Timothy J Wood

List of Publications by Year
in descending order

81 papers	3,671 citations	201385 27 h-index	138251 58 g-index
81 all docs	81 docs citations	81 times ranked	5245 citing authors

#	Article	IF	Citations
1	Validation of a Decision Regret Scale. Medical Decision Making, 2003, 23, 281-292.	1.2	973
2	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
3	Using consensus group methods such as Delphi and Nominal Group in medical education research. Medical Teacher, 2017, 39, 14-19.	1.0	272
4	The Ottawa Surgical Competency Operating Room Evaluation (O-SCORE). Academic Medicine, 2012, 87, 1401-1407.	0.8	251
5	The Relationship Between Response Time and Diagnostic Accuracy. Academic Medicine, 2012, 87, 785-791.	0.8	122
6	Association Between a Medical School Admission Process Using the Multiple Mini-interview and National Licensing Examination Scores. JAMA - Journal of the American Medical Association, 2012, 308, 2233.	3.8	104
7	Assessment not only drives learning, it may also help learning. Medical Education, 2009, 43, 5-6.	1.1	102
8	Exploring the role of first impressions in rater-based assessments. Advances in Health Sciences Education, 2014, 19, 409-427.	1.7	82
9	Standard Setting in a Small Scale OSCE: A Comparison of the Modified Borderline-Group Method and the Borderline Regression Method. Advances in Health Sciences Education, 2006, 11, 115-122.	1.7	71
10	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
11	Comparing alternative and traditional dissemination metrics in medical education. Medical Education, 2017, 51, 935-941.	1.1	69
12	Continued Validation of the O-SCORE (Ottawa Surgical Competency Operating Room Evaluation): Use in the Simulated Environment. Teaching and Learning in Medicine, 2016, 28, 72-79.	1.3	55
13	Disrupting Diagnostic Reasoning. Academic Medicine, 2015, 90, 511-517.	0.8	54
14	Assessing the quality of supervisors completed clinical evaluation reports. Medical Education, 2008, 42, 816-822.	1.1	53
15	Measuring Acceptability of Clinical Decision Rules: Validation of the Ottawa Acceptability of Decision Rules Instrument (OADRI) in Four Countries. Medical Decision Making, 2010, 30, 398-408.	1.2	49
16	Are all the taken men good? An indirect examination of mate-choice copying in humans. Cmaj, 2006, 175, 1573-1574.	0.9	48
17	Comparison of student examiner to faculty examiner scoring and feedback in an OSCE. Medical Education, 2011, 45, 183-191.	1.1	48
18	Do OSCE progress test scores predict performance in a national high-stakes examination?. Medical Education, 2016, 50, 351-358.	1.1	44

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19	Negative priming without ignoring. Psychonomic Bulletin and Review, 1998, 5, 470-475.	1.4	41
20	Self-monitoring and its relationship to medical knowledge. Advances in Health Sciences Education, 2012, 17, 311-323.	1.7	41
21	Progress testing: is there a role for the OSCE?. Medical Education, 2014, 48, 623-631.	1.1	37
22	A Comparison of Physician Examiners and Trained Assessors in a High-Stakes OSCE Setting. Academic Medicine, 2005, 80, S59-S62.	0.8	35
23	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
24	Quality In-Training Evaluation Reportsâ€"Does Feedback Drive Faculty Performance?. Academic Medicine, 2013, 88, 1129-1134.	0.8	31
25	Expert-Novice Differences in Memory: A Reformulation. Teaching and Learning in Medicine, 2002, 14, 257-263.	1.3	30
26	Development and Validation of a Bronchoscopy Competence Assessment Tool in a Clinical Setting. Annals of the American Thoracic Society, 2016, 13, 495-501.	1.5	28
27	The effect of reused questions on repeat examinees. Advances in Health Sciences Education, 2009, 14, 465-473.	1.7	27
28	Quality evaluation reports: Can a faculty development program make a difference?. Medical Teacher, 2012, 34, e725-e731.	1.0	27
29	Does Emotional Intelligence at Medical School Admission Predict Future Academic Performance?. Academic Medicine, 2014, 89, 638-643.	0.8	25
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	Assessment Pearls for Competency-Based Medical Education. Journal of Graduate Medical Education, 2017, 9, 688-691.	0.6	24
32	Does an Emotional Intelligence Test Correlate With Traditional Measures Used to Determine Medical School Admission?. Academic Medicine, 2011, 86, S39-S41.	0.8	23
33	The OSCE progress test â€“ Measuring clinical skill development over residency training. Medical Teacher, 2016, 38, 168-173.	1.0	22
34	Feedback in the OSCE: What Do Residents Remember?. Teaching and Learning in Medicine, 2016, 28, 52-60.	1.3	21
35	The objective structured clinical examination: can physician-examiners participate from a distance?. Medical Education, 2014, 48, 441-450.	1.1	18
36	Supervisor-trainee continuity and the quality of work-based assessments. Medical Education, 2017, 51, 1260-1268.	1.1	18

