William Craig McGaghie

List of Publications by Year
in descending order

171 papers	17,672 citations	30070 54 h-index	13379 130 g-index
177 all docs	177 docs citations	177 times ranked	8931 citing authors

#	ARTICLE	IF	CITATIONS
1	Features and uses of high-fidelity medical simulations that lead to effective learning: a BEME systematic review. Medical Teacher, 2005, 27, 10-28.	1.8	2,861
2	A critical review of simulation-based medical education research: 2003Ã¢Â€Â"2009. Medical Education, 2010, 44, 50-63.	2.1	1,278
3	Does Simulation-Based Medical Education With Deliberate Practice Yield Better Results Than Traditional Clinical Education? A Meta-Analytic Comparative Review of the Evidence. Academic Medicine, 2011, 86, 706-711.	1.6	1,273
4	Simulation Technology for Health Care Professional Skills Training and Assessment. JAMA - Journal of the American Medical Association, 1999, 282, 861.	7.4	724
5	Simulation-Based Education Improves Quality of Care During Cardiac Arrest Team Responses at an Academic Teaching Hospital. Chest, 2008, 133, 56-61.	0.8	619
6	What is feedback in clinical education?. Medical Education, 2008, 42, 189-197.	2.1	498
7	Use of Simulation-Based Education to Reduce Catheter-Related Bloodstream Infections. Archives of Internal Medicine, 2009, 169, 1420.	3.8	461
8	Simulation-based mastery learning reduces complications during central venous catheter insertion in a medical intensive care unit *. Critical Care Medicine, 2009, 37, 2697-2701.	0.9	445
9	A critical review of simulation-based mastery learning with translational outcomes. Medical Education, 2014, 48, 375-385.	2.1	430
10	Mastery learning of advanced cardiac life support skills by internal medicine residents using simulation technology and deliberate practice. Journal of General Internal Medicine, 2006, 21, 251-256.	2.6	351
11	Use of simulationâ€based mastery learning to improve the quality of central venous catheter placement in a medical intensive care unit. Journal of Hospital Medicine, 2009, 4, 397-403.	1.4	349
12	SPECIAL ARTICLE: Cognitive, Social and Environmental Sources of Bias in Clinical Performance Ratings. Teaching and Learning in Medicine, 2003, 15, 270-292.	2.1	336
13	Cost Savings From Reduced Catheter-Related Bloodstream Infection After Simulation-Based Education for Residents in a Medical Intensive Care Unit. Simulation in Healthcare, 2010, 5, 98-102.	1.2	311
14	Simulation-based mastery learning reduces complications during central venous catheter insertion in a medical intensive care unit. Critical Care Medicine, 2009, 37, 2697-701.	0.9	285
15	Effect of practice on standardised learning outcomes in simulation-based medical education. Medical Education, 2006, 40, 792-797.	2.1	275
16	Simulation-Based Training of Internal Medicine Residents in Advanced Cardiac Life Support Protocols: A Randomized Trial. Teaching and Learning in Medicine, 2005, 17, 202-208.	2.1	257
17	Simulation-based mastery learning reduces complications during central venous catheter insertion in a medical intensive care unit*. Critical Care Medicine, 2009, 37, 2697-2701.	0.9	257
18	Mastery learning of thoracentesis skills by internal medicine residents using simulation technology and deliberate practice. Journal of Hospital Medicine, 2008, 3, 48-54.	1.4	246

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19	Evaluating the Impact of Simulation on Translational Patient Outcomes. Simulation in Healthcare, 2011, 6, S42-S47.	1.2	232
20	Lessons for Continuing Medical Education From Simulation Research in Undergraduate and Graduate Medical Education. Chest, 2009, 135, 62S-68S.	0.8	211
