

Ayelet Kuper

List of Publications by Year in descending order

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Version: 2024-02-01

79
papers

3,366
citations

186265

28
h-index

155660

55
g-index

79
all docs

79
docs citations

79
times ranked

3547
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|-----------|
| 1 | Critically appraising qualitative research. BMJ: British Medical Journal, 2008, 337, a1035-a1035. | 2.3 | 468 |
| 2 | Teaching Quality Improvement and Patient Safety to Trainees: A Systematic Review. Academic Medicine, 2010, 85, 1425-1439. | 1.6 | 389 |
| 3 | An introduction to reading and appraising qualitative research. BMJ: British Medical Journal, 2008, 337, a288-a288. | 2.3 | 359 |
| 4 | When Assessment Data Are Words: Validity Evidence for Qualitative Educational Assessments. Academic Medicine, 2016, 91, 1359-1369. | 1.6 | 108 |
| 5 | Theory and Practice in the Design and Conduct of Graduate Medical Education. Academic Medicine, 2012, 87, 25-33. | 1.6 | 107 |
| 6 | Men's Fear of Mentoring in the #MeToo Era – What's at Stake for Academic Medicine?. New England Journal of Medicine, 2018, 379, 2270-2274. | 27.0 | 92 |
| 7 | Ultrasound in undergraduate medical education: a systematic and critical review. Medical Education, 2017, 51, 366-378. | 2.1 | 76 |
| 8 | Conceptual and practical challenges in the assessment of physician competencies. Medical Teacher, 2015, 37, 245-251. | 1.8 | 75 |
| 9 | Assessment: do we need to broaden our methodological horizons?. Medical Education, 2007, 41, 1121-1123. | 2.1 | 67 |
| 10 | The future of medical education: a Canadian environmental scan. Medical Education, 2011, 45, 95-106. | 2.1 | 66 |
| 11 | Looking back to move forward: Using history, discourse and text in medical education research: AMEE Guide No. 73. Medical Teacher, 2013, 35, e849-e860. | 1.8 | 64 |
| 12 | Rethinking the basis of medical knowledge. Medical Education, 2011, 45, 36-43. | 2.1 | 62 |
| 13 | Epistemology, culture, justice and power: non-bioscientific knowledge for medical training. Medical Education, 2017, 51, 158-173. | 2.1 | 60 |
| 14 | Competency-based medical education: the discourse of infallibility. Medical Education, 2018, 52, 45-57. | 2.1 | 60 |
| 15 | Integration and timing of basic and clinical sciences education. Medical Teacher, 2013, 35, 381-387. | 1.8 | 57 |
| 16 | Dismantling the master's house: new ways of knowing for equity and social justice in health professions education. Advances in Health Sciences Education, 2020, 25, 1107-1126. | 3.3 | 57 |
| 17 | Interdisciplinary promises versus practices in medicine: The decoupled experiences of social sciences and humanities scholars. Social Science and Medicine, 2015, 126, 17-25. | 3.8 | 53 |
| 18 | The Divergence and Convergence of Critical Reflection and Critical Reflexivity: Implications for Health Professions Education. Academic Medicine, 2019, 94, 1122-1128. | 1.6 | 53 |

| # | ARTICLE | IF | CITATIONS |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|
| 19 | The Origins of the Field of Medical Education Research. <i>Academic Medicine</i> , 2010, 85, 1347-1353. | 1.6 | 52 |
| 20 | Back from basics: integration of science and practice in medical education. <i>Medical Education</i> , 2018, 52, 78-85. | 2.1 | 49 |
| 21 | Failure to Cope. <i>Academic Medicine</i> , 2015, 90, 56-62. | 1.6 | 46 |
| 22 | Meanings and perceptions of patient-centeredness in social work, nursing and medicine: A comparative study. <i>Journal of Interprofessional Care</i> , 2012, 26, 484-490. | 1.7 | 44 |
| 23 | Severe and protracted hypoglycaemia associated with co-trimoxazole use. <i>Lancet Infectious Diseases</i> , 2006, 6, 178-182. | 9.1 | 43 |
| 24 | Teaching and learning in morbidity and mortality rounds: an ethnographic study. <i>Medical Education</i> , 2010, 44, 559-569. | 2.1 | 43 |
| 25 | Literature and Medicine: A Problem of Assessment. <i>Academic Medicine</i> , 2006, 81, S128-S137. | 1.6 | 42 |
| 26 | Facultyâ€œResident â€œCo-learningâ€œ: A Longitudinal Exploration of an Innovative Model for Faculty Development in Quality Improvement. <i>Academic Medicine</i> , 2017, 92, 1151-1159. | 1.6 | 42 |
| 27 | What is â€œsharedâ€œ in shared decisionâ€œmaking? Philosophical perspectives, epistemic justice, and implications for health professions education. <i>Journal of Evaluation in Clinical Practice</i> , 2020, 26, 409-418. | 1.8 | 36 |
| 28 | Compassionate care? A critical discourse analysis of accreditation standards. <i>Medical Education</i> , 2014, 48, 632-643. | 2.1 | 32 |
| 29 | Faith-based medical education. <i>Advances in Health Sciences Education</i> , 2017, 22, 1-3. | 3.3 | 32 |
| 30 | Tackling the void: the importance of addressing absences in the field of health professions education research. <i>Advances in Health Sciences Education</i> , 2021, 26, 5-18. | 3.3 | 30 |
| 31 | Contending with Our Racial Past in Medical Education: A Foucauldian Perspective. <i>Teaching and Learning in Medicine</i> , 2021, 33, 453-462. | 2.1 | 29 |
| 32 | The paradox of interprofessional education: IPE as a mechanism of maintaining physician power?. <i>Journal of Interprofessional Care</i> , 2012, 26, 347-349. | 1.7 | 28 |
| 33 | Seven-Step Framework for Critical Analysis and Its Application in the Field of Physical Therapy. <i>Physical Therapy</i> , 2017, 97, 249-257. | 2.4 | 28 |
| 34 | 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. | 1.6 | 28 |
| 35 | The elephant in the room: talking race in medical education. <i>Advances in Health Sciences Education</i> , 2017, 22, 761-764. | 3.3 | 27 |
| 36 | Sustaining Quality Improvement and Patient Safety Training in Graduate Medical Education. <i>Academic Medicine</i> , 2013, 88, 1149-1156. | 1.6 | 25 |

