

Ryan Brydges

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/97498/publications.pdf>

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 | 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 |
| 2 | Applying activity theory to undergraduate medical curriculum reform: Lessons in contradictions from multiple stakeholders' perspectives. <i>Medical Teacher</i> , 2022, , 1-12. | 1.8 | 2 |
| 3 | 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 |
| 4 | Variable or Fixed? Exploring Entrustment Decision Making in Workplace- and Simulation-Based Assessments. <i>Academic Medicine</i> , 2022, 97, 1057-1064. | 1.6 | 1 |
| 5 | 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 |
| 6 | 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 |
| 7 | 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 |
| 8 | 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 |
| 9 | Making Concepts Material. <i>Simulation in Healthcare</i> , 2021, 16, 392-400. | 1.2 | 5 |
| 10 | 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 |
| 11 | "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 |
| 12 | Implicit and inferred: on the philosophical positions informing assessment science. <i>Advances in Health Sciences Education</i> , 2021, 26, 1597-1623. | 3.3 | 6 |
| 13 | 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 |
| 14 | 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 |
| 15 | 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 |
| 16 | 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 |
| 17 | Design Thinking-Informed Simulation. <i>Simulation in Healthcare</i> , 2020, 15, 205-213. | 1.2 | 28 |
| 18 | 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 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | Resident learning trajectories in the workplace: A self-regulated learning analysis. <i>Medical Education</i> , 2020, 54, 1120-1128. | 2.1 | 17 |
| 20 | 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 |
| 21 | “There shouldn't be anything wrong with not knowing”: epistemologies in simulation. <i>Medical Education</i> , 2019, 53, 1049-1059. | 2.1 | 17 |
| 22 | 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 |
| 23 | 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 |
| 24 | Realizing One's Own Subjectivity. <i>Academic Medicine</i> , 2019, 94, 1970-1979. | 1.6 | 11 |
| 25 | 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 |
| 26 | 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 |
| 27 | 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 |
| 28 | 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 |
| 29 | Applying Kane'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 |
| 30 | Competency-based medical education: the discourse of infallibility. <i>Medical Education</i> , 2018, 52, 45-57. | 2.1 | 60 |
| 31 | 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 |
| 32 | 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 |
| 33 | 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 |
| 34 | Adapting form to function: can simulation serve our healthcare system and educational needs?. <i>Advances in Simulation</i> , 2018, 3, 8. | 2.3 | 17 |
| 35 | 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 |
| 36 | Tying knots: an activity theory analysis of student learning goals in clinical education. <i>Medical Education</i> , 2017, 51, 687-698. | 2.1 | 42 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 37 | 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 |
| 38 | 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 |
| 39 | Is there interprocedural transfer of skills in intraocular surgery? A randomized controlled trial. <i>Acta Ophthalmologica</i> , 2017, 95, 845-851. | 1.1 | 30 |
| 40 | 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 |
| 41 | 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 |
| 42 | Difficulty with right-left discrimination: A clinical problem?. <i>Cmaj</i> , 2016, 188, 98-99. | 2.0 | 3 |
| 43 | The value proposition of simulation. <i>Surgery</i> , 2016, 160, 546-551. | 1.9 | 14 |
| 44 | 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 |
| 45 | Preparation for future learning: a missing competency in health professions education?. <i>Medical Education</i> , 2016, 50, 115-123. | 2.1 | 100 |
| 46 | 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 |
| 47 | 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 |
| 48 | From simulation research to education policy: how much evidence is enough?. <i>Advances in Simulation</i> , 2016, 1, 22. | 2.3 | 3 |
| 49 | Self-regulated learning in simulation-based training: a systematic review and meta-analysis. <i>Medical Education</i> , 2015, 49, 368-378. | 2.1 | 104 |
| 50 | 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 |
| 51 | 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 |
| 52 | Linking Simulation-Based Educational Assessments and Patient-Related Outcomes. <i>Academic Medicine</i> , 2015, 90, 246-256. | 1.6 | 201 |
| 53 | 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 |
| 54 | 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 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 55 | A contemporary approach to validity arguments: a practical guide to Kane's framework. <i>Medical Education</i> , 2015, 49, 560-575. | 2.1 | 371 |
