

Georges Bordage

List of Publications by Year in descending order

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Version: 2024-02-01

96
papers

5,517
citations

87723

38
h-index

82410

72
g-index

97
all docs

97
docs citations

97
times ranked

3351
citing authors

#	ARTICLE	IF	CITATIONS
1	The American College of Surgeons Entering Resident Readiness Assessment Program. <i>Annals of Surgery</i> , 2020, 272, 194-198.	2.1	10
2	Expertsâ€™ responses in script concordance tests: a response process validity investigation. <i>Medical Education</i> , 2019, 53, 710-722.	1.1	18
3	Validity Evidence for a Brief Online Key Features Examination in the Internal Medicine Clerkship. <i>Academic Medicine</i> , 2019, 94, 259-266.	0.8	7
4	Resident hesitation in the operating room: does uncertainty equal incompetence?. <i>Medical Education</i> , 2018, 52, 851-860.	1.1	20
5	Key features to assess clinical decisions. <i>Medical Teacher</i> , 2018, 40, 1195-1196.	1.0	4
6	The key-features approach to assess clinical decisions: validity evidence to date. <i>Advances in Health Sciences Education</i> , 2018, 23, 1005-1036.	1.7	21
7	Validity Evidence and Scoring Guidelines for Standardized Patient Encounters and Patient Notes From a Multisite Study of Clinical Performance Examinations in Seven Medical Schools. <i>Academic Medicine</i> , 2017, 92, S12-S20.	0.8	15
8	Functional neuroimaging and diagnostic reasoning. <i>Medical Teacher</i> , 2016, 38, 752-753.	1.0	4
9	Differential Weighting for Subcomponent Measures of Integrated Clinical Encounter Scores Based on the USMLE Step 2 CS Examination. <i>Academic Medicine</i> , 2016, 91, S24-S30.	0.8	16
10	Conceptual Frameworks to Guide Research and Development (R&D) in Health Professions Education. <i>Academic Medicine</i> , 2016, 91, e2-e2.	0.8	18
11	Twelve tips on writing abstracts and titles: How to get people to use and cite your work. <i>Medical Teacher</i> , 2016, 38, 1100-1104.	1.0	17
12	Inter-rater reliability and generalizability of patient note scores using a scoring rubric based on the USMLE Step-2 CS format. <i>Advances in Health Sciences Education</i> , 2016, 21, 761-773.	1.7	18
13	Towards a program of assessment for health professionals: from training into practice. <i>Advances in Health Sciences Education</i> , 2016, 21, 897-913.	1.7	116
14	Attending Physician Variability. <i>Academic Medicine</i> , 2015, 90, 1541-1546.	0.8	52
15	Characteristics and Implications of Diagnostic Justification Scores Based on the New Patient Note Format of the USMLE Step 2 CS Exam. <i>Academic Medicine</i> , 2015, 90, S56-S62.	0.8	20
16	Que répondent les cliniciens enseignants à des demandes pédagogiques de résidents lors de discussions de cas et pourquoi ?. <i>Pédagogie Médicale</i> , 2015, 16, 265-269.	0.2	0
17	Content and Rationale of Junior and Senior Preceptors Responding to Residents' Educational Needs Revisited. <i>Teaching and Learning in Medicine</i> , 2015, 27, 299-306.	1.3	8
18	Expressing clinical reasoning and uncertainties during a Thai internal medicine ambulatory care rotation: Does the SNAPPS technique generalize?. <i>Medical Teacher</i> , 2015, 37, 379-384.	1.0	18

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19	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
20	Competency-Based Education: Milestones or Millstones1?. <i>Journal of Graduate Medical Education</i> , 2014, 6, 1-6.	0.6	83
21	Clinically Discriminating Checklists Versus Thoroughness Checklists. <i>Academic Medicine</i> , 2014, 89, 1057-1062.	0.8	27
22	Reducing the number of options on multiple-choice questions: response time, psychometrics and standard setting. <i>Medical Education</i> , 2014, 48, 1020-1027.	1.1	30
23	Effect of clinically discriminating, evidence-based checklist items on the reliability of scores from an Internal Medicine residency OSCE. <i>Advances in Health Sciences Education</i> , 2014, 19, 497-506.	1.7	22
24	Script concordance tests: strong inferences about examinees require stronger evidence. <i>Medical Education</i> , 2014, 48, 452-453.	1.1	8
25	SNAPPS-Plus. <i>Academic Medicine</i> , 2014, 89, 1174-1179.	0.8	13
26	Validity Evidence for a Patient Note Scoring Rubric Based on the New Patient Note Format of the United States Medical Licensing Examination. <i>Academic Medicine</i> , 2013, 88, 1552-1557.	0.8	27
27	Threats to validity in the use and interpretation of script concordance test scores. <i>Medical Education</i> , 2013, 47, 1175-1183.	1.1	77
28	Developing a Unified List of Physiciansâ€™ Reasoning Tasks During Clinical Encounters. <i>Academic Medicine</i> , 2013, 88, 390-394.	0.8	37
29	Practice Indicators of Suboptimal Care and Avoidable Adverse Events. <i>Academic Medicine</i> , 2013, 88, 1493-1498.	0.8	8
30	Student Uncertainties Drive Teaching During Case Presentations. <i>Academic Medicine</i> , 2012, 87, 1210-1217.	0.8	33
31	Content and Conceptual Frameworks of Preceptor Feedback Related to Residentsâ€™ Educational Needs. <i>Academic Medicine</i> , 2012, 87, 1274-1281.	0.8	23
32	A model teaching session for the hypothesis-driven physical examination. <i>Medical Teacher</i> , 2011, 33, 410-417.	1.0	24
33	Making a difference in curriculum reform and decision-making processes. <i>Medical Education</i> , 2011, 45, 87-94.	1.1	47
34	Conceptual Frameworks in the Study of Duty Hours Changes in Graduate Medical Education: A Review. <i>Academic Medicine</i> , 2011, 86, 18-29.	0.8	19
35	How clinical features are presented matters to weaker diagnosticians. <i>Medical Education</i> , 2010, 44, 775-785.	1.1	16
36	A Content Analysis of Dental Education Research as Reported in Two Journals. <i>Journal of Dental Education</i> , 2010, 74, 1106-1112.	0.7	16

