

Susan Humphrey-Murto

List of Publications by Year in descending order

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Version: 2024-02-01

55
papers

1,673
citations

361413
20
h-index

315739
38
g-index

55
all docs

55
docs citations

55
times ranked

2550
citing authors

#	ARTICLE	IF	CITATIONS
1	The Use of the Delphi and Other Consensus Group Methods in Medical Education Research: A Review. <i>Academic Medicine</i> , 2017, 92, 1491-1498.	1.6	349
2	Using consensus group methods such as Delphi and Nominal Group in medical education research. <i>Medical Teacher</i> , 2017, 39, 14-19.	1.8	272
3	The use of Delphi and Nominal Group Technique in nursing education: A review. <i>International Journal of Nursing Studies</i> , 2016, 60, 112-120.	5.6	120
4	The Delphi methodâ€™ more research please. <i>Journal of Clinical Epidemiology</i> , 2019, 106, 136-139.	5.0	71
5	The Delphi Method. <i>Academic Medicine</i> , 2020, 95, 168-168.	1.6	52
6	Comparison of student examiner to faculty examiner scoring and feedback in an OSCE. <i>Medical Education</i> , 2011, 45, 183-191.	2.1	48
7	Do OSCE progress test scores predict performance in a national high-stakes examination?. <i>Medical Education</i> , 2016, 50, 351-358.	2.1	44
8	The effectiveness of webcast compared to live lectures as a teaching tool in medical school. <i>Medical Teacher</i> , 2016, 38, 59-63.	1.8	43
9	Standard Setting. <i>Academic Medicine</i> , 2002, 77, 729-732.	1.6	41
10	Progress testing: is there a role for the OSCE?. <i>Medical Education</i> , 2014, 48, 623-631.	2.1	37
11	A Comparison of Physician Examiners and Trained Assessors in a High-Stakes OSCE Setting. <i>Academic Medicine</i> , 2005, 80, S59-S62.	1.6	35
12	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.	3.3	34
13	Resident experiences of informal education: how often, from whom, about what and how. <i>Medical Education</i> , 2014, 48, 1220-1234.	2.1	32
14	Exploring the institutional logics of health professions education scholarship units. <i>Medical Education</i> , 2017, 51, 755-767.	2.1	30
15	Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship. <i>Academic Medicine</i> , 2017, 92, 205-208.	1.6	29
16	Does Emotional Intelligence at Medical School Admission Predict Future Academic Performance?. <i>Academic Medicine</i> , 2014, 89, 638-643.	1.6	25
17	Direct Observation of Clinical Skills Feedback Scale: Development and Validity Evidence. <i>Teaching and Learning in Medicine</i> , 2016, 28, 385-394.	2.1	24
18	Assessment Pearls for Competency-Based Medical Education. <i>Journal of Graduate Medical Education</i> , 2017, 9, 688-691.	1.3	24

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19	Does an Emotional Intelligence Test Correlate With Traditional Measures Used to Determine Medical School Admission?. <i>Academic Medicine</i> , 2011, 86, S39-S41.	1.6	23
20	The OSCE progress test â€œ Measuring clinical skill development over residency training. <i>Medical Teacher</i> , 2016, 38, 168-173.	1.8	22
21	The Influence of Prior Performance Information on Ratings of Current Performance and Implications for Learner Handover. <i>Academic Medicine</i> , 2019, 94, 1050-1057.	1.6	22
22	Feedback in the OSCE: What Do Residents Remember?. <i>Teaching and Learning in Medicine</i> , 2016, 28, 52-60.	2.1	21
23	Consensus Building in OMERACT: Recommendations for Use of the Delphi for Core Outcome Set Development. <i>Journal of Rheumatology</i> , 2019, 46, 1041-1046.	2.0	21
24	Teaching the Musculoskeletal Examination: Are Patient Educators as Effective as Rheumatology Faculty?. <i>Teaching and Learning in Medicine</i> , 2004, 16, 175-180.	2.1	19
25	The objective structured clinical examination: can physician-examiners participate from a distance?. <i>Medical Education</i> , 2014, 48, 441-450.	2.1	18
26	Health Professions Education Scholarship Unit Leaders as Institutional Entrepreneurs. <i>Academic Medicine</i> , 2017, 92, 1189-1195.	1.6	16
27	The impact of cueing on written examinations of clinical decision making: a case study. <i>Medical Education</i> , 2014, 48, 255-261.	2.1	15
28	The influence of first impressions on subsequent ratings within an OSCE station. <i>Advances in Health Sciences Education</i> , 2017, 22, 969-983.	3.3	15
29	Does the gender of the standardised patient influence candidate performance in an objective structured clinical examination?. <i>Medical Education</i> , 2009, 43, 521-525.	2.1	14
30	What makes a high-quality electronic consultation (eConsult)? A nominal group study. <i>Journal of Telemedicine and Telecare</i> , 2020, 26, 239-247.	2.7	13
31	Learner Handover: Who Is It Really For?. <i>Academic Medicine</i> , 2021, 96, 592-598.	1.6	10
32	Resident Evaluations: The Use of Daily Evaluation Forms in Rheumatology Ambulatory Care. <i>Journal of Rheumatology</i> , 2009, 36, 1298-1303.	2.0	9
33	Done or Almost Done? Improving OSCE Checklists to Better Capture Performance in Progress Tests. <i>Teaching and Learning in Medicine</i> , 2016, 28, 406-414.	2.1	9
34	Why do physicians volunteer to be OSCE examiners?. <i>Medical Teacher</i> , 2005, 27, 172-174.	1.8	8
35	The Use of the Delphi and Other Consensus Group Methods in Medical Education. <i>Academic Medicine</i> , 2016, 91, S11-S11.	1.6	8
36	Can physician examiners overcome their first impression when examinee performance changes?. <i>Advances in Health Sciences Education</i> , 2018, 23, 721-732.	3.3	8

