UNIVERSITAS GADJAH MADA
Analisis Korelasi Skor Case-Based Discussion dan Skor Script Concordance Test dalam Menilai Kemampuan Penalaran Klinis Mahasiswa Pendidikan Profesi Dokter pada Stase Ilmu Kesehatan Anak
Fakultas Kedokteran Universitas Pattimura
Karl Imanuel Leiwakabessy, dr. Rachmadya Nur Hidayah, MSc., PhD; dr. Yoyo Suhoyo, MMedEd., PhD
Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

DAFTAR PUSTAKA

Anbarasi, K., Karunakaran, J., Ravichandran, L., & Arthi, B. (2022). Effectiveness of the Structured and Conventional Methods of Viva Examination in Medical Education: A Systematic Review and Meta-analysis. *Journal of Clinical and Diagnostic Research*, (October). doi:10.7860/jcdr/2022/57445.16977

Australian Medical Council. (2024). Case-Based Discussion (CBD). *Case-Based Discussion (CBD)*.

Batra, Batra, Verma, Bokariya, Garg, & Sneha. (2022). Mini clinical evaluation exercise (Mini-CEX): A tool for assessment of residents in department of surgery, (August), 1–6. doi:10.4103/jehp.jehp

Bhalerao, P. (2017). Perception of medical teachers and students regarding objective structured long examination record as an assessment tool- a prospective study. *International Journal of Research in Medical Sciences*, 5(4), 1679. doi:10.18203/2320-6012.ijrms20171286

Billett, S. (2016). Learning through health care work: Premises, contributions and practices. *Medical Education*, 50(1), 124–131. doi:10.1111/medu.12848

Bordage, G., & Page, G. (2018). The key-features approach to assess clinical decisions: validity evidence to date. *Advances in Health Sciences Education*, 23(5), 1005–1036. doi:10.1007/s10459-018-9830-5

Brazeau-Lamontagne, L., Charlin, B., Gagnon, R., Samson, L., & Van Der Vleuten, C. (2004). Measurement of perception and interpretation skills during radiology training: Utility of the script concordance approach. *Medical Teacher*, 26(4), 326–332. doi:10.1080/01421590410001679000

Brown, N., Holsgrove, G., & Teeluckdharry, S. (2011). Case-based discussion. *Advances in Psychiatric Treatment*, 17(2), 85–90. doi:10.1192/apt.bp.107.003939

Cahyaningrum, Y. (2015). *STUDY CONCURRENT VALIDITY ANTARA SCRIPT CONCORDANCE TEST DAN MULTIPLE CHOICE QUESTIONS DALAM MENILAI PENALARAN KLINIK MAHASISWA KEDOKTERAN*. Universitas Gadjah Mada.

Cao, Y., Chen, R. C., & Katz, A. J. (2024, September 1). Why is a small sample size not enough? *Oncologist*. Oxford University Press. doi:10.1093/oncolo/oyae162

Corrao, S., & Argano, C. (2022). Rethinking clinical decision-making to improve clinical reasoning. *Frontiers in Medicine*, 9(September), 1–7. doi:10.3389/fmed.2022.900543

Croskerry, P. (2009). A Universal Model of Diagnostic Reasoning. *Academic Medicine*, 84(8), 1022–1028. doi:10.1097/ACM.0b013e3181ace703

Dahlan, M. S. (2010). *Besar Sampel Dan Cara Pengambilan Sampel*.

Daniel, M., Rencic, J., Durning, S. J., Holmboe, E., Santen, S. A., Lang, V., … Gruppen, L. D. (2019). Clinical Reasoning Assessment Methods: A Scoping Review and Practical Guidance. *Academic Medicine*, 94(6), 902–912. doi:10.1097/ACM.0000000000002618

Delany, C., & Golding, C. (2014). Teaching clinical reasoning by making thinking visible: an action research ...: EBSCOhost. *BMC Medical Education*, 14(20), 1–10. Retrieved from http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=14ec4e99-917d-4c35-89cf-dc3df8197e11@sessionmgr4005&vid=1&hid=4212

