

William Craig McGaghie

List of Publications by Year in descending order

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Version: 2024-02-01

171
papers

17,672
citations

29994

54
h-index

13338

130
g-index

177
all docs

177
docs citations

177
times ranked

8931
citing authors

#	ARTICLE	IF	CITATIONS
1	Simulation Based Mastery Learning of Transesophageal Echocardiography. <i>Pediatric Cardiology</i> , 2023, 44, 572-578.	0.6	2
2	Improving cardiology fellow education of right heart catheterization using a simulation based curriculum. <i>Catheterization and Cardiovascular Interventions</i> , 2021, 97, 503-508.	0.7	6
3	Mastery Learning in Critical Care. <i>ATS Scholar</i> , 2021, 2, 142-143.	0.5	0
4	Letter to the Editor in Response to: Early Skill Decay After Paracentesis Training. <i>Journal of General Internal Medicine</i> , 2021, 36, 1794-1794.	1.3	0
5	Ethical imperative of psychological safety in healthcare: in response to the Manifesto for healthcare simulation practice. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2021, 7, bmjstel-2021-000889.	0.7	0
6	Simulation-based training improves polypectomy skills among practicing endoscopists. <i>Endoscopy International Open</i> , 2021, 09, E1633-E1639.	0.9	4
7	Psychometric Validation of Central Venous Catheter Insertion Mastery Learning Checklist Data and Decisions. <i>Simulation in Healthcare</i> , 2021, 16, 378-385.	0.7	6
8	Development of the Uncertainty Communication Checklist: A Patient-Centered Approach to Patient Discharge From the Emergency Department. <i>Academic Medicine</i> , 2020, 95, 1026-1034.	0.8	24
9	Promoting Readiness for Residency: Embedding Simulation-Based Mastery Learning for Breaking Bad News Into the Medicine Subinternship. <i>Academic Medicine</i> , 2020, 95, 1050-1056.	0.8	20
10	Are USMLE Scores Valid Measures for Chief Resident Selection?. <i>Journal of Graduate Medical Education</i> , 2020, 12, 441-446.	0.6	15
11	Simulation-based mastery learning compared to standard education for discussing diagnostic uncertainty with patients in the emergency department: a randomized controlled trial. <i>BMC Medical Education</i> , 2020, 20, 49.	1.0	9
12	Clinical Education: Origins and Outcomes. <i>Comprehensive Healthcare Simulation</i> , 2020, , 3-24.	0.2	3
13	Translational Science and Healthcare Quality and Safety Improvement from Mastery Learning. <i>Comprehensive Healthcare Simulation</i> , 2020, , 289-307.	0.2	4
14	Mastery Learning, Milestones, and Entrustable Professional Activities. <i>Comprehensive Healthcare Simulation</i> , 2020, , 311-330.	0.2	5
15	Mastery Learning, Continuing Professional Education, and Maintenance of Certification. <i>Comprehensive Healthcare Simulation</i> , 2020, , 331-349.	0.2	2
16	Mastery Learning: Origins, Features, and Evidence from the Health Professions. <i>Comprehensive Healthcare Simulation</i> , 2020, , 27-46.	0.2	6
17	Instructional Design and Delivery for Mastery Learning. <i>Comprehensive Healthcare Simulation</i> , 2020, , 71-88.	0.2	4
18	Educational Policy Consequences from Mastery Learning. <i>Comprehensive Healthcare Simulation</i> , 2020, , 363-374.	0.2	0