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|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|
| 37 | Dialogues on the Threshold. <i>Academic Medicine</i> , 2018, 93, 1778-1783. | 1.6 | 24 |
| 38 | Gender bias in hospital leadership: a qualitative study on the experiences of women CEOs. <i>Journal of Health Organization and Management</i> , 2017, 31, 253-268. | 1.3 | 23 |
| 39 | Stethoscope of the 21st century: dominant discourses of ultrasound in medical education. <i>Medical Education</i> , 2018, 52, 1271-1287. | 2.1 | 22 |
| 40 | The compatibility principle: on philosophies in the assessment of clinical competence. <i>Advances in Health Sciences Education</i> , 2020, 25, 1003-1018. | 3.3 | 21 |
| 41 | The CanMEDS role of Collaborator: How is it taught and assessed according to faculty and residents?. <i>Paediatrics and Child Health</i> , 2012, 17, 557-560. | 0.6 | 20 |
| 42 | Exploring the approaches of non-Indigenous researchers to Indigenous research: a qualitative study. <i>CMAJ Open</i> , 2019, 7, E504-E509. | 2.4 | 20 |
| 43 | Moving beyond orientations: a multiple case study of the residency experiences of Canadian-born and immigrant international medical graduates. <i>Advances in Health Sciences Education</i> , 2019, 24, 103-123. | 3.3 | 20 |
| 44 | Competency-based training for physicians: Are we doing no harm?. <i>Cmaj</i> , 2015, 187, E128-E129. | 2.0 | 19 |
| 45 | The conceit of curriculum. <i>Medical Education</i> , 2012, 46, 534-536. | 2.1 | 18 |
| 46 | The Practicality of Theory. <i>Academic Medicine</i> , 2013, 88, 1594-1595. | 1.6 | 17 |
| 47 | Beyond vulnerability: how the dual role of patient-health care provider can inform health professions education. <i>Advances in Health Sciences Education</i> , 2018, 23, 115-131. | 3.3 | 17 |
| 48 | Experiential Learning in Project-Based Quality Improvement Education: Questioning Assumptions and Identifying Future Directions. <i>Academic Medicine</i> , 2020, 95, 1745-1754. | 1.6 | 17 |
| 49 | When I say equity. <i>Medical Education</i> , 2016, 50, 283-284. | 2.1 | 15 |
| 50 | How Theory Can Inform Our Understanding of Experiential Learning in Quality Improvement Education. <i>Academic Medicine</i> , 2018, 93, 1784-1790. | 1.6 | 14 |
| 51 | A Dialogic Approach to Teaching Person-Centered Care in Graduate Medical Education. <i>Journal of Graduate Medical Education</i> , 2019, 11, 460-467. | 1.3 | 13 |
| 52 | Realizing One's Own Subjectivity. <i>Academic Medicine</i> , 2019, 94, 1970-1979. | 1.6 | 11 |
| 53 | In search of educational efficiency: 30 years of Medical Education's top-cited articles. <i>Medical Education</i> , 2017, 51, 918-934. | 2.1 | 10 |
| 54 | Interprofessional and multiprofessional approaches in quality improvement education. <i>Advances in Health Sciences Education</i> , 2021, 26, 615-636. | 3.3 | 10 |

