

Glen Bandiera

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8278303/publications.pdf>

Version: 2024-02-01

50
papers

2,289
citations

304701

22
h-index

223791

46
g-index

51
all docs

51
docs citations

51
times ranked

2174
citing authors

#	ARTICLE	IF	CITATIONS
1	The Canadian C-Spine Rule versus the NEXUS Low-Risk Criteria in Patients with Trauma. <i>New England Journal of Medicine</i> , 2003, 349, 2510-2518.	27.0	582
2	Comparison of the Canadian CT Head Rule and the New Orleans Criteria in Patients With Minor Head Injury. <i>JAMA - Journal of the American Medical Association</i> , 2005, 294, 1511.	7.4	414
3	Procedures Can Be Learned on the Web: A Randomized Study of Ultrasoundâ€Guided Vascular Access Training. <i>Academic Emergency Medicine</i> , 2008, 15, 949-954.	1.8	101
4	The Canadian C-Spine rule performs better than unstructured physician judgment. <i>Annals of Emergency Medicine</i> , 2003, 42, 395-402.	0.6	100
5	Creating Effective Learning in Today's Emergency Departments: How Accomplished Teachers Get It Done. <i>Annals of Emergency Medicine</i> , 2005, 45, 253-261.	0.6	95
6	The future of medical education: a Canadian environmental scan. <i>Medical Education</i> , 2011, 45, 95-106.	2.1	66
7	Itâ€™s a Marathon, Not a Sprint: Rapid Evaluation of Competency-Based Medical Education Program Implementation. <i>Academic Medicine</i> , 2020, 95, 786-793.	1.6	61
8	What Do Emergency Medicine Learners Want from Their Teachers? A Multicenter Focus Group Analysis. <i>Academic Emergency Medicine</i> , 2005, 12, 856-861.	1.8	60
9	Using a Delphi process to establish consensus on emergency medicine clerkship competencies. <i>Medical Teacher</i> , 2011, 33, e333-e339.	1.8	59
10	Integration and timing of basic and clinical sciences education. <i>Medical Teacher</i> , 2013, 35, 381-387.	1.8	57
11	Emergency Department Crowding: The Effect on Resident Education. <i>Annals of Emergency Medicine</i> , 2005, 45, 276-281.	0.6	56
12	Daily encounter cards facilitate competency-based feedback while leniency bias persists. <i>Canadian Journal of Emergency Medicine</i> , 2008, 10, 44-50.	1.1	52
13	Back from basics: integration of science and practice in medical education. <i>Medical Education</i> , 2018, 52, 78-85.	2.1	49
14	Canadian C-Spine Rule study for alert and stable trauma patients: I. Background and rationale. <i>Canadian Journal of Emergency Medicine</i> , 2002, 4, 84-90.	1.1	48
15	Defining the learning curve of point-of-care ultrasound for confirming endotracheal tube placement by emergency physicians. <i>The Ultrasound Journal</i> , 2015, 7, 14.	2.0	48
16	Assessing competence in emergency medicine trainees: an overview of effective methodologies. <i>Canadian Journal of Emergency Medicine</i> , 2008, 10, 365-371.	1.1	41
17	The competency-based medical education evolution of Canadian emergency medicine specialist training. <i>Canadian Journal of Emergency Medicine</i> , 2020, 22, 95-102.	1.1	41
18	Identifying and Promoting Best Practices in Residency Application and Selection in a Complex Academic Health Network. <i>Academic Medicine</i> , 2015, 90, 1594-1601.	1.6	39