Delavari, S., Barzkar, F., Rikers, R. M. J. P., Pourahmadi, M., Soltani Arabshahi, S. K., Keshtkar, A., … Monajemi, A. (2024). Teaching and learning clinical reasoning skill in undergraduate medical students: A scoping review. *PLoS ONE*, 19(10 October), 1–19. doi:10.1371/journal.pone.0309606

Delavari, S., Monajemi, A., Baradaran, H. R., Kyaw Myint, P., Yaghmae, M., & Soltani Arabshahi, S. K. (2020). How to develop clinical reasoning in medical students and interns based on illness

Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

script theory: An experimental study. *Medical Journal of The Islamic Republic of Iran*, (October). doi:10.47176/mjiri.34.9

Departemen Ilmu Kesehatan Anak Komite Koordinasi Pendidikan RSUD dr. M Haulussy. (2022). BUKU PANDUAN KURIKULUM PENDIDIKAN PROFESI DEPARTEMEN ILMU KESEHATAN ANAK.

Deshmukh, Fokmare, & Mishra. (2018). A Review on the Efficacy of Structured Long Examinations used in Assessing Students in Different Medical Courses. *Journal of Datta Meghe Institute of Medical Sciences University*, 13(1), 38–43. doi:10.4103/jdmimsu.jdmimsu

Dornan, T., Boshuizen, H., King, N., & Scherpbier, A. (2007). Experience-based learning: A model linking the processes and outcomes of medical students' workplace learning. *Medical Education*, 41(1), 84–91. doi:10.1111/j.1365-2929.2006.02652.x

Downing, S. M., & Yudkowsk, R. (2009). *Assessment in health professions education*. *Assessment in Health Professions Education*. doi:10.4324/9780203880135

Emsden, S., & Thomson, A. (2010). Getting the best out of case-based discussions (CbDs) - tips for trainers and trainees. *Paediatrics and Child Health*, 20(12), 585–588. doi:10.1016/j.paed.2010.06.002

Findyartini, A., Hawthorne, L., McColl, G., & Chiavaroli, N. (2016). How clinical reasoning is taught and learned: Cultural perspectives from the University of Melbourne and Universitas Indonesia. *BMC Medical Education*, 16(1). doi:10.1186/s12909-016-0709-y

Fournier, J. P., Demeester, A., & Charlin, B. (2008). Script concordance tests: Guidelines for construction. *BMC Medical Informatics and Decision Making*, 8(April 2015). doi:10.1186/1472-6947-8-18

Fuentes-Cimma, J., Sluijsmans, D., Riquelme, A., Villagran, I., Isbej, L., Olivares-Labbe, M. T., & Heeneman, S. (2024). Designing feedback processes in the workplace-based learning of undergraduate health professions education: a scoping review. *BMC Medical Education*, 24(1). doi:10.1186/s12909-024-05439-6

Furney, S. L., Orsini, A. N., Orsetti, K. E., Stern, D. T., Gruppen, L. D., & Irby, D. M. (2001). Teaching the one-minute preceptor: A randomized controlled trial. *Journal of General Internal Medicine*, 16(9), 620–624. doi:10.1046/j.1525-1497.2001.016009620.x

Gagnon, R., Charlin, B., Coletti, M., Sauvé, E., & Van Der Vleuten, C. (2005). Assessment in the context of uncertainty: How many members are needed on the panel of reference of a script concordance test? *Medical Education*, 39(3), 284–291. doi:10.1111/j.1365-2929.2005.02092.x

Gordon, D., Rencic, J. J., Lang, V. J., Thomas, A., Young, M., & Durning, S. J. (2022). Advancing the assessment of clinical reasoning across the health professions: Definitional and methodologic recommendations. *Perspectives on Medical Education*, 11(2), 108–114. doi:10.1007/s40037-022-00701-3

Gudorf, H. F., Heidrich, M., Rauchstädt, K., Scherbaum, R., Tönges, L., & Biesalski, A. S. (2025). Assessing decision-making skills with the Script Concordance Test (SCT) in clinical neurology and emergency medicine. *BMC Medical Education*, 25(1). doi:10.1186/s12909-025-06814-7

Guth, T. A., Wolfe, R. M., Martinez, O., Subhiyah, R. G., Henderek, J. J., McAllister, C., & Roussel, D. (2024). Assessment of Clinical Reasoning in Undergraduate Medical Education: A Pragmatic Approach to Programmatic Assessment. *Academic Medicine*, 99(8), 912–921. doi:10.1097/ACM.0000000000005665

