

# Jonathan Sherbino

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7345710/publications.pdf>

Version: 2024-02-01

117  
papers

6,132  
citations

136950

32  
h-index

76900

74  
g-index

121  
all docs

121  
docs citations

121  
times ranked

4879  
citing authors

#	ARTICLE	IF	CITATIONS
1	Failure to flow: An exploration of learning and teaching in busy, multi-patient environments using an interpretive description method. Perspectives on Medical Education, 2022, 6, 380-387.	3.5	24
2	Should electronic differential diagnosis support be used early or late in the diagnostic process? A multicentre experimental study of Isabel. BMJ Quality and Safety, 2022, 31, 426-433.	3.7	21
3	Diagnostic reasoning in cardiovascular medicine. BMJ, The, 2022, 376, e064389.	6.0	10
4	Intrinsic or Invisible? An Audit of CanMEDS Roles in Entrustable Professional Activities. Academic Medicine, 2022, 97, 1213-1218.	1.6	7
5	Harnessing Natural Language Processing to Support Decisions Around Workplace-Based Assessment: Machine Learning Study of Competency-Based Medical Education. JMIR Medical Education, 2022, 8, e30537.	2.6	6
6	The Teacher, the Assessor, and the Patient Protector: A Conceptual Model Describing How Context Interfaces With the Supervisory Roles of Academic Emergency Physicians. AEM Education and Training, 2021, 5, 52-62.	1.2	14
7	Intuitive and deliberative approaches for diagnosing "well" versus "unwell": evidence from eye-tracking and potential implications for training. Advances in Health Sciences Education, 2021, 26, 811-825.	3.3	2
8	"I made a mistake": A narrative analysis of experienced physicians' stories of preventable error. Journal of Evaluation in Clinical Practice, 2021, 27, 236-245.	1.8	5
9	Skeptical self-regulation: Resident experiences of uncertainty about uncertainty. Medical Education, 2021, 55, 749-757.	2.1	9
10	Infographics, podcasts, and blogs: a multi-channel, asynchronous, digital faculty experience to improve clinical teaching (MAX FacDev). Canadian Journal of Emergency Medicine, 2021, 23, 390-393.	1.1	5
11	Tensions in describing competency-based medical education: a study of Canadian key opinion leaders. Advances in Health Sciences Education, 2021, 26, 1277-1289.	3.3	9
12	Supported Independence: The Role of Supervision to Help Trainees Manage Uncertainty. Academic Medicine, 2021, 96, S81-S86.	1.6	18
13	Maximizing the Morning Commute: A Randomized Trial Assessing the Effect of Driving on Podcast Knowledge Acquisition and Retention. Annals of Emergency Medicine, 2021, 78, 416-424.	0.6	11
14	Task Switching, Multitasking, and Errors: A Psychologic Perspective on the Impact of Interruptions. Annals of Emergency Medicine, 2021, 78, 425-428.	0.6	3
15	Residents' Perceptions of Effective Features of Educational Podcasts. Western Journal of Emergency Medicine, 2021, 22, 26-32.	1.1	8
16	Effect of Gender on Feedback Associated with a Direct Clinical Observation Tool Used during Clerkship at McMaster University. Journal of General Internal Medicine, 2021, , 1.	2.6	0
17	The competency-based medical education evolution of Canadian emergency medicine specialist training. Canadian Journal of Emergency Medicine, 2020, 22, 95-102.	1.1	41
18	It's the destination: diagnostic accuracy and reasoning. Advances in Health Sciences Education, 2020, 25, 19-29.	3.3	9

