

Timothy J Wood

List of Publications by Year in descending order

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Version: 2024-02-01

81
papers

3,671
citations

230014

27
h-index

156644

58
g-index

81
all docs

81
docs citations

81
times ranked

5520
citing authors

#	ARTICLE	IF	CITATIONS
1	eConsult Specialist Quality of Response (eSQUARE): A novel tool to measure specialist correspondence via electronic consultation. <i>Journal of Telemedicine and Telecare</i> , 2022, 28, 280-290.	1.4	3
2	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.	1.7	16
3	How do cognitive processes influence script concordance test responses?. <i>Medical Education</i> , 2021, 55, 354-364.	1.1	5
4	Use of tracheobronchial tree 3-dimensional printed model: does it improve traineesâ€™ understanding of segmentation anatomy? A prospective study. <i>3D Printing in Medicine</i> , 2021, 7, 2.	1.7	4
5	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.	1.7	8
6	Teaching and assessing intra-operative consultations in competency-based medical education: development of a workplace-based assessment instrument. <i>Virchows Archiv Fur Pathologische Anatomie Und Physiologie Und Fur Klinische Medizin</i> , 2021, 479, 803-813.	1.4	4
7	The Impact of Surgeon Experience on Script Concordance Test Scoring. <i>Journal of Surgical Research</i> , 2021, 265, 265-271.	0.8	1
8	The Ottawa Resident Observation Form for Nurses (O-RON): Assessment of Resident Performance through the Eyes of the Nurses. <i>Journal of Surgical Education</i> , 2021, 78, 1666-1675.	1.2	4
9	Are rating scales really better than checklists for measuring increasing levels of expertise?. <i>Medical Teacher</i> , 2020, 42, 46-51.	1.0	13
10	The Relationship Between Accreditation Cycle and Licensing Examination Scores: A National Look. <i>Academic Medicine</i> , 2020, 95, S103-S108.	0.8	8
11	The Ottawa Emergency Department Shift Observation Tool (Oâ€™EDShOT): A New Tool for Assessing Resident Competence in the Emergency Department. <i>AEM Education and Training</i> , 2020, 4, 359-368.	0.6	8
12	The cognitive process of test takers when using the script concordance test rating scale. <i>Medical Education</i> , 2020, 54, 337-347.	1.1	11
13	Does Emotional Intelligence at medical school admission predict future licensing examination performance?. <i>Canadian Medical Education Journal</i> , 2020, 11, e35-e45.	0.3	3
14	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.	0.3	2
15	Comparison of the Ottawa Surgical Competency Operating Room Evaluation (O-SCORE) to a Single-Item Performance Score. <i>Teaching and Learning in Medicine</i> , 2019, 31, 146-153.	1.3	14
16	Does Cardiac Physical Exam Teaching Using a Cardiac Simulator Improve Medical Studentsâ€™ Diagnostic Skills?. <i>Cureus</i> , 2019, 11, e4610.	0.2	7
17	Can physician examiners overcome their first impression when examinee performance changes?. <i>Advances in Health Sciences Education</i> , 2018, 23, 721-732.	1.7	8
18	Assessing the Validity of a Multidisciplinary Mini-Clinical Evaluation Exercise. <i>Teaching and Learning in Medicine</i> , 2018, 30, 152-161.	1.3	6