Habes, E. V., Kolk, J. E. M., Van Brunschot, M. F. M., & Bouwes, A. (2024). Development of script concordance test for assessment of clinical reasoning in nursing: Lessons learned regarding construct validity. *Heliyon*, 10(15), e35151. doi:10.1016/j.heliyon.2024.e35151

Hidayah, N., Ahmad, A., & Parihin, P. (2025). Evaluation of the Validity of Student Interest Content in Learning Arabic Instruments Using the V Aiken Technique. *Progressive of Cognitive and Ability*, 4(3), 93–103. doi:10.56855/jpr.v4i3.1592

Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

Htay, Kamath, Sugathan, Latyee, & Sahoo. (2025). Overview of Reliability and Validity of Assessments in Medical Education. *International Journal of Transformative Health Professions Education*, 1(1), 14–18. doi:10.71354/tr76gs42

Indonesian Medical Council Jakarta. (2012). *STANDAR KOMPETENSI DOKTER INDONESIA*.

Janicik, R. W., & Fletcher, K. E. (2003). Teaching at the bedside: a new model. *Medical Teacher*, 25(2), 127–130. doi:10.1080/0142159031000092490

Jay, R., Davenport, C., & Patel, R. (2024). Clinical reasoning—the essentials for teaching medical students, trainees and non-medical healthcare professionals. *British Journal of Hospital Medicine*, 85(7), 1–8. doi:10.12968/hmed.2024.0052

Johansen, R. F., Nielsen, R. B., Malling, B. V., & Storm, H. (2021). Can case-based discussions in a group setting be used to assess residents' clinical skills? *International Journal of Medical Education*, 12, 64–73. doi:10.5116/ijme.606a.eb39

Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and Explained. *British Journal of Applied Science & Technology*, 7(4), 396–403. doi:10.9734/bjast/2015/14975

Kamel-ElSayed, S., & Loftus, S. (2018). Using and Combining Learning Theories in Medical Education. *Medical Science Educator*, 28(1), 255–258. doi:10.1007/s40670-017-0519-9

Kelly, G. (2008). *Book Review: Clinical Reasoning in the Health Professions*. (C. N. Higgs J, Jones M, Loftus S, Ed.) (3rd ed., Vol. 17). Australia.

Kinnear, B., St-Onge, C., Schumacher, D. J., Marceau, M., & Naidu, T. (2024). Validity in the Next Era of Assessment: Consequences, Social Impact, and Equity. *Perspectives on Medical Education*, 13(1), 452–459. doi:10.5334/pme.1150

Kojich, L., Miller, S. A., Axman, K., Eacret, T., Koontz, J. A., & Smith, C. (2024). Evaluating clinical reasoning in first year DPT students using a script concordance test. *BMC Medical Education*, 24(1). doi:10.1186/s12909-024-05281-w

Kün-Darbois, J. D., Annweiler, C., Lerolle, N., & Lebdai, S. (2022). Script concordance test acceptability and utility for assessing medical students' clinical reasoning: a user's survey and an institutional prospective evaluation of students' scores. *BMC Medical Education*, 22(1). doi:10.1186/s12909-022-03339-1

Locke, R., Mason, A., Coles, C., Lusznat, R. M., & Masding, M. G. (2020). The development of clinical thinking in trainee physicians: The educator perspective. *BMC Medical Education*, 20(1), 1–7. doi:10.1186/s12909-020-02138-w

Lörwald, A. C., Lahner, F. M., Nouns, Z. M., Berendonk, C., Norcini, J., Greif, R., & Huwendiek, S. (2018). The educational impact of Mini-Clinical Evaluation Exercise (Mini-CEX) and Direct Observation of Procedural Skills (DOPS) and its association with implementation: A systematic review and meta-analysis. *PLoS ONE*, 13(6), 1–15. doi:10.1371/journal.pone.0198009

Lubarsky, S., Charlin, B., Cook, D. A., Chalk, C., & van der Vleuten, C. P. M. (2011). Script concordance testing: A review of published validity evidence. *Medical Education*, 45(4), 329–338. doi:10.1111/j.1365-2923.2010.03863.x