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19	Assessment in Mastery Learning. <i>Comprehensive Healthcare Simulation</i> , 2020, , 89-107.	0.2	1
20	Mastery Learning of Team Skills. <i>Comprehensive Healthcare Simulation</i> , 2020, , 191-208.	0.2	2
21	Mastery Learning: Opportunities and Challenges. <i>Comprehensive Healthcare Simulation</i> , 2020, , 375-389.	0.2	1
22	Setting a Minimum Passing Standard for the Uncertainty Communication Checklist Through Patient and Physician Engagement. <i>Journal of Graduate Medical Education</i> , 2020, 12, 58-65.	0.6	2
23	America's Best Medical Schools: A Renewed Critique of the U.S. News & World Report Rankings. <i>Academic Medicine</i> , 2019, 94, 1264-1266.	0.8	24
24	Development of a Simulation-Based Mastery Learning Curriculum for Breaking Bad News. <i>Journal of Pain and Symptom Management</i> , 2019, 57, 682-687.	0.6	35
25	A Mastery Learning Capstone Course to Teach and Assess Components of Three Entrustable Professional Activities to Graduating Medical Students. <i>Teaching and Learning in Medicine</i> , 2019, 31, 186-194.	1.3	15
26	Learning Theory Foundations of Simulation-Based Mastery Learning. <i>Simulation in Healthcare</i> , 2018, 13, S15-S20.	0.7	64
27	A Randomized Trial on the Efficacy of Mastery Learning for Primary Care Provider Melanoma Opportunistic Screening Skills and Practice. <i>Journal of General Internal Medicine</i> , 2018, 33, 855-862.	1.3	26
28	A Comparison of Approaches for Mastery Learning Standard Setting. <i>Academic Medicine</i> , 2018, 93, 1079-1084.	0.8	35
29	Evaluation Apprehension and Impression Management in Clinical Medical Education. <i>Academic Medicine</i> , 2018, 93, 685-686.	0.8	21
30	Simulation-Based Mastery Learning for Thoracentesis Skills Improves Patient Outcomes: A Randomized Trial. <i>Academic Medicine</i> , 2018, 93, 729-735.	0.8	91
31	Building Partnerships to Improve Learning From Health Care Simulation. <i>Academic Medicine</i> , 2018, 93, 672-673.	0.8	0
32	Effect of Trainee Performance Data on Standard-Setting Judgments Using the Mastery Angoff Method. <i>Journal of Graduate Medical Education</i> , 2018, 10, 301-305.	0.6	4
33	Interactive Multimodal Curriculum on Use and Interpretation of Inpatient Telemetry. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 2018, 14, 10730.	0.5	2
34	The Role of Simulation in Surgical Education. <i>Journal of Laparoendoscopic and Advanced Surgical Techniques - Part A</i> , 2017, 27, 450-454.	0.5	38
35	Telling the whole story about simulation-based education. <i>Acta Obstetrica Et Gynecologica Scandinavica</i> , 2017, 96, 1273-1273.	1.3	2
36	An institution-wide approach to submission, review, and funding of simulation-based curricula. <i>Advances in Simulation</i> , 2017, 2, 9.	1.0	3

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37	The promise and challenge of mastery learning. <i>Advances in Medical Education and Practice</i> , 2017, Volume 8, 393-394.	0.7	11
38	Residents' Procedural Experience Does Not Ensure Competence: A Research Synthesis. <i>Journal of Graduate Medical Education</i> , 2017, 9, 201-208.	0.6	92
39	The effect of simulation-based mastery learning on thoracentesis referral patterns. <i>Journal of Hospital Medicine</i> , 2016, 11, 792-795.	0.7	23
40	In Reply to Udani et al. <i>Academic Medicine</i> , 2016, 91, 752-753.	0.8	0
41	Simulation-Based Mastery Learning Improves Medical Student Performance and Retention of Core Clinical Skills. <i>Simulation in Healthcare</i> , 2016, 11, 173-180.	0.7	60
42	Implementation and evaluation of a dilation and evacuation simulation training curriculum. <i>Contraception</i> , 2016, 93, 545-550.	0.8	6
43	Use of a Simulation-Based Capstone Course to Teach and Assess Entrustable Professional Activities to Graduating Medical Students. <i>Medical Science Educator</i> , 2016, 26, 453-456.	0.7	11
44	Standardized approach to training for cataract surgery skill evaluation. <i>Journal of Cataract and Refractive Surgery</i> , 2016, 42, 855-863.	0.7	8
45	A network model of communication in an interprofessional team of healthcare professionals: A cross-sectional study of a burn unit. <i>Journal of Interprofessional Care</i> , 2016, 30, 661-667.	0.8	21
46	Revisiting "A critical review of simulation-based medical education research: 2003-2009". <i>Medical Education</i> , 2016, 50, 986-991.	1.1	77
47	Attending Physician Adherence to a 29-Component Central Venous Catheter Bundle Checklist During Simulated Procedures*. <i>Critical Care Medicine</i> , 2016, 44, 1871-1881.	0.4	59
48	Developing a Simulation-Based Mastery Learning Curriculum. <i>Simulation in Healthcare</i> , 2016, 11, 52-59.	0.7	49
49	Use of 3D Printing for Medical Education Models in Transplantation Medicine: a Critical Review. <i>Current Transplantation Reports</i> , 2016, 3, 109-119.	0.9	34
50	Mastery Learning. <i>Academic Medicine</i> , 2015, 90, 1438-1441.	0.8	210
51	Beyond the Simulation Laboratory. <i>Academic Medicine</i> , 2015, 90, 1553-1560.	0.8	127
52	The Social Network of a Burn Unit Team. <i>Journal of Burn Care and Research</i> , 2015, 36, 551-557.	0.2	12
53	Recommendations for Reporting Mastery Education Research in Medicine (ReMERM). <i>Academic Medicine</i> , 2015, 90, 1509-1514.	0.8	30
54	A Missed Opportunity to Achieve Excellence in Residency Education. <i>Academic Medicine</i> , 2015, 90, 1181.	0.8	0

