

# John T Paige

## List of Publications by Year in descending order

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Version: 2024-02-01

76  
papers

1,750  
citations

331670

21  
h-index

289244

40  
g-index

78  
all docs

78  
docs citations

78  
times ranked

1513  
citing authors

#	ARTICLE	IF	CITATIONS
1	Simulation in Surgery. <i>Annals of Surgery</i> , 2015, 261, 846-853.	4.2	177
2	Objective Structured Assessment of Debriefing. <i>Annals of Surgery</i> , 2012, 256, 982-988.	4.2	149
3	High-fidelity, simulation-based, interdisciplinary operating room team training at the point of care. <i>Surgery</i> , 2009, 145, 138-146.	1.9	132
4	Getting a Head Start: High-Fidelity, Simulation-Based Operating Room Team Training of Interprofessional Students. <i>Journal of the American College of Surgeons</i> , 2014, 218, 140-149.	0.5	131
5	Identifying best practice guidelines for debriefing in surgery: a tri-continental study. <i>American Journal of Surgery</i> , 2012, 203, 523-529.	1.8	90
6	Debriefing 101: training faculty to promote learning in simulation-based training. <i>American Journal of Surgery</i> , 2015, 209, 126-131.	1.8	66
7	From the Flight Deck to the Operating Room: An Initial Pilot Study of the Feasibility and Potential Impact of True Interdisciplinary Team Training using High-Fidelity Simulation. <i>Journal of Surgical Education</i> , 2007, 64, 369-377.	2.5	58
8	Creating new realities in healthcare: the status of simulation-based training as a patient safety improvement strategy. <i>BMJ Quality and Safety</i> , 2013, 22, 449-452.	3.7	58
9	Interprofessional Teamwork Among Students in Simulated Codes: A Quasi-Experimental Study. <i>Nursing Education Perspectives</i> , 2013, 34, 339-344.	0.7	54
10	An overview of research priorities in surgical simulation: what the literature shows has been achieved during the 21st century and what remains. <i>American Journal of Surgery</i> , 2016, 211, 214-225.	1.8	52
11	The American College of Surgeons/Association of Program Directors in Surgery National Skills Curriculum: Adoption rate, challenges and strategies for effective implementation into surgical residency programs. <i>Surgery</i> , 2013, 154, 13-20.	1.9	51
12	Using Simulation in Interprofessional Education. <i>Surgical Clinics of North America</i> , 2015, 95, 751-766.	1.5	49
13	Surgical Team Training: Promoting High Reliability with Nontechnical Skills. <i>Surgical Clinics of North America</i> , 2010, 90, 569-581.	1.5	42
14	Attitudinal Changes Resulting from Repetitive Training of Operating Room Personnel Using High-Fidelity Simulation at the Point of Care. <i>American Surgeon</i> , 2009, 75, 584-591.	0.8	41
15	The Effect of Simulation-Based Crew Resource Management Training on Measurable Teamwork and Communication Among Interprofessional Teams Caring for Postoperative Patients. <i>Journal of Continuing Education in Nursing</i> , 2013, 44, 516-524.	0.6	39
16	Implementation of a Preoperative Briefing Protocol Improves Accuracy of Teamwork Assessment in the Operating Room. <i>American Surgeon</i> , 2008, 74, 817-823.	0.8	37
17	What is the future of training in surgery? Needs assessment of national stakeholders. <i>Surgery</i> , 2014, 156, 707-717.	1.9	32
18	Priorities Related to Improving Healthcare Safety Through Simulation. <i>Simulation in Healthcare</i> , 2018, 13, S41-S50.	1.2	32

