

# Jeffrey H Barsuk

## List of Publications by Year in descending order

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Version: 2024-02-01

104  
papers

8,113  
citations

101543

36  
h-index

46799

89  
g-index

106  
all docs

106  
docs citations

106  
times ranked

5060  
citing authors

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 1  | Performance of peripheral catheters inserted with ultrasound guidance versus landmark technique after a simulation-based mastery learning intervention. <i>Journal of Vascular Access</i> , 2023, 24, 630-638.                        | 0.9 | 5         |
| 2  | Development and evaluation of a simulation-based mastery learning maintenance of certification course. <i>Gerontology and Geriatrics Education</i> , 2022, 43, 397-406.   | 0.8 | 2         |
| 3  | Effect of Ventricular Assist Device Self-care Simulation-Based Mastery Learning on Driveline Exit Site Infections. <i>Journal of Cardiovascular Nursing</i> , 2022, 37, 289-295.  | 1.1 | 3         |
| 4  | Ultrasound-Guided Peripheral Intravenous Catheter Insertion Training Reduces Use of Midline Catheters in Hospitalized Patients With Difficult Intravenous Access. <i>Journal of Patient Safety</i> , 2022, 18, e697-e703.             | 1.7 | 11        |
| 5  | Simulation-Based Mastery Learning Improves Ultrasound-Guided Peripheral Intravenous Catheter Insertion Skills of Practicing Nurses. <i>Simulation in Healthcare</i> , 2022, 17, 7-14.   | 1.2 | 13        |
| 6  | Clinical and demographic factors associated with pediatric difficult intravenous access in the operating room. <i>Paediatric Anaesthesia</i> , 2022, 32, 792-800.   | 1.1 | 9         |
| 7  | Barriers and Facilitators to Central Venous Catheter Insertion: A Qualitative Study. <i>Journal of Patient Safety</i> , 2021, 17, e1296-e1306.  | 1.7 | 7         |
| 8  | Difficult intravenous access in the emergency department: Performance and impact of ultrasound-guided IV insertion performed by nurses. <i>American Journal of Emergency Medicine</i> , 2021, 46, 539-544.                            | 1.6 | 22        |
| 9  | Improving cardiology fellow education of right heart catheterization using a simulation based curriculum. <i>Catheterization and Cardiovascular Interventions</i> , 2021, 97, 503-508.  | 1.7 | 6         |
| 10 | Mortality, critical illness, and mechanical ventilation among hospitalized patients with COVID-19 on therapeutic anticoagulants. <i>Thrombosis Update</i> , 2021, 2, 100027.  | 0.9 | 6         |
| 11 | Impact of Simulation-based Mastery Learning on Resident Skill Managing Mechanical Ventilators. <i>ATS Scholar</i> , 2021, 2, 34-48.   | 1.3 | 15        |
| 12 | Exertional hypoxia in patients without resting hypoxia is an early predictor of moderate to severe COVID-19. <i>Internal and Emergency Medicine</i> , 2021, 16, 2097-2103.  | 2.0 | 2         |
| 13 | Mastery Learning in Critical Care. <i>ATS Scholar</i> , 2021, 2, 142-143.   | 1.3 | 0         |
| 14 | Simulation-Based Assessments and Graduating Neurology Residents' Milestones: Status Epilepticus Milestones. <i>Journal of Graduate Medical Education</i> , 2021, 13, 223-230.   | 1.3 | 9         |
| 15 | 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         |
| 16 | Short-Term Retention of Patient and Caregiver Ventricular Assist Device Self-Care Skills After Simulation-Based Mastery Learning. <i>Clinical Simulation in Nursing</i> , 2021, 53, 1-9.  | 3.0 | 2         |
| 17 | Simulation-based training improves polypectomy skills among practicing endoscopists. <i>Endoscopy International Open</i> , 2021, 09, E1633-E1639.   | 1.8 | 4         |
| 18 | Effectiveness of a simulation-based mastery learning to train clinicians on a novel cricothyrotomy procedure at an academic medical centre during a pandemic: a quasi-experimental cohort study. <i>BMJ Open</i> , 2021, 11, e054746. | 1.9 | 3         |