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55	Variables that affect the process and outcome of feedback, relevant for medical training: a meta-review. <i>Medical Education</i> , 2015, 49, 658-673.	1.1	118
56	Mastery Learning With Deliberate Practice in Medical Education. <i>Academic Medicine</i> , 2015, 90, 1575.	0.8	40
57	Dissemination of an Innovative Mastery Learning Curriculum Grounded in Implementation Science Principles. <i>Academic Medicine</i> , 2015, 90, 1487-1494.	0.8	26
58	Mastery of Status Epilepticus Management via Simulation-Based Learning for Pediatrics Residents. <i>Journal of Graduate Medical Education</i> , 2015, 7, 181-186.	0.6	23
59	Varieties of Integrative Scholarship. <i>Academic Medicine</i> , 2015, 90, 294-302.	0.8	58
60	When I say "mastery learning". <i>Medical Education</i> , 2015, 49, 558-559.	1.1	28
61	Medical Students' Observations, Practices, and Attitudes Regarding Electronic Health Record Documentation. <i>Teaching and Learning in Medicine</i> , 2014, 26, 49-55.	1.3	26
62	A critical review of simulation-based mastery learning with translational outcomes. <i>Medical Education</i> , 2014, 48, 375-385.	1.1	430
63	Development and evaluation of cesarean section surgical training using computer-enhanced visual learning. <i>Medical Teacher</i> , 2014, 36, 958-964.	1.0	7
64	Dissemination of a simulation-based mastery learning intervention reduces central line-associated bloodstream infections. <i>BMJ Quality and Safety</i> , 2014, 23, 749-756.	1.8	149
65	Creation and Initial Assessment of a Second-Trimester Uterine Model. <i>Simulation in Healthcare</i> , 2014, 9, 199-202.	0.7	6
66	Progress Toward Improving Medical School Graduates' Skills via a "Boot Camp" Curriculum. <i>Simulation in Healthcare</i> , 2014, 9, 33-39.	0.7	47
67	Training for Effective Patient Communication. <i>JAMA - Journal of the American Medical Association</i> , 2014, 311, 1355.	3.8	2
68	Cost Savings of Performing Paracentesis Procedures at the Bedside After Simulation-based Education. <i>Simulation in Healthcare</i> , 2014, 9, 312-318.	0.7	48
69	The science of learning and medical education. <i>Medical Education</i> , 2014, 48, 106-108.	1.1	13
70	Impact of Cardiac Physical Examination Faculty Development on Medical Student Performance: A Randomized Trial. <i>Medical Science Educator</i> , 2014, 24, 165-172.	0.7	1
71	Raising the Bar: Reassessing Standards for Procedural Competence. <i>Teaching and Learning in Medicine</i> , 2013, 25, 6-9.	1.3	28
72	Clinical Outcomes after Bedside and Interventional Radiology Paracentesis Procedures. <i>American Journal of Medicine</i> , 2013, 126, 349-356.	0.6	77

