

Ryan Brydges

List of Publications by Year in descending order

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Version: 2024-02-01

98
papers

7,519
citations

117625

34
h-index

54911

84
g-index

101
all docs

101
docs citations

101
times ranked

6040
citing authors

#	ARTICLE	IF	CITATIONS
1	Technology-Enhanced Simulation for Health Professions Education. JAMA - Journal of the American Medical Association, 2011, 306, 978-88.	7.4	1,379
2	Comparative effectiveness of instructional design features in simulation-based education: Systematic review and meta-analysis. Medical Teacher, 2013, 35, e867-e898.	1.8	491
3	Reconsidering Fidelity in Simulation-Based Training. Academic Medicine, 2014, 89, 387-392.	1.6	420
4	A contemporary approach to validity arguments: a practical guide to Kane's framework. Medical Education, 2015, 49, 560-575.	2.1	371
5	Cost: The missing outcome in simulation-based medical education research: A systematic review. Surgery, 2013, 153, 160-176.	1.9	295
6	State of the Evidence on Simulation-Based Training for Laparoscopic Surgery. Annals of Surgery, 2013, 257, 586-593.	4.2	269
7	Patient Outcomes in Simulation-Based Medical Education: A Systematic Review. Journal of General Internal Medicine, 2013, 28, 1078-1089.	2.6	268
8	Mastery Learning for Health Professionals Using Technology-Enhanced Simulation. Academic Medicine, 2013, 88, 1178-1186.	1.6	267
9	Comparative Effectiveness of Technology-Enhanced Simulation Versus Other Instructional Methods. Simulation in Healthcare, 2012, 7, 308-320.	1.2	258
10	What counts as validity evidence? Examples and prevalence in a systematic review of simulation-based assessment. Advances in Health Sciences Education, 2014, 19, 233-250.	3.3	235
11	Technology-Enhanced Simulation to Assess Health Professionals. Academic Medicine, 2013, 88, 872-883.	1.6	215
12	Linking Simulation-Based Educational Assessments and Patient-Related Outcomes. Academic Medicine, 2015, 90, 246-256.	1.6	201
13	Simulation-based training in anaesthesiology: a systematic review and meta-analysis. British Journal of Anaesthesia, 2014, 112, 231-245.	3.4	188
14	A reflective analysis of medical education research on self-regulation in learning and practice. Medical Education, 2012, 46, 71-79.	2.1	172
15	Laboratory-based vascular anastomosis training: A randomized controlled trial evaluating the effects of bench model fidelity and level of training on skill acquisition. Journal of Vascular Surgery, 2007, 45, 343-349.	1.1	161
16	Coordinating Progressive Levels of Simulation Fidelity to Maximize Educational Benefit. Academic Medicine, 2010, 85, 806-812.	1.6	148
17	Feedback for simulation-based procedural skills training: a meta-analysis and critical narrative synthesis. Advances in Health Sciences Education, 2014, 19, 251-272.	3.3	140
18	A New Concept of Unsupervised Learning: Directed Self-Guided Learning in the Health Professions. Academic Medicine, 2010, 85, S49-S55.	1.6	112

