

Stefanie C Hautz

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9439015/publications.pdf>

Version: 2024-02-01

19
papers

256
citations

1040056

9
h-index

996975

15
g-index

19
all docs

19
docs citations

19
times ranked

258
citing authors

#	ARTICLE	IF	CITATIONS
1	Diagnostic error increases mortality and length of hospital stay in patients presenting through the emergency room. <i>Scandinavian Journal of Trauma, Resuscitation and Emergency Medicine</i> , 2019, 27, 54.	2.6	66
2	Non-specific complaints at emergency department presentation result in unclear diagnoses and lengthened hospitalization: a prospective observational study. <i>Scandinavian Journal of Trauma, Resuscitation and Emergency Medicine</i> , 2018, 26, 60.	2.6	28
3	Factors predicting a change in diagnosis in patients hospitalised through the emergency room: a prospective observational study. <i>BMJ Open</i> , 2016, 6, e011585.	1.9	23
4	Accuracy of self-monitoring: does experience, ability or case difficulty matter?. <i>Medical Education</i> , 2019, 53, 735-744.	2.1	20
5	What makes a doctor a scholar: a systematic review and content analysis of outcome frameworks. <i>BMC Medical Education</i> , 2016, 16, 119.	2.4	19
6	Think Twice: Effects on Diagnostic Accuracy of Returning to the Case to Reflect Upon the Initial Diagnosis. <i>Academic Medicine</i> , 2020, 95, 1223-1229.	1.6	15
7	Comparability of outcome frameworks in medical education: Implications for framework development. <i>Medical Teacher</i> , 2015, 37, 1051-1059.	1.8	12
8	How thinking about groups is different from groupthink. <i>Medical Education</i> , 2017, 51, 229-229.	2.1	12
9	Differential diagnosis checklists reduce diagnostic error differentially: A randomised experiment. <i>Medical Education</i> , 2021, 55, 1172-1182.	2.1	11
10	The scholar role in the National Competence Based Catalogues of Learning Objectives for Undergraduate Medical Education (NKLM) compared to other international frameworks. <i>GMS German Medical Science</i> , 2015, 13, Doc20.	2.7	11
11	Six degrees of separation: the small world of medical education. <i>Medical Education</i> , 2016, 50, 1274-1279.	2.1	10
12	What determines diagnostic resource consumption in emergency medicine: patients, physicians or context?. <i>Emergency Medicine Journal</i> , 2020, 37, 546-551.	1.0	8
13	Improving Management of Limb Injuries in Disasters and Conflicts. <i>Prehospital and Disaster Medicine</i> , 2019, 34, 330-334.	1.3	6
14	Do different response formats affect how test takers approach a clinical reasoning task? An experimental study on antecedents of diagnostic accuracy using a constructed response and a selected response format. <i>Advances in Health Sciences Education</i> , 2021, 26, 1339-1354.	3.3	6
15	An observational study of self-monitoring in ad hoc health care teams. <i>BMC Medical Education</i> , 2020, 20, 201.	2.4	4
16	Whether two heads are better than one is the wrong question (though sometimes they are). <i>Advances in Health Sciences Education</i> , 2020, 25, 905-911.	3.3	3
17	Frequency and predictors of unspecific medical diagnoses in the emergency department: a prospective observational study. <i>BMC Emergency Medicine</i> , 2022, 22, .	1.9	2
18	A blended-learning format to support peer tutors. <i>Medical Education</i> , 2015, 49, 1158-1159.	2.1	0

#	ARTICLE	IF	CITATIONS
19	Automated identification of diagnostic labelling errors in medicine. Diagnosis, 2021, .	1.9	0