21	Simulation-based education with mastery learning improves residents' lumbar puncture skills. Neurology, 2012, 79, 132-137.	1.1	211
22	Mastery Learning. Academic Medicine, 2015, 90, 1438-1441.	1.6	210
23	A Longitudinal Study of Internal Medicine Residents??? Retention of Advanced Cardiac Life Support Skills. Academic Medicine, 2006, 81, S9-S12.	1.6	205
24	Long-Term Retention of Central Venous Catheter Insertion Skills After Simulation-Based Mastery Learning. Academic Medicine, 2010, 85, S9-S12.	1.6	188
25	Are United States Medical Licensing Exam Step 1 and 2 Scores Valid Measures for Postgraduate Medical Residency Selection Decisions?. Academic Medicine, 2011, 86, 48-52.	1.6	174
26	Making July Safer. Academic Medicine, 2013, 88, 233-239.	1.6	152
27	Medical Education Featuring Mastery Learning With Deliberate Practice Can Lead to Better Health for Individuals and Populations. Academic Medicine, 2011, 86, e8-e9.	1.6	150
28	Dissemination of a simulation-based mastery learning intervention reduces central line-associated bloodstream infections. BMJ Quality and Safety, 2014, 23, 749-756.	3.7	149
29	Mastery Learning of Temporary Hemodialysis Catheter Insertion by Nephrology Fellows Using Simulation Technology and Deliberate Practice. American Journal of Kidney Diseases, 2009, 54, 70-76.	1.9	133
30	Medical Education Research As Translational Science. Science Translational Medicine, 2010, 2, 19cm8.	12.4	129
31	Does ultrasound training boost Year 1 medical student competence and confidence when learning abdominal examination?. Medical Education, 2007, 41, 843-848.	2.1	128
32	Beyond the Simulation Laboratory. Academic Medicine, 2015, 90, 1553-1560.	1.6	127
33	Simulation-Based Education with Mastery Learning Improves Paracentesis Skills. Journal of Graduate Medical Education, 2012, 4, 23-27.	1.3	121
34	Variables that affect the process and outcome of feedback, relevant for medical training: a meta-review. Medical Education, 2015, 49, 658-673.	2.1	118
35	Effectiveness of a Cardiology Review Course for Internal Medicine Residents Using Simulation Technology and Deliberate Practice. Teaching and Learning in Medicine, 2002, 14, 223-228.	2.1	115
36	Simulation-based Mastery Learning Improves Cardiac Auscultation Skills in Medical Students. Journal of General Internal Medicine, 2010, 25, 780-785.	2.6	113

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37	Emergency and critical care pediatrics: use of medical simulation for training in acute pediatric emergencies. Current Opinion in Pediatrics, 2006, 18, 266-271.	2.0	110
38	Use of simulation-based education to improve resident learning and patient care in the medical intensive care unit: A randomized trial. Journal of Critical Care, 2012, 27, 219.e7-219.e13.	2.2	97
39	Residents' Procedural Experience Does Not Ensure Competence: A Research Synthesis. Journal of Graduate Medical Education, 2017, 9, 201-208.	1.3	92
40	Simulation-Based Mastery Learning for Thoracentesis Skills Improves Patient Outcomes: A Randomized Trial. Academic Medicine, 2018, 93, 729-735.	1.6	91
41	Improving Residents' Code Status Discussion Skills: A Randomized Trial. Journal of Palliative Medicine, 2012, 15, 768-774.	1.1	88
42	Using Behavior Change Plans to Improve Medical Student Self-Care. Academic Medicine, 2011, 86, 901-906.	1.6	79
43	Translational Educational Research. Chest, 2012, 142, 1097-1103.	0.8	77
44	Clinical Outcomes after Bedside and Interventional Radiology Paracentesis Procedures. American Journal of Medicine, 2013, 126, 349-356.	1.5	77