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73	Making July Safer. <i>Academic Medicine</i> , 2013, 88, 233-239.	0.8	152
74	Why Medical Educators Should Continue to Focus on Clinical Outcomes. <i>Academic Medicine</i> , 2013, 88, 1403.	0.8	1
75	First-Year Residents Outperform Third-Year Residents After Simulation-Based Education in Critical Care Medicine. <i>Simulation in Healthcare</i> , 2013, 8, 67-71.	0.7	58
76	Melanoma Simulation Model. <i>JAMA Dermatology</i> , 2013, 149, 710.	2.0	17
77	Internal Medicine Postgraduate Training and Assessment of Patient Handoff Skills. <i>Journal of Graduate Medical Education</i> , 2013, 5, 394-398.	0.6	10
78	Retention of Critical Care Skills After Simulation-Based Mastery Learning. <i>Journal of Graduate Medical Education</i> , 2013, 5, 458-463.	0.6	50
79	Skill Retention After Simulation-based Education. <i>Journal of Graduate Medical Education</i> , 2013, 5, 165-165.	0.6	5
80	It's Time for a STAT Assessment of Bronchoscopy Skills. <i>American Journal of Respiratory and Critical Care Medicine</i> , 2012, 186, 703-705.	2.5	16
81	Improving Residents' Code Status Discussion Skills: A Randomized Trial. <i>Journal of Palliative Medicine</i> , 2012, 15, 768-774.	0.6	88
82	Code Status Discussion Skill Retention in Internal Medicine Residents: One-Year Follow-Up. <i>Journal of Palliative Medicine</i> , 2012, 15, 1325-1328.	0.6	33
83	Leadership in Medical Emergencies Is Not Gender Specific. <i>Simulation in Healthcare</i> , 2012, 7, 134.	0.7	3
84	Translational Educational Research. <i>Chest</i> , 2012, 142, 1097-1103.	0.4	77
85	E-learning and deliberate practice for oral case presentation skills: A randomized trial. <i>Medical Teacher</i> , 2012, 34, e820-e826.	1.0	48
86	Clinical Performance and Skill Retention after Simulation-based Education for Nephrology Fellows. <i>Seminars in Dialysis</i> , 2012, 25, 470-473.	0.7	72
87	Simulation-Based Education with Mastery Learning Improves Paracentesis Skills. <i>Journal of Graduate Medical Education</i> , 2012, 4, 23-27.	0.6	121
88	Improving the Efficiency of Advanced Life Support Training. <i>Annals of Internal Medicine</i> , 2012, 157, 753.	2.0	1
89	Simulation-based education with mastery learning improves residents' lumbar puncture skills. <i>Neurology</i> , 2012, 79, 132-137.	1.5	211
90	Use of simulation-based education to improve resident learning and patient care in the medical intensive care unit: A randomized trial. <i>Journal of Critical Care</i> , 2012, 27, 219.e7-219.e13.	1.0	97