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|----|--|-----|-----------|
| 19 | Psychometric Validation of Central Venous Catheter Insertion Mastery Learning Checklist Data and Decisions. <i>Simulation in Healthcare</i> , 2021, 16, 378-385.   | 1.2 | 6         |
| 20 | Patient, Caregiver, and Clinician Perceptions of Ventricular Assist Device Self-care Education Inform the Development of a Simulation-based Mastery Learning Curriculum. <i>Journal of Cardiovascular Nursing</i> , 2020, 35, 54-65.       | 1.1 | 5         |
| 21 | Use of a simulation-based mastery learning curriculum for neurology residents to improve the identification and management of status epilepticus. <i>Epilepsy and Behavior</i> , 2020, 111, 107247.  | 1.7 | 11        |
| 22 | Emergency cricothyrotomy during the COVID-19 pandemic: how to suppress aerosolization. <i>Trauma Surgery and Acute Care Open</i> , 2020, 5, e000542.   | 1.6 | 4         |
| 23 | Use of a simulation-based mastery learning curriculum to improve ultrasound-guided vascular access skills of pediatric anesthesiologists. <i>Paediatric Anaesthesia</i> , 2020, 30, 1204-1210.   | 1.1 | 12        |
| 24 | Preliminary Efficacy of a Brief Mindfulness Intervention for Procedural Stress in Medical Intern Simulated Performance: A Randomized Controlled Pilot Trial. <i>Journal of Alternative and Complementary Medicine</i> , 2020, 26, 282-290. | 2.1 | 8         |
| 25 | Clinical Education: Origins and Outcomes. <i>Comprehensive Healthcare Simulation</i> , 2020, , 3-24.   | 0.2 | 3         |
| 26 | Mastery Learning of Bedside Procedural Skills. <i>Comprehensive Healthcare Simulation</i> , 2020, , 225-257.   | 0.2 | 2         |
| 27 | Translational Science and Healthcare Quality and Safety Improvement from Mastery Learning. <i>Comprehensive Healthcare Simulation</i> , 2020, , 289-307.   | 0.2 | 4         |
| 28 | Developing a Mastery Learning Curriculum. <i>Comprehensive Healthcare Simulation</i> , 2020, , 47-69.  | 0.2 | 0         |
| 29 | Standard Setting for Mastery Learning. <i>Comprehensive Healthcare Simulation</i> , 2020, , 109-122.   | 0.2 | 1         |
| 30 | Implementing and Managing a Mastery Learning Program. <i>Comprehensive Healthcare Simulation</i> , 2020, , 123-137.  | 0.2 | 0         |
| 31 | Mastery Learning: Opportunities and Challenges. <i>Comprehensive Healthcare Simulation</i> , 2020, , 375-389.  | 0.2 | 1         |
| 32 | Return on Investment from Simulation-Based Mastery Learning. <i>Comprehensive Healthcare Simulation</i> , 2020, , 351-362.   | 0.2 | 1         |
| 33 | Ventricular Assist Device Driveline Dressing-Change Protocols: A Need for Standardization. A Report from the SimVAD Investigators. <i>Journal of Cardiac Failure</i> , 2019, 25, 695-697.  | 1.7 | 7         |
| 34 | Simulation-Based Mastery Learning Improves Patient and Caregiver Ventricular Assist Device Self-Care Skills. <i>Circulation: Cardiovascular Quality and Outcomes</i> , 2019, 12, e005794.  | 2.2 | 21        |
| 35 | Development of a Simulation-Based Mastery Learning Curriculum for Breaking Bad News. <i>Journal of Pain and Symptom Management</i> , 2019, 57, 682-687.  | 1.2 | 35        |
| 36 | The Effect of Judge Selection on Standard Setting Using the Mastery Angoff Method during Development of a Ventricular Assist Device Self-Care Curriculum. <i>Clinical Simulation in Nursing</i> , 2019, 27, 39-47.e4.                      | 3.0 | 8         |