45	Revisiting â€˜A critical review of simulation-based medical education research: 2003-2009â€™. Medical Education, 2016, 50, 986-991.	2.1	77
46	The effect of obesity on medical studentsâ€™ approach to patients with abdominal pain. Journal of General Internal Medicine, 2001, 16, 262-265.	2.6	76
47	Development and Evaluation of High-Fidelity Simulation Case Scenarios for Pediatric Resident Education. Academic Pediatrics, 2007, 7, 182-186.	1.7	72
48	Clinical Performance and Skill Retention after Simulationâ€based Education for Nephrology Fellows. Seminars in Dialysis, 2012, 25, 470-473.	1.3	72
49	Graduating internal medicine residentsâ€™ self-assessment and performance of advanced cardiac life support skills. Medical Teacher, 2006, 28, 365-369.	1.8	70
50	Comparison of Two Standard-setting Methods for Advanced Cardiac Life Support Training. Academic Medicine, 2005, 80, S63-S66.	1.6	67
51	Research Opportunities in Simulationâ€based Medical Education Using Deliberate Practice. Academic Emergency Medicine, 2008, 15, 995-1001.	1.8	67
52	Learning Theory Foundations of Simulation-Based Mastery Learning. Simulation in Healthcare, 2018, 13, S15-S20.	1.2	64
53	Altruism and compassion in the health professions: a search for clarity and precision. Medical Teacher, 2002, 24, 374-378.	1.8	60
54	Simulation-Based Mastery Learning Improves Medical Student Performance and Retention of Core Clinical Skills. Simulation in Healthcare, 2016, 11, 173-180.	1.2	60

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55	Attending Physician Adherence to a 29-Component Central Venous Catheter Bundle Checklist During Simulated Procedures*. Critical Care Medicine, 2016, 44, 1871-1881.	0.9	59
56	First-Year Residents Outperform Third-Year Residents After Simulation-Based Education in Critical Care Medicine. Simulation in Healthcare, 2013, 8, 67-71.	1.2	58
57	Varieties of Integrative Scholarship. Academic Medicine, 2015, 90, 294-302.	1.6	58
58	Development and Evaluation of a Simulation-Based Pediatric Emergency Medicine Curriculum. Academic Medicine, 2009, 84, 935-941.	1.6	56
59	Unexpected Collateral Effects of Simulation-Based Medical Education. Academic Medicine, 2011, 86, 1513-1517.	1.6	54
60	Assessing Readiness for Medical Education. JAMA - Journal of the American Medical Association, 2002, 288, 1085.	7.4	53
61	What is the Impact of Commercial Test Preparation Courses on Medical Examination Performance?. Teaching and Learning in Medicine, 2004, 16, 202-211.	2.1	53
62	Stroke training of prehospital providers: an example of simulation-enhanced blended learning and evaluation. Medical Teacher, 2005, 27, 114-121.	1.8	51
63	Retention of Critical Care Skills After Simulation-Based Mastery Learning. Journal of Graduate Medical Education, 2013, 5, 458-463.	1.3	50
64	Scholarship, publication, and career advancement in health professions education: AMEE Guide No. 43. Medical Teacher, 2009, 31, 574-590.	1.8	49
65	Developing a Simulation-Based Mastery Learning Curriculum. Simulation in Healthcare, 2016, 11, 52-59.	1.2	49
66	E-learning and deliberate practice for oral case presentation skills: A randomized trial. Medical Teacher, 2012, 34, e820-e826.	1.8	48
67	Cost Savings of Performing Paracentesis Procedures at the Bedside After Simulation-based Education. Simulation in Healthcare, 2014, 9, 312-318.	1.2	48
68	Progress Toward Improving Medical School Graduatesâ€™ Skills via a â€œBoot Campâ€•Curriculum. Simulation in Healthcare, 2014, 9, 33-39.	1.2	47
69	Clinical skills training - practice makes perfect. Medical Education, 2002, 36, 210-211.	2.1	45
