

# Brian David Hodges

## List of Publications by Year in descending order

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Version: 2024-02-01

105  
papers

6,326  
citations

66343

42  
h-index

71685

76  
g-index

109  
all docs

109  
docs citations

109  
times ranked

4924  
citing authors

#	ARTICLE	IF	CITATIONS
1	OSCE checklists do not capture increasing levels of expertise. <i>Academic Medicine</i> , 1999, 74, 1129-34.	1.6	301
2	The assessment of professional competence: building blocks for theory development. <i>Best Practice and Research in Clinical Obstetrics and Gynaecology</i> , 2010, 24, 703-719.	2.8	260
3	Assessment of professionalism: Recommendations from the Ottawa 2010 Conference. <i>Medical Teacher</i> , 2011, 33, 354-363.	1.8	254
4	Why use theories in qualitative research?. <i>BMJ: British Medical Journal</i> , 2008, 337, a949-a949.	2.3	249
5	How to set the bar in competency-based medical education: standard setting after an Objective Structured Clinical Examination (OSCE). <i>BMC Medical Education</i> , 2016, 16, 1.	2.4	248
6	Context, Conflict, and Resolution. <i>Academic Medicine</i> , 2000, 75, S6-S11.	1.6	235
7	Difficulties in Recognizing One's Own Incompetence. <i>Academic Medicine</i> , 2001, 76, S87-S89.	1.6	222
8	Assessment in the post-psychometric era: Learning to love the subjective and collective. <i>Medical Teacher</i> , 2013, 35, 564-568.	1.8	205
9	Improving the Psychiatric Knowledge, Skills, and Attitudes of Primary Care Physicians, 1950-2000: A Review. <i>American Journal of Psychiatry</i> , 2001, 158, 1579-1586.	7.2	197
10	Analytic global OSCE ratings are sensitive to level of training. <i>Medical Education</i> , 2003, 37, 1012-1016.	2.1	188
11	Research in Medical Education: Balancing Service and Science*. <i>Advances in Health Sciences Education</i> , 2007, 12, 103-115.	3.3	172
12	â€˜The research compassâ€™: An introduction to research in medical education: AMEE Guide No. 56. <i>Medical Teacher</i> , 2011, 33, 695-709.	1.8	164
13	Reclaiming a theoretical orientation to reflection in medical education research: a critical narrative review. <i>Medical Education</i> , 2015, 49, 461-475.	2.1	161
14	Discourse analysis. <i>BMJ: British Medical Journal</i> , 2008, 337, a879-a879.	2.3	149
15	Sociological interpretations of professionalism. <i>Medical Education</i> , 2009, 43, 829-837.	2.1	145
16	A Tea-Steeping or i-Doc Model for Medical Education?. <i>Academic Medicine</i> , 2010, 85, S34-S44.	1.6	144
17	Psychiatric Education and Simulation: A Review of the Literature. <i>Canadian Journal of Psychiatry</i> , 2008, 53, 85-93.	1.9	128
18	Validity and the OSCE. <i>Medical Teacher</i> , 2003, 25, 250-254.	1.8	126

