

Debra Pugh

List of Publications by Year in descending order

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33
papers

580
citations

686830

13
h-index

676716

22
g-index

33
all docs

33
docs citations

33
times ranked

600
citing authors

#	ARTICLE	IF	CITATIONS
1	Twelve tips for developing an OSCE that measures what you want. <i>Medical Teacher</i> , 2018, 40, 1208-1213.	1.0	67
2	Do OSCE progress test scores predict performance in a national high-stakes examination?. <i>Medical Education</i> , 2016, 50, 351-358.	1.1	44
3	Progress testing: is there a role for the OSCE?. <i>Medical Education</i> , 2014, 48, 623-631.	1.1	37
4	Taking the sting out of assessment: is there a role for progress testing?. <i>Medical Education</i> , 2016, 50, 721-729.	1.1	37
5	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
6	Using Automatic Item Generation to Improve the Quality of MCQ Distractors. <i>Teaching and Learning in Medicine</i> , 2016, 28, 166-173.	1.3	31
7	Using cognitive models to develop quality multiple-choice questions. <i>Medical Teacher</i> , 2016, 38, 838-843.	1.0	28
8	How do formative objective structured clinical examinations drive learning? Analysis of residents'™ perceptions. <i>Medical Teacher</i> , 2018, 40, 45-52.	1.0	25
9	Direct Observation of Clinical Skills Feedback Scale: Development and Validity Evidence. <i>Teaching and Learning in Medicine</i> , 2016, 28, 385-394.	1.3	24
10	The OSCE progress test â€œ Measuring clinical skill development over residency training. <i>Medical Teacher</i> , 2016, 38, 168-173.	1.0	22
11	Feedback in the OSCE: What Do Residents Remember?. <i>Teaching and Learning in Medicine</i> , 2016, 28, 52-60.	1.3	21
12	Evaluating the Psychometric Characteristics of Generated Multiple-Choice Test Items. <i>Applied Measurement in Education</i> , 2016, 29, 196-210.	0.5	20
13	Use of an errorâ€­focused checklist to identify incompetence in lumbar puncture performances. <i>Medical Education</i> , 2015, 49, 1004-1015.	1.1	19
14	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
15	Can automated item generation be used to develop high quality MCQs that assess application of knowledge?. <i>Research and Practice in Technology Enhanced Learning</i> , 2020, 15, .	1.9	16
16	The influence of first impressions on subsequent ratings within an OSCE station. <i>Advances in Health Sciences Education</i> , 2017, 22, 969-983.	1.7	15
17	Plus Ã§a change, plus câ€™est pareil: Making a continued case for the use of MCQs in medical education. <i>Medical Teacher</i> , 2019, 41, 569-577.	1.0	15
18	Are rating scales really better than checklists for measuring increasing levels of expertise?. <i>Medical Teacher</i> , 2020, 42, 46-51.	1.0	13

#	ARTICLE	IF	CITATIONS
19	Entrustment within an objective structured clinical examination (OSCE) progress test: Bridging the gap towards competency-based medical education. <i>Medical Teacher</i> , 2020, 42, 1283-1288.	1.0	12
20	Cheating in OSCEs: The Impact of Simulated Security Breaches on OSCE Performance. <i>Teaching and Learning in Medicine</i> , 2017, 29, 52-58.	1.3	11
21	No observed effect of a student-led mock objective structured clinical examination on subsequent performance scores in medical students in Canada. <i>Journal of Educational Evaluation for Health Professions</i> , 2019, 16, 14.	5.9	11
22	Done or Almost Done? Improving OSCE Checklists to Better Capture Performance in Progress Tests. <i>Teaching and Learning in Medicine</i> , 2016, 28, 406-414.	1.3	9
23	Blood transfusion knowledge of surgical residents: is an educational intervention effective?. <i>Transfusion</i> , 2017, 57, 965-970.	0.8	9
24	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
25	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
26	Written-Based Progress Testing: A Scoping Review. <i>Academic Medicine</i> , 2022, 97, 747-757.	0.8	8
27	Assessing the Validity of a Multidisciplinary Mini-Clinical Evaluation Exercise. <i>Teaching and Learning in Medicine</i> , 2018, 30, 152-161.	1.3	6
28	The implementation and evaluation of an e-Learning training module for objective structured clinical examination raters in Canada. <i>Journal of Educational Evaluation for Health Professions</i> , 2018, 15, 18.	5.9	5
29	Assessing the validity of an OSCE developed to assess rare, emergent or complex clinical conditions in endocrinology & metabolism. <i>BMC Medical Education</i> , 2021, 21, 288.	1.0	4
30	Interactive Online Learning for Attending Physicians in Ultrasound-guided Central Venous Catheter Insertion. <i>Cureus</i> , 2017, 9, e1592.	0.2	2
31	Potential of feedback during objective structured clinical examination to evoke an emotional response in medical students in Canada. <i>Journal of Educational Evaluation for Health Professions</i> , 2020, 17, 5.	5.9	2
32	Multisystem presentation of primary Sjögren syndrome. <i>Cmaj</i> , 2019, 191, E446-E449.	0.9	1
33	Cancel culture: exploring the unintended consequences of cancelling the Canadian national licensing clinical examination. <i>Canadian Medical Education Journal</i> , 0, , .	0.3	0