

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	Performance-based assessment in the 21st century: when the examiner is a machine. Perspectives on Medical Education, 2022, 10, 3-5.	3.5	5
2	An Education Framework for Effective Implementation of a Health Information System: Scoping Review. Journal of Medical Internet Research, 2021, 23, e24691.	4.3	3
3	Health Care Professional Association Agency in Preparing for Artificial Intelligence: Protocol for a Multi-Case Study. JMIR Research Protocols, 2021, 10, e27340.	1.0	1
4	Beyond the cultural myth of medical meritocracy. Medical Education, 2020, 54, 46-53.	2.1	36
5	Should Wellness Be a Core Competency for Physicians?. Academic Medicine, 2020, 95, 1350-1353.	1.6	9
6	The Karolinska Institutet Prize for Research in Medical Education: A history. Medical Teacher, 2020, 42, 657-662.	1.8	1
7	Ones and zeros: Medical education and theory in the age of intelligent machines. Medical Education, 2020, 54, 691-693.	2.1	12
8	The intersection of assessment, selection and professionalism in the service of patient care. Medical Teacher, 2019, 41, 243-248.	1.8	7
9	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
10	Why We Neednâ€™t Fear the Machines: Opportunities for Medicine in a Machine Learning World. Academic Medicine, 2019, 94, 623-625.	1.6	33
11	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
12	Learning from Dorothy Vaughan: artificial intelligence and the health professions. Medical Education, 2018, 52, 11-13.	2.1	20
13	The International Partner as Invited Guest: Beyond Colonial and Importâ€™Export Models of Medical Education. Academic Medicine, 2018, 93, 1760-1763.	1.6	23
14	Learning from patients: constructions of knowledge and legitimacy in hospital-based quality improvement programmes. Studies in Continuing Education, 2018, 40, 337-350.	1.9	5
15	Rattling minds: the power of discourse analysis in a post-truth world. Medical Education, 2017, 51, 235-237.	2.1	6
16	Philanthropy in health professions education research: determinants of success. Medical Education, 2017, 51, 511-520.	2.1	3
17	Toward a research agenda for competency-based medical education. Medical Teacher, 2017, 39, 623-630.	1.8	49
18	Twelve tips for undertaking reflexive global health experiences in medicine. Medical Teacher, 2017, 39, 1023-1028.	1.8	13

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19	Validity: one word with a plurality of meanings. <i>Advances in Health Sciences Education</i> , 2017, 22, 853-867.	3.3	56
20	Validity of a new assessment rubric for a short-answer test of clinical reasoning. <i>BMC Medical Education</i> , 2016, 16, 192.	2.4	10
21	The show must go on? Patients, props and pedagogy in the theatre of the <scp>OSCE</scp>. <i>Medical Education</i> , 2016, 50, 1237-1240.	2.1	19
22	Evaluating the Paradigm Shift from Time-Based Toward Competency-Based Medical Education: Implications for Curriculum and Assessment. , 2016, , 411-425.		8
23	Use of an Objective Structured Assessment of Technical Skill After a Sports Medicine Rotation. Arthroscopy - <i>Journal of Arthroscopic and Related Surgery</i> , 2016, 32, 2572-2581.e3.	2.7	11
24	Professional identities of the future: invisible and unconscious or deliberate and reflexive?. , 2016, , 277-287.		3
25	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
26	Health professions education and globalization: a call for reflexivity. <i>Canadian Medical Education Journal</i> , 2016, 7, e1-3.	0.4	3
27	Who Wants to Collaborate with Social Scientists? Biomedical and Clinical Scientistsâ€™ Perceptions of Social Science. , 2016, , 59-80.		0
28	Health professions education and globalization: a call for reflexivity. <i>Canadian Medical Education Journal</i> , 2016, 7, e1-e3.	0.4	2
29	Clinical efficiency and resident education: a fine balance. <i>Postgraduate Medical Journal</i> , 2015, 91, 475-476.	1.8	3
30	Access and Selection. <i>Academic Medicine</i> , 2015, 90, 946-952.	1.6	25
31	Sea monsters & whirlpools: Navigating between examination and reflection in medical education. <i>Medical Teacher</i> , 2015, 37, 261-266.	1.8	41
32	Conceptual and practical challenges in the assessment of physician competencies. <i>Medical Teacher</i> , 2015, 37, 245-251.	1.8	75
33	Sensibility of a new instrument to assess clinical reasoning in post-graduate orthopaedic manual physical therapy education. <i>Manual Therapy</i> , 2015, 20, 303-312.	1.6	9
34	Seeking inclusion in an exclusive process: discourses of medical school student selection. <i>Medical Education</i> , 2015, 49, 36-47.	2.1	78
35	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
36	How to assess communication, professionalism, collaboration and the other intrinsic CanMEDS roles in orthopedic residents: use of an objective structured clinical examination (OSCE). <i>Canadian Journal of Surgery</i> , 2014, 57, 230-236.	1.2	39