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91	Implementation science: Addressing complexity in medical education. <i>Medical Teacher</i> , 2011, 33, 97-98.	1.0	25
92	Use of Simulation to Assess Competence and Improve Healthcare. <i>Medical Science Educator</i> , 2011, 21, 261-263.	0.7	2
93	Progress Toward Improving the Quality of Cardiac Arrest Medical Team Responses at an Academic Teaching Hospital. <i>Journal of Graduate Medical Education</i> , 2011, 3, 211-216.	0.6	41
94	Evaluating the Impact of Simulation on Translational Patient Outcomes. <i>Simulation in Healthcare</i> , 2011, 6, S42-S47.	0.7	232
95	The Role of USMLE Scores in Selecting Residents. <i>Academic Medicine</i> , 2011, 86, 794.	0.8	1
96	Are United States Medical Licensing Exam Step 1 and 2 Scores Valid Measures for Postgraduate Medical Residency Selection Decisions?. <i>Academic Medicine</i> , 2011, 86, 48-52.	0.8	174
97	Using Behavior Change Plans to Improve Medical Student Self-Care. <i>Academic Medicine</i> , 2011, 86, 901-906.	0.8	79
98	Does Simulation-Based Medical Education With Deliberate Practice Yield Better Results Than Traditional Clinical Education? A Meta-Analytic Comparative Review of the Evidence. <i>Academic Medicine</i> , 2011, 86, 706-711.	0.8	1,273
99	Comparison of Checklist and Anchored Global Rating Instruments for Performance Rating of Simulated Pediatric Emergencies. <i>Simulation in Healthcare</i> , 2011, 6, 18-24.	0.7	41
100	Reply to Letter: Use of simulation-based medical education to improve patient care quality. <i>Resuscitation</i> , 2011, 82, 782-783.	1.3	0
101	Unexpected Collateral Effects of Simulation-Based Medical Education. <i>Academic Medicine</i> , 2011, 86, 1513-1517.	0.8	54
102	Medical Education Featuring Mastery Learning With Deliberate Practice Can Lead to Better Health for Individuals and Populations. <i>Academic Medicine</i> , 2011, 86, e8-e9.	0.8	150
103	A report on the piloting of a novel computer-based medical case simulation for teaching and formative assessment of diagnostic laboratory testing. <i>Medical Education Online</i> , 2011, 16, 5646.	1.1	8
104	Preclinical credentialing of internal medicine residents for central line placement. <i>Critical Care Medicine</i> , 2010, 38, 1018.	0.4	0
105	Long-Term Retention of Central Venous Catheter Insertion Skills After Simulation-Based Mastery Learning. <i>Academic Medicine</i> , 2010, 85, S9-S12.	0.8	188
106	Simulation-based Mastery Learning Improves Cardiac Auscultation Skills in Medical Students. <i>Journal of General Internal Medicine</i> , 2010, 25, 780-785.	1.3	113
107	Procedures Performed by the Hospitalist and Non-hospitalist. <i>Journal of General Internal Medicine</i> , 2010, 25, 896-896.	1.3	0
108	Use of simulation-based medical education to improve patient care quality. <i>Resuscitation</i> , 2010, 81, 1455-1456.	1.3	29

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109	A critical review of simulation-based medical education research: 2003-2009. <i>Medical Education</i> , 2010, 44, 50-63.	1.1	1,278
110	Medical Education Research As Translational Science. <i>Science Translational Medicine</i> , 2010, 2, 19cm8.	5.8	129
111	Cost Savings From Reduced Catheter-Related Bloodstream Infection After Simulation-Based Education for Residents in a Medical Intensive Care Unit. <i>Simulation in Healthcare</i> , 2010, 5, 98-102.	0.7	311
112	Internal Medicine Residency Graduates' Perceptions of the Systems-Based Practice and Practice-Based Learning and Improvement Competencies. <i>Teaching and Learning in Medicine</i> , 2010, 22, 33-36.	1.3	10
113	Medical Student Detection of Melanoma: Clinical Skills. <i>Archives of Dermatology</i> , 2010, 146, 1175-7.	1.7	9
114	Scholarship, publication, and career advancement in health professions education: AMEE Guide No. 43. <i>Medical Teacher</i> , 2009, 31, 574-590.	1.0	49
115	Setting Defensible Standards for Cardiac Auscultation Skills in Medical Students. <i>Academic Medicine</i> , 2009, 84, S94-S96.	0.8	20
116	Lessons for Continuing Medical Education From Simulation Research in Undergraduate and Graduate Medical Education. <i>Chest</i> , 2009, 135, 62S-68S.	0.4	211
117	Use of Simulation-Based Education to Reduce Catheter-Related Bloodstream Infections. <i>Archives of Internal Medicine</i> , 2009, 169, 1420.	4.3	461
118	Mastery Learning of Temporary Hemodialysis Catheter Insertion by Nephrology Fellows Using Simulation Technology and Deliberate Practice. <i>American Journal of Kidney Diseases</i> , 2009, 54, 70-76.	2.1	133
119	Use of simulation-based mastery learning to improve the quality of central venous catheter placement in a medical intensive care unit. <i>Journal of Hospital Medicine</i> , 2009, 4, 397-403.	0.7	349
120	Simulation-based mastery learning reduces complications during central venous catheter insertion in a medical intensive care unit*. <i>Critical Care Medicine</i> , 2009, 37, 2697-2701.	0.4	257
121	Simulation-based mastery learning reduces complications during central venous catheter insertion in a medical intensive care unit *. <i>Critical Care Medicine</i> , 2009, 37, 2697-2701.	0.4	445
122	Development and Evaluation of a Simulation-Based Pediatric Emergency Medicine Curriculum. <i>Academic Medicine</i> , 2009, 84, 935-941.	0.8	56
123	Simulation-based mastery learning reduces complications during central venous catheter insertion in a medical intensive care unit. <i>Critical Care Medicine</i> , 2009, 37, 2697-701.	0.4	285
124	Mastery learning of thoracentesis skills by internal medicine residents using simulation technology and deliberate practice. <i>Journal of Hospital Medicine</i> , 2008, 3, 48-54.	0.7	246
125	Research Opportunities in Simulation-based Medical Education Using Deliberate Practice. <i>Academic Emergency Medicine</i> , 2008, 15, 995-1001.	0.8	67
126	What is feedback in clinical education?. <i>Medical Education</i> , 2008, 42, 189-197.	1.1	498