70	Progress Toward Improving the Quality of Cardiac Arrest Medical Team Responses at an Academic Teaching Hospital. Journal of Graduate Medical Education, 2011, 3, 211-216.	1.3	41
71	Comparison of Checklist and Anchored Global Rating Instruments for Performance Rating of Simulated Pediatric Emergencies. Simulation in Healthcare, 2011, 6, 18-24.	1.2	41
72	Mastery Learning With Deliberate Practice in Medical Education. Academic Medicine, 2015, 90, 1575.	1.6	40

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73	Construct Validity of Medical Clinical Competence Measures: A Multitrait-Multimethod Matrix Study Using Confirmatory Factor Analysis. American Educational Research Journal, 1986, 23, 315-336.	2.7	38
74	The Role of Simulation in Surgical Education. Journal of Laparoendoscopic and Advanced Surgical Techniques - Part A, 2017, 27, 450-454.	1.0	38
75	Do Baseline Data Influence Standard Setting for a Clinical Skills Examination?. Academic Medicine, 2007, 82, S105-S108.	1.6	36
76	A Comparison of Approaches for Mastery Learning Standard Setting. Academic Medicine, 2018, 93, 1079-1084.	1.6	35
77	Development of a Simulation-Based Mastery Learning Curriculum for Breaking Bad News. Journal of Pain and Symptom Management, 2019, 57, 682-687.	1.2	35
78	Use of 3D Printing for Medical Education Models in Transplantation Medicine: a Critical Review. Current Transplantation Reports, 2016, 3, 109-119.	2.0	34
79	Code Status Discussion Skill Retention in Internal Medicine Residents: One-Year Follow-Up. Journal of Palliative Medicine, 2012, 15, 1325-1328.	1.1	33
80	Adherence to screening mammography recommendations in a university general medicine clinic. Journal of General Internal Medicine, 1995, 10, 299-306.	2.6	32
81	The Impact of Judge Selection on Standard Setting for a Patient Survey of Physician Communication Skills. Academic Medicine, 2008, 83, S17-S20.	1.6	30
82	Recommendations for Reporting Mastery Education Research in Medicine (ReMERM). Academic Medicine, 2015, 90, 1509-1514.	1.6	30
83	Use of simulation-based medical education to improve patient care quality. Resuscitation, 2010, 81, 1455-1456.	3.0	29
84	Raising the Bar: Reassessing Standards for Procedural Competence. Teaching and Learning in Medicine, 2013, 25, 6-9.	2.1	28
85	When I say â€¦ mastery learning. Medical Education, 2015, 49, 558-559.	2.1	28
86	Skin cancer detection in a clinical practice examination with standardized patients. Journal of the American Academy of Dermatology, 1996, 34, 709-711.	1.2	27
87	The Reputation of Medical Education Research: Quasi-Experimentation and Unresolved Threats to Validity. Teaching and Learning in Medicine, 2008, 20, 101-103.	2.1	27
88	Medical Studentsâ€™ Observations, Practices, and Attitudes Regarding Electronic Health Record Documentation. Teaching and Learning in Medicine, 2014, 26, 49-55.	2.1	26
89	Dissemination of an Innovative Mastery Learning Curriculum Grounded in Implementation Science Principles. Academic Medicine, 2015, 90, 1487-1494.	1.6	26
90	A Randomized Trial on the Efficacy of Mastery Learning for Primary Care Provider Melanoma Opportunistic Screening Skills and Practice. Journal of General Internal Medicine, 2018, 33, 855-862.	2.6	26

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91	Skill Improvement During Emergency Response to Terrorism Training. Prehospital Emergency Care, 2006, 10, 507-514.	1.8	25
92	Implementation science: Addressing complexity in medical education. Medical Teacher, 2011, 33, 97-98.	1.8	25
93	America's Best Medical Schools: A Renewed Critique of the U.S. News & World Report Rankings. Academic Medicine, 2019, 94, 1264-1266.	1.6	24