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19	Directed self-regulated learning versus instructor-regulated learning in simulation training. <i>Medical Education</i> , 2012, 46, 648-656.	2.1	110
20	Comparison of expert instruction and computer-based video training in teaching fundamental surgical skills to medical students. <i>Surgery</i> , 2008, 143, 539-544.	1.9	104
21	Self-regulated learning in simulation-based training: a systematic review and meta-analysis. <i>Medical Education</i> , 2015, 49, 368-378.	2.1	104
22	Constructing a validity argument for the Objective Structured Assessment of Technical Skills (OSATS): a systematic review of validity evidence. <i>Advances in Health Sciences Education</i> , 2015, 20, 1149-1175.	3.3	104
23	How effective is self-guided learning of clinical technical skills? It's all about process. <i>Medical Education</i> , 2009, 43, 507-515.	2.1	103
24	Preparation for future learning: a missing competency in health professions education?. <i>Medical Education</i> , 2016, 50, 115-123.	2.1	100
25	Application of Motor Learning Principles to Complex Surgical Tasks: Searching for the Optimal Practice Schedule. <i>Journal of Motor Behavior</i> , 2007, 39, 40-48.	0.9	65
26	Competency-based medical education: the discourse of infallibility. <i>Medical Education</i> , 2018, 52, 45-57.	2.1	60
27	Comparing self-guided learning and educator-guided learning formats for simulation-based clinical training. <i>Journal of Advanced Nursing</i> , 2010, 66, 1832-1844.	3.3	59
28	Comparing the cost-effectiveness of simulation modalities: a case study of peripheral intravenous catheterization training. <i>Advances in Health Sciences Education</i> , 2014, 19, 219-232.	3.3	58
29	Informal self-regulated learning on a surgical rotation: uncovering student experiences in context. <i>Advances in Health Sciences Education</i> , 2011, 16, 643-653.	3.3	49
30	A critical narrative review of transfer of basic science knowledge in health professions education. <i>Medical Education</i> , 2018, 52, 592-604.	2.1	46
31	Tying knots: an activity theory analysis of student learning goals in clinical education. <i>Medical Education</i> , 2017, 51, 687-698.	2.1	42
32	Developing Criteria for Proficiency-Based Training of Surgical Technical Skills Using Simulation: Changes in Performances as a Function of Training Year. <i>Journal of the American College of Surgeons</i> , 2008, 206, 205-211.	0.5	40
33	Are two heads better than one? Comparing dyad and self-regulated learning in simulation training. <i>Medical Education</i> , 2013, 47, 1215-1222.	2.1	39
34	Computer-assisted assessment of one-handed knot tying skills performed within various contexts: a construct validity study. <i>American Journal of Surgery</i> , 2006, 192, 109-113.	1.8	38
35	Knowing How and Knowing Why: testing the effect of instruction designed for cognitive integration on procedural skills transfer. <i>Advances in Health Sciences Education</i> , 2018, 23, 61-74.	3.3	38
36	Lessons learned in preparing for and responding to the early stages of the COVID-19 pandemic: one simulation's program experience adapting to the new normal. <i>Advances in Simulation</i> , 2020, 5, 8.	2.3	35

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37	Development and Assessment of a Distal Radial Fracture Model as a Clinical Teaching Tool. <i>Journal of Bone and Joint Surgery - Series A</i> , 2016, 98, 410-416.	3.0	32
38	Is there interâ€ procedural transfer of skills in intraocular surgery? A randomized controlled trial. <i>Acta Ophthalmologica</i> , 2017, 95, 845-851.	1.1	30
39	Core Competencies or a Competent Core? A Scoping Review and Realist Synthesis of Invasive Bedside Procedural Skills Training in Internal Medicine. <i>Academic Medicine</i> , 2017, 92, 1632-1643.	1.6	29
40	Applying Kaneâ€™s validity framework to a simulation based assessment of clinical competence. <i>Advances in Health Sciences Education</i> , 2018, 23, 323-338.	3.3	29
41	Design Thinkingâ€ Informed Simulation. <i>Simulation in Healthcare</i> , 2020, 15, 205-213.	1.2	28
42	Assumptions About Competency-Based Medical Education and the State of the Underlying Evidence: A Critical Narrative Review. <i>Academic Medicine</i> , 2021, 96, 296-306.	1.6	28
43	Using a situational awareness global assessment technique for interprofessional obstetrical team training with high fidelity simulation. <i>Journal of Interprofessional Care</i> , 2015, 29, 13-19.	1.7	27
44	The impact of critical event checklists on medical management and teamwork during simulated crises in a surgical daycare facility. <i>Anaesthesia</i> , 2017, 72, 350-358.	3.8	25
45	Construct validity of computer-assisted assessment: quantification of movement processes during a vascular anastomosis on a live porcine model. <i>American Journal of Surgery</i> , 2007, 193, 523-529.	1.8	24
46	Do not teach me while I am working!. <i>American Journal of Surgery</i> , 2012, 203, 253-257.	1.8	23
47	Surface exploration using laparoscopic surgical instruments: The perception of surface roughness. <i>Ergonomics</i> , 2005, 48, 874-894.	2.1	19
48	An Equivalence Trial Comparing Instructor-Regulated With Directed Self-Regulated Mastery Learning of Advanced Cardiac Life Support Skills. <i>Simulation in Healthcare</i> , 2015, 10, 202-209.	1.2	19
49	Why Content and Cognition Matter: Integrating Conceptual Knowledge to Support Simulation-Based Procedural Skills Transfer. <i>Journal of General Internal Medicine</i> , 2019, 34, 969-977.	2.6	18
50	What's your best time? Chronometry in the learning of medical procedures. <i>Medical Education</i> , 2014, 48, 479-488.	2.1	17
51	Adapting form to function: can simulation serve our healthcare system and educational needs?. <i>Advances in Simulation</i> , 2018, 3, 8.	2.3	17
52	â€ There shouldn't be anything wrong with not knowingâ€™: epistemologies in simulation. <i>Medical Education</i> , 2019, 53, 1049-1059.	2.1	17
53	Resident learning trajectories in the workplace: A selfâ€ regulated learning analysis. <i>Medical Education</i> , 2020, 54, 1120-1128.	2.1	17
54	Learning in the health professions: what does self-regulation have to do with it?. <i>Medical Education</i> , 2013, 47, 1057-1059.	2.1	16