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127	2007 Simulation Education Summit. <i>Simulation in Healthcare</i> , 2008, 3, 186-191.	0.7	8
128	The Reputation of Medical Education Research: Quasi-Experimentation and Unresolved Threats to Validity. <i>Teaching and Learning in Medicine</i> , 2008, 20, 101-103.	1.3	27
129	Simulation-Based Education Improves Quality of Care During Cardiac Arrest Team Responses at an Academic Teaching Hospital. <i>Chest</i> , 2008, 133, 56-61.	0.4	619
130	The Impact of Judge Selection on Standard Setting for a Patient Survey of Physician Communication Skills. <i>Academic Medicine</i> , 2008, 83, S17-S20.	0.8	30
131	Do Baseline Data Influence Standard Setting for a Clinical Skills Examination?. <i>Academic Medicine</i> , 2007, 82, S105-S108.	0.8	36
132	Development and Evaluation of High-Fidelity Simulation Case Scenarios for Pediatric Resident Education. <i>Academic Pediatrics</i> , 2007, 7, 182-186.	1.7	72
133	Procedural training at a crossroads: Striking a balance between education, patient safety, and quality. <i>Journal of Hospital Medicine</i> , 2007, 2, 123-125.	0.7	12
134	Does ultrasound training boost Year 1 medical student competence and confidence when learning abdominal examination?. <i>Medical Education</i> , 2007, 41, 843-848.	1.1	128
135	Skill Improvement During Emergency Response to Terrorism Training. <i>Prehospital Emergency Care</i> , 2006, 10, 507-514.	1.0	25
136	A Longitudinal Study of Internal Medicine Residents??? Retention of Advanced Cardiac Life Support Skills. <i>Academic Medicine</i> , 2006, 81, S9-S12.	0.8	205
137	Emergency and critical care pediatrics: use of medical simulation for training in acute pediatric emergencies. <i>Current Opinion in Pediatrics</i> , 2006, 18, 266-271.	1.0	110
138	Mastery learning of advanced cardiac life support skills by internal medicine residents using simulation technology and deliberate practice. <i>Journal of General Internal Medicine</i> , 2006, 21, 251-256.	1.3	351
139	Effect of practice on standardised learning outcomes in simulation-based medical education. <i>Medical Education</i> , 2006, 40, 792-797.	1.1	275
140	Development, Implementation and Outcomes of a Training Program for Responders to Acts of Terrorism. <i>Prehospital Emergency Care</i> , 2006, 10, 239-246.	1.0	22
141	Graduating internal medicine residentsâ€™ self-assessment and performance of advanced cardiac life support skills. <i>Medical Teacher</i> , 2006, 28, 365-369.	1.0	70
142	Comparison of Two Standard-setting Methods for Advanced Cardiac Life Support Training. <i>Academic Medicine</i> , 2005, 80, S63-S66.	0.8	67
143	Simulation-Based Training of Internal Medicine Residents in Advanced Cardiac Life Support Protocols: A Randomized Trial. <i>Teaching and Learning in Medicine</i> , 2005, 17, 202-208.	1.3	257
144	SPECIAL ARTICLE: Holistic Versus Actuarial Student Selection. <i>Teaching and Learning in Medicine</i> , 2005, 17, 89-91.	1.3	11