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37	Publishing Ethics in Medical Education Journals. <i>Academic Medicine</i> , 2009, 84, S132-S134.	0.8	17
38	The Science of Continuing Medical Education: Terms, Tools, and Gaps. <i>Chest</i> , 2009, 135, 8S-16S.	0.4	52
39	Continuing Medical Education Effect on Physician Knowledge. <i>Chest</i> , 2009, 135, 29S-36S.	0.4	71
40	Using SNAPPS to Facilitate the Expression of Clinical Reasoning and Uncertainties: A Randomized Comparison Group Trial. <i>Academic Medicine</i> , 2009, 84, 517-524.	0.8	114
41	Conceptual frameworks to illuminate and magnify. <i>Medical Education</i> , 2009, 43, 312-319.	1.1	336
42	A hypothesis-driven physical examination learning and assessment procedure for medical students: initial validity evidence. <i>Medical Education</i> , 2009, 43, 729-740.	1.1	99
43	Assessing Clinical Reasoning in Pediatric Emergency Medicine: Validity Evidence for a Script Concordance Test. <i>Annals of Emergency Medicine</i> , 2009, 53, 647-652.	0.3	64
44	Description, justification and clarification: a framework for classifying the purposes of research in medical education. <i>Medical Education</i> , 2008, 42, 128-133.	1.1	356
45	Reliability and Validity of Key Feature Cases for the Self-Assessment of Colon and Rectal Surgeons. <i>Annals of Surgery</i> , 2008, 248, 252-258.	2.1	15
46	Moving the Field Forward: Going Beyond Quantitativeâ€œQualitative*. <i>Academic Medicine</i> , 2007, 82, S126-S128.	0.8	43
47	Reliability and Usefulness of Clinical Encounter Cards for a Third-Year Surgical Clerkship. <i>Journal of Surgical Research</i> , 2007, 140, 139-148.	0.8	29
48	Quality of reporting of experimental studies in medical education: a systematic review. <i>Medical Education</i> , 2007, 41, 737-745.	1.1	196
49	A systematic review of titles and abstracts of experimental studies in medical education: many informative elements missing. <i>Medical Education</i> , 2007, 41, 1074-1081.	1.1	45
50	Prototypes and semantic qualifiers: from past to present. <i>Medical Education</i> , 2007, 41, 1117-1121.	1.1	86
51	Validation of the SETOC Instrument â€œ Student Evaluation of Teaching in Outpatient Clinics. <i>Advances in Health Sciences Education</i> , 2007, 12, 55-69.	1.7	26
52	How specific is case specificity?. <i>Medical Education</i> , 2006, 40, 618-623.	1.1	131
53	To blind or not to blind? What authors and reviewers prefer. <i>Medical Education</i> , 2006, 40, 832-839.	1.1	57
54	Residents anticipating, eliciting and interpreting physical findings. <i>Medical Education</i> , 2006, 40, 1141-1142.	1.1	10