94	Development of the Uncertainty Communication Checklist: A Patient-Centered Approach to Patient Discharge From the Emergency Department. Academic Medicine, 2020, 95, 1026-1034.	1.6	24
95	Development and evaluation of musculoskeletal performance measures for an objective structured clinical examination. Teaching and Learning in Medicine, 1994, 6, 59-63.	2.1	23
96	Mastery of Status Epilepticus Management via Simulation-Based Learning for Pediatrics Residents. Journal of Graduate Medical Education, 2015, 7, 181-186.	1.3	23
97	The effect of simulation-based mastery learning on thoracentesis referral patterns. Journal of Hospital Medicine, 2016, 11, 792-795.	1.4	23
98	A Scale for Measurement of the Problem Patient Labeling Process. Journal of Nervous and Mental Disease, 1982, 170, 598-604.	1.0	22
99	Development, Implementation andOutcomes of a Training Program for Responders to Acts of Terrorism. Prehospital Emergency Care, 2006, 10, 239-246.	1.8	22
100	A network model of communication in an interprofessional team of healthcare professionals: A cross-sectional study of a burn unit. Journal of Interprofessional Care, 2016, 30, 661-667.	1.7	21
101	Evaluation Apprehension and Impression Management in Clinical Medical Education. Academic Medicine, 2018, 93, 685-686.	1.6	21
102	Assessing Self-Directed Learning. Teaching of Psychology, 1975, 2, 56-59.	1.2	20
103	Setting Defensible Standards for Cardiac Auscultation Skills in Medical Students. Academic Medicine, 2009, 84, S94-S96.	1.6	20
104	Promoting Readiness for Residency: Embedding Simulation-Based Mastery Learning for Breaking Bad News Into the Medicine Subinternship. Academic Medicine, 2020, 95, 1050-1056.	1.6	20
105	Smoking history-taking skills: a simple guide to teach medical students. Medical Education, 1996, 30, 283-289.	2.1	19
106	Melanoma Simulation Model. JAMA Dermatology, 2013, 149, 710.	4.1	17
107	It's Time for a STAT Assessment of Bronchoscopy Skills. American Journal of Respiratory and Critical Care Medicine, 2012, 186, 703-705.	5.6	16
108	A Mastery Learning Capstone Course to Teach and Assess Components of Three Entrustable Professional Activities to Graduating Medical Students. Teaching and Learning in Medicine, 2019, 31, 186-194.	2.1	15

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109	Are USMLE Scores Valid Measures for Chief Resident Selection?. Journal of Graduate Medical Education, 2020, 12, 441-446.	1.3	15
110	Concept Mapping in Pulmonary Physiology Using Pathfinder Scaling. Advances in Health Sciences Education, 2004, 9, 225-240.	3.3	13
111	The science of learning and medical education. Medical Education, 2014, 48, 106-108.	2.1	13
112	Procedural training at a crossroads: Striking a balance between education, patient safety, and quality. Journal of Hospital Medicine, 2007, 2, 123-125.	1.4	12
113	The Social Network of a Burn Unit Team. Journal of Burn Care and Research, 2015, 36, 551-557.	0.4	12
114	Medical and Veterinary StudentsÊ¼ Structural Knowledge of Pulmonary Physiology Concepts. Academic Medicine, 2000, 75, 362-368.	1.6	11
115	SPECIAL ARTICLE: Holistic Versus Actuarial Student Selection. Teaching and Learning in Medicine, 2005, 17, 89-91.	2.1	11
116	Use of a Simulation-Based Capstone Course to Teach and Assess Entrustable Professional Activities to Graduating Medical Students. Medical Science Educator, 2016, 26, 453-456.	1.5	11
117	The promise and challenge of mastery learning. Advances in Medical Education and Practice, 2017, Volume 8, 393-394.	1.5	11
118	Internal Medicine Residency Graduates' Perceptions of the Systems-Based Practice and Practice-Based Learning and Improvement Competencies. Teaching and Learning in Medicine, 2010, 22, 33-36.	2.1	10