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37	14 Years Later. <i>Academic Medicine</i> , 2020, 95, 629-636.	1.6	8
38	Are raters influenced by prior information about a learner? A review of assimilation and contrast effects in assessment. <i>Advances in Health Sciences Education</i> , 2021, 26, 1133-1156.	3.3	8
39	Real-World Patient Experience of Long-Term Hybrid Closed-Loop Insulin Pump Use. <i>Canadian Journal of Diabetes</i> , 2021, 45, 750-756.e3.	0.8	8
40	Coexistent Wegener's Granulomatosis and Goodpasture's Disease. <i>Journal of Rheumatology</i> , 2010, 37, 1786-1787.	2.0	7
41	Case 216: Hypertrophic Spinal Pachymeningitis. <i>Radiology</i> , 2015, 275, 303-307.	7.3	7
42	Context, time, and building relationships: bringing in situ feedback into the conversation. <i>Medical Education</i> , 2016, 50, 893-895.	2.1	7
43	Does Cardiac Physical Exam Teaching Using a Cardiac Simulator Improve Medical Students' Diagnostic Skills?. <i>Cureus</i> , 2019, 11, e4610.	0.5	7
44	Two models of raters in a structured oral examination: does it make a difference?. <i>Advances in Health Sciences Education</i> , 2010, 15, 97-108.	3.3	6
45	Assessing the Validity of a Multidisciplinary Mini-Clinical Evaluation Exercise. <i>Teaching and Learning in Medicine</i> , 2018, 30, 152-161.	2.1	6
46	Delving into Delphis. <i>Canadian Journal of Emergency Medicine</i> , 2019, 21, 167-169.	1.1	6
47	Consensus Group Methodology in Health Professions Education Research: The Nominal Group Technique. <i>Academic Medicine</i> , 2021, 96, 1073-1073.	1.6	5
48	Foundational Elements of Applied Simulation Theory: Development and Implementation of a Longitudinal Simulation Educator Curriculum. <i>Cureus</i> , 2017, 9, e1002.	0.5	5
49	When I say "consensus group methods". <i>Medical Education</i> , 2017, 51, 994-995.	2.1	4
50	eConsult Specialist Quality of Response (eSQUARE): A novel tool to measure specialist correspondence via electronic consultation. <i>Journal of Telemedicine and Telecare</i> , 2022, 28, 280-290.	2.7	3
51	Does Emotional Intelligence at medical school admission predict future licensing examination performance?. <i>Canadian Medical Education Journal</i> , 2020, 11, e35-e45.	0.4	3
52	Factors affecting patient satisfaction with outpatient rheumatology phone visits during the COVID-19 pandemic. <i>Clinical Rheumatology</i> , 2022, 41, 2839-2844.	2.2	2
53	Coexistent Wegener's Granulomatosis and Goodpasture's Disease: What Is the Mechanism? Dr. Humphrey-Murto and Dr. Mulpuru reply. <i>Journal of Rheumatology</i> , 2011, 38, 2085-2085.	2.0	0
54	Case 216. <i>Radiology</i> , 2014, 273, 937-939.	7.3	0

#	ARTICLE	IF	CITATIONS
55	The impact of local health professions education grants: is it worth the investment?. Canadian Medical Education Journal, 2021, 12, 44-53.	0.4	0