

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	Theory in quality improvement and patient safety education: A scoping review. Perspectives on Medical Education, 2022, 10, 319-326.	3.5	5
2	Patients as experts in the illness experience: Implications for the ethics of patient involvement in health professions education. Journal of Evaluation in Clinical Practice, 2022, 28, 794-800.	1.8	6
3	Can doctors be taught virtue?. Journal of Evaluation in Clinical Practice, 2021, 27, 543-548.	1.8	6
4	Tackling the void: the importance of addressing absences in the field of health professions education research. Advances in Health Sciences Education, 2021, 26, 5-18.	3.3	30
5	How discourses of gender equity during <scp>COVID</scp>â€19 become exclusionary: Lessons from parenthood. Journal of Evaluation in Clinical Practice, 2021, 27, 9-11.	1.8	4
6	Competent to provide compassionate care? A critical discourse analysis of accreditation standards. Medical Education, 2021, 55, 530-540.	2.1	6
7	Interprofessional and multiprofessional approaches in quality improvement education. Advances in Health Sciences Education, 2021, 26, 615-636.	3.3	10
8	Contending with Our Racial Past in Medical Education: A Foucauldian Perspective. Teaching and Learning in Medicine, 2021, 33, 453-462.	2.1	29
9	Implicit and inferred: on the philosophical positions informing assessment science. Advances in Health Sciences Education, 2021, 26, 1597-1623.	3.3	6
10	Assumptions About Competency-Based Medical Education and the State of the Underlying Evidence: A Critical Narrative Review. Academic Medicine, 2021, 96, 296-306.	1.6	28
11	Recognizing and renaming in obstetrics: How do we take better care with language?. Obstetric Medicine, 2021, 14, 201-203.	1.1	9
12	The compatibility principle: on philosophies in the assessment of clinical competence. Advances in Health Sciences Education, 2020, 25, 1003-1018.	3.3	21
13	From hermeneutics to heteroglossia: â€The Patientâ€™s Viewâ€™ revisited. Medical Humanities, 2020, 46, 464-473.	1.2	3
14	Choosing Words Wisely: Residentsâ€™ Use of Rhetorical Appeals in Conversations About Unnecessary Tests. Academic Medicine, 2020, 95, 275-282.	1.6	2
15	Dismantling the masterâ€™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
16	Experiential Learning in Project-Based Quality Improvement Education: Questioning Assumptions and Identifying Future Directions. Academic Medicine, 2020, 95, 1745-1754.	1.6	17
17	What is â€sharedâ€™ in shared decisionâ€™making? Philosophical perspectives, epistemic justice, and implications for health professions education. Journal of Evaluation in Clinical Practice, 2020, 26, 409-418.	1.8	36
18	Influence of the definition of rurality on geographic differences in HIV outcomes in British Columbia: a retrospective cohort analysis. CMAJ Open, 2020, 8, E643-E650.	2.4	4

#	ARTICLE	IF	CITATIONS
19	Virtual care rotation for internal medicine residents during the COVID-19 pandemic. Canadian Medical Education Journal, 2020, 11, e201-e203.	0.4	0
20	Virtual care rotation for internal medicine residents during the COVID-19 pandemic. Canadian Medical Education Journal, 2020, 11, e201-e203.	0.4	0
21	Unearthing Faculty and Trainee Perspectives of Feedback in Internal Medicine: the Oral Case Presentation as a Model. Journal of General Internal Medicine, 2019, 34, 2107-2113.	2.6	3
22	Performance is in the eye of the beholder. Medical Education, 2019, 53, 759-762.	2.1	3
23	A Dialogic Approach to Teaching Person-Centered Care in Graduate Medical Education. Journal of Graduate Medical Education, 2019, 11, 460-467.	1.3	13
24	Exploring the approaches of non-Indigenous researchers to Indigenous research: a qualitative study. CMAJ Open, 2019, 7, E504-E509.	2.4	20
25	The Divergence and Convergence of Critical Reflection and Critical Reflexivity: Implications for Health Professions Education. Academic Medicine, 2019, 94, 1122-1128.	1.6	53
26	Realizing One's Own Subjectivity. Academic Medicine, 2019, 94, 1970-1979.	1.6	11
27	Overshadowed by Assessment: Understanding Trainee and Supervisor Perspectives on the Oral Case Presentation in Internal Medicine Workplace-Based Assessment. Academic Medicine, 2019, 94, 244-250.	1.6	9
28	Moving beyond orientations: a multiple case study of the residency experiences of Canadian-born and immigrant international medical graduates. Advances in Health Sciences Education, 2019, 24, 103-123.	3.3	20
29	Competency-based medical education: the discourse of infallibility. Medical Education, 2018, 52, 45-57.	2.1	60
30	Back from basics: integration of science and practice in medical education. Medical Education, 2018, 52, 78-85.	2.1	49
31	Beyond vulnerability: how the dual role of patient-health care provider can inform health professions education. Advances in Health Sciences Education, 2018, 23, 115-131.	3.3	17
32	Dialogues on the Threshold. Academic Medicine, 2018, 93, 1778-1783.	1.6	24
33	Global Health Education at Home: Canadian Medical Students' Perspectives After Learning Alongside Haitian Peers. Academic Medicine, 2018, 93, 1865-1871.	1.6	7
34	Passion projects and disorienting dilemmas. Perspectives on Medical Education, 2018, 7, 290-291.	3.5	1
35	How Theory Can Inform Our Understanding of Experiential Learning in Quality Improvement Education. Academic Medicine, 2018, 93, 1784-1790.	1.6	14
36	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

