

Peter Ja Yeates

List of Publications by Year in descending order

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Version: 2024-02-01

28
papers

678
citations

759233

12
h-index

580821

25
g-index

28
all docs

28
docs citations

28
times ranked

556
citing authors

#	ARTICLE	IF	CITATIONS
1	Seeing the "black box" differently: assessor cognition from three research perspectives. Medical Education, 2014, 48, 1055-1068.	2.1	186
2	Seeing the same thing differently. Advances in Health Sciences Education, 2013, 18, 325-341.	3.3	137
3	"You're certainly relatively competent": assessor bias due to recent experiences. Medical Education, 2013, 47, 910-922.	2.1	42
4	Effectiveness of delayed activated charcoal administration in simulated paracetamol (acetaminophen) overdose. British Journal of Clinical Pharmacology, 2000, 49, 11-14.	2.4	40
5	Effect of Exposure to Good vs Poor Medical Trainee Performance on Attending Physician Ratings of Subsequent Performances. JAMA - Journal of the American Medical Association, 2012, 308, 2226.	7.4	39
6	Are Examiners' Judgments in OSCE-Style Assessments Influenced by Contrast Effects?. Academic Medicine, 2015, 90, 975-980.	1.6	39
7	Developing a video-based method to compare and adjust examiner effects in fully nested OSCEs. Medical Education, 2019, 53, 250-263.	2.1	27
8	Relatively speaking: contrast effects influence assessors' scores and narrative feedback. Medical Education, 2015, 49, 909-919.	2.1	26
9	A randomised trial of the influence of racial stereotype bias on examiners' scores, feedback and recollections in undergraduate clinical exams. BMC Medicine, 2017, 15, 179.	5.5	22
10	Hawks, Doves and Rasch decisions: Understanding the influence of different cycles of an OSCE on students' scores using Many Facet Rasch Modeling. Medical Teacher, 2017, 39, 92-99.	1.8	20
11	What can we expect of clinical teachers? Establishing consensus on applicable skills, attitudes and practices. Medical Education, 2008, 42, 134-142.	2.1	19
12	Measuring the Effect of Examiner Variability in a Multiple-Circuit Objective Structured Clinical Examination (OSCE). Academic Medicine, 2021, 96, 1189-1196.	1.6	15
13	Understanding and developing procedures for video-based assessment in medical education. Medical Teacher, 2020, 42, 1250-1260.	1.8	12
14	Technology enhanced assessment: Ottawa consensus statement and recommendations. Medical Teacher, 2022, 44, 836-850.	1.8	12
15	Comparatively salient: examining the influence of preceding performances on assessors' focus and interpretations in written assessment comments. Advances in Health Sciences Education, 2018, 23, 937-959.	3.3	9
16	Determining influence, interaction and causality of contrast and sequence effects in objective structured clinical exams. Medical Education, 2022, 56, 292-302.	2.1	6
17	Exploring differences in individual and group judgements in standard setting. Medical Education, 2019, 53, 941-952.	2.1	4
18	Understanding patient involvement in judging students' communication skills in OSCEs. Medical Teacher, 2021, 43, 1070-1078.	1.8	4

#	ARTICLE	IF	CITATIONS
19	Determining the influence of different linking patterns on the stability of students' score adjustments produced using Video-based Examiner Score Comparison and Adjustment (VESCA). BMC Medical Education, 2022, 22, 41.	2.4	4
20	The mental workload of conducting research in assessor cognition. Perspectives on Medical Education, 2022, 8, 315-316.	3.5	3
21	The influence of candidates' physical attributes on assessors' ratings in clinical practice. Medical Teacher, 2021, 43, 554-559.	1.8	3
22	Memory, credibility and insight: How video-based feedback promotes deeper reflection and learning in objective structured clinical exams. Medical Teacher, 2022, 44, 664-671.	1.8	3
23	Examining the box's contents. Medical Education, 2011, 45, 970-972.	2.1	2
24	Platypnea-orthodeoxia syndrome following left pneumonectomy for early stage non-small cell lung cancer. Cancer Treatment Communications, 2014, 2, 1-3.	0.4	2
25	Exploring the relationship between examiners' memories for performances, domain separation and score variability. Medical Teacher, 2018, 40, 1159-1165.	1.8	2
26	Perils, pitfalls and potential for the use of reporting guidelines in experimental research in medical education. Perspectives on Medical Education, 2019, 8, 207-208.	3.5	0
27	Comparing the influence of 'describing findings to the examiner' or 'examining as in usual practice' on the students' performance and assessors' judgements during physical examination skills assessment. MedEdPublish, 2020, 9, .	0.3	0
28	In Reply to Anto et al. Academic Medicine, 2022, 97, 475-476.	1.6	0