

Criteria for good assessment: Consensus statement and Ottawa 2010 Conference

Medical Teacher

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Citation Report

#	ARTICLE	IF	CITATIONS
1	Technology-enabled assessment of health professions education: Consensus statement and recommendations from the Ottawa 2010 conference. <i>Medical Teacher</i> , 2011, 33, 364-369.	1.0	44
2	Letters to the Editor. <i>Medical Teacher</i> , 2011, 33, 592-595.	1.0	4
3	Competencies "Plus" The Nature of Written Comments on Internal Medicine Residents' Evaluation Forms. <i>Academic Medicine</i> , 2011, 86, S30-S34.	0.8	53
4	The Next GME Accreditation System "Rationale and Benefits. <i>New England Journal of Medicine</i> , 2012, 366, 1051-1056.	13.9	1,401
5	Commentary. <i>Academic Medicine</i> , 2012, 87, 1657-1659.	0.8	10
6	Assessing Diagnostic Reasoning: A Consensus Statement Summarizing Theory, Practice, and Future Needs. <i>Academic Emergency Medicine</i> , 2012, 19, 1454-1461.	0.8	57
7	Assessing Patient Care: Summary of the Breakout Group on Assessment of Observable Learner Performance. <i>Academic Emergency Medicine</i> , 2012, 19, 1379-1389.	0.8	16
8	How to construct and implement script concordance tests: insights from a systematic review. <i>Medical Education</i> , 2012, 46, 552-563.	1.1	83
9	Becoming an expert: a review of adult learning theory and implications for vocational training in ophthalmology. <i>Clinical and Experimental Ophthalmology</i> , 2012, 40, 519-526.	1.3	13
10	Review article: Teaching, learning, and the pursuit of excellence in anesthesia education. <i>Canadian Journal of Anaesthesia</i> , 2012, 59, 171-181.	0.7	24
11	Review article: Assessment in anesthesiology education. <i>Canadian Journal of Anaesthesia</i> , 2012, 59, 182-192.	0.7	51
12	Competency Assessment. , 2013, , 135-160.		5
13	Standardized Patients. , 2013, , 173-190.		18
14	Avoiding honest feedback: Discordance between formal evaluations and candid assessments of Kuwaiti PBL students. <i>Medical Teacher</i> , 2013, 35, 459-464.	1.0	7
15	Initial Performance of a Modified Milestones Global Evaluation Tool for Semiannual Evaluation of Residents by Faculty. <i>Journal of Surgical Education</i> , 2013, 70, 739-749.	1.2	16
16	Evaluating Psychiatry Residents as Physician-Managers: Development of an Assessment Tool. <i>Academic Psychiatry</i> , 2013, 37, 11.	0.4	2
17	The reliability of encounter cards to assess the CanMEDS roles. <i>Advances in Health Sciences Education</i> , 2013, 18, 987-996.	1.7	38
18	Multisource Feedback: Can It Meet Criteria for Good Assessment?. <i>Journal of Continuing Education in the Health Professions</i> , 2013, 33, 89-98.	0.4	29