#	ARTICLE	IF	CITATIONS
19	Critical thinking, biases and dual processing: The enduring myth of generalisable skills. Medical Education, 2020, 54, 66-73.	2.1	45
20	Making Decisions in the Era of the Clinical Decision Rule: How Emergency Physicians Use Clinical Decision Rules. Academic Medicine, 2020, 95, 1230-1237.	1.6	19
21	Risk Stratification for Patients with Chest Pain Discharged Home from the Emergency Department. Journal of Clinical Medicine, 2020, 9, 2948.	2.4	6
22	Just the Facts: how to teach emergency department flow management. Canadian Journal of Emergency Medicine, 2020, 22, 459-462.	1.1	4
23	Comparison of two biomarker only algorithms for early risk stratification in patients with suspected acute coronary syndrome. International Journal of Cardiology, 2020, 319, 140-143.	1.7	12
24	High-Sensitivity Cardiac Troponin I vs a Clinical Chemistry Score for Predicting All-Cause Mortality in an Emergency Department Population. CJC Open, 2020, 2, 296-302.	1.5	7
25	Clinical evaluation of Ortho Clinical Diagnostics high-sensitivity cardiac Troponin I assay in patients with symptoms suggestive of acute coronary syndrome. Clinical Biochemistry, 2020, 80, 48-51.	1.9	14
26	Pandemics and Innovation: How Medical Education Programs Can Adapt Extraclinical Teaching to Maintain Social Distancing. ATS Scholar, 2020, 1, 344-347.	1.3	11
27	Using the clinical chemistry score in the emergency department to detect adverse cardiac events: a diagnostic accuracy study. CMAJ Open, 2020, 8, E676-E684.	2.4	15
28	The effect of prior experience on diagnostic reasoning: exploration of availability bias. Diagnosis, 2020, 7, 265-272.	1.9	3
29	Bougie-assisted cricothyroidotomy: Delphi-derived essential steps for the novice learner. Canadian Journal of Emergency Medicine, 2019, 21, 283-290.	1.1	18
30	Ascertaining top evidence in emergency medicine: A modified Delphi study. Canadian Journal of Emergency Medicine, 2019, 21, 291-295.	1.1	3
31	The state of health advocacy training in postgraduate medical education: a scoping review. Medical Education, 2019, 53, 1209-1220.	2.1	30
32	Debiasing versus knowledge retrieval checklists to reduce diagnostic error in ECG interpretation. Advances in Health Sciences Education, 2019, 24, 427-440.	3.3	27
33	Faculty development in the age of competency-based medical education: A needs assessment of Canadian emergency medicine faculty and senior trainees. Canadian Journal of Emergency Medicine, 2019, 21, 527-534.	1.1	19
34	Making change in medical education. Medical Education, 2019, 53, 649-651.	2.1	5
35	Understanding diagnosis through ACTION: evaluation of a point-of-care checklist for junior emergency medical residents. Diagnosis, 2019, 6, 151-156.	1.9	5
36	Attending Emergency Physicians' Perceptions of a Programmatic Workplace-Based Assessment System: The McMaster Modular Assessment Program (McMAP). Teaching and Learning in Medicine, 2019, 31, 434-444.	2.1	30