Lubarsky, S., Dory, V., Audétat, M.-C., Custers, E., & Charlin, B. (2015). Using script theory to cultivate illness script formation and clinical reasoning in health professions education. *Canadian Medical Education Journal*, 6(2), e61–e70. doi:10.36834/cmej.36631

Lubarsky, S., Dory, V., Duggan, P., Gagnon, R., & Charlin, B. (2013). Script concordance testing: From theory to practice: AMEE Guide No. 75. *Medical Teacher*, 35(3), 184–193. doi:10.3109/0142159X.2013.760036

McMahon, C. J., Spooner, M., Sibbald, M., & Asoodar, M. (2024). How Do Paediatricians Manage Comfort with Uncertainty in Clinical Decision-Making. *Perspectives on Medical Education*, 13(1), 527–539. doi:10.5334/pme.1394

Modi, J. N., Anshu, Gupta, P., & Singh, T. (2015). Teaching and assessing clinical reasoning skills. *Indian Pediatrics*, 52(9), 787–794. doi:10.1007/s13312-015-0718-7

UNIVERSITAS GADJAH MADA
Analisis Korelasi Skor Case-Based Discussion dan Skor Script Concordance Test dalam Menilai Kemampuan Penalaran Klinis Mahasiswa Pendidikan Profesi Dokter pada Stase Ilmu Kesehatan Anak
Fakultas Kedokteran Universitas Pattimura
Karl Imanuel Leiwakabessy, dr. Rachmadya Nur Hidayah, MSc., PhD; dr. Yoyo Suhoyo, MMedEd., PhD
Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

Nayer, M., Glover Takahashi, S., & Hrynchak, P. (2018). Twelve tips for developing key-feature questions (KFQ) for effective assessment of clinical reasoning. *Medical Teacher*, 40(11), 1116–1122. doi:10.1080/0142159X.2018.1481281

Nel, D., Marty, A. P., Frick, S., Hennus, M. P., & Linsenmeyer, M. (2024). Addressing practical and conceptual challenges in workplace-based assessment. In *Entrustable Professional Activities and Entrustment Decision-Making in Health Professions Education* (pp. 237–248). Ubiquity Press. doi:10.5334/bdc.t

Ng, I. K. S., Goh, W. G. W., Teo, D. B., Chong, K. M., Tan, L. F., & Teoh, C. M. (2024, December 23). Clinical reasoning in real-world practice: a primer for medical trainees and practitioners. *Postgraduate Medical Journal*. doi:10.1093/postmj/qgae079

Norcini, Anderson, Bollela, Burch, Costa, M. J., Duvivier, R., … Swanson, D. (2018). 2018 Consensus framework for good assessment. *Medical Teacher*, 40(11), 1102–1109. doi:10.1080/0142159X.2018.1500016

Norcini, Blank, Duffy, & Fortna. (2003). The Mini-CEX: A Method for Assessing Clinical Skills. *Annals of Internal Medicine*, 138(6), 476–481. doi:10.7326/0003-4819-138-6-200303180-00012

Norcini, & Burch. (2007). Workplace-based assessment as an educational tool: AMEE Guide No. 31. *Medical Teacher*, 29(9–10), 855–871. doi:10.1080/01421590701775453

Oezcan, J., Henning, M. A., & Webster, C. S. (2025). Effective methods of teaching clinical reasoning in paediatrics: A scoping review. *Asia Pacific Scholar*, 10(2), 34–45. doi:10.29060/TAPS.2025-10-2/RA3272

Omega, A., Wijaya Ramlan, A. A., Soenarto, R. F., Heriwardito, A., & Sugiarto, A. (2022). Assessing clinical reasoning in airway related cases among anesthesiology fellow residents using Script Concordance Test (SCT). *Medical Education Online*, 27(1). doi:10.1080/10872981.2022.2135421

Orrock, P., Grace, S., Vaughan, B., & Coutts, R. (2014). Developing a viva exam to assess clinical reasoning in pre-registration osteopathy students. *BMC Medical Education*, 14(1), 1–9. doi:10.1186/1472-6920-14-193