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55	Divergence in student and educator conceptual structures during auscultation training. <i>Medical Education</i> , 2013, 47, 198-209.	2.1	15
56	The value proposition of simulation. <i>Surgery</i> , 2016, 160, 546-551.	1.9	14
57	Do One Then See One: Sequencing Discovery Learning and Direct Instruction for Simulation-Based Technical Skills Training. <i>Academic Medicine</i> , 2018, 93, S37-S44.	1.6	14
58	Pediatric Urology Training: Performance-Based Assessment Using the Fundamentals of Laparoscopic Surgery. <i>Journal of Surgical Research</i> , 2010, 161, 240-245.	1.6	13
59	Task- versus ego-oriented feedback delivered as numbers or comments during intubation training. <i>Medical Education</i> , 2014, 48, 430-440.	2.1	13
60	The ABCs of DKA: Development and Validation of a Computer-Based Simulator and Scoring System. <i>Journal of General Internal Medicine</i> , 2015, 30, 1319-1332.	2.6	12
61	Effects of a Longitudinal Interprofessional Educational Outreach Program on Collaboration. <i>Journal of Continuing Education in the Health Professions</i> , 2016, 36, 24-31.	1.3	12
62	Effectiveness of discovery learning using a mobile otoscopy simulator on knowledge acquisition and retention in medical students: a randomized controlled trial. <i>Journal of Otolaryngology - Head and Neck Surgery</i> , 2018, 47, 70.	1.9	12
63	Drilling Simulated Temporal Bones with Left-Handed Tools: A Left-Hander's Right?. <i>Annals of Otolaryngology, Rhinology and Laryngology</i> , 2007, 116, 819-826.	1.1	11
64	Learning Through Experience: Influence of Formal and Informal Training on Medical Error Disclosure Skills in Residents. <i>Journal of Graduate Medical Education</i> , 2017, 9, 66-72.	1.3	11
65	Realizing One's Own Subjectivity. <i>Academic Medicine</i> , 2019, 94, 1970-1979.	1.6	11
66	Supporting self-regulation in simulation-based education: a randomized experiment of practice schedules and goals. <i>Advances in Health Sciences Education</i> , 2019, 24, 199-213.	3.3	11
67	Tensiometry as a Measure of Improvement in Knot Quality in Undergraduate Medical Students. <i>Advances in Health Sciences Education</i> , 2007, 12, 331-344.	3.3	10
68	Assessing suturing skills in a self-guided learning setting: absolute symmetry error. <i>Advances in Health Sciences Education</i> , 2009, 14, 685-695.	3.3	10
69	Struggles with autonomy: Exploring the dual identities of surgeons and learners in the operating room. <i>American Journal of Surgery</i> , 2020, 219, 233-239.	1.8	10
70	Examining Residents' Strategic Mindfulness During Self-Regulated Learning of a Simulated Procedural Skill. <i>Journal of Graduate Medical Education</i> , 2016, 8, 364-371.	1.3	9
71	How supervision and educational supports impact medical students' preparation for future learning of endotracheal intubation skills: a non-inferiority experimental trial. <i>BMC Medical Education</i> , 2021, 21, 102.	2.4	9
72	Quantification of process measures in laparoscopic suturing. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2006, 20, 1862-1866.	2.4	8

