

Competency-based medical education: theory to practice

Medical Teacher

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Competency-based medical education in postgraduate medical education. <i>Medical Teacher</i> , 2010, 32, 651-656.	1.8	340
2	Competency-based continuing professional development. <i>Medical Teacher</i> , 2010, 32, 657-662.	1.8	106
3	Building a competency-based workplace curriculum around entrustable professional activities: The case of physician assistant training. <i>Medical Teacher</i> , 2010, 32, e453-e459.	1.8	162
4	Saudi Meds: A competence specification for Saudi medical graduates. <i>Medical Teacher</i> , 2011, 33, 582-584.	1.8	75
5	Determining specific competencies for General Internal Medicine residents (PGY 4 and PGY 5). What are they and are programs currently teaching them? A survey of practicing Canadian General Internists. <i>BMC Research Notes</i> , 2011, 4, 480.	1.4	8
6	How self-determination theory can assist our understanding of the teaching and learning processes in medical education. <i>AMEE Guide No. 59. Medical Teacher</i> , 2011, 33, 961-973.	1.8	429
7	Anatomical pathology is dead? Long live anatomical pathology. <i>Pathology</i> , 2011, 43, 635-641.	0.6	3
8	Integrating Emergency Medicine Principles and Experience Throughout the Medical School Curriculum: Why and How. <i>Academic Emergency Medicine</i> , 2011, 18, 1072-1080.	1.8	15
9	“Intrinsic Roles” rather than “armour”, renaming the “non-medical expert roles” of the CanMEDS framework to match their intent. <i>Advances in Health Sciences Education</i> , 2011, 16, 695-697.	3.3	58
10	Developing Clinical Competencies to Assess Learning Needs and Outcomes: The Experience of the CS2day Initiative. <i>Journal of Continuing Education in the Health Professions</i> , 2011, 31, S21-S27.	1.3	9
12	Academy of Pediatric Education and Leadership: Preparing Leaders for Educational Innovation. <i>Pediatrics</i> , 2011, 128, 1-4.	2.1	165
13	Surgical Education. <i>Advances in Medical Education</i> , 2011, , .	0.4	17
14	Control-value theory: Using achievement emotions to improve understanding of motivation, learning, and performance in medical education: <i>AMEE Guide No. 64. Medical Teacher</i> , 2012, 34, e148-e160.	1.8	87
15	Certification and Competency in Interventional Cardiology. <i>Circulation: Cardiovascular Interventions</i> , 2012, 5, 450-453.	3.9	9
16	Entry-level role task performance criteria for the cardiovascular technology domain. <i>International Journal of Medical Education</i> , 0, 3, 141-150.	1.2	0
17	The patient handover as an entrustable professional activity: adding meaning in teaching and practice. <i>BMJ Quality and Safety</i> , 2012, 21, i9-i12.	3.7	66
19	Medical Education 2.0. <i>Journal of Obstetrics and Gynaecology Canada</i> , 2012, 34, 1019-1020.	0.7	3
20	The Competency-Based Mandate for Emergency Bedside Sonography Training and a Tale of Two Residency Programs. <i>Journal of Ultrasound in Medicine</i> , 2012, 31, 515-521.	1.7	13

#	ARTICLE	IF	CITATIONS
21	Revealing the (in)Competency of "Cultural Competency" in Medical Education. <i>AlterNative</i> , 2012, 8, 318-328.	1.5	17
22	Longitudinal training and assessing consultation competence, a role for self reflection on performance. <i>Perspectives on Medical Education</i> , 2012, 1, 207-213.	3.5	2
23	Facilitators and barriers to a nationwide implementation of competency-based postgraduate medical curricula: A qualitative study. <i>Medical Teacher</i> , 2012, 34, e589-e602.	1.8	45
24	Involving users in the refinement of the competency-based achievement system: An innovative approach to competency-based assessment. <i>Medical Teacher</i> , 2012, 34, e143-e147.	1.8	15
25	From theory to actual practice: Creation and application of milestones in an internal medicine residency program, 2004-2010. <i>Medical Teacher</i> , 2012, 34, 717-723.	1.8	22
26	Medical Biochemistry in the Era of Competencies: Is it Time for the Krebs Cycle to go?. <i>Medical Science Educator</i> , 2012, 22, 29-32.	1.5	14
27	Practitioner Research Literacy Skills in Undergraduate Medical Education: Thinking Globally, Acting Locally. <i>Medical Science Educator</i> , 2012, 22, 162-184.	1.5	6
28	Development of a Competency Framework for Quality Improvement in Family Medicine: A Qualitative Study. <i>Journal of Continuing Education in the Health Professions</i> , 2012, 32, 174-180.	1.3	32
29	Impact of subspecialty elective exposures on outcomes on the American board of internal medicine certification examination. <i>BMC Medical Education</i> , 2012, 12, 94.	2.4	6
30	Keynote Address: The Focus on Competencies and Individual Learner Assessment as Emerging Themes in Medical Education Research. <i>Academic Emergency Medicine</i> , 2012, 19, 1336-1343.	1.8	27
31	Anesthesiology resident personality type correlates with faculty assessment of resident performance. <i>Journal of Clinical Anesthesia</i> , 2012, 24, 566-572.	1.6	18
32	A Novel Educational Strategy Targeting Health Care Workers in Underserved Communities in Central America to Integrate HIV into Primary Medical Care. <i>PLoS ONE</i> , 2012, 7, e46426.	2.5	8
33	The Importance of Competency-based Clinical Supervision and Training in the Twenty-first Century: Why Bother?. <i>Journal of Contemporary Psychotherapy</i> , 2012, 42, 129-137.	1.2	80
34	Harmonisation of anaesthesiology training in Europe. <i>Bailliere's Best Practice and Research in Clinical Anaesthesiology</i> , 2012, 26, 55-67.	4.0	16
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37	Review article: Closing the research gap at the interface of learning and clinical practice. <i>Canadian Journal of Anaesthesia</i> , 2012, 59, 203-212.	1.6	9
38	White Paper: Landscape on Technical and Conceptual Requirements and Competence Framework in Drug/Disease Modeling and Simulation. <i>CPT: Pharmacometrics and Systems Pharmacology</i> , 2013, 2, 1-8.	2.5	15