#	ARTICLE	IF	CITATIONS
19	Reliability of a Structured Interview Scoring Instrument for a Canadian Postgraduate Emergency Medicine Training Program. <i>Academic Emergency Medicine</i> , 2004, 11, 27-32.	1.8	27
20	Education scholarship in emergency medicine part 2: supporting and developing scholars. <i>Canadian Journal of Emergency Medicine</i> , 2014, 16, S6-S12.	1.1	25
21	Access and Selection. <i>Academic Medicine</i> , 2015, 90, 946-952.	1.6	25
22	International Federation for Emergency Medicine Model Curriculum for Emergency Medicine Specialists. <i>EMA - Emergency Medicine Australasia</i> , 2011, 23, 541-553.	1.1	24
23	A Peer-Reviewed Instructional Video is as Effective as a Standard Recorded Didactic Lecture in Medical Trainees Performing Chest Tube Insertion: A Randomized Control Trial. <i>Journal of Surgical Education</i> , 2017, 74, 437-442.	2.5	22
24	Education scholarship in emergency medicine part 1: innovating and improving teaching and learning. <i>Canadian Journal of Emergency Medicine</i> , 2014, 16, S1-S5.	1.1	20
25	Living in a World of Change: Bridging the Gap From Competency-Based Medical Education Theory to Practice in Canada. <i>Academic Medicine</i> , 2020, 95, 1643-1646.	1.6	19
26	Effective accreditation in postgraduate medical education: from process to outcomes and back. <i>BMC Medical Education</i> , 2020, 20, 307.	2.4	17
27	Multisource Feedback and Self-Assessment of the Communicator, Collaborator, and Professional CanMEDS Roles for Diagnostic Radiology Residents. <i>Canadian Association of Radiologists Journal</i> , 2014, 65, 379-384.	2.0	16
28	Faculty perceptions and practice impact of a faculty development workshop on emergency medicine teaching. <i>Canadian Journal of Emergency Medicine</i> , 2005, 7, 321-327.	1.1	15
29	Evaluation of a Structured Application Assessment Instrument for Assessing Applications to Canadian Postgraduate Training Programs in Emergency Medicine. <i>Academic Emergency Medicine</i> , 2003, 10, 594-598.	1.8	13
30	International Federation for Emergency Medicine model curriculum for medical student education in emergency medicine. <i>Canadian Journal of Emergency Medicine</i> , 2009, 11, 349-354.	1.1	12
31	Evaluating "ED STAT!": A Novel and Effective Faculty Development Program to Improve Emergency Department Teaching. <i>Academic Emergency Medicine</i> , 2006, 13, 1062-1069.	1.8	11
32	What do I do? Developing a competency inventory for postgraduate (residency) program directors. <i>Medical Teacher</i> , 2016, 38, 1011-1016.	1.8	9
33	Evaluating "ED STAT!": A Novel and Effective Faculty Development Program to Improve Emergency Department Teaching. <i>Academic Emergency Medicine</i> , 2006, 13, 1062-1069.	1.8	9
34	Dispatches from the front: emergency medicine teachers' perceptions of competency-based education. <i>Canadian Journal of Emergency Medicine</i> , 2011, 13, 155-161.	1.1	8
35	Transition to practice: Evaluating the need for formal training in supervision and assessment among senior emergency medicine residents and new to practice emergency physicians. <i>Canadian Journal of Emergency Medicine</i> , 2019, 21, 418-426.	1.1	8
36	Emergency medicine health advocacy: foundations for training and practice. <i>Canadian Journal of Emergency Medicine</i> , 2003, 5, 336-42.	1.1	7

#	ARTICLE	IF	CITATIONS
37	Admission factors associated with international medical graduate certification success: a collaborative retrospective review of postgraduate medical education programs in Ontario. <i>CMAJ Open</i> , 2017, 5, E785-E790.	2.4	6
38	CAEP 2016 Academic Symposium: How to have an impact as an emergency medicine educator and scholar. <i>Canadian Journal of Emergency Medicine</i> , 2017, 19, S16-S21.	1.1	5
39	Perceptions of busyness in the emergency department: an opportunity to address a training gap through competency based education. <i>Perspectives on Medical Education</i> , 2017, 6, 363-365.	3.5	4
40	Re-examining the value proposition for Competency-Based Medical Education. <i>Canadian Medical Education Journal</i> , 2021, 12, 155-158.	0.4	4
41	International Federation for Emergency Medicine model curriculum for emergency medicine specialists. <i>African Journal of Emergency Medicine</i> , 2011, 1, 85-95.	1.1	3
42	Emergency Department Overcrowding and Long Wait Times: Taking a Corporate Approach to Improving Patient Flow. <i>Healthcare Quarterly</i> , 2014, 17, 34-40.	0.7	3
43	How do I improve the quality of in-training assessment of learners?. <i>Canadian Journal of Emergency Medicine</i> , 2011, 13, 267-272.	1.1	2
44	Capturing the forest and the trees: workplace-based assessment tools in emergency medicine. <i>Canadian Journal of Emergency Medicine</i> , 2021, 23, 265-266.	1.1	2
45	The current utility and future use of the medical student performance record: A survey of perceptions across Canada. <i>Canadian Medical Education Journal</i> , 2020, 11, e111-e115.	0.4	2
46	Bias in a prehospital esophageal detector device trial: lessons learned. <i>Canadian Journal of Emergency Medicine</i> , 2000, 2, 163-168.	1.1	1
47	International Federation for Emergency Medicine Model curriculum for medical student education in emergency medicine. <i>African Journal of Emergency Medicine</i> , 2011, 1, 139-144.	1.1	1
48	What Do You Do With a Doctor that Does Not Make It into Specialist Training?. <i>Acta Medica Portuguesa</i> , 2018, 31, 612.	0.4	0
49	Conducting Effective Physician Performance Feedback: A Primer for Healthcare Leaders. <i>Healthcare Quarterly</i> , 2016, 18, 42-48.	0.7	0
50	Strategies for Effective Clinical Emergency Department Teaching. , 0, , 211-224.		0