Carol Carraccio

List of Publications by Year
in descending order

43 papers	3,694 citations	489802 18 h-index	312153 41 g-index
43 all docs	43 docs citations	43 times ranked	3109 citing authors

#	Article	IF	Citations
1	Identifying Core Components of EPA Implementation: A Path to Knowing if a Complex Intervention Is Being Implemented as Intended. Academic Medicine, 2021, 96, 1332-1336.	0.8	11
2	Competency-based time-variable training internationally: Ensuring practical next steps in the wake of the COVID-19 pandemic. Medical Teacher, 2021, 43, 810-816.	1.0	5
3	Clarifying essential terminology in entrustment. Medical Teacher, 2021, 43, 737-744.	1.0	14
4	Learner Levels of Supervision Across the Continuum of Pediatrics Training. Academic Medicine, 2021, 96, S42-S49.	0.8	7
5	Continued Supervision for the Common Pediatric Subspecialty Entrustable Professional Activities May Be Needed Following Fellowship Graduation. Academic Medicine, 2021, 96, S22-S28.	0.8	21
6	Minimum Supervision Levels Required by Program Directors for Pediatric Pulmonary Fellow Graduation. ATS Scholar, 2021, 2, 360-369.	0.5	9
7	Entrustment Decision Making: Extending Miller's Pyramid. Academic Medicine, 2021, 96, 199-204.	0.8	68
8	Pediatric Career Choice: Insights From a Novel, Medical School Pathway Program. Academic Pediatrics, 2020, 20, 97-103.	1.0	4
9	Resident-Sensitive Quality Measures in the Pediatric Emergency Department: Exploring Relationships With Supervisor Entrustment and Patient Acuity and Complexity. Academic Medicine, 2020, 95, 1256-1264.	0.8	15
10	Initial Implementation of Resident-Sensitive Quality Measures in the Pediatric Emergency Department: A Wide Range of Performance. Academic Medicine, 2020, 95, 1248-1255.	0.8	18
11	Reported Pediatrics Milestones (Mostly) Measure Program, Not Learner Performance. Academic Medicine, 2020, 95, S89-S94.	0.8	7
12	A model for accelerating educational and clinical transformation in primary care by building interprofessional faculty teams: Findings from PACER. Journal of Interprofessional Education and Practice, 2020, 19, 100336.	0.2	3
13	Longitudinal Assessment of Resident Performance Using Entrustable Professional Activities. JAMA Network Open, 2020, 3, e1919316.	2.8	65
14	Narrative Performance Level Assignments at Initial Entrustment and Graduation: Integrating EPAs and Milestones to Improve Learner Assessment. Academic Medicine, 2020, 95, 1736-1744.	0.8	13
15	Use of Resident-Sensitive Quality Measure Data in Entrustment Decision Making: A Qualitative Study of Clinical Competency Committee Members at One Pediatric Residency. Academic Medicine, 2020, 95, 1726-1735.	0.8	10
16	Conditions Influencing Collaboration Among the Primary Care Disciplines as They Prepare the Future Primary Care Physician Workforce. Family Medicine, 2020, 52, 398-407.	0.3	3
17	Strengthening the Connection of Medical Education to the Vision of Improving Child Health. Pediatrics, 2018, 141, .	1.0	1
18	Creating the Subspecialty Pediatrics Investigator Network. Journal of Pediatrics, 2018, 192, 3-4.e2.	0.9	18

#	Article	IF	Citations
19	Toward Competency-Based Medical Education. New England Journal of Medicine, 2018, 378, 3-5.	13.9	85
20	Education in Pediatrics Across the Continuum (EPAC): First Steps Toward Realizing the Dream of Competency-Based Education. Academic Medicine, 2018, 93, 414-420.	0.8	74
21	Building a Framework of Entrustable Professional Activities, Supported by Competencies and Milestones, to Bridge the Educational Continuum. Academic Medicine, 2017, 92, 324-330.	0.8	167
22	Toward a shared language for competency-based medical education. Medical Teacher, 2017, 39, 582-587.	1.0	132
23	Overarching challenges to the implementation of competency-based medical education. Medical Teacher, 2017, 39, 588-593.	1.0	118
24	Core principles of assessment in competency-based medical education. Medical Teacher, 2017, 39, 609-616.	1.0	322
25	Curricula components for entrustable professional activities for the subspecialty of pediatric cardiology. Progress in Pediatric Cardiology, 2017, 44, 17-32.	0.2	1
26	Driving Care Quality. Academic Medicine, 2016, 91, 199-203.	0.8	77
27	A Model for Catalyzing Educational and Clinical Transformation in Primary Care. Academic Medicine, 2016, 91, 1293-1304.	0.8	5
28	Advancing Competency-Based Medical Education: A Charter for Clinician–Educators. Academic Medicine, 2016, 91, 645-649.	0.8	248
29	Transforming Primary Care Residency Training. Academic Medicine, 2015, 90, 1054-1060.	0.8	19
30	Innovation in Pediatric Education: Promoting and Undergoing Transformational Change. Pediatrics, 2015, 135, 399-402.	1.0	2
31	Milestones: Not Millstones but Stepping Stones. Journal of Graduate Medical Education, 2014, 6, 589-590.	0.6	9
32	From Theory to Practice. Academic Medicine, 2014, 89, 1321-1323.	0.8	83
33	Domain of Competence: Medical Knowledge. Academic Pediatrics, 2014, 14, S36-S37.	1.0	7
34	A Milestone for the Pediatrics Milestones. Academic Pediatrics, 2014, 14, S1-S3.	1.0	8
35	Marking the Path Forward With Milestones. Pediatrics, 2014, 133, 917-918.	1.0	3
36	Domain of Competence: Practice-Based Learning and Improvement. Academic Pediatrics, 2014, 14, S38-S54.	1.0	38

#	Article	IF	Citations
37	Domain of Competence: Patient Care. Academic Pediatrics, 2014, 14, S13-S35.	1.0	12
38	The Pediatrics Milestones: Initial Evidence for Their Use as Learning Road Maps for Residents. Academic Pediatrics, 2013, 13, 40-47.	1.0	39
39	Educational Milestone Development in the First 7 Specialties to Enter the Next Accreditation System. Journal of Graduate Medical Education, 2013, 5, 98-106.	0.6	171
40	The Initiative for Innovation in Pediatric Education: The Next Chapter. Pediatrics, 2012, 130, 601-603.	1.0	0
41	The Pediatrics Milestones: Conceptual Framework, Guiding Principles, and Approach to Development. Journal of Graduate Medical Education, 2010, 2, 410-418.	0.6	131
42	Competency-based medical education: theory to practice. Medical Teacher, 2010, 32, 638-645.	1.0	1,649
43	The Patient Presentation Rating Tool for Oral Case Presentations. MedEdPORTAL: the Journal of Teaching and Learning Resources, 0, , .	0.5	2