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|----|---|-----|-----------|
| 37 | A Comparison of Approaches for Mastery Learning Standard Setting. <i>Academic Medicine</i> , 2018, 93, 1079-1084.   | 1.6 | 35        |
| 38 | Simulation-Based Mastery Learning for Thoracentesis Skills Improves Patient Outcomes: A Randomized Trial. <i>Academic Medicine</i> , 2018, 93, 729-735.   | 1.6 | 91        |
| 39 | Single-stage laparoscopic management of choledocholithiasis: An analysis after implementation of a mastery learning resident curriculum. <i>Surgery</i> , 2018, 163, 503-508.                                     | 1.9 | 42        |
| 40 | In Reply to Kendall and Castro-Alves. <i>Academic Medicine</i> , 2018, 93, 1420-1421.   | 1.6 | 0         |
| 41 | Building Partnerships to Improve Learning From Health Care Simulation. <i>Academic Medicine</i> , 2018, 93, 672-673.  | 1.6 | 0         |
| 42 | 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.   | 1.3 | 4         |
| 43 | Vascular Ultrasonography: A Novel Method to Reduce Paracentesis Related Major Bleeding. <i>Journal of Hospital Medicine</i> , 2018, 13, 30-33.  | 1.4 | 3         |
| 44 | Telling the whole story about simulation-based education. <i>Acta Obstetrica Et Gynecologica Scandinavica</i> , 2017, 96, 1273-1273.  | 2.8 | 2         |
| 45 | An institution-wide approach to submission, review, and funding of simulation-based curricula. <i>Advances in Simulation</i> , 2017, 2, 9.  | 2.3 | 3         |
| 46 | The promise and challenge of mastery learning. <i>Advances in Medical Education and Practice</i> , 2017, Volume 8, 393-394.   | 1.5 | 11        |
| 47 | Residents' Procedural Experience Does Not Ensure Competence: A Research Synthesis. <i>Journal of Graduate Medical Education</i> , 2017, 9, 201-208.   | 1.3 | 92        |
| 48 | Safe and Effective Bedside Thoracentesis: A Review of the Evidence for Practicing Clinicians. <i>Journal of Hospital Medicine</i> , 2017, 12, 266-276.  | 1.4 | 12        |
| 49 | The effect of simulation-based mastery learning on thoracentesis referral patterns. <i>Journal of Hospital Medicine</i> , 2016, 11, 792-795.  | 1.4 | 23        |
| 50 | In Reply to Udani et al. <i>Academic Medicine</i> , 2016, 91, 752-753.  | 1.6 | 0         |
| 51 | Factors Associated with Inpatient Thoracentesis Procedure Quality at University Hospitals. <i>Joint Commission Journal on Quality and Patient Safety</i> , 2016, 42, 34-AP2.                                      | 0.7 | 10        |
| 52 | Complications of thoracentesis. <i>Current Opinion in Pulmonary Medicine</i> , 2016, 22, 378-385.   | 2.6 | 84        |
| 53 | Achieving Procedural Competence during Nephrology Fellowship Training: Current Requirements and Educational Research. <i>Clinical Journal of the American Society of Nephrology: CJASN</i> , 2016, 11, 2244-2249. | 4.5 | 15        |
| 54 | Attending Physician Adherence to a 29-Component Central Venous Catheter Bundle Checklist During Simulated Procedures*. <i>Critical Care Medicine</i> , 2016, 44, 1871-1881.                                       | 0.9 | 59        |