#	ARTICLE	IF	CITATIONS
37	Experienced physician descriptions of intuition in clinical reasoning: a typology. <i>Diagnosis</i> , 2019, 6, 259-268.	1.9	25
38	Perfecting practice: a protocol for assessing simulation-based mastery learning and deliberate practice versus self-guided practice for bougie-assisted cricothyroidotomy performance. <i>BMC Medical Education</i> , 2019, 19, 100.	2.4	16
39	Effect of Teaching Bayesian Methods Using Learning by Concept vs Learning by Example on Medical Students' Ability to Estimate Probability of a Diagnosis. <i>JAMA Network Open</i> , 2019, 2, e1918023.	5.9	20
40	A Core Components Framework for Evaluating Implementation of Competency-Based Medical Education Programs. <i>Academic Medicine</i> , 2019, 94, 1002-1009.	1.6	180
41	The 3 faces of clinical reasoning: Epistemological explorations of disparate error reduction strategies. <i>Journal of Evaluation in Clinical Practice</i> , 2018, 24, 666-673.	1.8	23
42	Learning Analytics in Medical Education Assessment: The Past, the Present, and the Future. <i>AEM Education and Training</i> , 2018, 2, 178-187.	1.2	70
43	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
44	Performance of high-sensitivity cardiac troponin in the emergency department for myocardial infarction and a composite cardiac outcome across different estimated glomerular filtration rates. <i>Clinica Chimica Acta</i> , 2018, 479, 166-170.	1.1	17
45	Education scholarship in Canadian emergency medicine: The past, present, and future. <i>Canadian Journal of Emergency Medicine</i> , 2018, 20, 164-166.	1.1	4
46	A writer's guide to education scholarship: Quantitative methodologies for medical education research (part 1). <i>Canadian Journal of Emergency Medicine</i> , 2018, 20, 125-131.	1.1	5
47	Reanimating Patients After Traumatic Cardiac Arrest. <i>Emergency Medicine Clinics of North America</i> , 2018, 36, 19-40.	1.2	7
48	High-sensitivity cardiac troponin concentrations at emergency department presentation in females and males with an acute cardiac outcome. <i>Annals of Clinical Biochemistry</i> , 2018, 55, 604-607.	1.6	3
49	Diagnostic vs Management Reasoning—Reply. <i>JAMA - Journal of the American Medical Association</i> , 2018, 320, 1818.	7.4	2
50	You don't need a mentor; you need a board of directors. <i>Canadian Journal of Emergency Medicine</i> , 2018, 20, 816-817.	1.1	2
51	Management Reasoning. <i>JAMA - Journal of the American Medical Association</i> , 2018, 319, 2267.	7.4	89
52	Clinical chemistry score versus high-sensitivity cardiac troponin I and T tests alone to identify patients at low or high risk for myocardial infarction or death at presentation to the emergency department. <i>Cmaj</i> , 2018, 190, E974-E984.	2.0	38
53	Is bias in the eye of the beholder? A vignette study to assess recognition of cognitive biases in clinical case workups. <i>BMJ Quality and Safety</i> , 2017, 26, 104-110.	3.7	96
54	Do Antiviral Medications Improve Symptoms in the Treatment of Bell's Palsy?. <i>Annals of Emergency Medicine</i> , 2017, 69, 364-365.	0.6	2

#	ARTICLE	IF	CITATIONS
55	Economic Considerations of Early Rule-In/Rule-Out Algorithms for The Diagnosis of Myocardial Infarction in The Emergency Department Using Cardiac Troponin and Glycemic Biomarkers. Clinical Chemistry, 2017, 63, 593-602.	3.2	11
56	How Expert Clinicians Intuitively Recognize a Medical Diagnosis. American Journal of Medicine, 2017, 130, 629-634.	1.5	66
57	The Causes of Errors in Clinical Reasoning: Cognitive Biases, Knowledge Deficits, and Dual Process Thinking. Academic Medicine, 2017, 92, 23-30.	1.6	367
58	CAEP 2016 Academic Symposium: A Writer's Guide to Key Steps in Producing Quality Education Scholarship. Canadian Journal of Emergency Medicine, 2017, 19, S9-S15.	1.1	15
59	High-Sensitivity Cardiac Troponin Risk Cutoffs for Acute Cardiac Outcomes at Emergency Department Presentation. Canadian Journal of Cardiology, 2017, 33, 898-903.	1.7	20
60	Toward a shared language for competency-based medical education. Medical Teacher, 2017, 39, 582-587.	1.8	132
61	A call to action: The controversy of and rationale for competency-based medical education. Medical Teacher, 2017, 39, 574-581.	1.8	176
62	Evolving concepts of assessment in a competency-based world. Medical Teacher, 2017, 39, 603-608.	1.8	109
63	Multiple Wins: Embracing Technology to Increase Efficiency and Maximize Efforts. AEM Education and Training, 2017, 1, 185-190.	1.2	11
64	A laboratory score at presentation to rule-out serious cardiac outcomes or death in patients presenting with symptoms suggestive of acute coronary syndrome. Clinica Chimica Acta, 2017, 469, 69-74.	1.1	8
65	Rule-In and Rule-Out of Myocardial Infarction Using Cardiac Troponin and Glycemic Biomarkers in Patients with Symptoms Suggestive of Acute Coronary Syndrome. Clinical Chemistry, 2017, 63, 403-414.	3.2	36
66	McMaster Modular Assessment Program (McMAP) Through the Years: Residents' Experience With an Evolving Feedback Culture Over a 3-year Period. AEM Education and Training, 2017, 1, 5-14.	1.2	33
67	Mixed Messages or Miscommunication? Investigating the Relationship Between Assessors' Workplace-Based Assessment Scores and Written Comments. Academic Medicine, 2017, 92, 1774-1779.	1.6	26
68	An Environmental Scan of Academic Emergency Medicine at the 17 Canadian Medical Schools: Why Does this Matter to Emergency Physicians?. Canadian Journal of Emergency Medicine, 2017, 19, 39-46.	1.1	12
69	CAEP 2016 Academic Symposium: How to have an impact as an emergency medicine educator and scholar. Canadian Journal of Emergency Medicine, 2017, 19, S16-S21.	1.1	5
70	Health advocacy. Medical Teacher, 2017, 39, 128-135.	1.8	84
71	Nuance and Noise: Lessons Learned From Longitudinal Aggregated Assessment Data. Journal of Graduate Medical Education, 2017, 9, 724-729.	1.3	23
72	Academic Primer Series: Eight Key Papers about Education Theory. Western Journal of Emergency Medicine, 2017, 18, 293-302.	1.1	17