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19	Recommendations for Publishing Assessment-Based Articles in JCEHP. Journal of Continuing Education in the Health Professions, 2018, 38, 154-157.	0.4	2
20	Avoid reinventing the wheel: implementation of the Ottawa Clinic Assessment Tool (OCAT) in Internal Medicine. BMC Medical Education, 2018, 18, 218.	1.0	18
21	When I say "consensus group methods. Medical Education, 2017, 51, 994-995.	1.1	4
22	Supervisor-trainee continuity and the quality of work-based assessments. Medical Education, 2017, 51, 1260-1268.	1.1	18
23	Comparing alternative and traditional dissemination metrics in medical education. Medical Education, 2017, 51, 935-941.	1.1	69
24	The Use of the Delphi and Other Consensus Group Methods in Medical Education Research: A Review. Academic Medicine, 2017, 92, 1491-1498.	0.8	349
25	Using consensus group methods such as Delphi and Nominal Group in medical education research. Medical Teacher, 2017, 39, 14-19.	1.0	272
26	The influence of first impressions on subsequent ratings within an OSCE station. Advances in Health Sciences Education, 2017, 22, 969-983.	1.7	15
27	Learning environment: assessing resident experience. Clinical Teacher, 2017, 14, 195-199.	0.4	5
28	Assessment Pearls for Competency-Based Medical Education. Journal of Graduate Medical Education, 2017, 9, 688-691.	0.6	24
29	Daily Encounter Cards "Evaluating the Quality of Documented Assessments. Journal of Graduate Medical Education, 2016, 8, 601-604.	0.6	14
30	Direct Observation of Clinical Skills Feedback Scale: Development and Validity Evidence. Teaching and Learning in Medicine, 2016, 28, 385-394.	1.3	24
31	Do OSCE progress test scores predict performance in a national high-stakes examination?. Medical Education, 2016, 50, 351-358.	1.1	44
32	A New Instrument for Assessing Resident Competence in Surgical Clinic: The Ottawa Clinic Assessment Tool. Journal of Surgical Education, 2016, 73, 575-582.	1.2	70
33	Done or Almost Done? Improving OSCE Checklists to Better Capture Performance in Progress Tests. Teaching and Learning in Medicine, 2016, 28, 406-414.	1.3	9
34	The Use of the Delphi and Other Consensus Group Methods in Medical Education. Academic Medicine, 2016, 91, S11-S11.	0.8	8
35	P Value. Academic Medicine, 2016, 91, e22.	0.8	0
36	The OSCE progress test "Measuring clinical skill development over residency training. Medical Teacher, 2016, 38, 168-173.	1.0	22

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37	Development and Validation of a Bronchoscopy Competence Assessment Tool in a Clinical Setting. <i>Annals of the American Thoracic Society</i> , 2016, 13, 495-501.	1.5	28
38	Feedback in the OSCE: What Do Residents Remember?. <i>Teaching and Learning in Medicine</i> , 2016, 28, 52-60.	1.3	21
39	Continued Validation of the O-SCORE (Ottawa Surgical Competency Operating Room Evaluation): Use in the Simulated Environment. <i>Teaching and Learning in Medicine</i> , 2016, 28, 72-79.	1.3	55
40	Disrupting Diagnostic Reasoning. <i>Academic Medicine</i> , 2015, 90, 511-517.	0.8	54
41	Assessing Procedural Competence. <i>Simulation in Healthcare</i> , 2015, 10, 288-294.	0.7	12
42	A procedural skills OSCE: assessing technical and non-technical skills of internal medicine residents. <i>Advances in Health Sciences Education</i> , 2015, 20, 85-100.	1.7	34
43	Does Emotional Intelligence at Medical School Admission Predict Future Academic Performance?. <i>Academic Medicine</i> , 2014, 89, 638-643.	0.8	25
44	Teaching medical students social media: must or bust. <i>Medical Education</i> , 2014, 48, 1128-1129.	1.1	6
45	The objective structured clinical examination: can physician-examiners participate from a distance?. <i>Medical Education</i> , 2014, 48, 441-450.	1.1	18
46	In-training evaluations: developing an automated screening tool to measure report quality. <i>Medical Education</i> , 2014, 48, 724-732.	1.1	17
47	The impact of cueing on written examinations of clinical decision making: a case study. <i>Medical Education</i> , 2014, 48, 255-261.	1.1	15
48	Is it time to move beyond errors in clinical reasoning and discuss accuracy?. <i>Advances in Health Sciences Education</i> , 2014, 19, 403-407.	1.7	4
49	Exploring the role of first impressions in rater-based assessments. <i>Advances in Health Sciences Education</i> , 2014, 19, 409-427.	1.7	82
50	Progress testing: is there a role for the OSCE?. <i>Medical Education</i> , 2014, 48, 623-631.	1.1	37
51	In reply to McLaughlin. <i>Advances in Health Sciences Education</i> , 2014, 19, 433-434.	1.7	1
52	Mental workload as a tool for understanding dual processes in rater-based assessments. <i>Advances in Health Sciences Education</i> , 2013, 18, 523-525.	1.7	8
53	Quality In-Training Evaluation Reports—Does Feedback Drive Faculty Performance?. <i>Academic Medicine</i> , 2013, 88, 1129-1134.	0.8	31
54	Association Between a Medical School Admission Process Using the Multiple Mini-interview and National Licensing Examination Scores. <i>JAMA - Journal of the American Medical Association</i> , 2012, 308, 2233.	3.8	104