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37	When I say "critical theory". Medical Education, 2014, 48, 1043-1044.	2.1	13
38	The "missing person"™ in roles-based competency models: a historical, cross-national, contrastive case study. Medical Education, 2014, 48, 785-795.	2.1	33
39	Medical education meet Michel Foucault. Medical Education, 2014, 48, 563-571.	2.1	71
40	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
41	The Psychiatry OSCE: A 20-Year Retrospective. Academic Psychiatry, 2014, 38, 26-34.	0.9	44
42	Faculty Development for Research Capacity Building. , 2014, , 79-96.		6
43	Assessment in the post-psychometric era: Learning to love the subjective and collective. Medical Teacher, 2013, 35, 564-568.	1.8	205
44	Integration and timing of basic and clinical sciences education. Medical Teacher, 2013, 35, 381-387.	1.8	57
45	Dissecting the doctor: from character to characteristics in North American medical education. Advances in Health Sciences Education, 2013, 18, 687-699.	3.3	22
46	Captive on a carousel: discourses of "new"™ in medical education 1910-2010. Advances in Health Sciences Education, 2013, 18, 755-768.	3.3	62
47	Looking back to move forward: Using history, discourse and text in medical education research: AMEE Guide No. 73. Medical Teacher, 2013, 35, e849-e860.	1.8	64
48	«La boussole de la recherche»: Une introduction à la recherche en Éducation médicale: Guide AMEE n° 56. Pédagogie Médicale, 2013, 14, 49-72.	0.1	2
49	Theory and Practice in the Design and Conduct of Graduate Medical Education. Academic Medicine, 2012, 87, 25-33.	1.6	107
50	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
51	Scylla or Charybdis? Can we navigate between objectification and judgement in assessment?. Medical Education, 2012, 46, 914-919.	2.1	60
52	Assessment of professionalism: Recommendations from the Ottawa 2010 Conference. Medical Teacher, 2011, 33, 354-363.	1.8	254
53	"The research compass"™: An introduction to research in medical education: AMEE Guide No. 56. Medical Teacher, 2011, 33, 695-709.	1.8	164
54	The future of medical education: a Canadian environmental scan. Medical Education, 2011, 45, 95-106.	2.1	66

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55	Intentions versus unintended discursive consequences: reflections upon Sherbino et al.'s commentary on 'Flower Power'. <i>Advances in Health Sciences Education</i> , 2011, 16, 699-701.	3.3	5
56	Introducing Psychiatry to Rural Physicians in China: An Innovative Education Project. <i>American Journal of Psychiatry</i> , 2011, 168, 1249-1254.	7.2	4
57	The Origins of the Field of Medical Education Research. <i>Academic Medicine</i> , 2010, 85, 1347-1353.	1.6	52
58	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
59	Exploring how students think: a new method combining think-aloud and concept mapping protocols. <i>Medical Education</i> , 2010, 44, 926-935.	2.1	43
60	Leadership comme facteur de changement dans le champ de la santé : rôle de l'éducation médicale. <i>Pédagogie Médicale</i> , 2010, 11, 239-253.	0.1	4
61	A Tea-Steeping or i-Doc Model for Medical Education?. <i>Academic Medicine</i> , 2010, 85, S34-S44.	1.6	144
62	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
63	Canadian Residents Teaching and Learning Psychiatry in Ethiopia: A Grounded Theory Analysis Focusing On Their Experiences. <i>Academic Psychiatry</i> , 2010, 34, 433-437.	0.9	19
64	Perspectives of clinician and biomedical scientists on interdisciplinary health research. <i>Cmaj</i> , 2009, 181, 797-803.	2.0	12
65	Boundary-Work in the Health Research Field: Biomedical and Clinician Scientists' Perceptions of Social Science Research. <i>Minerva</i> , 2009, 47, 171-194.	2.4	34
66	Sociological interpretations of professionalism. <i>Medical Education</i> , 2009, 43, 829-837.	2.1	145
67	Who Should Be an OSCE Examiner?. <i>Academic Psychiatry</i> , 2009, 33, 282-284.	0.9	24
68	The Research Innovation and Scholarship in Education Program: An Innovative Way to Nurture Education. <i>Academic Psychiatry</i> , 2009, 33, 364-369.	0.9	10
69	Cracks and crevices: Globalization discourse and medical education. <i>Medical Teacher</i> , 2009, 31, 910-917.	1.8	97
70	Biomedical scientists' perception of the social sciences in health research. <i>Social Science and Medicine</i> , 2008, 66, 2520-2531.	3.8	77
71	Psychiatric Education and Simulation: A Review of the Literature. <i>Canadian Journal of Psychiatry</i> , 2008, 53, 85-93.	1.9	128
72	Discourse analysis. <i>BMJ: British Medical Journal</i> , 2008, 337, a879-a879.	2.3	149