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19	Research methodologies in informed consent studies involving surgical and invasive procedures: Time to re-examine?. <i>Patient Education and Counseling</i> , 2013, 93, 559-566.	1.0	7
20	Biochemical visual literacy with constructive alignment: Outcomes, assessment, and activities. <i>Biochemistry and Molecular Biology Education</i> , 2013, 41, 67-69.	0.5	7
21	Is the OSCE a feasible tool to assess competencies in undergraduate medical education?. <i>Medical Teacher</i> , 2013, 35, 503-514.	1.0	177
22	Realizing the Promise and Importance of Performance-Based Assessment. <i>Teaching and Learning in Medicine</i> , 2013, 25, S68-S74.	1.3	34
23	What has replaced foundation programme work-based assessments?. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2013, 74, 606-607.	0.2	0
24	The reverse classroom: lectures on your own and homework with faculty. <i>Canadian Journal of Emergency Medicine</i> , 2013, 15, 179-181.	0.5	23
25	Decision making for borderline cases in pass/fail clinical anatomy courses: The practical value of the standard error of measurement and likelihood ratio in a diagnostic test. <i>Anatomical Sciences Education</i> , 2013, 6, 157-162.	2.5	1
26	The TRIPSE: A process-oriented exam for large undergraduate classes. <i>Biochemistry and Molecular Biology Education</i> , 2013, 41, 145-155.	0.5	7
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28	Student Acceptability of High-Stakes e-Assessment in Dental Education: Using Privacy Screen Filters to Control Cheating. <i>Journal of Dental Education</i> , 2014, 78, 558-566.	0.7	4
29	“Addiction Pharmacy” and the Professionalization Process: Technology-Enhanced Assessment of Reflective Practice and Teamwork. <i>Pharmacy (Basel, Switzerland)</i> , 2014, 2, 175-194.	0.6	1
31	Evaluation of the Assessment Plan for Undergraduate Clerkship in Obstetrics and Gynecology, King Abdulaziz University. <i>Journal of Medical Education and Curricular Development</i> , 2014, 1, JMECD.S18463.	0.7	0
32	How we developed a role-based portfolio for teachers’ professional development. <i>Medical Teacher</i> , 2014, 36, 765-768.	1.0	5
33	Assessment criteria for competency-based education: a study in nursing education. <i>Instructional Science</i> , 2014, 42, 971-994.	1.1	9
34	Should essays and other “open-ended” type questions retain a place in written summative assessment in clinical medicine?. <i>BMC Medical Education</i> , 2014, 14, 249.	1.0	69
35	Script Concordance Testing. <i>Academic Medicine</i> , 2014, 89, 128-135.	0.8	12
36	Multiple mini-interview test characteristics: “tis better to ask candidates to recall than to imagine. <i>Medical Education</i> , 2014, 48, 604-613.	1.1	32
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39	Gender differences in self-assessed clinical competence – a survey of young dentists in inland. <i>European Journal of Dental Education</i> , 2014, 18, 234-240.	1.0	29
40	Lessons learnt from a pilot of assessment for learning. <i>Clinical Medicine</i> , 2014, 14, 577-584.	0.8	14
41	Association Between Imposition of a Maintenance of Certification Requirement and Ambulatory Care – Sensitive Hospitalizations and Health Care Costs. <i>JAMA - Journal of the American Medical Association</i> , 2014, 312, 2348.	3.8	54
42	Reconceptualizing Variable Rater Assessments as Both an Educational and Clinical Care Problem. <i>Academic Medicine</i> , 2014, 89, 721-727.	0.8	120
43	Meeting international standards: A cultural approach in implementing the mini-CEX effectively in Indonesian clerkships. <i>Medical Teacher</i> , 2014, 36, 894-902.	1.0	14
44	Assessing Resident Performance on the Psychiatry Milestones. <i>Academic Psychiatry</i> , 2014, 38, 294-302.	0.4	20
45	A systematic review of assessment of skill acquisition and operative competency in vascular surgical training. <i>Journal of Vascular Surgery</i> , 2014, 59, 1440-1455.	0.6	61
46	Designing Assessment Programmes for the Model Curriculum for Emergency Medicine Specialists. <i>Canadian Journal of Emergency Medicine</i> , 2015, 17, 462-467.	0.5	2
47	Development and Validation of a Trustworthy Multisource Feedback Instrument to Support Nurse Appraisals. <i>Journal of Continuing Education in the Health Professions</i> , 2015, 35, 91-98.	0.4	5
48	Measuring rater judgments within learning assessments – Part 2: A mixed approach to creating rubrics. <i>Currents in Pharmacy Teaching and Learning</i> , 2015, 7, 662-668.	0.4	8
49	Growing professional competence in nutrition and dietetics. <i>Nutrition and Dietetics</i> , 2015, 72, 96-100.	0.9	10
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51	Leading and working in teams. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2015, 76, 264-269.	0.2	4
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53	Implementation of competency-based medical education: are we addressing the concerns and challenges?. <i>Medical Education</i> , 2015, 49, 1086-1102.	1.1	270
54	The validity and reliability of workplacebased assessments in surgical training. <i>Bulletin of the Royal College of Surgeons of England</i> , 2015, 97, e19-e23.	0.1	3
55	Quality assurance of the Applied Knowledge Test (AKT) of the MRCGP examination – an immediate post-test questionnaire evaluation of the candidates’ views. <i>Education for Primary Care</i> , 2015, 26, 223-232.	0.2	3