| 56 | 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 |
| 57 | Task- versus ego-oriented feedback delivered as numbers or comments during intubation training. <i>Medical Education</i> , 2014, 48, 430-440. | 2.1 | 13 |
| 58 | What's your best time? Chronometry in the learning of medical procedures. <i>Medical Education</i> , 2014, 48, 479-488. | 2.1 | 17 |
| 59 | In Reply to Rubio et al. <i>Academic Medicine</i> , 2014, 89, 1317. | 1.6 | 0 |
| 60 | Reconsidering Fidelity in Simulation-Based Training. <i>Academic Medicine</i> , 2014, 89, 387-392. | 1.6 | 420 |
| 61 | 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 |
| 62 | Feedback for simulation-based procedural skills training: a meta-analysis and critical narrative synthesis. <i>Advances in Health Sciences Education</i> , 2014, 19, 251-272. | 3.3 | 140 |
| 63 | What counts as validity evidence? Examples and prevalence in a systematic review of simulation-based assessment. <i>Advances in Health Sciences Education</i> , 2014, 19, 233-250. | 3.3 | 235 |
| 64 | Simulation-based training in anaesthesiology: a systematic review and meta-analysis. <i>British Journal of Anaesthesia</i> , 2014, 112, 231-245. | 3.4 | 188 |
| 65 | Patient Outcomes in Simulation-Based Medical Education: A Systematic Review. <i>Journal of General Internal Medicine</i> , 2013, 28, 1078-1089. | 2.6 | 268 |
| 66 | Comparative effectiveness of instructional design features in simulation-based education: Systematic review and meta-analysis. <i>Medical Teacher</i> , 2013, 35, e867-e898. | 1.8 | 491 |
| 67 | Cost: The missing outcome in simulation-based medical education research: A systematic review. <i>Surgery</i> , 2013, 153, 160-176. | 1.9 | 295 |
| 68 | Divergence in student and educator conceptual structures during auscultation training. <i>Medical Education</i> , 2013, 47, 198-209. | 2.1 | 15 |
| 69 | Technology-Enhanced Simulation to Assess Health Professionals. <i>Academic Medicine</i> , 2013, 88, 872-883. | 1.6 | 215 |
| 70 | 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 |
| 71 | 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 |
| 72 | State of the Evidence on Simulation-Based Training for Laparoscopic Surgery. <i>Annals of Surgery</i> , 2013, 257, 586-593. | 4.2 | 269 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 73 | Mastery Learning for Health Professionals Using Technology-Enhanced Simulation. <i>Academic Medicine</i> , 2013, 88, 1178-1186. | 1.6 | 267 |
| 74 | Comparative Effectiveness of Technology-Enhanced Simulation Versus Other Instructional Methods. <i>Simulation in Healthcare</i> , 2012, 7, 308-320. | 1.2 | 258 |
| 75 | 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 |
| 76 | Do not teach me while I am working!. <i>American Journal of Surgery</i> , 2012, 203, 253-257. | 1.8 | 23 |
| 77 | A reflective analysis of medical education research on self-regulation in learning and practice. <i>Medical Education</i> , 2012, 46, 71-79. | 2.1 | 172 |
| 78 | Directed self-regulated learning versus instructor-regulated learning in simulation training. <i>Medical Education</i> , 2012, 46, 648-656. | 2.1 | 110 |
| 79 | 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 |
| 80 | Technology-Enhanced Simulation for Health Professions Education. <i>JAMA - Journal of the American Medical Association</i> , 2011, 306, 978-88. | 7.4 | 1,379 |
| 81 | A New Concept of Unsupervised Learning: Directed Self-Guided Learning in the Health Professions. <i>Academic Medicine</i> , 2010, 85, S49-S55. | 1.6 | 112 |
| 82 | Coordinating Progressive Levels of Simulation Fidelity to Maximize Educational Benefit. <i>Academic Medicine</i> , 2010, 85, 806-812. | 1.6 | 148 |
| 83 | What are we missing? On our problems of definition in health professions education. <i>Medical Education</i> , 2010, 44, 1052-1053. | 2.1 | 1 |
| 84 | 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 |
| 85 | 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 |
| 86 | 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 |
| 87 | 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 |
| 88 | 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 |
| 89 | 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 |
| 90 | 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 |

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 91 | 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 |
| 92 | 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 |
| 93 | 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 |
| 94 | Laboratory-based vascular anastomosis training: A randomized controlled trial evaluating the effects of bench model fidelity and level of training on skill acquisition. <i>Journal of Vascular Surgery</i> , 2007, 45, 343-349. | 1.1 | 161 |
| 95 | 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 |
| 96 | 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 |
| 97 | Quantification of process measures in laparoscopic suturing. <i>Surgical Endoscopy and Other Interventional Techniques</i> , 2006, 20, 1862-1866. | 2.4 | 8 |
| 98 | Surface exploration using laparoscopic surgical instruments: The perception of surface roughness. <i>Ergonomics</i> , 2005, 48, 874-894. | 2.1 | 19 |