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73	Why use theories in qualitative research?. BMJ: British Medical Journal, 2008, 337, a949-a949.	2.3	249
74	SCYLLA OR CHARYBDIS: NAVIGATING BETWEEN EXCESSIVE EXAMINATION AND NAÏVE RELIANCE ON SELF-ASSESSMENT. Nursing Inquiry, 2007, 14, 177-177.	2.1	6
75	Medical education: it's time for a transatlantic dialogue. Medical Education, 2007, 42, 071127125433001-???	2.1	11
76	Assessment: do we need to broaden our methodological horizons?. Medical Education, 2007, 41, 1121-1123.	2.1	67
77	Research in Medical Education: Balancing Service and Science*. Advances in Health Sciences Education, 2007, 12, 103-115.	3.3	172
78	Des médecins scientifiques ou littéraires ? Une perspective historique française. Pédagogie Médicale, 2007, 8, 135-144.	0.1	5
79	The Objective Structured Clinical Examination: Three Decades of Development. Journal of Veterinary Medical Education, 2006, 33, 571-577.	0.6	33
80	Factors Predicting Practice Location and Outreach Consultation among University of Toronto Psychiatry Graduates. Canadian Journal of Psychiatry, 2006, 51, 218-225.	1.9	13
81	Duty Hours Reforms in the United States, France, and Canada: Is It Time to Refocus Our Attention on Education?. Academic Medicine, 2006, 81, 1045-1051.	1.6	72
82	Medical education and the maintenance of incompetence. Medical Teacher, 2006, 28, 690-696.	1.8	100
83	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
84	Educating doctors in France and Canada: are the differences based on evidence or history?. Medical Education, 2005, 39, 1205-1212.	2.1	46
85	Globalization in health care: is international standardization of quality a step toward outsourcing?. International Journal for Quality in Health Care, 2005, 17, 277-279.	1.8	62
86	Ensuring global standards for medical graduates: a pilot study of international standard-setting. Medical Teacher, 2005, 27, 207-213.	1.8	27
87	The OSCE Has Landed: One Small Step for British Psychiatry?. Academic Psychiatry, 2005, 29, 310-315.	0.9	18
88	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
89	Analytic global OSCE ratings are sensitive to level of training. Medical Education, 2003, 37, 1012-1016.	2.1	188
90	OSCE! Variations on a theme by Harden. Medical Education, 2003, 37, 1134-1140.	2.1	96

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91	Validity and the OSCE. <i>Medical Teacher</i> , 2003, 25, 250-254.	1.8	126
92	Implications of Suicide Contagion for the Selection of Adolescent Standardized Patients. <i>Academic Medicine</i> , 2002, 77, S100-S102.	1.6	11
93	Creating, Monitoring, and Improving a Psychiatry OSCE: A Guide for Faculty. <i>Academic Psychiatry</i> , 2002, 26, 134-161.	0.9	88
94	Adolescent Standardized Patients: Method of Selection and Assessment of Benefits and Risks. <i>Teaching and Learning in Medicine</i> , 2002, 14, 104-113.	2.1	38
95	The challenge of creating new OSCE measures to capture the characteristics of expertise. <i>Medical Education</i> , 2002, 36, 742-748.	2.1	40
96	Difficulties in Recognizing One's Own Incompetence. <i>Academic Medicine</i> , 2001, 76, S87-S89.	1.6	222
97	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
98	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
99	Context, Conflict, and Resolution. <i>Academic Medicine</i> , 2000, 75, S6-S11.	1.6	235
100	What do Psychiatry Residents Think of an Objective Structured Clinical Examination?. <i>Academic Psychiatry</i> , 1999, 23, 198-204.	0.9	23
101	Is a Journal Club Effective for Teaching Critical Appraisal Skills?. <i>Academic Psychiatry</i> , 1999, 23, 205-209.	0.9	22
102	Effects of Portraying Psychologically and Emotionally Complex Standardized Patient Roles. <i>Teaching and Learning in Medicine</i> , 1999, 11, 135-141.	2.1	70
103	OSCE checklists do not capture increasing levels of expertise. <i>Academic Medicine</i> , 1999, 74, 1129-34.	1.6	301
104	The Integration of Child Psychiatry into a Psychiatry Clerkship OSCE. <i>Canadian Journal of Psychiatry</i> , 1998, 43, 614-618.	1.9	14
105	Evaluating Psychiatric Clinical Clerks With a Mini-Objective Structured Clinical Examination. <i>Academic Psychiatry</i> , 1997, 21, 219-225.	0.9	13