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37	Avoid reinventing the wheel: implementation of the Ottawa Clinic Assessment Tool (OCAT) in Internal Medicine. BMC Medical Education, 2018, 18, 218.	1.0	18
38	In-training evaluations: developing an automated screening tool to measure report quality. Medical Education, 2014, 48, 724-732.	1.1	17
39	How clinical features are presented matters to weaker diagnosticians. Medical Education, 2010, 44, 775-785.	1.1	16
40	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
41	The impact of cueing on written examinations of clinical decision making: a case study. Medical Education, 2014, 48, 255-261.	1.1	15
42	The influence of first impressions on subsequent ratings within an OSCE station. Advances in Health Sciences Education, 2017, 22, 969-983.	1.7	15
43	Does the gender of the standardised patient influence candidate performance in an objective structured clinical examination?. Medical Education, 2009, 43, 521-525.	1.1	14
44	Daily Encounter Cardsâ€"Evaluating the Quality of Documented Assessments. Journal of Graduate Medical Education, 2016, 8, 601-604.	0.6	14
45	Comparison of the Ottawa Surgical Competency Operating Room Evaluation (O-SCORE) to a Single-Item Performance Score. Teaching and Learning in Medicine, 2019, 31, 146-153.	1.3	14
46	The development of a participant questionnaire to assess continuing medical education presentations. Medical Education, 2005, 39, 568-572.	1.1	13
47	Are rating scales really better than checklists for measuring increasing levels of expertise?. Medical Teacher, 2020, 42, 46-51.	1.0	13
48	Assessing Procedural Competence. Simulation in Healthcare, 2015, 10, 288-294.	0.7	12
49	The cognitive process of test takers when using the script concordance test rating scale. Medical Education, 2020, 54, 337-347.	1.1	11
50	Resident Evaluations: The Use of Daily Evaluation Forms in Rheumatology Ambulatory Care. Journal of Rheumatology, 2009, 36, 1298-1303.	1.0	9
51	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
52	Why do physicians volunteer to be OSCE examiners?. Medical Teacher, 2005, 27, 172-174.	1.0	8
53	Mental workload as a tool for understanding dual processes in rater-based assessments. Advances in Health Sciences Education, 2013, 18, 523-525.	1.7	8
54	The Use of the Delphi and Other Consensus Group Methods in Medical Education. Academic Medicine, 2016, 91, S11-S11.	0.8	8

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55	Can physician examiners overcome their first impression when examinee performance changes?. Advances in Health Sciences Education, 2018, 23, 721-732.	1.7	8
56	The Relationship Between Accreditation Cycle and Licensing Examination Scores: A National Look. Academic Medicine, 2020, 95, S103-S108.	0.8	8
57	The Ottawa Emergency Department Shift Observation Tool (Oâ€ŒEDShOT): A New Tool for Assessing Resident Competence in the Emergency Department. AEM Education and Training, 2020, 4, 359-368.	0.6	8
58	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
59	Does Cardiac Physical Exam Teaching Using a Cardiac Simulator Improve Medical Studentsâ€™ Diagnostic Skills?. Cureus, 2019, 11, e4610.	0.2	7
60	Can the Strength of Candidates Be Discriminated Based on Ability to Circumvent the Biasing Effect of Prose? Implications for Evaluation and Education. Academic Medicine, 2003, 78, S78-S81.	0.8	6
61	Assessing Change in Clinical Teaching Skills: Are We Up for the Challenge?. Teaching and Learning in Medicine, 2008, 20, 288-294.	1.3	6
62	Two models of raters in a structured oral examination: does it make a difference?. Advances in Health Sciences Education, 2010, 15, 97-108.	1.7	6
63	Teaching medical students social media: must or bust. Medical Education, 2014, 48, 1128-1129.	1.1	6
64	Assessing the Validity of a Multidisciplinary Mini-Clinical Evaluation Exercise. Teaching and Learning in Medicine, 2018, 30, 152-161.	1.3	6
65	Learning environment: assessing resident experience. Clinical Teacher, 2017, 14, 195-199.	0.4	5
66	How do cognitive processes influence script concordance test responses?. Medical Education, 2021, 55, 354-364.	1.1	5
67	Identifying the Unauthorized Use of Examination Material. Evaluation and the Health Professions, 2010, 33, 96-108.	0.9	4
68	Is it time to move beyond errors in clinical reasoning and discuss accuracy?. Advances in Health Sciences Education, 2014, 19, 403-407.	1.7	4
69	When I say â€¦ consensus group methods. Medical Education, 2017, 51, 994-995.	1.1	4
70	Use of tracheobronchial tree 3-dimensional printed model: does it improve traineesâ€™ understanding of segmentation anatomy? A prospective study. 3D Printing in Medicine, 2021, 7, 2.	1.7	4
71	Teaching and assessing intra-operative consultations in competency-based medical education: development of a workplace-based assessment instrument. Virchows Archiv Fur Pathologische Anatomie Und Physiologie Und Fur Klinische Medizin, 2021, 479, 803-813.	1.4	4
72	The Ottawa Resident Observation Form for Nurses (O-RON): Assessment of Resident Performance through the Eyes of the Nurses. Journal of Surgical Education, 2021, 78, 1666-1675.	1.2	4

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73	Podcasting as a goal oriented toy in education. Advances in Health Sciences Education, 2012, 17, 605-606.	1.7	3
74	eConsult Specialist Quality of Response (eSQUARE): A novel tool to measure specialist correspondence via electronic consultation. Journal of Telemedicine and Telecare, 2022, 28, 280-290.	1.4	3
75	Does Emotional Intelligence at medical school admission predict future licensing examination performance?. Canadian Medical Education Journal, 2020, 11, e35-e45.	0.3	3
76	Recommendations for Publishing Assessment-Based Articles in JCEHP. Journal of Continuing Education in the Health Professions, 2018, 38, 154-157.	0.4	2
77	Will I publish this abstract? Determining the characteristics of medical education oral abstracts linked to publication. Canadian Medical Education Journal, 2020, 11, e46-e53.	0.3	2
78	Is it feasible to include a technical skill station on a national licensing examination?. American Journal of Surgery, 2007, 193, 86-89.	0.9	1
79	In reply to McLaughlin. Advances in Health Sciences Education, 2014, 19, 433-434.	1.7	1
80	The Impact of Surgeon Experience on Script Concordance Test Scoring. Journal of Surgical Research, 2021, 265, 265-271.	0.8	1
81	P Value. Academic Medicine, 2016, 91, e22.	0.8	0