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19	Improved Operating Room Teamwork via SAFETY Prep: A Rural Community Hospital's Experience. <i>World Journal of Surgery</i> , 2009, 33, 1181-1187.	1.6	31
20	Impact of socioeconomic deprivation and primary pathology on rate of reversal of Hartmann's procedure. <i>American Journal of Surgery</i> , 2003, 186, 154-157.	1.8	30
21	Modulation of inflammation in wounds of diabetic patients treated with porcine urinary bladder matrix. <i>Regenerative Medicine</i> , 2019, 14, 269-277.	1.7	22
22	Examining interprofessional learning perceptions among students in a simulation-based operating room team training experience. <i>Journal of Interprofessional Care</i> , 2019, 33, 26-31.	1.7	22
23	Attitudinal changes resulting from repetitive training of operating room personnel using of high-fidelity simulation at the point of care. <i>American Surgeon</i> , 2009, 75, 584-90; discussion 590-1.	0.8	22
24	Hand-Eye Dominance and Depth Perception Effects in Performance on a Basic Laparoscopic Skills Set. <i>Journal of the Society of Laparoendoscopic Surgeons</i> , 2010, 14, 35-40.	1.1	21
25	At-home hands-on surgical training during COVID19: proof of concept using a virtual telementoring platform. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2021, 35, 1963-1969.	2.4	21
26	No correlation between anti-factor Xa levels, low-molecular-weight heparin, and bleeding after gastric bypass. <i>Surgery for Obesity and Related Diseases</i> , 2007, 3, 469-475.	1.2	18
27	Thinking it Through: Mental Rehearsal and Performance on 2 Types of Laparoscopic Cholecystectomy Simulators. <i>Journal of Surgical Education</i> , 2015, 72, 740-748.	2.5	18
28	Simulation-Based Selection of Surgical Trainees: Considerations, Challenges, and Opportunities. <i>Journal of the American College of Surgeons</i> , 2016, 223, 530-536.	0.5	18
29	Hands-on 2.0: improving transfer of training via the Society of American Gastrointestinal and Endoscopic Surgeons (SAGES) Acquisition of Data for Outcomes and Procedure Transfer (ADOPT) program. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2017, 31, 3326-3332.	2.4	18
30	All for knots: evaluating the effectiveness of a proficiency-driven, simulation-based knot tying and suturing curriculum for medical students during their third-year surgery clerkship. <i>American Journal of Surgery</i> , 2017, 213, 362-370.	1.8	17
31	Implementation of a preoperative briefing protocol improves accuracy of teamwork assessment in the operating room. <i>American Surgeon</i> , 2008, 74, 817-23.	0.8	16
32	Team Training of Inter-Professional Students (TTIPS) for improving teamwork. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2017, 3, 127-134.	0.7	13
33	Introductions During Time-outs: Do Surgical Team Members Know One Another's Names?. <i>Joint Commission Journal on Quality and Patient Safety</i> , 2017, 43, 284-288.	0.7	12
34	Qualitative Analysis of Effective Teamwork in the Operating Room (OR). <i>Journal of Surgical Education</i> , 2021, 78, 967-979.	2.5	12
35	Effectiveness of teamwork and communication education using an interprofessional high-fidelity human patient simulation critical care code. <i>Journal of Nursing Education and Practice</i> , 2012, 3, .	0.2	11
36	SAGE(S) advice: application of a standardized train the trainer model for faculty involved in a Society of American Gastrointestinal and Endoscopic Surgeons (SAGES) hands-on course. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2017, 31, 2017-2022.	2.4	11

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37	All in: expansion of the acquisition of data for outcomes and procedure transfer (ADOPT) program to an entire SAGES annual meeting hands-on hernia course. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2018, 32, 4491-4497.	2.4	11
38	Leaders by example: Best practices and advice on establishing a state-of-the art surgical simulation center that optimizes available resources. <i>American Journal of Surgery</i> , 2018, 215, 259-265.	1.8	11
39	Moving Along: Team Training for Emergency Room Trauma Transfers (T2ERT2). <i>Journal of Surgical Education</i> , 2019, 76, 1402-1412.	2.5	11
40	Evolution of practice gaps in gastrointestinal and endoscopic surgery: 2012 report from the Society of American Gastrointestinal and Endoscopic Surgeons (SAGES) Continuing Education Committee. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2013, 27, 4429-4438.	2.4	9
41	High fidelity, simulation-based training at the point-of-care improves teamwork in the operating room. <i>Journal of the American College of Surgeons</i> , 2008, 207, S87-S88.	0.5	7
42	Ongoing evolution of practice gaps in gastrointestinal and endoscopic surgery: 2014 report from the Society of American Gastrointestinal and Endoscopic Surgeons (SAGES) Continuing Education Committee. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2015, 29, 3017-3029.	2.4	7
43	Learning how to "teach one": A needs assessment of the state of faculty development within the Consortium of the American College of Surgeons Accredited Education Institutes. <i>Surgery</i> , 2017, 162, 1140-1147.	1.9	7
44	eAssessment: development of an electronic version of the Objective Structured Assessment of Debriefing tool to streamline evaluation of video recorded debriefings. <i>Journal of the American Medical Informatics Association: JAMIA</i> , 2018, 25, 1284-1291.	4.4	7
45	Quality with quantity? Evaluating interprofessional faculty prebriefs and debriefs for simulation training using video. <i>Surgery</i> , 2019, 165, 1069-1074.	1.9	6
46	Improvement in student-led debriefing analysis after simulation-based team training using a revised teamwork assessment tool. <i>Surgery</i> , 2021, 170, 1659-1664.	1.9	6
47	Transforming the Operating Room Team Through Simulation Training. <i>Seminars in Colon and Rectal Surgery</i> , 2008, 19, 98-107.	0.3	5
48	Practice gaps in gastrointestinal and endoscopic surgery (2011): a report from the Society of Gastrointestinal and Endoscopic Surgeons (SAGES) Continuing Education Committee. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2012, 26, 3367-3381.	2.4	5
49	Putting the MeaT into TeaM Training: Development, Delivery, and Evaluation of a Surgical Team-Training Workshop. <i>Journal of Surgical Education</i> , 2016, 73, 136-142.	2.5	5
50	What's in a name? Simulation and technology enhanced learning uses and opportunities in the era of COVID-19. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2021, 7, 1-2.	0.7	5
51	Initial implementation of mixed reality simulation targeting teamwork and patient safety. <i>Studies in Health Technology and Informatics</i> , 2008, 132, 216-21.	0.3	5
52	Interprofessional Teamwork Among Students in Simulated Codes: A Quasi-Experimental Study. <i>Nursing Education Perspectives</i> , 2013, 34, 339-344.	0.7	4
53	Preface. <i>Surgical Clinics of North America</i> , 2015, 95, xvii-xviii.	1.5	2
54	SAGES framework for Continuing Professional Development (CPD) courses for practicing surgeons: the new SAGES course endorsement system. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2017, 31, 3827-3835.	2.4	2