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37	Stethoscope of the 21st century: dominant discourses of ultrasound in medical education. <i>Medical Education</i> , 2018, 52, 1271-1287.	2.1	22
38	Ultrasound in undergraduate medical education: a systematic and critical review. <i>Medical Education</i> , 2017, 51, 366-378.	2.1	76
39	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
40	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
41	In search of educational efficiency: 30 years of <i>Medical Education's</i> top-cited articles. <i>Medical Education</i> , 2017, 51, 918-934.	2.1	10
42	Faith-based medical education. <i>Advances in Health Sciences Education</i> , 2017, 22, 1-3.	3.3	32
43	Faculty "Resident Co-learning": A Longitudinal Exploration of an Innovative Model for Faculty Development in Quality Improvement. <i>Academic Medicine</i> , 2017, 92, 1151-1159.	1.6	42
44	The elephant in the room: talking race in medical education. <i>Advances in Health Sciences Education</i> , 2017, 22, 761-764.	3.3	27
45	Epistemology, culture, justice and power: non-bioscientific knowledge for medical training. <i>Medical Education</i> , 2017, 51, 158-173.	2.1	60
46	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
47	When Assessment Data Are Words: Validity Evidence for Qualitative Educational Assessments. <i>Academic Medicine</i> , 2016, 91, 1359-1369.	1.6	108
48	Northern perspectives on medical elective tourism: a qualitative study. <i>CMAJ Open</i> , 2016, 4, E277-E283.	2.4	5
49	When I say equity. <i>Medical Education</i> , 2016, 50, 283-284.	2.1	15
50	Failure to Cope. <i>Academic Medicine</i> , 2015, 90, 56-62.	1.6	46
51	Conceptual and practical challenges in the assessment of physician competencies. <i>Medical Teacher</i> , 2015, 37, 245-251.	1.8	75
52	Competency-based training for physicians: Are we doing no harm?. <i>Cmaj</i> , 2015, 187, E128-E129.	2.0	19
53	Interdisciplinary promises versus practices in medicine: The decoupled experiences of social sciences and humanities scholars. <i>Social Science and Medicine</i> , 2015, 126, 17-25.	3.8	53
54	Compassionate care? A critical discourse analysis of accreditation standards. <i>Medical Education</i> , 2014, 48, 632-643.	2.1	32

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55	When I say "cultural knowledge". <i>Medical Education</i> , 2014, 48, 1148-1149.	2.1	9
56	Integration and timing of basic and clinical sciences education. <i>Medical Teacher</i> , 2013, 35, 381-387.	1.8	57
57	The Practicality of Theory. <i>Academic Medicine</i> , 2013, 88, 1594-1595.	1.6	17
58	Looking back to move forward: Using history, discourse and text in medical education research: AMEE Guide No. 73. <i>Medical Teacher</i> , 2013, 35, e849-e860.	1.8	64
59	Sustaining Quality Improvement and Patient Safety Training in Graduate Medical Education. <i>Academic Medicine</i> , 2013, 88, 1149-1156.	1.6	25
60	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
61	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
62	Theory and Practice in the Design and Conduct of Graduate Medical Education. <i>Academic Medicine</i> , 2012, 87, 25-33.	1.6	107
63	Beyond the Biomedical Feedlot. <i>Academic Medicine</i> , 2012, 87, 1485.	1.6	4
64	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
65	The conceit of curriculum. <i>Medical Education</i> , 2012, 46, 534-536.	2.1	18
66	Computerised provider order entry and residency education in an academic medical centre. <i>Medical Education</i> , 2012, 46, 795-806.	2.1	6
67	The future of medical education: a Canadian environmental scan. <i>Medical Education</i> , 2011, 45, 95-106.	2.1	66
68	Rethinking the basis of medical knowledge. <i>Medical Education</i> , 2011, 45, 36-43.	2.1	62
69	The CanMEDS portfolio: a tool for reflection in a fellowship programme. <i>Clinical Teacher</i> , 2011, 8, 151-155.	0.8	5
70	Teaching Quality Improvement and Patient Safety to Trainees: A Systematic Review. <i>Academic Medicine</i> , 2010, 85, 1425-1439.	1.6	389
71	The Origins of the Field of Medical Education Research. <i>Academic Medicine</i> , 2010, 85, 1347-1353.	1.6	52
72	Teaching and learning in morbidity and mortality rounds: an ethnographic study. <i>Medical Education</i> , 2010, 44, 559-569.	2.1	43

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73	Asking new questions with qualitative research: A reflection on AMEE 2009. <i>Medical Teacher</i> , 2010, 32, 1-2.	1.8	5
74	Critically appraising qualitative research. <i>BMJ: British Medical Journal</i> , 2008, 337, a1035-a1035.	2.3	468
75	An introduction to reading and appraising qualitative research. <i>BMJ: British Medical Journal</i> , 2008, 337, a288-a288.	2.3	359
76	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
77	Assessment: do we need to broaden our methodological horizons?. <i>Medical Education</i> , 2007, 41, 1121-1123.	2.1	67
78	Severe and protracted hypoglycaemia associated with co-trimoxazole use. <i>Lancet Infectious Diseases</i> , 2006, 6, 178-182.	9.1	43
79	Literature and Medicine: A Problem of Assessment. <i>Academic Medicine</i> , 2006, 81, S128-S137.	1.6	42