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|----|--|-----|-----------|
| 55 | Developing a Simulation-Based Mastery Learning Curriculum. <i>Simulation in Healthcare</i> , 2016, 11, 52-59.  | 1.2 | 49        |
| 56 | Use of 3D Printing for Medical Education Models in Transplantation Medicine: a Critical Review. <i>Current Transplantation Reports</i> , 2016, 3, 109-119.   | 2.0 | 34        |
| 57 | Recommendations for Reporting Mastery Education Research in Medicine (ReMERM). <i>Academic Medicine</i> , 2015, 90, 1509-1514.   | 1.6 | 30        |
| 58 | Simulation-Based Mastery Learning Improves Central Line Maintenance Skills of ICU Nurses. <i>Journal of Nursing Administration</i> , 2015, 45, 511-517.  | 1.4 | 57        |
| 59 | A Missed Opportunity to Achieve Excellence in Residency Education. <i>Academic Medicine</i> , 2015, 90, 1181.  | 1.6 | 0         |
| 60 | Mastery Learning With Deliberate Practice in Medical Education. <i>Academic Medicine</i> , 2015, 90, 1575.   | 1.6 | 40        |
| 61 | Dissemination of an Innovative Mastery Learning Curriculum Grounded in Implementation Science Principles. <i>Academic Medicine</i> , 2015, 90, 1487-1494.  | 1.6 | 26        |
| 62 | Thoracentesis outcomes: a 12-year experience. <i>Thorax</i> , 2015, 70, 127-132.   | 5.6 | 118       |
| 63 | Performance of Temporary Hemodialysis Catheter Insertion by Nephrology Fellows and Attending Nephrologists. <i>Clinical Journal of the American Society of Nephrology: CJASN</i> , 2015, 10, 1767-1772.  | 4.5 | 40        |
| 64 | Use of a National Continuing Medical Education Meeting to Provide Simulation-Based Training in Temporary Hemodialysis Catheter Insertion Skills: A Pre-Test Post-Test Study. <i>Canadian Journal of Kidney Health and Disease</i> , 2014, 1, 25. | 1.1 | 20        |
| 65 | A critical review of simulation-based mastery learning with translational outcomes. <i>Medical Education</i> , 2014, 48, 375-385.  | 2.1 | 430       |
| 66 | Dissemination of a simulation-based mastery learning intervention reduces central line-associated bloodstream infections. <i>BMJ Quality and Safety</i> , 2014, 23, 749-756.   | 3.7 | 149       |
| 67 | Progress Toward Improving Medical School Graduates' Skills via a "Boot Camp" Curriculum. <i>Simulation in Healthcare</i> , 2014, 9, 33-39.   | 1.2 | 47        |
| 68 | Specialties performing paracentesis procedures at university hospitals: Implications for training and certification. <i>Journal of Hospital Medicine</i> , 2014, 9, 162-168.   | 1.4 | 19        |
| 69 | Cost Savings of Performing Paracentesis Procedures at the Bedside After Simulation-based Education. <i>Simulation in Healthcare</i> , 2014, 9, 312-318.  | 1.2 | 48        |
| 70 | Temporary hemodialysis catheters: recent advances. <i>Kidney International</i> , 2014, 86, 888-895.  | 5.2 | 47        |
| 71 | Are we providing patient-centered care? Preferences about paracentesis and thoracentesis procedures. <i>Patient Experience Journal</i> , 2014, 1, 94-103.  | 0.7 | 4         |
| 72 | Raising the Bar: Reassessing Standards for Procedural Competence. <i>Teaching and Learning in Medicine</i> , 2013, 25, 6-9.  | 2.1 | 28        |