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19	Theory and Practice in the Design and Conduct of Graduate Medical Education. <i>Academic Medicine</i> , 2012, 87, 25-33.	1.6	107
20	Medical education and the maintenance of incompetence. <i>Medical Teacher</i> , 2006, 28, 690-696.	1.8	100
21	Cracks and crevices: Globalization discourse and medical education. <i>Medical Teacher</i> , 2009, 31, 910-917.	1.8	97
22	OSCE! Variations on a theme by Harden. <i>Medical Education</i> , 2003, 37, 1134-1140.	2.1	96
23	Creating, Monitoring, and Improving a Psychiatry OSCE: A Guide for Faculty. <i>Academic Psychiatry</i> , 2002, 26, 134-161.	0.9	88
24	Seeking inclusion in an exclusive process: discourses of medical school student selection. <i>Medical Education</i> , 2015, 49, 36-47.	2.1	78
25	Biomedical scientists' perception of the social sciences in health research. <i>Social Science and Medicine</i> , 2008, 66, 2520-2531.	3.8	77
26	Conceptual and practical challenges in the assessment of physician competencies. <i>Medical Teacher</i> , 2015, 37, 245-251.	1.8	75
27	Duty Hours Reforms in the United States, France, and Canada: Is It Time to Refocus Our Attention on Education?. <i>Academic Medicine</i> , 2006, 81, 1045-1051.	1.6	72
28	Medical education   meet Michel Foucault. <i>Medical Education</i> , 2014, 48, 563-571.	2.1	71
29	Effects of Portraying Psychologically and Emotionally Complex Standardized Patient Roles. <i>Teaching and Learning in Medicine</i> , 1999, 11, 135-141.	2.1	70
30	Student feedback in problem based learning: a survey of 103 final year students across five Ontario medical schools. <i>Medical Education</i> , 2001, 35, 632-636.	2.1	67
31	Assessment: do we need to broaden our methodological horizons?. <i>Medical Education</i> , 2007, 41, 1121-1123.	2.1	67
32	The future of medical education: a Canadian environmental scan. <i>Medical Education</i> , 2011, 45, 95-106.	2.1	66
33	Co-Creating a Psychiatric Resident Program with Ethiopians, for Ethiopians, in Ethiopia: The Toronto Addis Ababa Psychiatry Project (TAAPP). <i>Academic Psychiatry</i> , 2010, 34, 424-432.	0.9	65
34	Looking back to move forward: Using history, discourse and text in medical education research: AMEE Guide No. 73. <i>Medical Teacher</i> , 2013, 35, e849-e860.	1.8	64
35	Globalization in health care: is international standardization of quality a step toward outsourcing?. <i>International Journal for Quality in Health Care</i> , 2005, 17, 277-279.	1.8	62
36	Captive on a carousel: discourses of "new"™ in medical education 1910-2010. <i>Advances in Health Sciences Education</i> , 2013, 18, 755-768.	3.3	62

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37	Scylla or Charybdis? Can we navigate between objectification and judgement in assessment?. Medical Education, 2012, 46, 914-919.	2.1	60
38	Integration and timing of basic and clinical sciences education. Medical Teacher, 2013, 35, 381-387.	1.8	57
39	Validity: one word with a plurality of meanings. Advances in Health Sciences Education, 2017, 22, 853-867.	3.3	56
40	The Origins of the Field of Medical Education Research. Academic Medicine, 2010, 85, 1347-1353.	1.6	52
41	Toward a research agenda for competency-based medical education. Medical Teacher, 2017, 39, 623-630.	1.8	49
42	Educating doctors in France and Canada: are the differences based on evidence or history?. Medical Education, 2005, 39, 1205-1212.	2.1	46
43	The Psychiatry OSCE: A 20-Year Retrospective. Academic Psychiatry, 2014, 38, 26-34.	0.9	44
44	Exploring how students think: a new method combining think-aloud and concept mapping protocols. Medical Education, 2010, 44, 926-935.	2.1	43
45	What Might We Be Saying to Potential Applicants to Medical School? Discourses of Excellence, Equity, and Diversity on the Web Sites of Canada's 17 Medical Schools. Academic Medicine, 2012, 87, 1323-1329.	1.6	41
46	Sea monsters & whirlpools: Navigating between examination and reflection in medical education. Medical Teacher, 2015, 37, 261-266.	1.8	41
47	Assessment of professionalism: From where have we come " to where are we going? An update from the Ottawa Consensus Group on the assessment of professionalism. Medical Teacher, 2019, 41, 249-255.	1.8	41
48	The challenge of creating new OSCE measures to capture the characteristics of expertise. Medical Education, 2002, 36, 742-748.	2.1	40
49	How to assess communication, professionalism, collaboration and the other intrinsic CanMEDS roles in orthopedic residents: use of an objective structured clinical examination (OSCE). Canadian Journal of Surgery, 2014, 57, 230-236.	1.2	39
50	Adolescent Standardized Patients: Method of Selection and Assessment of Benefits and Risks. Teaching and Learning in Medicine, 2002, 14, 104-113.	2.1	38
51	Beyond the cultural myth of medical meritocracy. Medical Education, 2020, 54, 46-53.	2.1	36
52	Boundary-Work in the Health Research Field: Biomedical and Clinician Scientists' Perceptions of Social Science Research. Minerva, 2009, 47, 171-194.	2.4	34
53	The Objective Structured Clinical Examination: Three Decades of Development. Journal of Veterinary Medical Education, 2006, 33, 571-577.	0.6	33
54	The "missing person" in roles-based competency models: a historical, cross-national, contrastive case study. Medical Education, 2014, 48, 785-795.	2.1	33