#	ARTICLE	IF	CITATIONS
55	Perioperative Management of the Bariatric Surgery Patient. , 2007, , 119-130.		1
56	Louisiana State University, Health Sciences Center, New Orleans (LSUHSC-NO) Learning Center, An American College of Surgeons (ACS) Accredited, Comprehensive Education Institute. Journal of Surgical Education, 2010, 67, 464-467.	2.5	1
57	Role of Instruction Method in Novices' Acquisition of Minimally Invasive Surgical Basic Skills. Journal of Laparoendoscopic and Advanced Surgical Techniques - Part A, 2011, 21, 711-715.	1.0	1
58	Sustaining a Culture of Safety: Are We One Step Forward or Three Steps Back?. AORN Journal, 2013, 98, 634-646.	0.3	1
59	The Use of Autologous Fenestrated Cutis Grafts in Hernia Repair. American Surgeon, 2020, 86, 819-825.	0.8	1
60	Brick in the wall? Linking quality of debriefing to participant learning in team training of interprofessional students. BMJ Simulation and Technology Enhanced Learning, 2021, 7, bmjstel-2020-000685.	0.7	1
61	Making It Stick: Keys to Effective Feedback and Debriefing in Surgical Education. Comprehensive Healthcare Simulation, 2019, , 131-141.	0.2	1
62	Principles of Simulation. , 2012, , 3-14.		1
63	Developing Surgical Teams: Application. Innovation and Change in Professional Education, 2019, , 289-301.	0.2	1
64	Conceptualizing a Quantitative Measurement Suite to Evaluate Healthcare Teams. Simulation and Gaming, 2022, 53, 75-92.	1.9	1
65	Team Training for Interprofessional Insight, Networking and Guidance (T <sup>2</sup> IPING) points: a study protocol. , 0, , .		1
66	SAGES Reimagining Education & Learning (REAL) project. Surgical Endoscopy and Other Interventional Techniques, 2022, 36, 1699-1708.	2.4	1
67	Technical Skills Training and Simulation. , 0, , 228-240.		0
68	Top Down or Bottom Up? Longitudinal assessment of the influence of professional practice gaps in gastrointestinal and endoscopic surgery on program content for the Annual Meeting of the Society of American Gastrointestinal and Endoscopic Surgeons (SAGES) (2011â€“2016): a report from the SAGES Continuing Education Committee (CEC). Surgical Endoscopy and Other Interventional Techniques, 2018, 32, 4299-4309.	2.4	0
69	Comprehensive Literature Search to Identify Assessment Tools for Operating Room Nontechnical Skills to Determine Common Critical Components. Medical Science Educator, 2021, 31, 81-89.	1.5	0
70	Building and Incorporating Simulation into a Radiology Residency Program Curriculum. , 2012, , 80-89.		0
71	Interprofessional Team-Based Training. , 2012, , 129-144.		0
72	Simulation in Emergency Radiology and Workload Management. , 2012, , 166-170.		0

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73	Applications of Simulation-Based Interprofessional Education in Critical Care Settings and Situations: Emergency Room, Trauma, Critical Care, Rapid Response, and Disasters. Comprehensive Healthcare Simulation, 2020, , 271-284.	0.2	0
74	034â€fAUTOLOGOUS FENESTRATED CUTIS GRAFTS FOR VENTRAL HERNIA REPAIR IN PATIENTS WITH OBESITY. British Journal of Surgery, 2021, 108, .	0.3	0
75	Team Training for Interprofessional Insight, Networking and Guidance (T&lt;sup&gt;2&lt;/sup&gt;IPING) points: a study protocol. , 0, , .		0
76	813 Histologic Changes of Skin Biopsies After Autologous Skin Cell Suspension. Journal of Burn Care and Research, 2022, 43, S212-S213.	0.4	0