Peyrony, O., Hutin, A., Truchot, J., Borie, R., Calvet, D., Albaladejo, A., … Roux, D. (2020). Impact of panelists' experience on script concordance test scores of medical students. *BMC Medical Education*, 20(1), 1–8. doi:10.1186/s12909-020-02243-w

Prabhu, Dr. S., Abraham, Dr. G., & Malavika Nair, Dr. L. (2020). Comparative study of conventional assessment and OSLER conducted at the model clinical examination in a teaching hospital. *Surgical Update: International Journal of Surgery and Orthopedics*, 6(3), 154–158. doi:10.17511/ijoso.2020.i03.03

Prihatanto. (2011). Studi Validitas Dan Reliabilitas Script Concordance Test pada Lulusan Dokter Baru Fakultas Kedokteran Universitas Airlangga.

Primhak, R., & Gibson, N. (2019). Workplace-based assessment: How to use case-based discussion as a formative assessment. *Breathe*, 15(3), 163–166. doi:10.1183/20734735.0209-2019

Rauf, L. (2021). Case-Based Discussion in United Kingdom General Practice Training: A Critical Analysis. *Cureus*, 13(2). doi:10.7759/cureus.13166

Royal College of General Practitioners. (2025). Case-Based Discussion (CbD).

Ruczynski, L. I., van de Pol, M. H., Schouwenberg, B. J., Laan, R. F., & Fluit, C. R. (2022). Learning clinical reasoning in the workplace: a student perspective. *BMC Medical Education*, 22(1), 1–8. doi:10.1186/s12909-021-03083-y

Ryan, M. S., Gielissen, K. A., Shin, D., Perera, R. A., Gusic, M., Ferenchick, G., … Santen, S. A. (2024). How well do workplace-based assessments support summative entrustment decisions? A multi-institutional generalisability study. *Medical Education*, 58(7), 825–837. doi:10.1111/medu.15291

Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

Sarkis, S., & Raphael, C. (2025). Understanding uncertainty and ambiguity in medicine and medical education: a narrative review with implications for training. *Postgraduate Medical Journal*. doi:10.1093/postmj/qgaf170

Schuwirth, L. W. T., & Van Der Vleuten, C. P. M. (2011). Programmatic assessment: From assessment of learning to assessment for learning. *Medical Teacher*, 33(6), 478–485. doi:10.3109/0142159X.2011.565828

Senol, Y. (2015). Assessment in Clinical Education: Mini Clinical Evaluation Exercise (Mini-Cex). *Toraks Cerrahisi Bulteni*, 9(3), 246–252. doi:10.5152/tcb.2015.068

Shafqat, S., Tejani, I., Ali, M., Tariq, H., & Sabzwari, S. (2022). Feasibility and Effectiveness of Mini-Clinical Evaluation Exercise (Mini-CEX) in an Undergraduate Medical Program: A Study From Pakistan. *Cureus*, 14(9). doi:10.7759/cureus.29563

Siegelman, J., Bernstein, L., Goedken, J., Lewin, L., Schneider, J., Ward, M., & Stoddard, H. (2024). Assessment of Clinical Reasoning During a High Stakes Medical Student OSCE. *Perspectives on Medical Education*, 13(1), 629–634. doi:10.5334/pme.1513

So, H. Y., Choi, Y. F., Chan, P. T., Chan, A. K. M., Ng, G. W. Y., & Wong, G. K. C. (2024, June 1). Workplace-based assessments: what, why, and how to implement? *Hong Kong Medical Journal*. Hong Kong Academy of Medicine Press. doi:10.12809/hkmj2311361

Sullivan, G. M., & Artino, A. R. (2013). Analyzing and Interpreting Data From Likert-Type Scales. *Journal of Graduate Medical Education*, 5(4), 541–542. doi:10.4300/jgme-5-4-18

Sutherland, R. M., Reid, K. J., Chiavaroli, N. G., Smallwood, D., & McColl, G. J. (2019). Assessing Diagnostic Reasoning Using a Standardized Case-Based Discussion. *Journal of Medical Education and Curricular Development*, 6. doi:10.1177/2382120519849411

