

# 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	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
2	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
3	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
4	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
5	The impact of local health professions education grants: is it worth the investment?. <i>Canadian Medical Education Journal</i> , 2021, 12, 44-53.	0.4	0
6	Learner Handover: Who Is It Really For?. <i>Academic Medicine</i> , 2021, 96, 592-598.	1.6	10
7	Consensus Group Methodology in Health Professions Education Research: The Nominal Group Technique. <i>Academic Medicine</i> , 2021, 96, 1073-1073.	1.6	5
8	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
9	The Delphi Method. <i>Academic Medicine</i> , 2020, 95, 168-168.	1.6	52
10	14 Years Later. <i>Academic Medicine</i> , 2020, 95, 629-636.	1.6	8
11	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
12	Delving into Delphis. <i>Canadian Journal of Emergency Medicine</i> , 2019, 21, 167-169.	1.1	6
13	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
14	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
15	The Delphi method—more research please. <i>Journal of Clinical Epidemiology</i> , 2019, 106, 136-139.	5.0	71
16	Does Cardiac Physical Exam Teaching Using a Cardiac Simulator Improve Medical Students'™ Diagnostic Skills?. <i>Cureus</i> , 2019, 11, e4610.	0.5	7
17	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
18	Assessing the Validity of a Multidisciplinary Mini-Clinical Evaluation Exercise. <i>Teaching and Learning in Medicine</i> , 2018, 30, 152-161.	2.1	6

#	ARTICLE	IF	CITATIONS
19	When I say “consensus group methods. Medical Education, 2017, 51, 994-995.	2.1	4
20	Exploring the institutional logics of health professions education scholarship units. Medical Education, 2017, 51, 755-767.	2.1	30
21	Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship. Academic Medicine, 2017, 92, 205-208.	1.6	29
22	Health Professions Education Scholarship Unit Leaders as Institutional Entrepreneurs. Academic Medicine, 2017, 92, 1189-1195.	1.6	16
23	The Use of the Delphi and Other Consensus Group Methods in Medical Education Research: A Review. Academic Medicine, 2017, 92, 1491-1498.	1.6	349
24	Using consensus group methods such as Delphi and Nominal Group in medical education research. Medical Teacher, 2017, 39, 14-19.	1.8	272
25	The influence of first impressions on subsequent ratings within an OSCE station. Advances in Health Sciences Education, 2017, 22, 969-983.	3.3	15
26	Assessment Pearls for Competency-Based Medical Education. Journal of Graduate Medical Education, 2017, 9, 688-691.	1.3	24
27	Foundational Elements of Applied Simulation Theory: Development and Implementation of a Longitudinal Simulation Educator Curriculum. Cureus, 2017, 9, e1002.	0.5	5
28	Direct Observation of Clinical Skills Feedback Scale: Development and Validity Evidence. Teaching and Learning in Medicine, 2016, 28, 385-394.	2.1	24
29	Do OSCE progress test scores predict performance in a national high-stakes examination?. Medical Education, 2016, 50, 351-358.	2.1	44
30	Context, time, and building relationships: bringing “in situ” feedback into the conversation. Medical Education, 2016, 50, 893-895.	2.1	7
31	Done or Almost Done? Improving OSCE Checklists to Better Capture Performance in Progress Tests. Teaching and Learning in Medicine, 2016, 28, 406-414.	2.1	9
32	The Use of the Delphi and Other Consensus Group Methods in Medical Education. Academic Medicine, 2016, 91, S11-S11.	1.6	8
33	The use of Delphi and Nominal Group Technique in nursing education: A review. International Journal of Nursing Studies, 2016, 60, 112-120.	5.6	120
34	The OSCE progress test “Measuring clinical skill development over residency training. Medical Teacher, 2016, 38, 168-173.	1.8	22
35	Feedback in the OSCE: What Do Residents Remember?. Teaching and Learning in Medicine, 2016, 28, 52-60.	2.1	21
36	The effectiveness of webcast compared to live lectures as a teaching tool in medical school. Medical Teacher, 2016, 38, 59-63.	1.8	43

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37	Case 216: Hypertrophic Spinal Pachymeningitis. Radiology, 2015, 275, 303-307.	7.3	7
38	A procedural skills OSCE: assessing technical and non-technical skills of internal medicine residents. Advances in Health Sciences Education, 2015, 20, 85-100.	3.3	34
39	Does Emotional Intelligence at Medical School Admission Predict Future Academic Performance?. Academic Medicine, 2014, 89, 638-643.	1.6	25
40	Case 216. Radiology, 2014, 273, 937-939.	7.3	0
41	The objective structured clinical examination: can physician-examiners participate from a distance?. Medical Education, 2014, 48, 441-450.	2.1	18
42	The impact of cueing on written examinations of clinical decision making: a case study. Medical Education, 2014, 48, 255-261.	2.1	15
43	Resident experiences of informal education: how often, from whom, about what and how. Medical Education, 2014, 48, 1220-1234.	2.1	32
44	Progress testing: is there a role for the OSCE?. Medical Education, 2014, 48, 623-631.	2.1	37
45	Does an Emotional Intelligence Test Correlate With Traditional Measures Used to Determine Medical School Admission?. Academic Medicine, 2011, 86, S39-S41.	1.6	23
46	Comparison of student examiner to faculty examiner scoring and feedback in an OSCE. Medical Education, 2011, 45, 183-191.	2.1	48
47	Coexistent Wegener's Granulomatosis and Goodpasture's Disease: What Is the Mechanism? Dr. Humphrey-Murto and Dr. Mulpuru reply. Journal of Rheumatology, 2011, 38, 2085-2085.	2.0	0
48	Two models of raters in a structured oral examination: does it make a difference?. Advances in Health Sciences Education, 2010, 15, 97-108.	3.3	6
49	Coexistent Wegener's Granulomatosis and Goodpasture's Disease. Journal of Rheumatology, 2010, 37, 1786-1787.	2.0	7
50	Resident Evaluations: The Use of Daily Evaluation Forms in Rheumatology Ambulatory Care. Journal of Rheumatology, 2009, 36, 1298-1303.	2.0	9
51	Does the gender of the standardised patient influence candidate performance in an objective structured clinical examination?. Medical Education, 2009, 43, 521-525.	2.1	14
52	A Comparison of Physician Examiners and Trained Assessors in a High-Stakes OSCE Setting. Academic Medicine, 2005, 80, S59-S62.	1.6	35
53	Why do physicians volunteer to be OSCE examiners?. Medical Teacher, 2005, 27, 172-174.	1.8	8
54	Teaching the Musculoskeletal Examination: Are Patient Educators as Effective as Rheumatology Faculty?. Teaching and Learning in Medicine, 2004, 16, 175-180.	2.1	19

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55	Standard Setting. Academic Medicine, 2002, 77, 729-732.	1.6	41