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55	Why We Neednâ€™t Fear the Machines: Opportunities for Medicine in a Machine Learning World. Academic Medicine, 2019, 94, 623-625.	1.6	33
56	The many and conflicting histories of medical education in Canada and the USA: an introduction to the paradigm wars. Medical Education, 2005, 39, 613-621.	2.1	27
57	Ensuring global standards for medical graduates: a pilot study of international standard-setting. Medical Teacher, 2005, 27, 207-213.	1.8	27
58	The more it changes; the more it remains the same: a foucauldian analysis of Canadian policy documents relevant to student selection for medical school. Advances in Health Sciences Education, 2014, 19, 161-181.	3.3	26
59	Access and Selection. Academic Medicine, 2015, 90, 946-952.	1.6	25
60	Who Should Be an OSCE Examiner?. Academic Psychiatry, 2009, 33, 282-284.	0.9	24
61	What do Psychiatry Residents Think of an Objective Structured Clinical Examination?. Academic Psychiatry, 1999, 23, 198-204.	0.9	23
62	The International Partner as Invited Guest: Beyond Colonial and Importâ€™Export Models of Medical Education. Academic Medicine, 2018, 93, 1760-1763.	1.6	23
63	Is a Journal Club Effective for Teaching Critical Appraisal Skills?. Academic Psychiatry, 1999, 23, 205-209.	0.9	22
64	Dissecting the doctor: from character to characteristics in North American medical education. Advances in Health Sciences Education, 2013, 18, 687-699.	3.3	22
65	Learning from Dorothy Vaughan: artificial intelligence and the health professions. Medical Education, 2018, 52, 11-13.	2.1	20
66	Canadian Residents Teaching and Learning Psychiatry in Ethiopia: A Grounded Theory Analysis Focusing On Their Experiences. Academic Psychiatry, 2010, 34, 433-437.	0.9	19
67	The show must go on? Patients, props and pedagogy in the theatre of the <scp>OSCE</scp>. Medical Education, 2016, 50, 1237-1240.	2.1	19
68	Professional implications of introducing artificial intelligence in healthcare: an evaluation using radiation medicine as a testing ground. Journal of Radiotherapy in Practice, 2019, 18, 5-9.	0.5	19
69	The OSCE Has Landed: One Small Step for British Psychiatry?. Academic Psychiatry, 2005, 29, 310-315.	0.9	18
70	The Integration of Child Psychiatry into a Psychiatry Clerkship OSCE. Canadian Journal of Psychiatry, 1998, 43, 614-618.	1.9	14
71	Evaluating Psychiatric Clinical Clerks With a Mini-Objective Structured Clinical Examination. Academic Psychiatry, 1997, 21, 219-225.	0.9	13
72	Advancing Health Care Education and Practice Through Research: The University of Toronto, Donald R. Wilson Centre for Research in Education. Academic Medicine, 2004, 79, 1003-1006.	1.6	13