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|----|--|-----|-----------|
| 73 | A Diuretic Protocol Increases Volume Removal and Reduces Readmissions Among Hospitalized Patients With Acute Decompensated Heart Failure. <i>Congestive Heart Failure</i> , 2013, 19, 53-60.                                 | 2.0 | 21        |
| 74 | Clinical Outcomes after Bedside and Interventional Radiology Paracentesis Procedures. <i>American Journal of Medicine</i> , 2013, 126, 349-356.  | 1.5 | 77        |
| 75 | Board 420 - Research Abstract Effect of Simulation-Based Mastery Learning on Thoracentesis Procedural Skills and Clinical Outcomes (Submission #222). <i>Simulation in Healthcare</i> , 2013, 8, 591.                        | 1.2 | 1         |
| 76 | Making July Safer. <i>Academic Medicine</i> , 2013, 88, 233-239.   | 1.6 | 152       |
| 77 | Why Medical Educators Should Continue to Focus on Clinical Outcomes. <i>Academic Medicine</i> , 2013, 88, 1403.  | 1.6 | 1         |
| 78 | Translational Educational Research. <i>Chest</i> , 2012, 142, 1097-1103.   | 0.8 | 77        |
| 79 | Rational Medical Testing. <i>Hospital Medicine Clinics</i> , 2012, 1, e416-e426.   | 0.2 | 1         |
| 80 | Clinical Performance and Skill Retention after Simulation-Based Education for Nephrology Fellows. <i>Seminars in Dialysis</i> , 2012, 25, 470-473.   | 1.3 | 72        |
| 81 | Simulation-Based Education with Mastery Learning Improves Paracentesis Skills. <i>Journal of Graduate Medical Education</i> , 2012, 4, 23-27.  | 1.3 | 121       |
| 82 | Appropriate diuretic dosing: Closed loop communication. <i>Journal of Hospital Medicine</i> , 2012, 7, 167-169.  | 1.4 | 1         |
| 83 | Simulation-based education with mastery learning improves residents' lumbar puncture skills. <i>Neurology</i> , 2012, 79, 132-137.   | 1.1 | 211       |
| 84 | 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.  | 1.3 | 41        |
| 85 | 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. | 1.6 | 1,273     |
| 86 | Process Changes to Increase Compliance With the Universal Protocol for Bedside Procedures. <i>Archives of Internal Medicine</i> , 2011, 171, 941.  | 3.8 | 4         |
| 87 | “Making a list and checking it twice”. <i>Journal of Hospital Medicine</i> , 2011, 6, 233-237.   | 1.4 | 1         |
| 88 | Unexpected Collateral Effects of Simulation-Based Medical Education. <i>Academic Medicine</i> , 2011, 86, 1513-1517.   | 1.6 | 54        |
| 89 | 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.   | 1.6 | 150       |
| 90 | Preclinical credentialing of internal medicine residents for central line placement. <i>Critical Care Medicine</i> , 2010, 38, 1018.   | 0.9 | 0         |

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|-----|--|-----|-----------|
| 91  | Long-Term Retention of Central Venous Catheter Insertion Skills After Simulation-Based Mastery Learning. <i>Academic Medicine</i> , 2010, 85, S9-S12.  | 1.6 | 188       |
| 92  | Procedures Performed by the Hospitalist and Non-hospitalist. <i>Journal of General Internal Medicine</i> , 2010, 25, 896-896.  | 2.6 | 0         |
| 93  | 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.   | 1.2 | 311       |
| 94  | Assessing and grading congestion in acute heart failure: a scientific statement from the Acute Heart Failure Committee of the Heart Failure Association of the European Society of Cardiology and endorsed by the European Society of Intensive Care Medicine. <i>European Journal of Heart Failure</i> , 2010, 12, 423-433. | 7.1 | 593       |
| 95  | Use of Simulation-Based Education to Reduce Catheter-Related Bloodstream Infections. <i>Archives of Internal Medicine</i> , 2009, 169, 1420.   | 3.8 | 461       |
| 96  | 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.   | 1.9 | 133       |
| 97  | 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.   | 1.4 | 349       |
| 98  | 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.   | 0.9 | 257       |
| 99  | 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.  | 0.9 | 445       |
| 100 | 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.   | 0.9 | 285       |
| 101 | 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.   | 1.4 | 246       |
| 102 | Simulation-Based Education Improves Quality of Care During Cardiac Arrest Team Responses at an Academic Teaching Hospital. <i>Chest</i> , 2008, 133, 56-61.  | 0.8 | 619       |
| 103 | Do Baseline Data Influence Standard Setting for a Clinical Skills Examination?. <i>Academic Medicine</i> , 2007, 82, S105-S108.  | 1.6 | 36        |
| 104 | Procedural training at a crossroads: Striking a balance between education, patient safety, and quality. <i>Journal of Hospital Medicine</i> , 2007, 2, 123-125.  | 1.4 | 12        |