

The Regis Model for pharmacy education: A highly integrated  
Team-Based Learning<sup>â,,ç</sup> (TBL)

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Developing professional attributes in critical care nurses using Team-Based Learning. <i>Nurse Education in Practice</i> , 2015, 15, 232-238.	1.0	45
2	Student Perceptions of Team-based Learning vs Traditional Lecture-based Learning. <i>American Journal of Pharmaceutical Education</i> , 2015, 79, 51.	0.7	77
3	Evaluation of postgraduate critical care nursing students' attitudes to, and engagement with, Team-Based Learning: A descriptive study. <i>Intensive and Critical Care Nursing</i> , 2015, 31, 19-28.	1.4	50
4	Integration of Basic and Clinical Science Courses in US PharmD Programs. <i>American Journal of Pharmaceutical Education</i> , 2016, 80, 166.	0.7	26
5	Team-based learning in pharmacy: The faculty experience. <i>Currents in Pharmacy Teaching and Learning</i> , 2016, 8, 7-17.	0.4	17
6	The impact of curriculum developed in line with authentic learning on the teacher candidates' success, attitude and self-directed learning skills. <i>Asia Pacific Education Review</i> , 2016, 17, 73-86.	1.4	18
7	Understanding the early effects of team-based learning on student accountability and engagement using a three session TBL pilot. <i>Currents in Pharmacy Teaching and Learning</i> , 2017, 9, 802-807.	0.4	16
8	Faculty perception of team-based learning over multiple semesters. <i>Currents in Pharmacy Teaching and Learning</i> , 2017, 9, 1010-1015.	0.4	6
9	Implementation of Competency-Based Pharmacy Education (CBPE). <i>Pharmacy (Basel, Switzerland)</i> , 2017, 5, 10.	0.6	57
10	A preliminary model for faculty workload for a highly integrated curriculum delivered by team-based learning. <i>Currents in Pharmacy Teaching and Learning</i> , 2018, 10, 1321-1330.	0.4	6
11	A Framework Model for a Contextualized and Integrated Warfarin Therapy Case in a Master of Pharmacy Program. <i>American Journal of Pharmaceutical Education</i> , 2019, 83, 6688.	0.7	3
12	Teaching Pharmaceutical Care at University Level. , 2019, , 473-490.		3
13	A scoping review of health professional curricula: Implications for developing integration in pharmacy. <i>Research in Social and Administrative Pharmacy</i> , 2020, 16, 1-16.	1.5	13
14	Alignment of CanMEDS-Based Undergraduate and Postgraduate Pharmacy Curricula in The Netherlands. <i>Pharmacy (Basel, Switzerland)</i> , 2020, 8, 117.	0.6	9
15	Development of a Vertically Integrated Pharmacy Degree. <i>Pharmacy (Basel, Switzerland)</i> , 2021, 9, 156.	0.6	7
16	Determining Indicators of High-Quality Application Activities for Team-Based Learning. <i>American Journal of Pharmaceutical Education</i> , 2019, 83, 7109.	0.7	5
17	Survey of Pharmacy Schools' Approaches and Attitudes toward Curricular Integration. <i>American Journal of Pharmaceutical Education</i> , 2016, 80, 96.	0.7	18
18	High-level curricular integration in pharmacy schools: A systematic literature review. <i>Currents in Pharmacy Teaching and Learning</i> , 2021, 13, 1724-1734.	0.4	3

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19	The Effect of Team-Based Learning on the Performance of Medical Students in the Medical Physics Course. Educational Research in Medical Sciences, 2020, 9, .	0.1	0
20	Development of Professional Attributes through Integration of Science and Practice at First-Year Pharmacy Level. Pharmacy (Basel, Switzerland), 2021, 9, 4.	0.6	3
21	Teaching Anatomy: Effective Use of Modified Team-Based Learning Strategy. , 2020, , 161-172.		1
22	Medicinal chemistry: The key to critical thinking in pharmacotherapy. Currents in Pharmacy Teaching and Learning, 2022, 14, 253-257.	0.4	0
23	Student Performance on Graded Versus Ungraded Readiness Assurance Tests in a Team-Based Learning Elective. American Journal of Pharmaceutical Education, 2022, 86, ajpe8851.	0.7	6
24	High Impact Practices in Graduate Education: Preparing Social Work Students for Careers in Child Welfare. Journal of Social Work Education, 0, , 1-16.	0.5	1
25	Team-Based Learning and Lecture-Based Learning: Comparison of Sudanese Medical Studentsâ€™ Performance. Advances in Medical Education and Practice, 2021, Volume 12, 1513-1519.	0.7	9