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40	The effect of implementing undergraduate competency-based medical education on students'™ knowledge acquisition, clinical performance and perceived preparedness for practice: a comparative study. BMC Medical Education, 2013, 13, 76.	2.4	35
41	Transforming Primary Care Training'™ Patient-Centered Medical Home Entrustable Professional Activities for Internal Medicine Residents. Journal of General Internal Medicine, 2013, 28, 801-809.	2.6	102
42	The Art of Bedside Rounds: A Multi-Center Qualitative Study of Strategies Used by Experienced Bedside Teachers. Journal of General Internal Medicine, 2013, 28, 412-420.	2.6	72
43	What the ACGME'™s Next Accreditation System Means to You. Clinical Orthopaedics and Related Research, 2013, 471, 2746-2750.	1.5	10
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45	Medical students'™ reactions to an experience-based learning model of clinical education. Perspectives on Medical Education, 2022, 2, 58-71.	3.5	26
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54	How to develop a competency-based examination blueprint for longitudinal standardized patient clinical skills assessments. Medical Teacher, 2013, 35, 883-890.	1.8	25
55	The Use of Horizontal Basic Science Proficiencies in a Systems Based Curriculum. Medical Science Educator, 2013, 23, 2-5.	1.5	2
56	The desirable qualities of future doctors '™ A study of medical student perceptions. Medical Teacher, 2013, 35, e1332-e1339.	1.8	32
57	As technology and generations in medical education change, what remains is the intersection between educator, learners, assessment and context. International Review of Psychiatry, 2013, 25, 347-356.	2.8	2

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59	Defining Imaging Literacy in Radiation Oncology Interprofessionally: Toward a Competency Profile for Canadian Residency Programs. Journal of Medical Imaging and Radiation Sciences, 2013, 44, 150-156.	0.3	5
60	The Pediatrics Milestones: Initial Evidence for Their Use as Learning Road Maps for Residents. Academic Pediatrics, 2013, 13, 40-47.	2.0	39
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67	Reimagining leaderboards. , 2013, , .		10
68	Development of a Team Performance Scale to Assess Undergraduate Health Professionals. Academic Medicine, 2013, 88, 989-996.	1.6	45
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70	Norming or Transforming. Affilia - Journal of Women and Social Work, 2013, 28, 229-239.	1.9	8
71	Essential Facets of Competence That Enable Trust in Graduates: A Delphi Study Among Physician Educators in the Netherlands. Journal of Graduate Medical Education, 2013, 5, 46-53.	1.3	50
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75	Competency-based training: who benefits?. Postgraduate Medical Journal, 2013, 89, 107-110.	1.8	74
76	Competency discourses: an analysis of secondary and tertiary assessments. Higher Education Research and Development, 2013, 32, 975-992.	2.9	1

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79	¿œl AM a Doctor¿œ: <i>Academic Medicine</i> , 2013, 88, 1570-1577.	1.6	161
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83	Beyond NAVMEC: Competency-Based Veterinary Education and Assessment of the Professional Competencies. <i>Journal of Veterinary Medical Education</i> , 2013, 40, 102-118.	0.6	51
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94	Becoming a Doctor: One Physician's Journey Beyond Competence. <i>Journal of Graduate Medical Education</i> , 2014, 6, 631-633.	1.3	4
95	Comparison of expectations and beliefs about good teaching in an academic day release medical education program: a qualitative study. <i>BMC Medical Education</i> , 2014, 14, 211.	2.4	7
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98	Readiness for Practice: A Survey of Neurosurgery Graduates and Program Directors. <i>Canadian Journal of Neurological Sciences</i> , 2014, 41, 721-728.	0.5	9
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132	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

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#	ARTICLE	IF	CITATIONS
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