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|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|
| 55 | The intersubjective and the intrasubjective in the patient physician dyad: implications for medical humanities education. <i>Medical Humanities</i> , 2007, 33, 75-80. | 1.2 | 9 |
| 56 | When I say "cultural knowledge". <i>Medical Education</i> , 2014, 48, 1148-1149. | 2.1 | 9 |
| 57 | Misalignments of purpose and power in an early Canadian interprofessional education initiative. <i>Advances in Health Sciences Education</i> , 2017, 22, 1123-1149. | 3.3 | 9 |
| 58 | Overshadowed by Assessment: Understanding Trainee and Supervisor Perspectives on the Oral Case Presentation in Internal Medicine Workplace-Based Assessment. <i>Academic Medicine</i> , 2019, 94, 244-250. | 1.6 | 9 |
| 59 | Recognizing and renaming in obstetrics: How do we take better care with language?. <i>Obstetric Medicine</i> , 2021, 14, 201-203. | 1.1 | 9 |
| 60 | Global Health Education at Home: Canadian Medical Students' Perspectives After Learning Alongside Haitian Peers. <i>Academic Medicine</i> , 2018, 93, 1865-1871. | 1.6 | 7 |
| 61 | Computerised provider order entry and residency education in an academic medical centre. <i>Medical Education</i> , 2012, 46, 795-806. | 2.1 | 6 |
| 62 | Can doctors be taught virtue?. <i>Journal of Evaluation in Clinical Practice</i> , 2021, 27, 543-548. | 1.8 | 6 |
| 63 | Competent to provide compassionate care? A critical discourse analysis of accreditation standards. <i>Medical Education</i> , 2021, 55, 530-540. | 2.1 | 6 |
| 64 | Implicit and inferred: on the philosophical positions informing assessment science. <i>Advances in Health Sciences Education</i> , 2021, 26, 1597-1623. | 3.3 | 6 |
| 65 | Patients as experts in the illness experience: Implications for the ethics of patient involvement in health professions education. <i>Journal of Evaluation in Clinical Practice</i> , 2022, 28, 794-800. | 1.8 | 6 |
| 66 | Asking new questions with qualitative research: A reflection on AMEE 2009. <i>Medical Teacher</i> , 2010, 32, 1-2. | 1.8 | 5 |
| 67 | The CanMEDS portfolio: a tool for reflection in a fellowship programme. <i>Clinical Teacher</i> , 2011, 8, 151-155. | 0.8 | 5 |
| 68 | Northern perspectives on medical elective tourism: a qualitative study. <i>CMAJ Open</i> , 2016, 4, E277-E283. | 2.4 | 5 |
| 69 | Theory in quality improvement and patient safety education: A scoping review. <i>Perspectives on Medical Education</i> , 2022, 10, 319-326. | 3.5 | 5 |
| 70 | Beyond the Biomedical Feedlot. <i>Academic Medicine</i> , 2012, 87, 1485. | 1.6 | 4 |
| 71 | How discourses of gender equity during COVID-19 become exclusionary: Lessons from parenthood. <i>Journal of Evaluation in Clinical Practice</i> , 2021, 27, 9-11. | 1.8 | 4 |
| 72 | Influence of the definition of rurality on geographic differences in HIV outcomes in British Columbia: a retrospective cohort analysis. <i>CMAJ Open</i> , 2020, 8, E643-E650. | 2.4 | 4 |

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|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----------|
| 73 | Unearthing Faculty and Trainee Perspectives of Feedback in Internal Medicine: the Oral Case Presentation as a Model. <i>Journal of General Internal Medicine</i> , 2019, 34, 2107-2113. | 2.6 | 3 |
| 74 | Performance is in the eye of the beholder. <i>Medical Education</i> , 2019, 53, 759-762. | 2.1 | 3 |
| 75 | From hermeneutics to heteroglossia: â€˜The Patientâ€™s Viewâ€™ revisited. <i>Medical Humanities</i> , 2020, 46, 464-473. | 1.2 | 3 |
| 76 | Choosing Words Wisely: Residentsâ€™ Use of Rhetorical Appeals in Conversations About Unnecessary Tests. <i>Academic Medicine</i> , 2020, 95, 275-282. | 1.6 | 2 |
| 77 | Passion projects and disorienting dilemmas. <i>Perspectives on Medical Education</i> , 2018, 7, 290-291. | 3.5 | 1 |
| 78 | Virtual care rotation for internal medicine residents during the COVID-19 pandemic. <i>Canadian Medical Education Journal</i> , 2020, 11, e201-e203. | 0.4 | 0 |
| 79 | Virtual care rotation for internal medicine residents during the COVID-19 pandemic. <i>Canadian Medical Education Journal</i> , 2020, 11, e201-e203. | 0.4 | 0 |