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73	Evaluating the Influence of Goal Setting on Intravenous Catheterization Skill Acquisition and Transfer in a Hybrid Simulation Training Context. <i>Simulation in Healthcare</i> , 2012, 7, 236-242.	1.2	8
74	How can systems engineering inform the methods of programme evaluation in health professions education?. <i>Medical Education</i> , 2018, 52, 364-375.	2.1	8
75	Toward "seeing" critically: a Bayesian analysis of the impacts of a critical pedagogy. <i>Advances in Health Sciences Education</i> , 2022, 27, 323-354.	3.3	8
76	The myth of ivory tower versus practice-oriented research: A systematic review of randomised studies in medical education. <i>Medical Education</i> , 2021, 55, 328-335.	2.1	7
77	"We can't just have a casual conversation" An institutional ethnography-informed study of work in labour and birth. <i>Social Science and Medicine</i> , 2021, 279, 113975.	3.8	7
78	Quality of randomised controlled trials in medical education reported between 2012 and 2013: a systematic review protocol. <i>BMJ Open</i> , 2014, 4, e005155-e005155.	1.9	6
79	Implicit and inferred: on the philosophical positions informing assessment science. <i>Advances in Health Sciences Education</i> , 2021, 26, 1597-1623.	3.3	6
80	Assigning Medical Students Learning Goals: Do They Do It, and What Happens When They Don't?. <i>Teaching and Learning in Medicine</i> , 2019, 31, 528-535.	2.1	5
81	Making Concepts Material. <i>Simulation in Healthcare</i> , 2021, 16, 392-400.	1.2	5
82	Learning With Patients, Students, and Peers: Continuing Professional Development in the Solo Practitioner Workplace. <i>Journal of Continuing Education in the Health Professions</i> , 2020, 40, 283-288.	1.3	5
83	Mastery versus invention learning: impacts on future learning of simulated procedural skills. <i>Advances in Health Sciences Education</i> , 2022, 27, 441-456.	3.3	5
84	The Benefits of Tying Yourself in Knots: Unraveling the Learning Mechanisms of Guided Discovery Learning in an Open Surgical Skills Course. <i>Academic Medicine</i> , 2020, 95, S37-S43.	1.6	4
85	Difficulty with right-left discrimination: A clinical problem?. <i>Cmaj</i> , 2016, 188, 98-99.	2.0	3
86	From simulation research to education policy: how much evidence is enough?. <i>Advances in Simulation</i> , 2016, 1, 22.	2.3	3
87	Cues for self-regulation: it's difficult to make predictions, especially about the future. <i>Medical Education</i> , 2017, 51, 566-568.	2.1	3
88	Optimizing Residents' Performance of Lumbar Puncture: An RCT Comparing the Effect of Preparatory Interventions on Performance and Self-Confidence. <i>Journal of General Internal Medicine</i> , 2018, 33, 148-154.	2.6	3
89	Resident competencies before and after short intensive care unit rotations: a multicentre pilot observational study. <i>Canadian Journal of Anaesthesia</i> , 2021, 68, 235-244.	1.6	3
90	Getting everyone to the table: exploring everyday and everynight work to consider "latent social threats" through interprofessional tabletop simulation. <i>Advances in Simulation</i> , 2021, 6, 39.	2.3	2

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91	Applying activity theory to undergraduate medical curriculum reform: Lessons in contradictions from multiple stakeholders's™ perspectives. <i>Medical Teacher</i> , 2022, , 1-12.	1.8	2
92	Collision error avoidance: influence of proportion congruency and sensorimotor memory on open-loop grasp control. <i>Experimental Brain Research</i> , 2009, 198, 445-453.	1.5	1
93	What are we missing? On our problems of definition in health professions education. <i>Medical Education</i> , 2010, 44, 1052-1053.	2.1	1
94	Variable or Fixed? Exploring Entrustment Decision Making in Workplace- and Simulation-Based Assessments. <i>Academic Medicine</i> , 2022, 97, 1057-1064.	1.6	1
95	In Reply to Rubio et al. <i>Academic Medicine</i> , 2014, 89, 1317.	1.6	0
96	The Launch of MedEngine: an Interactive E-Learning Platform Facilitating Learning, Communication and Collaboration in Medical Residency. <i>Medical Science Educator</i> , 2016, 26, 709-710.	1.5	0
97	Development of the Diabetic Wound Assessment Learning Tool (DiWALT) and validity evidence. <i>Journal of Vascular Surgery</i> , 2021, 73, 689-697.	1.1	0
98	Evaluation of an advanced critical care echocardiography program: a mixed methods study. <i>Canadian Journal of Anaesthesia</i> , 2022, 69, 1260-1271.	1.6	0