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145	Stroke training of prehospital providers: an example of simulation-enhanced blended learning and evaluation. <i>Medical Teacher</i> , 2005, 27, 114-121.	1.0	51
146	Features and uses of high-fidelity medical simulations that lead to effective learning: a BEME systematic review. <i>Medical Teacher</i> , 2005, 27, 10-28.	1.0	2,861
147	What is the Impact of Commercial Test Preparation Courses on Medical Examination Performance?. <i>Teaching and Learning in Medicine</i> , 2004, 16, 202-211.	1.3	53
148	Concept Mapping in Pulmonary Physiology Using Pathfinder Scaling. <i>Advances in Health Sciences Education</i> , 2004, 9, 225-240.	1.7	13
149	Simulation--Savior or Satan? A rebuttal. <i>Advances in Health Sciences Education</i> , 2003, 8, 97-103.	1.7	8
150	SPECIAL ARTICLE: Cognitive, Social and Environmental Sources of Bias in Clinical Performance Ratings. <i>Teaching and Learning in Medicine</i> , 2003, 15, 270-292.	1.3	336
151	Assessing Readiness for Medical Education. <i>JAMA - Journal of the American Medical Association</i> , 2002, 288, 1085.	3.8	53
152	Altruism and compassion in the health professions: a search for clarity and precision. <i>Medical Teacher</i> , 2002, 24, 374-378.	1.0	60
153	Effectiveness of a Cardiology Review Course for Internal Medicine Residents Using Simulation Technology and Deliberate Practice. <i>Teaching and Learning in Medicine</i> , 2002, 14, 223-228.	1.3	115
154	Clinical skills training - practice makes perfect. <i>Medical Education</i> , 2002, 36, 210-211.	1.1	45
155	Student Selection. <i>Springer International Handbooks of Education</i> , 2002, , 303-335.	0.1	10
156	Title, Authors, and Abstract. <i>Academic Medicine</i> , 2001, 76, 945-947.	0.8	7
157	The effect of obesity on medical students's approach to patients with abdominal pain. <i>Journal of General Internal Medicine</i> , 2001, 16, 262-265.	1.3	76
158	Correspondence. <i>British Journal of Anaesthesia</i> , 2001, 87, 647-651.	1.5	5
159	Medical and Veterinary Students's Structural Knowledge of Pulmonary Physiology Concepts. <i>Academic Medicine</i> , 2000, 75, 362-368.	0.8	11
160	Simulation Technology for Health Care Professional Skills Training and Assessment. <i>JAMA - Journal of the American Medical Association</i> , 1999, 282, 861.	3.8	724
161	Medical Student Performance on a Geriatrics Problem in a Clinical Practice Examination. <i>Gerontology and Geriatrics Education</i> , 1998, 18, 87-98.	0.6	2
162	Skin cancer detection in a clinical practice examination with standardized patients. <i>Journal of the American Academy of Dermatology</i> , 1996, 34, 709-711.	0.6	27

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163	Smoking history-taking skills: a simple guide to teach medical students. <i>Medical Education</i> , 1996, 30, 283-289.	1.1	19
164	Adherence to screening mammography recommendations in a university general medicine clinic. <i>Journal of General Internal Medicine</i> , 1995, 10, 299-306.	1.3	32
165	Development and evaluation of musculoskeletal performance measures for an objective structured clinical examination. <i>Teaching and Learning in Medicine</i> , 1994, 6, 59-63.	1.3	23
166	Providing heart-healthy alternatives at cardiology meetings: grilled salmon or beef tenderloin?. <i>American Journal of Cardiology</i> , 1989, 64, 111-113.	0.7	0
167	Liberal education and medical school admission. <i>Journal of General Internal Medicine</i> , 1987, 2, 361-363.	1.3	3
168	Construct Validity of Medical Clinical Competence Measures: A Multitrait-Multimethod Matrix Study Using Confirmatory Factor Analysis. <i>American Educational Research Journal</i> , 1986, 23, 315-336.	1.6	38
169	A Scale for Measurement of the Problem Patient Labeling Process. <i>Journal of Nervous and Mental Disease</i> , 1982, 170, 598-604.	0.5	22
170	Medical resistance, crisis ministry, and terminal illness. <i>Journal of Religion and Health</i> , 1978, 17, 99-116.	0.8	3
171	Assessing Self-Directed Learning. <i>Teaching of Psychology</i> , 1975, 2, 56-59.	0.7	20