

# William Ben Cutrer

## List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

33  
papers

521  
citations

11  
h-index

22  
g-index

37  
ext. papers

693  
ext. citations

2.5  
avg, IF

3.79  
L-index

| #  | Paper  | IF  | Citations |
|----|--|-----|-----------|
| 33 | Measuring the Master Adaptive Learner: Development and Internal Structure Validity Evidence for a New Instrument.. <i>Medical Science Educator</i> , <b>2022</b> , 32, 1-11                                    | 0.7 | 0         |
| 32 | You Too Can Teach Clinical Reasoning! <b>2021</b> , 105-107  |     |           |
| 31 | The First 2 Years of Entrustment Decisions in the Core Entrustable Professional Activities (Core EPAs) Pilot. <i>Academic Medicine</i> , <b>2021</b> , 96, S201-S202   | 3.9 | 1         |
| 30 | Precision Cancer Medicine: Dynamic Learning of Cancer Biology in a Clinically Meaningful Context. <i>Medical Science Educator</i> , <b>2021</b> , 31, 1029-1042  | 0.7 | 0         |
| 29 | Exploiting the power of information in medical education. <i>Medical Teacher</i> , <b>2021</b> , 43, S17-S24   | 3   | 2         |
| 28 | Revisiting the Core Entrustable Professional Activities for Entering Residency. <i>Academic Medicine</i> , <b>2021</b> , 96, S14-S21   | 3.9 | 11        |
| 27 | Entrustment Decision-Making in the Core EPAs: Results of a Multi-Institutional Study. <i>Academic Medicine</i> , <b>2021</b> ,   | 3.9 | 5         |
| 26 | Developing an Entrustment Process: Insights from the AAMC CoreEPA Pilot. <i>Medical Science Educator</i> , <b>2020</b> , 30, 395-401   | 0.7 | 9         |
| 25 | Embedding Ethics Education in Clinical Clerkships by Identifying Clinical Ethics Competencies: The Vanderbilt Experience. <i>HEC Forum</i> , <b>2020</b> , 32, 163-174   | 1.1 | 3         |
| 24 | Assessing medical student performance of Entrustable Professional Activities: A mixed methods comparison of Co-Activity and Supervisory Scales. <i>Medical Teacher</i> , <b>2020</b> , 42, 325-332             | 3   | 10        |
| 23 | The educatorsVexperience: Learning environments that support the master adaptive learner. <i>Medical Teacher</i> , <b>2020</b> , 42, 1270-1274   | 3   | 3         |
| 22 | Medical Student Portfolios: Their Value and What You Need for Successful Implementation. <i>Academic Medicine</i> , <b>2020</b> , 95, 1457   | 3.9 | 3         |
| 21 | Too Many Hats? Conflicts of Interest in Learning Community Faculty Roles. <i>Journal of Medical Education and Curricular Development</i> , <b>2019</b> , 6, 2382120519827890                                   | 2.2 | 1         |
| 20 | Integrating Foundational Sciences in a Clinical Context in the Post-clerkship Curriculum. <i>Medical Science Educator</i> , <b>2018</b> , 28, 145-154  | 0.7 | 8         |
| 19 | Exploring the characteristics and context that allow Master Adaptive Learners to thrive. <i>Medical Teacher</i> , <b>2018</b> , 40, 791-796  | 3   | 30        |
| 18 | Learning to balance efficiency and innovation for optimal adaptive expertise. <i>Medical Teacher</i> , <b>2018</b> , 40, 820-827   | 3   | 17        |
| 17 | Faculty Development Revisited: A Systems-Based View of Stakeholder Development to Meet the Demands of Entrustable Professional Activity Implementation. <i>Academic Medicine</i> , <b>2018</b> , 93, 1472-1479 | 3.9 | 18        |

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| 16 | Integrating Foundational Sciences in a Clinical Context in the Post-Clerkship Curriculum. <i>Medical Science Educator</i> , <b>2018</b> , 28, 145-154   | 0.7 | 4   |
| 15 | Framing Medicine as a Moral Practice: An Introductory Medical School Course. <i>Academic Medicine</i> , <b>2018</b> , 93, 1310-1314   | 3.9 | 3   |
| 14 | Competency milestones for medical students: Design, implementation, and analysis at one medical school. <i>Medical Teacher</i> , <b>2017</b> , 39, 494-504                                      | 3   | 29  |
| 13 | Constructing a Shared Mental Model for Faculty Development for the Core Entrustable Professional Activities for Entering Residency. <i>Academic Medicine</i> , <b>2017</b> , 92, 759-764        | 3.9 | 35  |
| 12 | Fostering the Development of Master Adaptive Learners: A Conceptual Model to Guide Skill Acquisition in Medical Education. <i>Academic Medicine</i> , <b>2017</b> , 92, 70-75                   | 3.9 | 120 |
| 11 | 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> , <b>2017</b> , 27, 759-765         | 0.7 | 7   |
| 10 | Triple-Jump Assessment Model for Use of Evidence-Based Medicine. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , <b>2016</b> , 12,   | 1.2 | 2   |
| 9  | A facilitated peer mentoring program for junior faculty to promote professional development and peer networking. <i>Academic Medicine</i> , <b>2015</b> , 90, 819-26                            | 3.9 | 49  |
| 8  | Medical Student Ratings of a Mock Interview Program: Preparing for Success in the MatchSM. <i>Medical Science Educator</i> , <b>2015</b> , 25, 207-212  | 0.7 | 1   |
| 7  | Educational strategies for improving clinical reasoning. <i>Current Problems in Pediatric and Adolescent Health Care</i> , <b>2013</b> , 43, 248-57   | 2.2 | 38  |
| 6  | Diagnostic decision-making and strategies to improve diagnosis. <i>Current Problems in Pediatric and Adolescent Health Care</i> , <b>2013</b> , 43, 232-41                                      | 2.2 | 33  |
| 5  | Template of patient-specific summaries facilitates education and outcomes in paediatric cardiac surgery units. <i>Interactive Cardiovascular and Thoracic Surgery</i> , <b>2013</b> , 17, 704-9 | 1.8 | 1   |
| 4  | Building learning communities: evolution of the colleges at Vanderbilt University School of Medicine. <i>Academic Medicine</i> , <b>2013</b> , 88, 1246-51                                      | 3.9 | 26  |
| 3  | You too can teach clinical reasoning!. <i>Pediatrics</i> , <b>2012</b> , 130, 795-7   | 7.4 | 11  |
| 2  | Team mental model creation as a mechanism to decrease errors in the intensive care unit. <i>Pediatric Critical Care Medicine</i> , <b>2012</b> , 13, 354-6                                      | 3   | 4   |
| 1  | Use of an expert concept map as an advance organizer to improve understanding of respiratory failure. <i>Medical Teacher</i> , <b>2011</b> , 33, 1018-26  | 3   | 33  |