Debra Pugh

List of Publications by Year
in descending order

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	Written-Based Progress Testing: A Scoping Review. Academic Medicine, 2022, 97, 747-757.	0.8	8
2	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.	1.7	16
3	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.	1.7	8
4	Assessing the validity of an OSCE developed to assess rare, emergent or complex clinical conditions in endocrinology & metabolism. BMC Medical Education, 2021, 21, 288.	1.0	4
5	Are rating scales really better than checklists for measuring increasing levels of expertise?. Medical Teacher, 2020, 42, 46-51.	1.0	13
6	Entrustment within an objective structured clinical examination (OSCE) progress test: Bridging the gap towards competency-based medical education. Medical Teacher, 2020, 42, 1283-1288.	1.0	12
7	Can automated item generation be used to develop high quality MCQs that assess application of knowledge?. Research and Practice in Technology Enhanced Learning, 2020, 15, .	1.9	16
8	Potential of feedback during objective structured clinical examination to evoke an emotional response in medical students in Canada. Journal of Educational Evaluation for Health Professions, 2020, 17, 5.	5.9	2
9	Multisystem presentation of primary SjÃ¶gren syndrome. Cmaj, 2019, 191, E446-E449.	0.9	1
10	Plus Ã§a change, plus câ€™est pareil: Making a continued case for the use of MCQs in medical education. Medical Teacher, 2019, 41, 569-577.	1.0	15
11	No observed effect of a student-led mock objective structured clinical examination on subsequent performance scores in medical students in Canada. Journal of Educational Evaluation for Health Professions, 2019, 16, 14.	5.9	11
12	Can physician examiners overcome their first impression when examinee performance changes?. Advances in Health Sciences Education, 2018, 23, 721-732.	1.7	8
13	Twelve tips for developing an OSCE that measures what you want. Medical Teacher, 2018, 40, 1208-1213.	1.0	67
14	How do formative objective structured clinical examinations drive learning? Analysis of residentsâ€™ perceptions. Medical Teacher, 2018, 40, 45-52.	1.0	25
15	Assessing the Validity of a Multidisciplinary Mini-Clinical Evaluation Exercise. Teaching and Learning in Medicine, 2018, 30, 152-161.	1.3	6
16	The implementation and evaluation of an e-Learning training module for objective structured clinical examination raters in Canada. Journal of Educational Evaluation for Health Professions, 2018, 15, 18.	5.9	5
17	Blood transfusion knowledge of surgical residents: is an educational intervention effective?. Transfusion, 2017, 57, 965-970.	0.8	9
18	The influence of first impressions on subsequent ratings within an OSCE station. Advances in Health Sciences Education, 2017, 22, 969-983.	1.7	15

#	Article	IF	Citations
19	Cheating in OSCEs: The Impact of Simulated Security Breaches on OSCE Performance. Teaching and Learning in Medicine, 2017, 29, 52-58.	1.3	11
20	Interactive Online Learning for Attending Physicians in Ultrasound-guided Central Venous Catheter Insertion. Cureus, 2017, 9, e1592.	0.2	2
21	Taking the sting out of assessment: is there a role for progress testing?. Medical Education, 2016, 50, 721-729.	1.1	37
22	Direct Observation of Clinical Skills Feedback Scale: Development and Validity Evidence. Teaching and Learning in Medicine, 2016, 28, 385-394.	1.3	24
23	Do OSCE progress test scores predict performance in a national high-stakes examination?. Medical Education, 2016, 50, 351-358.	1.1	44
24	Evaluating the Psychometric Characteristics of Generated Multiple-Choice Test Items. Applied Measurement in Education, 2016, 29, 196-210.	0.5	20
25	Using Automatic Item Generation to Improve the Quality of MCQ Distractors. Teaching and Learning in Medicine, 2016, 28, 166-173.	1.3	31
26	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
27	The OSCE progress test â€“ Measuring clinical skill development over residency training. Medical Teacher, 2016, 38, 168-173.	1.0	22
28	Using cognitive models to develop quality multiple-choice questions. Medical Teacher, 2016, 38, 838-843.	1.0	28
29	Feedback in the OSCE: What Do Residents Remember?. Teaching and Learning in Medicine, 2016, 28, 52-60.	1.3	21
30	Use of an errorâ€focused checklist to identify incompetence in lumbar puncture performances. Medical Education, 2015, 49, 1004-1015.	1.1	19
31	A procedural skills OSCE: assessing technical and non-technical skills of internal medicine residents. Advances in Health Sciences Education, 2015, 20, 85-100.	1.7	34
32	Progress testing: is there a role for the OSCE?. Medical Education, 2014, 48, 623-631.	1.1	37
33	Cancel culture: exploring the unintended consequences of cancelling the Canadian national licensing clinical examination. Canadian Medical Education Journal, 0, , .	0.3	0