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73	Factors Predicting Practice Location and Outreach Consultation among University of Toronto Psychiatry Graduates. Canadian Journal of Psychiatry, 2006, 51, 218-225.	1.9	13
74	When I say "critical theory". Medical Education, 2014, 48, 1043-1044.	2.1	13
75	Twelve tips for undertaking reflexive global health experiences in medicine. Medical Teacher, 2017, 39, 1023-1028.	1.8	13
76	Perspectives of clinician and biomedical scientists on interdisciplinary health research. Cmaj, 2009, 181, 797-803.	2.0	12
77	Ones and zeros: Medical education and theory in the age of intelligent machines. Medical Education, 2020, 54, 691-693.	2.1	12
78	Implications of Suicide Contagion for the Selection of Adolescent Standardized Patients. Academic Medicine, 2002, 77, S100-S102.	1.6	11
79	Medical education: it's time for a transatlantic dialogue. Medical Education, 2007, 42, 071127125433001-???	2.1	11
80	Use of an Objective Structured Assessment of Technical Skill After a Sports Medicine Rotation. Arthroscopy - Journal of Arthroscopic and Related Surgery, 2016, 32, 2572-2581.e3.	2.7	11
81	The Research Innovation and Scholarship in Education Program: An Innovative Way to Nurture Education. Academic Psychiatry, 2009, 33, 364-369.	0.9	10
82	Validity of a new assessment rubric for a short-answer test of clinical reasoning. BMC Medical Education, 2016, 16, 192.	2.4	10
83	Sensibility of a new instrument to assess clinical reasoning in post-graduate orthopaedic manual physical therapy education. Manual Therapy, 2015, 20, 303-312.	1.6	9
84	Should Wellness Be a Core Competency for Physicians?. Academic Medicine, 2020, 95, 1350-1353.	1.6	9
85	Evaluating the Paradigm Shift from Time-Based Toward Competency-Based Medical Education: Implications for Curriculum and Assessment. , 2016, , 411-425.		8
86	The intersection of assessment, selection and professionalism in the service of patient care. Medical Teacher, 2019, 41, 243-248.	1.8	7
87	SCYLLA OR CHARYBDIS: NAVIGATING BETWEEN EXCESSIVE EXAMINATION AND NAÏVE RELIANCE ON SELF-ASSESSMENT. Nursing Inquiry, 2007, 14, 177-177.	2.1	6
88	Rattling minds: the power of discourse analysis in a post-truth world. Medical Education, 2017, 51, 235-237.	2.1	6
89	Faculty Development for Research Capacity Building. , 2014, , 79-96.		6
90	Intentions versus unintended discursive consequences: reflections upon Sherbino et al.'s commentary on "Flower Power". Advances in Health Sciences Education, 2011, 16, 699-701.	3.3	5

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91	Learning from patients: constructions of knowledge and legitimacy in hospital-based quality improvement programmes. <i>Studies in Continuing Education</i> , 2018, 40, 337-350.	1.9	5
92	Performance-based assessment in the 21st century: when the examiner is a&nbsp;machine. <i>Perspectives on Medical Education</i> , 2022, 10, 3-5.	3.5	5
93	Des mÃ©decins scientifiques ou littÃ©raires ? Une perspective historique franÃ§aise. <i>PÃ©dagogie MÃ©dicale</i> , 2007, 8, 135-144.	0.1	5
94	Le leadership comme facteur de changement dans le champ de la santÃ© : rÃ´le de lâ€™Ã©ducation mÃ©dicale. <i>PÃ©dagogie MÃ©dicale</i> , 2010, 11, 239-253.	0.1	4
95	Introducing Psychiatry to Rural Physicians in China: An Innovative Education Project. <i>American Journal of Psychiatry</i> , 2011, 168, 1249-1254.	7.2	4
96	Clinical efficiency and resident education: a fine balance. <i>Postgraduate Medical Journal</i> , 2015, 91, 475-476.	1.8	3
97	Professional identities of the future: invisible and unconscious or deliberate and reflexive?. , 2016, , 277-287.		3
98	Philanthropy in health professions education research: determinants of success. <i>Medical Education</i> , 2017, 51, 511-520.	2.1	3
99	An Education Framework for Effective Implementation of a Health Information System: Scoping Review. <i>Journal of Medical Internet Research</i> , 2021, 23, e24691.	4.3	3
100	Health professions education and globalization: a call for reflexivity. <i>Canadian Medical Education Journal</i> , 2016, 7, e1-3.	0.4	3
101	Ã«La boussole de la rechercheÃ»Ã: Une introduction Ã la recherche en Ã©ducation mÃ©dicaleÃ: Guide AMEE nÃ° 56. <i>PÃ©dagogie MÃ©dicale</i> , 2013, 14, 49-72.	0.1	2
102	Health professions education and globalization: a call for reflexivity. <i>Canadian Medical Education Journal</i> , 2016, 7, e1-e3.	0.4	2
103	The Karolinska Institutet Prize for Research in Medical Education: A history. <i>Medical Teacher</i> , 2020, 42, 657-662.	1.8	1
104	Health Care Professional Association Agency in Preparing for Artificial Intelligence: Protocol for a Multi-Case Study. <i>JMIR Research Protocols</i> , 2021, 10, e27340.	1.0	1
105	Who Wants to Collaborate with Social Scientists? Biomedical and Clinical Scientistsâ€™ Perceptions of Social Science. , 2016, , 59-80.		0