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55	The Ottawa Surgical Competency Operating Room Evaluation (O-SCORE). <i>Academic Medicine</i> , 2012, 87, 1401-1407.	0.8	251
56	The Relationship Between Response Time and Diagnostic Accuracy. <i>Academic Medicine</i> , 2012, 87, 785-791.	0.8	122
57	Podcasting as a goal oriented toy in education. <i>Advances in Health Sciences Education</i> , 2012, 17, 605-606.	1.7	3
58	Quality evaluation reports: Can a faculty development program make a difference?. <i>Medical Teacher</i> , 2012, 34, e725-e731.	1.0	27
59	Self-monitoring and its relationship to medical knowledge. <i>Advances in Health Sciences Education</i> , 2012, 17, 311-323.	1.7	41
60	Does an Emotional Intelligence Test Correlate With Traditional Measures Used to Determine Medical School Admission?. <i>Academic Medicine</i> , 2011, 86, S39-S41.	0.8	23
61	Comparison of student examiner to faculty examiner scoring and feedback in an OSCE. <i>Medical Education</i> , 2011, 45, 183-191.	1.1	48
62	Two models of raters in a structured oral examination: does it make a difference?. <i>Advances in Health Sciences Education</i> , 2010, 15, 97-108.	1.7	6
63	How clinical features are presented matters to weaker diagnosticians. <i>Medical Education</i> , 2010, 44, 775-785.	1.1	16
64	Identifying the Unauthorized Use of Examination Material. <i>Evaluation and the Health Professions</i> , 2010, 33, 96-108.	0.9	4
65	Measuring Acceptability of Clinical Decision Rules: Validation of the Ottawa Acceptability of Decision Rules Instrument (OADRI) in Four Countries. <i>Medical Decision Making</i> , 2010, 30, 398-408.	1.2	49
66	Resident Evaluations: The Use of Daily Evaluation Forms in Rheumatology Ambulatory Care. <i>Journal of Rheumatology</i> , 2009, 36, 1298-1303.	1.0	9
67	The effect of reused questions on repeat examinees. <i>Advances in Health Sciences Education</i> , 2009, 14, 465-473.	1.7	27
68	Assessment not only drives learning, it may also help learning. <i>Medical Education</i> , 2009, 43, 5-6.	1.1	102
69	Does the gender of the standardised patient influence candidate performance in an objective structured clinical examination?. <i>Medical Education</i> , 2009, 43, 521-525.	1.1	14
70	Assessing the quality of supervisors completed clinical evaluation reports. <i>Medical Education</i> , 2008, 42, 816-822.	1.1	53
71	Assessing Change in Clinical Teaching Skills: Are We Up for the Challenge?. <i>Teaching and Learning in Medicine</i> , 2008, 20, 288-294.	1.3	6
72	Is it feasible to include a technical skill station on a national licensing examination?. <i>American Journal of Surgery</i> , 2007, 193, 86-89.	0.9	1

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73	Are all the taken men good? An indirect examination of mate-choice copying in humans. <i>Cmaj</i> , 2006, 175, 1573-1574.	0.9	48
74	Standard Setting in a Small Scale OSCE: A Comparison of the Modified Borderline-Group Method and the Borderline Regression Method. <i>Advances in Health Sciences Education</i> , 2006, 11, 115-122.	1.7	71
75	A Comparison of Physician Examiners and Trained Assessors in a High-Stakes OSCE Setting. <i>Academic Medicine</i> , 2005, 80, S59-S62.	0.8	35
76	The development of a participant questionnaire to assess continuing medical education presentations. <i>Medical Education</i> , 2005, 39, 568-572.	1.1	13
77	Why do physicians volunteer to be OSCE examiners?. <i>Medical Teacher</i> , 2005, 27, 172-174.	1.0	8
78	Validation of a Decision Regret Scale. <i>Medical Decision Making</i> , 2003, 23, 281-292.	1.2	973
79	Can the Strength of Candidates Be Discriminated Based on Ability to Circumvent the Biasing Effect of Prose? Implications for Evaluation and Education. <i>Academic Medicine</i> , 2003, 78, S78-S81.	0.8	6
80	Expert-Novice Differences in Memory: A Reformulation. <i>Teaching and Learning in Medicine</i> , 2002, 14, 257-263.	1.3	30
81	Negative priming without ignoring. <i>Psychonomic Bulletin and Review</i> , 1998, 5, 470-475.	1.4	41