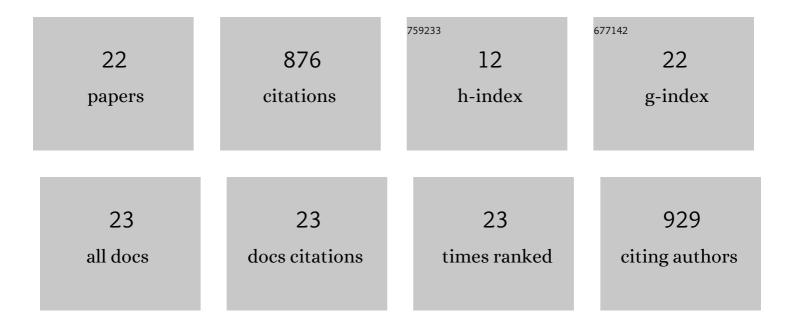
Claire Touchie

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/1402141/publications.pdf Version: 2024-02-01



| # | Article | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Entrustment Decision Making in Clinical Training. Academic Medicine, 2016, 91, 191-198. | 1.6 | 339 |
| 2 | The promise, perils, problems and progress of competency-based medical education. Medical Education, 2016, 50, 93-100. | 2.1 | 146 |
| 3 | EQual, a Novel Rubric to Evaluate Entrustable Professional Activities for Quality and Structure. Academic Medicine, 2017, 92, S110-S117. | 1.6 | 57 |
| 4 | Do OSCE progress test scores predict performance in a national high-stakes examination?. Medical Education, 2016, 50, 351-358. | 2.1 | 44 |
| 5 | A Call to Investigate the Relationship Between Education and Health Outcomes Using Big Data. Academic Medicine, 2018, 93, 829-832. | 1.6 | 42 |
| 6 | Using cognitive models to develop quality multiple-choice questions. Medical Teacher, 2016, 38, 838-843. | 1.8 | 28 |
| 7 | Supervising incoming first-year residents: faculty expectations versus residents' experiences. Medical Education, 2014, 48, 921-929. | 2.1 | 24 |
| 8 | Feedback in the OSCE: What Do Residents Remember?. Teaching and Learning in Medicine, 2016, 28, 52-60. | 2.1 | 21 |
| 9 | Wrestling With the Invincibility Myth: Exploring Physicians' Resistance to Wellness and Resilience-Building Interventions. Academic Medicine, 2022, 97, 436-443. | 1.6 | 21 |
| 10 | Evaluating the Psychometric Characteristics of Generated Multiple-Choice Test Items. Applied Measurement in Education, 2016, 29, 196-210. | 1.1 | 20 |
| 11 | Overcoming the barriers of teaching physical examination at the bedside: more than just curriculum design. BMC Medical Education, 2018, 18, 302. | 2.4 | 20 |
| 12 | On the validity of summative entrustment decisions. Medical Teacher, 2021, 43, 780-787. | 1.8 | 20 |
| 13 | How biased are you? The effect of prior performance information on attending physician ratings and implications for learner handover. Advances in Health Sciences Education, 2021, 26, 199-214. | 3.3 | 16 |
| 14 | The influence of first impressions on subsequent ratings within an OSCE station. Advances in Health Sciences Education, 2017, 22, 969-983. | 3.3 | 15 |
| 15 | Plus ça change, plus c'est pareil: Making a continued case for the use of MCQs in medical education. Medical Teacher, 2019, 41, 569-577. | 1.8 | 15 |
| 16 | Clarifying essential terminology in entrustment. Medical Teacher, 2021, 43, 737-744. | 1.8 | 14 |
| 17 | Can physician examiners overcome their first impression when examinee performance changes?. Advances in Health Sciences Education, 2018, 23, 721-732. | 3.3 | 8 |
| 18 | Are raters influenced by prior information about a learner? A review of assimilation and contrast effects in assessment. Advances in Health Sciences Education, 2021, 26, 1133-1156. | 3.3 | 8 |

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| # | Article | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | Written-Based Progress Testing: A Scoping Review. Academic Medicine, 2022, 97, 747-757. | 1.6 | 8 |
| 20 | Two models of raters in a structured oral examination: does it make a difference?. Advances in Health Sciences Education, 2010, 15, 97-108. | 3.3 | 6 |
| 21 | Will I publish this abstract? Determining the characteristics of medical education oral abstracts linked to publication. Canadian Medical Education Journal, 2020, 11, e46-e53. | 0.4 | 2 |
| 22 | Cancel culture: exploring the unintended consequences of cancelling the Canadian national licensing clinical examination. Canadian Medical Education Journal, 0, , . | 0.4 | 0 |