#	ARTICLE	IF	CITATIONS
73	Academic Primer Series: Key Papers About Competency-Based Medical Education. Western Journal of Emergency Medicine, 2017, 18, 713-720.	1.1	20
74	Academic Primer Series: Five Key Papers about Study Designs in Medical Education. Western Journal of Emergency Medicine, 2017, 18, 705-712.	1.1	10
75	On Rating Angels: The Halo Effect and Straight Line Scoring. Journal of Graduate Medical Education, 2017, 9, 721-723.	1.3	13
76	One Click Away: Digital Mentorship in the Modern Era. Cureus, 2017, 9, e1838.	0.5	16
77	Mind the Gap: The Prospects of Missing Data. Journal of Graduate Medical Education, 2016, 8, 708-712.	1.3	19
78	Design and Implementation of a Competency-Based Transfusion Medicine Training Program in Canada. Transfusion Medicine Reviews, 2016, 30, 30-36.	2.0	8
79	The Social Media Summit in Health Professions Education. Postgraduate Medical Journal, 2015, 91, 542-543.	1.8	7
80	Social media in medical education: a new pedagogical paradigm?. Postgraduate Medical Journal, 2015, 91, 544-545.	1.8	37
81	The McMaster Modular Assessment Program (McMAP). Academic Medicine, 2015, 90, 900-905.	1.6	60
82	Education Scholarship and its Impact on Emergency Medicine Education. Western Journal of Emergency Medicine, 2015, 16, 804-809.	1.1	7
83	JGME-ALiEM Hot Topics in Medical Education Online Journal Club: An Analysis of a Virtual Discussion About Resident Teachers. Journal of Graduate Medical Education, 2015, 7, 437-444.	1.3	20
84	An Extended Validity Argument for Assessing Feedback Culture. Teaching and Learning in Medicine, 2015, 27, 355-358.	2.1	9
85	Criteria for social media-based scholarship in health professions education. Postgraduate Medical Journal, 2015, 91, 551-555.	1.8	62
86	The use of free online educational resources by Canadian emergency medicine residents and program directors. Canadian Journal of Emergency Medicine, 2015, 17, 101-106.	1.1	124
87	Administration and leadership competencies: establishment of a national consensus for emergency medicine. Canadian Journal of Emergency Medicine, 2015, 17, 107-114.	1.1	12
88	Reflecting on Diagnostic Errors: Taking a Second Look is Not Enough. Journal of General Internal Medicine, 2015, 30, 1270-1274.	2.6	54
89	Quality indicators for blogs and podcasts used in medical education: modified Delphi consensus recommendations by an international cohort of health professions educators. Postgraduate Medical Journal, 2015, 91, 546-550.	1.8	124
90	Ineffectiveness of cognitive forcing strategies to reduce biases in diagnostic reasoning: a controlled trial. Canadian Journal of Emergency Medicine, 2014, 16, 34-40.	1.1	79