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55	Le raisonnement clinique: nouvelles issues de la recherche et implications pour l'enseignement. Pédagogie Médicale, 2005, 6, 235-254.	0.2	78
56	Study habits of surgery residents and performance on American Board of Surgery In-Training examinations. American Journal of Surgery, 2004, 188, 230-236.	0.9	39
57	Interactive voice response to assess residents' laparoscopic skills: An instrument validation study. American Journal of Obstetrics and Gynecology, 2003, 189, 674-678.	0.7	12
58	Experimental study design and grant writing in eight steps and 28 questions. Medical Education, 2003, 37, 376-385.	1.1	70
59	Planification d'une étude expérimentale et rédaction d'une demande de subvention en 8 étapes et 28 questions. Pédagogie Médicale, 2003, 4, 103-114.	0.2	1
60	Patient outcomes for segmental colon resection according to surgeon's training, certification, and experience. Surgery, 2002, 132, 663-672.	1.0	203
61	La préparation d'un articles pour publication. Pédagogie Médicale, 2002, 3, 237-248.	0.2	2
62	Promoting diagnostic problem representation. Medical Education, 2002, 36, 760-766.	1.1	81
63	Improving Continuing Medical Education for Surgical Techniques: Applying the Lessons Learned in the First Decade of Minimal Access Surgery. Annals of Surgery, 2001, 233, 159-166.	2.1	184
64	Title, Authors, and Abstract. Academic Medicine, 2001, 76, 945-947.	0.8	7
65	Problem Statement, Conceptual Framework, and Research Question. Academic Medicine, 2001, 76, 923-924.	0.8	48
66	Reasons Reviewers Reject and Accept Manuscripts. Academic Medicine, 2001, 76, 889-896.	0.8	207
67	An outcomes research perspective on medical education: the predominance of trainee assessment and satisfaction. Medical Education, 2001, 35, 331-336.	1.1	128
68	History-taking Behaviors Associated with Diagnostic Competence of Clerks. Academic Medicine, 2001, 76, S14-S17.	0.8	26
69	Review criteria for research manuscripts. Academic Medicine, 2001, 76, 897-978.	0.8	31
70	Skills and attributes of directors of educational programmes. Medical Education, 2000, 34, 206-210.	1.1	26
71	La recherche en pédagogie médicale en Amérique du Nord : tour d'horizon et perspectives. Pédagogie Médicale, 2000, 1, 9-12.	0.2	8
72	Measuring the promotion of thinking during precepting encounters in outpatient settings. Academic Medicine, 1999, 74, S10-2.	0.8	26

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73	Shortened preoperative and postoperative hospital stays: impact and proposed solutions on surgical residency education. <i>Journal of Surgical Education</i> , 1999, 56, 445-448.	0.7	1
74	Why did I miss the diagnosis? Some cognitive explanations and educational implications. <i>Academic Medicine</i> , 1999, 74, S138-43.	0.8	149
75	COGNITION, CONFIDENCE, AND CLINICAL SKILLS. <i>Academic Medicine</i> , 1998, 73, S109-111.	0.8	94
76	Education in ambulatory settings. <i>Academic Medicine</i> , 1998, 73, 743-50.	0.8	52
77	When to recommend compulsory versus optional CME programs? A study to establish criteria. <i>Academic Medicine</i> , 1997, 72, 760-4.	0.8	9
78	Assessing the semantic content of clinical case presentations. <i>Academic Medicine</i> , 1997, 72, S37-S39.	0.8	73
79	Maintaining and Enhancing Key Decision-Making Skills from Graduation into Practice: An Exploratory Study. , 1997, , 128-130.		1
80	Developing key-feature problems and examinations to assess clinical decision-making skills. <i>Academic Medicine</i> , 1995, 70, 194-201.	0.8	183
81	Content validation of key features on a national examination of clinical decision-making skills. <i>Academic Medicine</i> , 1995, 70, 276-81.	0.8	55
82	Comparing times and performances of French- and English-speaking candidates taking a national examination of clinical decision-making skills. <i>Academic Medicine</i> , 1995, 70, 359-65.	0.8	9
83	The Medical Council of Canada's key features project. <i>Academic Medicine</i> , 1995, 70, 104-10.	0.8	137
84	Structured oral interview. One way to identify family physicians' educational needs. <i>Canadian Family Physician</i> , 1995, 41, 1346-52.	0.1	3
85	Elaborated knowledge. <i>Academic Medicine</i> , 1994, 69, 883-5.	0.8	264
86	Hypopituitarism with Invisible Pituitary Stalk: Two Case Reports of Males with Micropenis Suggesting Fetal Onset of Hypopituitarism.. <i>Endocrine Journal</i> , 1994, 41, 531-534.	0.7	7
87	Propositional Versus Structural Semantic Analyses of Medical Diagnostic Thinking. <i>Cognitive Science</i> , 1992, 16, 185-204.	0.8	34
88	Semantic structures and diagnostic thinking of experts and novices. <i>Academic Medicine</i> , 1991, 66, S70-2.	0.8	218
89	Quantitative assessment of diagnostic ability. <i>Medical Education</i> , 1990, 24, 413-425.	1.1	106
90	Which medical textbook to read? Emphasizing semantic structures. <i>Academic Medicine</i> , 1990, 65, S23-4.	0.8	15

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91	Considerations on preparing a paper for publication. <i>Teaching and Learning in Medicine</i> , 1989, 1, 47-52.	1.3	12
92	The curriculum: overloaded and too general?. <i>Medical Education</i> , 1987, 21, 183-188.	1.1	48
93	Patient-management problems as a learning tool for the continuing medical education of general practitioners. <i>Medical Education</i> , 1984, 18, 117-124.	1.1	14
94	The structure of medical knowledge in the memories of medical students and general practitioners: categories and prototypes. <i>Medical Education</i> , 1984, 18, 406-416.	1.1	174
95	An introductory course in the applications of computer technology in the health sciences. <i>SIGCSE Bulletin</i> , 1976, 8, 184-188.	0.1	0
96	Hypothesis-Driven Physical Examination Student Handbook. <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	0.5	2