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56	Innovative strategies in critical care education. <i>Journal of Critical Care</i> , 2015, 30, 550-556.	1.0	24
57	Have we got assessment wrong? Thoughts from the Ottawa Conference and the need for a Pumpkin Plan. <i>Medical Teacher</i> , 2015, 37, 209-210.	1.0	1
58	Evaluation of a Pilot Educational Program on Safe and Effective Insertion and Management of Peripheral Intravenous Catheters. , 2015, 20, 37-42.		9
59	Integrating learning assessment and supervision in a competency framework for clinical workplace education. <i>Nurse Education Today</i> , 2015, 35, 341-346.	1.4	35
60	Twelve tips for "flipping" the classroom. <i>Medical Teacher</i> , 2015, 37, 331-336.	1.0	208
61	Using patients'™ charts to assess medical trainees in the workplace: A systematic review. <i>Medical Teacher</i> , 2015, 37, S82-S87.	1.0	10
62	Assessing interprofessional competence using a prospective reflective portfolio. <i>Journal of Interprofessional Care</i> , 2015, 29, 179-187.	0.8	21
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65	The ABCs of DKA: Development and Validation of a Computer-Based Simulator and Scoring System. <i>Journal of General Internal Medicine</i> , 2015, 30, 1319-1332.	1.3	12
66	The impact of programmatic assessment on student learning: theory versus practice. <i>Medical Education</i> , 2015, 49, 487-498.	1.1	151
67	Designing faculty development to support the evaluation of resident competency in the intrinsic CanMEDS roles: practical outcomes of an assessment of program director needs. <i>BMC Medical Education</i> , 2015, 15, 100.	1.0	26
68	Summative clinical competency assessment: A survey of ultrasound practitioners'™ views. <i>Ultrasound</i> , 2015, 23, 11-17.	0.3	10
69	Through patient eyes: Can third-year medical students deliver the care patients expect?. <i>Medical Teacher</i> , 2015, 37, 684-692.	1.0	5
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71	Introducing the Gastroenterologist-accountable Professionalism in Practice (G-APP) Pathway: Bridging the G-APP-Replacing MOC With a Model for Lifelong Learning and Accountability. <i>Gastroenterology</i> , 2015, 149, 1609-1626.	0.6	8
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81	Parent training programmes for managing infantile colic. The Cochrane Library, 2016, , .	1.5	2
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92	Enseñanza y aprendizaje de la cirugía. Investigación En Educación Médica, 2016, 5, 261-267.	0.0	7

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93	A first report of East Asian studentsâ€™ perception of progress testing: a focus group study. BMC Medical Education, 2016, 16, 245.	1.0	15
94	Feasibility and Outcomes of Implementing a Portfolio Assessment System Alongside a Traditional Grading System. Academic Medicine, 2016, 91, 1554-1560.	0.8	25
95	Simulation Curriculum Development, Competency-Based Education, and Continuing Professional Development. Comprehensive Healthcare Simulation, 2016, , 181-193.	0.2	5
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98	Towards a program of assessment for health professionals: from training into practice. Advances in Health Sciences Education, 2016, 21, 897-913.	1.7	116
99	Programmatic Assessment of Competence in Dietetics: A New Frontier. Journal of the Academy of Nutrition and Dietetics, 2017, 117, 175-179.	0.4	25
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112	Health advocacy. <i>Medical Teacher</i> , 2017, 39, 128-135.	1.0	84
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121	Translating Theory Into Practice: Implementing a Program of Assessment. <i>Academic Medicine</i> , 2018, 93, 444-450.	0.8	25
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130	Best practice for assessment. <i>Medical Teacher</i> , 2018, 40, 1088-1090.	1.0	2
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147	Picking the Right Tool for the Job: A Reliability Study of 4 Assessment Tools for Central Venous Catheter Insertion. <i>Journal of Graduate Medical Education</i> , 2019, 11, 422-429.	0.6	5

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149	Scoping Review of Entrustable Professional Activities in Undergraduate Medical Education. Academic Medicine, 2019, 94, 1040-1049.	0.8	86
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169	Key tips for teaching in the clinical setting. <i>BMC Medical Education</i> , 2020, 20, 463.	1.0	35
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173	Introducing multiple-choice questions to promote learning for medical students: effect on exam performance in obstetrics and gynecology. <i>Archives of Gynecology and Obstetrics</i> , 2020, 302, 1401-1406.	0.8	7
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