#	ARTICLE	IF	CITATIONS
91	@SirBill: the power of social media to transform medical education. Postgraduate Medical Journal, 2014, 90, 545-546.	1.8	8
92	Reframing Diagnostic Error: Maybe It's Content, and Not Process, That Leads to Error. Academic Emergency Medicine, 2014, 21, 931-933.	1.8	15
93	Education scholarship in emergency medicine part 1: innovating and improving teaching and learning. Canadian Journal of Emergency Medicine, 2014, 16, S1-S5.	1.1	20
94	Education scholarship in emergency medicine part 2: supporting and developing scholars. Canadian Journal of Emergency Medicine, 2014, 16, S6-S12.	1.1	25
95	Education scholarship in emergency medicine part 3: a "how-to" guide. Canadian Journal of Emergency Medicine, 2014, 16, S13-S18.	1.1	18
96	Defining the Key Roles and Competencies of the Clinician-Educator of the 21st Century. Academic Medicine, 2014, 89, 783-789.	1.6	109
97	The Etiology of Diagnostic Errors. Academic Medicine, 2014, 89, 277-284.	1.6	139
98	The reliability of encounter cards to assess the CanMEDS roles. Advances in Health Sciences Education, 2013, 18, 987-996.	3.3	38
99	The reverse classroom: lectures on your own and homework with faculty. Canadian Journal of Emergency Medicine, 2013, 15, 179-181.	1.1	23
100	The Relationship Between Response Time and Diagnostic Accuracy. Academic Medicine, 2012, 87, 785-791.	1.6	122
101	Consensus Conference Follow-up: Inter-rater Reliability Assessment of the Best Evidence in Emergency Medicine (BEEM) Rater Scale, a Medical Literature Rating Tool for Emergency Physicians. Academic Emergency Medicine, 2011, 18, 1193-1200.	1.8	10
102	"Intrinsic Roles" rather than "armour": renaming the "non-medical expert roles" of the CanMEDS framework to match their intent. Advances in Health Sciences Education, 2011, 16, 695-697.	3.3	58
103	The Effectiveness of Cognitive Forcing Strategies to Decrease Diagnostic Error: An Exploratory Study. Teaching and Learning in Medicine, 2011, 23, 78-84.	2.1	67
104	Does This Patient Have Irritable Bowel Syndrome?. Annals of Emergency Medicine, 2010, 55, 117-119.	0.6	0
105	Do Antiviral Medications Improve Recovery in Patients With Bell's Palsy?. Annals of Emergency Medicine, 2010, 55, 475-476.	0.6	4
106	Education scholarship: the next step for our specialty. Canadian Journal of Emergency Medicine, 2010, 12, 347-348.	1.1	6
107	A national clinician-educator program: a model of an effective community of practice. Medical Education Online, 2010, 15, 5356.	2.6	33
108	Clinical Decision Rules for Termination of Resuscitation in Out-of-Hospital Cardiac Arrest. Journal of Emergency Medicine, 2010, 38, 80-86.	0.7	13

#	ARTICLE	IF	CITATIONS
109	The role of assessment in competency-based medical education. Medical Teacher, 2010, 32, 676-682.	1.8	658
110	Competency-based medical education: theory to practice. Medical Teacher, 2010, 32, 638-645.	1.8	1,649
111	Self-reported priorities and resources of academic emergency physicians for the maintenance of clinical competence: a pilot study. Canadian Journal of Emergency Medicine, 2009, 11, 230-234.	1.1	10
112	Assessing competence in emergency medicine trainees: an overview of effective methodologies. Canadian Journal of Emergency Medicine, 2008, 10, 365-371.	1.1	41
113	Prehospital transcutaneous cardiac pacing for symptomatic bradycardia or bradysystolic cardiac arrest: A systematic review. Resuscitation, 2006, 70, 193-200.	3.0	34
114	Evaluating "ED STAT!": A Novel and Effective Faculty Development Program to Improve Emergency Department Teaching. Academic Emergency Medicine, 2006, 13, 1062-1069.	1.8	11
115	Evaluating "ED STAT!": A Novel and Effective Faculty Development Program to Improve Emergency Department Teaching. Academic Emergency Medicine, 2006, 13, 1062-1069.	1.8	9
116	"SARS-Ed": severe acute respiratory syndrome and the impact on medical education. Annals of Emergency Medicine, 2004, 44, 229-231.	0.6	48
117	Expertise in Medicine and Surgery. , 0, , 331-355.		18