119	Internal Medicine Postgraduate Training and Assessment of Patient Handoff Skills. Journal of Graduate Medical Education, 2013, 5, 394-398.	1.3	10
120	Student Selection. Springer International Handbooks of Education, 2002, , 303-335.	0.1	10
121	Simulation-based mastery learning compared to standard education for discussing diagnostic uncertainty with patients in the emergency department: a randomized controlled trial. BMC Medical Education, 2020, 20, 49.	2.4	9
122	Medical Student Detection of Melanoma: Clinical Skills. Archives of Dermatology, 2010, 146, 1175-7.	1.4	9
123	Simulation--Savior or Satan? A rebuttal. Advances in Health Sciences Education, 2003, 8, 97-103.	3.3	8
124	2007 Simulation Education Summit. Simulation in Healthcare, 2008, 3, 186-191.	1.2	8
125	A report on the piloting of a novel computer-based medical case simulation for teaching and formative assessment of diagnostic laboratory testing. Medical Education Online, 2011, 16, 5646.	2.6	8
126	Standardized approach to training for cataract surgery skill evaluation. Journal of Cataract and Refractive Surgery, 2016, 42, 855-863.	1.5	8

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127	Title, Authors, and Abstract. Academic Medicine, 2001, 76, 945-947.	1.6	7
128	Development and evaluation of cesarean section surgical training using computer-enhanced visual learning. Medical Teacher, 2014, 36, 958-964.	1.8	7
129	Creation and Initial Assessment of a Second-Trimester Uterine Model. Simulation in Healthcare, 2014, 9, 199-202.	1.2	6
130	Implementation and evaluation of a dilation and evacuation simulation training curriculum. Contraception, 2016, 93, 545-550.	1.5	6
131	Improving cardiology fellow education of right heart catheterization using a simulation based curriculum. Catheterization and Cardiovascular Interventions, 2021, 97, 503-508.	1.7	6
132	Mastery Learning: Origins, Features, and Evidence from the Health Professions. Comprehensive Healthcare Simulation, 2020, , 27-46.	0.2	6
133	Psychometric Validation of Central Venous Catheter Insertion Mastery Learning Checklist Data and Decisions. Simulation in Healthcare, 2021, 16, 378-385.	1.2	6
134	Correspondence. British Journal of Anaesthesia, 2001, 87, 647-651.	3.4	5
135	Skill Retention After Simulation-based Education. Journal of Graduate Medical Education, 2013, 5, 165-165.	1.3	5
136	Mastery Learning, Milestones, and Entrustable Professional Activities. Comprehensive Healthcare Simulation, 2020, , 311-330.	0.2	5
137	Effect of Trainee Performance Data on Standard-Setting Judgments Using the Mastery Angoff Method. Journal of Graduate Medical Education, 2018, 10, 301-305.	1.3	4
138	Translational Science and Healthcare Quality and Safety Improvement from Mastery Learning. Comprehensive Healthcare Simulation, 2020, , 289-307.	0.2	4
139	Instructional Design and Delivery for Mastery Learning. Comprehensive Healthcare Simulation, 2020, , 71-88.	0.2	4
140	Simulation-based training improves polypectomy skills among practicing endoscopists. Endoscopy International Open, 2021, 09, E1633-E1639.	1.8	4
141	Medical resistance, crisis ministry, and terminal illness. Journal of Religion and Health, 1978, 17, 99-116.	1.7	3
142	Liberal education and medical school admission. Journal of General Internal Medicine, 1987, 2, 361-363.	2.6	3
143	Leadership in Medical Emergencies Is Not Gender Specific. Simulation in Healthcare, 2012, 7, 134.	1.2	3
144	An institution-wide approach to submission, review, and funding of simulation-based curricula. Advances in Simulation, 2017, 2, 9.	2.3	3

