simulation-augmented training program for off-pump coronary artery bypass surgery: Developing and validating performance assessments. Surgery, 2012, 151, 785-795.	1.0	15
35	SCETF: Serious game surgical cognitive education and training framework. , 2011, , ,		11
36	The Effect of Sound on Visual Fidelity Perception in Stereoscopic 3-D. IEEE Transactions on Cybernetics, 2013, 43, 1572-1583.	6.2	11

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37	What can we learn from a soft sister? A complementary lens to the systems engineering approach in medical education research. <i>Medical Education</i> , 2014, 48, 1139-1141.	1.1	11
38	Lessons on resilience: Learning to manage complexity. <i>Perspectives on Medical Education</i> , 2016, 5, 133-135.	1.8	11
39	Journey into uncertainty: Medical students' experiences and perceptions of failure. <i>Medical Education</i> , 2020, 54, 843-850.	1.1	11
40	Adaptation and innovation: a grounded theory study of procedural variation in the academic surgical workplace. <i>Journal of Evaluation in Clinical Practice</i> , 2015, 21, 911-918.	0.9	10
41	Living with advanced cancer: Rich Pictures as a means for health care providers to explore the experiences of advanced cancer patients. <i>Cancer Medicine</i> , 2019, 8, 4957-4966.	1.3	10
42	Drawing on experience: Exploring the pedagogical possibilities of using rich pictures in health professions education. <i>Advances in Health Sciences Education</i> , 2021, 26, 1519-1535.	1.7	9
43	When I say "networks and systems". <i>Medical Education</i> , 2019, 53, 331-333.	1.1	8
44	Necessary Groundwork: Planning a Strong Grounded Theory Study. <i>Journal of Graduate Medical Education</i> , 2017, 9, 129-130.	0.6	7
45	Pimping in Residency: The Emotional Roller-Coaster of a Pedagogical Method "A Qualitative Study Using Interviews and Rich Picture Drawings. <i>Teaching and Learning in Medicine</i> , 2019, 31, 497-505.	1.3	7
46	Mapping a surgeon's becoming with Deleuze. <i>Medical Humanities</i> , 2015, 41, 128-135.	0.6	6
47	Understanding helping behaviors in an interprofessional surgical team: How do members engage?. <i>American Journal of Surgery</i> , 2020, 219, 372-378.	0.9	6
48	Trainee-environment interactions that stimulate motivation: A rich pictures study. <i>Medical Education</i> , 2020, 54, 242-253.	1.1	6
49	Fewer themes, more stories: shall we consider alternative ways for representing complexity well?. <i>Perspectives on Medical Education</i> , 2022, 3, 159-162.	1.8	5
50	How Surgeons Conceptualize Talent: A Qualitative Study Using Sport Science as a Lens. <i>Journal of Surgical Education</i> , 2017, 74, 992-1000.	1.2	5
51	The embodiment of practice thresholds: from standardization to stabilization in surgical education. <i>Advances in Health Sciences Education</i> , 2021, 26, 139-157.	1.7	5
52	On collective self-healing and traces: How can swarm intelligence help us think differently about team adaptation?. <i>Medical Education</i> , 2021, 55, 441-447.	1.1	5
53	Assessing cognitive & motor performance in minimally invasive surgery (MIS) for training & tool design. <i>Studies in Health Technology and Informatics</i> , 2006, 119, 108-13.	0.2	5
54	Interchangeability in Military Interprofessional Health Care Teams: Lessons Into Collective Self-healing and the Benefits Thereof. <i>Military Medicine</i> , 2021, 186, 16-22.	0.4	4

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55	Progressive simulation-based program for training cardiac surgery-related skills. <i>Studies in Health Technology and Informatics</i> , 2011, 163, 150-5.	0.2	4
56	Unusual suspects: Real-time physiological evaluation of stressors during laparoscopic donor nephrectomy. <i>Canadian Urological Association Journal</i> , 2020, 15, E205-E209.	0.3	3
57	Scut to Scholarship: Can Operative Notes be Educationally Useful?. <i>Journal of Surgical Education</i> , 2021, 78, 168-177.	1.2	3
58	On the value of the "subjective" in studies of human behavior and cognition. <i>Perspectives on Medical Education</i> , 2015, 4, 49-50.	1.8	2
59	Macro and meso level influences on distributed integrated COPD care delivery: a social network perspective. <i>BMC Health Services Research</i> , 2021, 21, 491.	0.9	2
60	Repeated use of rich pictures to explore changes in subjective experiences over time of patients with advanced cancer. <i>Cancer Reports</i> , 2021, , e1428.	0.6	2
61	When English clashes with other languages: Insights and cautions from the "Writer's Craft" series. <i>Perspectives on Medical Education</i> , 2022, 10, 347-351.	1.8	2
62	Back to Anatomy: Improving Landmarking Accuracy of Clinical Procedures Using a Novel Approach to Procedural Teaching. <i>Southern Medical Journal</i> , 2015, 108, 310-7.	0.3	2
63	Understanding palliative care learning: A narrative inquiry exploring health care professionals' memorable experiences. <i>SSM Qualitative Research in Health</i> , 2022, 2, 100098.	0.6	2
64	Adapting despite "walls coming down": Healthcare providers' experiences of COVID-19 as an impulsive adaptation. <i>Perspectives on Medical Education</i> , 0, , .	1.8	2
65	From distress to detachment: exploring how providing care for stigmatized patients influences the moral development of medical trainees. <i>Advances in Health Sciences Education</i> , 2022, 27, 1003-1019.	1.7	2
66	The agility of ants: lessons for grappling with complexity in health care teamwork. <i>Medical Education</i> , 2019, 53, 855-857.	1.1	0
67	Qualitative investigation of trace-based communication: how are traces conceptualised in healthcare teamwork?. <i>BMJ Open</i> , 2020, 10, e038406.	0.8	0
68	Qualitative investigation of trace-based communication: how are traces conceptualised in healthcare teamwork?. <i>BMJ Open</i> , 2020, 10, e038406.	0.8	0