Tajuddin, N. I. I., Abas, U. H., Aziz, K. A., Nor, R. N. H., Izni, N. A., Sudin, M. N., … Noor, N. M. (2025). Content Validity Assessment Using Aiken's V: Knowledge Integration Model for Blockchain in Higher Learning Institutions. *International Journal of Advanced Computer Science and Applications*, 16(6), 601–608. doi:10.14569/IJACSA.2025.0160659

Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53–55. doi:10.5116/ijme.4dfb.8dfd

ten Cate, O., Burch, V. C., Chen, H. C., Chou, F. C., & Hennus, M. P. (2024). *Entrustable professional activities and entrustment decision-making in health professions education*. *Entrustable Professional Activities and Entrustment Decision-Making in Health Professions Education*. Ubiquity Press. doi:10.5334/bdc

ten Cate, O., Custers, E. J. F. M., & Durning, S. J. (2018). *Introduction*. *Principles and Reasoning based Clinical Practice of Case-Education*.

Thampy, H., Willert, E., & Ramani, S. (2019). Assessing Clinical Reasoning: Targeting the Higher Levels of the Pyramid. *Journal of General Internal Medicine*, 34(8), 1631–1636. doi:10.1007/s11606-019-04953-4

von Davier, M., Shin, H. J., Khorramdel, L., & Stankov, L. (2018). The Effects of Vignette Scoring on Reliability and Validity of Self-Reports. *Applied Psychological Measurement*, 42(4), 291–306. doi:10.1177/0146621617730389

Wan, S. H. (2015). Using the script concordance test to assess clinical reasoning skills in undergraduate and postgraduate medicine. *Hong Kong Medical Journal*, 21(5), 455–461. doi:10.12809/hkmj154572

Weller, J. M., Misur, M., Nicolson, S., Morris, J., Ure, S., Crossley, J., & Jolly, B. (2014). Can i leave the theatre? A key to more reliable workplace-based assessment. *British Journal of Anaesthesia*, 112(6), 1083–1091. doi:10.1093/bja/aeu052

Weller, Jennifer M., Coomber, T., Chen, Y., & Castanelli, D. J. (2021, November 1). Key dimensions of innovations in workplace-based assessment for postgraduate medical education: a scoping review. *British Journal of Anaesthesia*. Elsevier Ltd. doi:10.1016/j.bja.2021.06.038

UNIVERSITAS
GADJAH MADA
Analisis Korelasi Skor Case-Based Discussion dan Skor Script Concordance Test dalam Menilai Kemampuan Penalaran Klinis Mahasiswa Pendidikan Profesi Dokter pada Stase Ilmu Kesehatan Anak
Fakultas Kedokteran Universitas Pattimura
Karl Imanuel Leiwakabessy, dr. Rachmadya Nur Hidayah, MSc., PhD; dr. Yoyo Suhoyo, MMedEd., PhD
Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

Williamson, J. M. L., & Osborne, A. J. (2012). Critical analysis of case based discussions. *British Journal of Medical Practitioners*, 5(2), 5–8.

Wimmers, P. F. (2016). *Assessing Competence in Professional Performance across Disciplines and Professions*.

Wolpaw, T. M., Wolpaw, D. R., & Papp, K. K. (2003). SNAPPS: A learner-centered model for outpatient education. *Academic Medicine*, 78(9), 893–898. doi:10.1097/00001888-200309000-00010

WPBA: Case-Based Discussion (CbD). (2025, January 29).

Young, M., Thomas, A., Gordon, D., Gruppen, L., Lubarsky, S., Rencic, J., … Durning, S. J. (2019). The terminology of clinical reasoning in health professions education: Implications and considerations. *Medical Teacher*, 41(11), 1277–1284. doi:10.1080/0142159X.2019.1635686

Young, M., Thomas, A., Lubarsky, S., Ballard, T., Gordon, D., Gruppen, L. D., … Durning, S. J. (2018). Drawing boundaries: The difficulty in defining clinical reasoning. *Academic Medicine*, 93(7), 990–995. doi:10.1097/ACM.0000000000002142

Zimmermann, S., Klusmann, D., & Hampe, W. (2017). Correcting the predictive validity of a selection test for the effect of indirect range restriction. *BMC Medical Education*, 17(1). doi:10.1186/s12909-017-1070-5