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145	Clinical Education: Origins and Outcomes. Comprehensive Healthcare Simulation, 2020, , 3-24.	0.2	3
146	Medical Student Performance on a Geriatrics Problem in a Clinical Practice Examination. Gerontology and Geriatrics Education, 1998, 18, 87-98.	0.8	2
147	Use of Simulation to Assess Competence and Improve Healthcare. Medical Science Educator, 2011, 21, 261-263.	1.5	2
148	Training for Effective Patient Communication. JAMA - Journal of the American Medical Association, 2014, 311, 1355.	7.4	2
149	Telling the whole story about simulationâ€based education. Acta Obstetricia Et Gynecologica Scandinavica, 2017, 96, 1273-1273.	2.8	2
150	Mastery Learning, Continuing Professional Education, and Maintenance of Certification. Comprehensive Healthcare Simulation, 2020, , 331-349.	0.2	2
151	Interactive Multimodal Curriculum on Use and Interpretation of Inpatient Telemetry. MedEdPORTAL: the Journal of Teaching and Learning Resources, 2018, 14, 10730.	1.2	2
152	Mastery Learning of Team Skills. Comprehensive Healthcare Simulation, 2020, , 191-208.	0.2	2
153	Setting a Minimum Passing Standard for the Uncertainty Communication Checklist Through Patient and Physician Engagement. Journal of Graduate Medical Education, 2020, 12, 58-65.	1.3	2
154	Simulation Based Mastery Learning of Transesophageal Echocardiography. Pediatric Cardiology, 2023, 44, 572-578.	1.3	2
155	The Role of USMLE Scores in Selecting Residents. Academic Medicine, 2011, 86, 794.	1.6	1
156	Improving the Efficiency of Advanced Life Support Training. Annals of Internal Medicine, 2012, 157, 753.	3.9	1
157	Why Medical Educators Should Continue to Focus on Clinical Outcomes. Academic Medicine, 2013, 88, 1403.	1.6	1
158	Impact of Cardiac Physical Examination Faculty Development on Medical Student Performance: A Randomized Trial. Medical Science Educator, 2014, 24, 165-172.	1.5	1
159	Assessment in Mastery Learning. Comprehensive Healthcare Simulation, 2020, , 89-107.	0.2	1
160	Mastery Learning: Opportunities and Challenges. Comprehensive Healthcare Simulation, 2020, , 375-389.	0.2	1
161	Providing heart-healthy alternatives at cardiology meetings: grilled salmon or beef tenderloin?. American Journal of Cardiology, 1989, 64, 111-113.	1.6	0
162	Preclinical credentialing of internal medicine residents for central line placement. Critical Care Medicine, 2010, 38, 1018.	0.9	0

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163	Procedures Performed by the Hospitalist and Non-hospitalist. Journal of General Internal Medicine, 2010, 25, 896-896.	2.6	0
164	Reply to Letter: Use of simulation-based medical education to improve patient care quality. Resuscitation, 2011, 82, 782-783.	3.0	0
165	A Missed Opportunity to Achieve Excellence in Residency Education. Academic Medicine, 2015, 90, 1181.	1.6	0
166	In Reply to Udani et al. Academic Medicine, 2016, 91, 752-753.	1.6	0
167	Building Partnerships to Improve Learning From Health Care Simulation. Academic Medicine, 2018, 93, 672-673.	1.6	0
168	Mastery Learning in Critical Care. ATS Scholar, 2021, 2, 142-143.	1.3	0
169	Letter to the Editor in Response to: Early Skill Decay After Paracentesis Training. Journal of General Internal Medicine, 2021, 36, 1794-1794.	2.6	0
170	Ethical imperative of psychological safety in healthcare: in response to the Manifesto for healthcare simulation practice. BMJ Simulation and Technology Enhanced Learning, 2021, 7, bmjstel-2021-000889.	0.7	0
171	Educational Policy Consequences from Mastery Learning. Comprehensive Healthcare Simulation, 2020, , 363-374.	0.2	0