

Claire Touchie

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1402141/publications.pdf>

Version: 2024-02-01

22
papers

876
citations

759233

12
h-index

677142

22
g-index

23
all docs

23
docs citations

23
times ranked

929
citing authors

#	ARTICLE	IF	CITATIONS
1	Wrestling With the Invincibility Myth: Exploring Physicians' Resistance to Wellness and Resilience-Building Interventions. <i>Academic Medicine</i> , 2022, 97, 436-443.	1.6	21
2	Written-Based Progress Testing: A Scoping Review. <i>Academic Medicine</i> , 2022, 97, 747-757.	1.6	8
3	How biased are you? The effect of prior performance information on attending physician ratings and implications for learner handover. <i>Advances in Health Sciences Education</i> , 2021, 26, 199-214.	3.3	16
4	Are raters influenced by prior information about a learner? A review of assimilation and contrast effects in assessment. <i>Advances in Health Sciences Education</i> , 2021, 26, 1133-1156.	3.3	8
5	Clarifying essential terminology in entrustment. <i>Medical Teacher</i> , 2021, 43, 737-744.	1.8	14
6	On the validity of summative entrustment decisions. <i>Medical Teacher</i> , 2021, 43, 780-787.	1.8	20
7	Will I publish this abstract? Determining the characteristics of medical education oral abstracts linked to publication. <i>Canadian Medical Education Journal</i> , 2020, 11, e46-e53.	0.4	2
8	Plus ça change, plus c'est pareil: Making a continued case for the use of MCQs in medical education. <i>Medical Teacher</i> , 2019, 41, 569-577.	1.8	15
9	Can physician examiners overcome their first impression when examinee performance changes?. <i>Advances in Health Sciences Education</i> , 2018, 23, 721-732.	3.3	8
10	A Call to Investigate the Relationship Between Education and Health Outcomes Using Big Data. <i>Academic Medicine</i> , 2018, 93, 829-832.	1.6	42
11	Overcoming the barriers of teaching physical examination at the bedside: more than just curriculum design. <i>BMC Medical Education</i> , 2018, 18, 302.	2.4	20
12	EQual, a Novel Rubric to Evaluate Entrustable Professional Activities for Quality and Structure. <i>Academic Medicine</i> , 2017, 92, S110-S117.	1.6	57
13	The influence of first impressions on subsequent ratings within an OSCE station. <i>Advances in Health Sciences Education</i> , 2017, 22, 969-983.	3.3	15
14	Do OSCE progress test scores predict performance in a national high-stakes examination?. <i>Medical Education</i> , 2016, 50, 351-358.	2.1	44
15	Entrustment Decision Making in Clinical Training. <i>Academic Medicine</i> , 2016, 91, 191-198.	1.6	339
16	Evaluating the Psychometric Characteristics of Generated Multiple-Choice Test Items. <i>Applied Measurement in Education</i> , 2016, 29, 196-210.	1.1	20
17	The promise, perils, problems and progress of competency-based medical education. <i>Medical Education</i> , 2016, 50, 93-100.	2.1	146
18	Using cognitive models to develop quality multiple-choice questions. <i>Medical Teacher</i> , 2016, 38, 838-843.	1.8	28

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19	Feedback in the OSCE: What Do Residents Remember?. Teaching and Learning in Medicine, 2016, 28, 52-60.	2.1	21
20	Supervising incoming first-year residents: faculty expectations versus residents' experiences. Medical Education, 2014, 48, 921-929.	2.1	24
21	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
22	Cancel culture: exploring the unintended consequences of cancelling the Canadian national licensing clinical examination. Canadian Medical Education Journal, 0, , .	0.4	0