

William Ben Cutrer

List of Publications by Year in descending order

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Version: 2024-02-01

37
papers

879
citations

623188

14
h-index

500791

28
g-index

37
all docs

37
docs citations

37
times ranked

861
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Fostering the Development of Master Adaptive Learners: A Conceptual Model to Guide Skill Acquisition in Medical Education. <i>Academic Medicine</i> , 2017, 92, 70-75. | 0.8 | 218 |
| 2 | A Facilitated Peer Mentoring Program for Junior Faculty to Promote Professional Development and Peer Networking. <i>Academic Medicine</i> , 2015, 90, 819-826. | 0.8 | 76 |
| 3 | Educational Strategies for Improving Clinical Reasoning. <i>Current Problems in Pediatric and Adolescent Health Care</i> , 2013, 43, 248-257. | 0.8 | 58 |
| 4 | Exploring the characteristics and context that allow Master Adaptive Learners to thrive. <i>Medical Teacher</i> , 2018, 40, 791-796. | 1.0 | 53 |
| 5 | Diagnostic Decision-Making and Strategies to Improve Diagnosis. <i>Current Problems in Pediatric and Adolescent Health Care</i> , 2013, 43, 232-241. | 0.8 | 45 |
| 6 | Use of an expert concept map as an advance organizer to improve understanding of respiratory failure. <i>Medical Teacher</i> , 2011, 33, 1018-1026. | 1.0 | 44 |
| 7 | Constructing a Shared Mental Model for Faculty Development for the Core Entrustable Professional Activities for Entering Residency. <i>Academic Medicine</i> , 2017, 92, 759-764. | 0.8 | 44 |
| 8 | Competency milestones for medical students: Design, implementation, and analysis at one medical school. <i>Medical Teacher</i> , 2017, 39, 494-504. | 1.0 | 39 |
| 9 | Revisiting the Core Entrustable Professional Activities for Entering Residency. <i>Academic Medicine</i> , 2021, 96, S14-S21. | 0.8 | 38 |
| 10 | Building Learning Communities. <i>Academic Medicine</i> , 2013, 88, 1246-1251. | 0.8 | 31 |
| 11 | Learning to balance efficiency and innovation for optimal adaptive expertise. <i>Medical Teacher</i> , 2018, 40, 820-827. | 1.0 | 31 |
| 12 | Faculty Development Revisited. <i>Academic Medicine</i> , 2018, 93, 1472-1479. | 0.8 | 29 |
| 13 | Assessing medical student performance of Entrustable Professional Activities: A mixed methods comparison of Co-Activity and Supervisory Scales. <i>Medical Teacher</i> , 2020, 42, 325-332. | 1.0 | 22 |
| 14 | Integrating Foundational Sciences in a Clinical Context in the Post-clerkship Curriculum. <i>Medical Science Educator</i> , 2018, 28, 145-154. | 0.7 | 18 |
| 15 | You Too Can Teach Clinical Reasoning!. <i>Pediatrics</i> , 2012, 130, 795-797. | 1.0 | 16 |
| 16 | The educatorsâ€™ experience: Learning environments that support the master adaptive learner. <i>Medical Teacher</i> , 2020, 42, 1270-1274. | 1.0 | 13 |
| 17 | Entrustment Decision Making in the Core Entrustable Professional Activities: Results of a Multi-Institutional Study. <i>Academic Medicine</i> , 2022, 97, 536-543. | 0.8 | 13 |
| 18 | Exploiting the power of information in medical education. <i>Medical Teacher</i> , 2021, 43, S17-S24. | 1.0 | 12 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 19 | Using Small Case-Based Learning Groups as a Setting for Teaching Medical Students How to Provide and Receive Peer Feedback. <i>Medical Science Educator</i> , 2017, 27, 759-765. | 0.7 | 11 |
| 20 | Developing an Entrustment Process: Insights from the AAMC CoreEPA Pilot. <i>Medical Science Educator</i> , 2020, 30, 395-401. | 0.7 | 11 |
| 21 | Medical Student Portfolios: Their Value and What You Need for Successful Implementation. <i>Academic Medicine</i> , 2020, 95, 1457-1457. | 0.8 | 10 |
| 22 | Protocolization, Standardization and the Need for Adaptive Expertise in our Medical Systems. <i>Journal of Medical Systems</i> , 2017, 41, 200. | 2.2 | 9 |
| 23 | Framing Medicine as a Moral Practice. <i>Academic Medicine</i> , 2018, 93, 1310-1314. | 0.8 | 5 |
| 24 | Integrating Foundational Sciences in a Clinical Context in the Post-Clerkship Curriculum. <i>Medical Science Educator</i> , 2018, 28, 145-154. | 0.7 | 5 |
| 25 | Measuring the Master Adaptive Learner: Development and Internal Structure Validity Evidence for a New Instrument. <i>Medical Science Educator</i> , 2022, 32, 183-193. | 0.7 | 5 |
| 26 | Team mental model creation as a mechanism to decrease errors in the intensive care unit*. <i>Pediatric Critical Care Medicine</i> , 2012, 13, 354-356. | 0.2 | 4 |
| 27 | Embedding Ethics Education in Clinical Clerkships by Identifying Clinical Ethics Competencies: The Vanderbilt Experience. <i>HEC Forum</i> , 2020, 32, 163-174. | 0.6 | 4 |
| 28 | Junior Faculty Development Program Using Facilitated Peer Mentoring. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , . | 0.5 | 4 |
| 29 | Medical Student Ratings of a Mock Interview Program: Preparing for Success in the Matchâ,,. <i>Medical Science Educator</i> , 2015, 25, 207-212. | 0.7 | 2 |
| 30 | Too Many Hats? Conflicts of Interest in Learning Community Faculty Roles. <i>Journal of Medical Education and Curricular Development</i> , 2019, 6, 238212051982789. | 0.7 | 2 |
| 31 | Triple-Jump Assessment Model for Use of Evidence-Based Medicine. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2016, 12, . | 0.5 | 2 |
| 32 | Vanderbilt University School of Medicine. <i>Academic Medicine</i> , 2020, 95, S474-S477. | 0.8 | 2 |
| 33 | Template of patient-specific summaries facilitates education and outcomes in paediatric cardiac surgery units. <i>Interactive Cardiovascular and Thoracic Surgery</i> , 2013, 17, 704-709. | 0.5 | 1 |
| 34 | Precision Cancer Medicine: Dynamic Learning of Cancer Biology in a Clinically Meaningful Context. <i>Medical Science Educator</i> , 2021, 31, 1029-1042. | 0.7 | 1 |
| 35 | The First 2 Years of Entrustment Decisions in the Core Entrustable Professional Activities (Core EPAs) Pilot. <i>Academic Medicine</i> , 2021, 96, S201-S202. | 0.8 | 1 |
| 36 | You Too Can Teach Clinical Reasoning!. , 2021, , 105-107. | | 0 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 37 | A collaborative model for continuing medical education: Impact of a distance learning curriculum for existing radiation oncology centers in Africa and Latin America.. Journal of Clinical Oncology, 2022, 40, 11007-11007. | 0.8 | 0 |