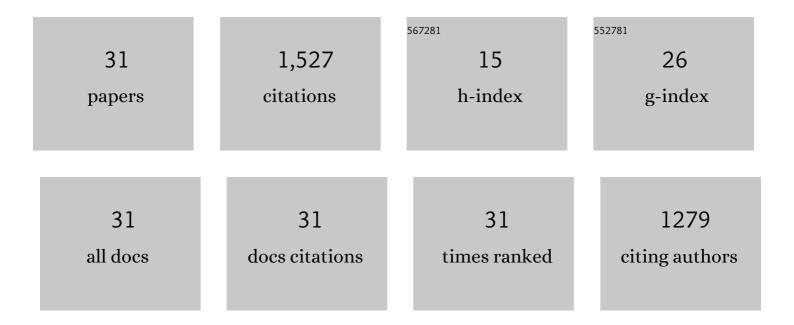
## Heather Armson

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/5816378/publications.pdf Version: 2024-02-01



#	Article	IF	CITATIONS
1	Factors influencing responsiveness to feedback: on the interplay between fear, confidence, and reasoning processes. Advances in Health Sciences Education, 2012, 17, 15-26.	3.3	289
2	The Processes and Dimensions of Informed Self-Assessment: A Conceptual Model. Academic Medicine, 2010, 85, 1212-1220.	1.6	257
3	Facilitated Reflective Performance Feedback. Academic Medicine, 2015, 90, 1698-1706.	1.6	214
4	Tensions in Informed Self-Assessment: How the Desire for Feedback and Reticence to Collect and Use It Can Conflict. Academic Medicine, 2011, 86, 1120-1127.	1.6	159
5	Features of assessment learners use to make informed self-assessments of clinical performance. Medical Education, 2011, 45, 636-647.	2.1	119
6	The R2C2 Model in Residency Education: How Does It Foster Coaching and Promote Feedback Use?. Academic Medicine, 2018, 93, 1055-1063.	1.6	92
7	Identifying coaching skills to improve feedback use in postgraduate medical education. Medical Education, 2019, 53, 477-493.	2.1	61
8	Feedback data sources that inform physician self-assessment. Medical Teacher, 2011, 33, e113-e120.	1.8	42
9	Translating learning into practice: lessons from the practice-based small group learning program. Canadian Family Physician, 2007, 53, 1477-85.	0.4	38
10	How do physicians behave when they participate in audit and feedback activities in a group with their peers?. Implementation Science, 2018, 13, 104.	6.9	37
11	The Calgary Audit and Feedback Framework: a practical, evidence-informed approach for the design and implementation of socially constructed learning interventions using audit and group feedback. Implementation Science, 2018, 13, 136.	6.9	36
12	Is the Cognitive Complexity of Commitment-to-Change Statements Associated With Change in Clinical Practice? An Application of Bloom's Taxonomy. Journal of Continuing Education in the Health Professions, 2015, 35, 166-175.	1.3	28
13	In-the-Moment Feedback and Coaching: Improving R2C2 for a New Context. Journal of Graduate Medical Education, 2020, 12, 27-35.	1.3	26
14	Affordances of Knowledge Translation in Medical Education. Academic Medicine, 2015, 90, 518-524.	1.6	25
15	Virtual patient activity patterns for clinical learning. Clinical Teacher, 2015, 12, 267-271.	0.8	23
16	Encouraging Reflection and Change in Clinical Practice: Evolution of a Tool. Journal of Continuing Education in the Health Professions, 2015, 35, 220-231.	1.3	16
17	Assessing Unperceived Learning Needs in Continuing Medical Education for Primary Care Physicians: A Scoping Review. Journal of Continuing Education in the Health Professions, 2020, 40, 257-267.	1.3	13
18	Using a Novel Small-Group Approach to Enhance Feedback Skills for Community-Based Teachers. Teaching and Learning in Medicine, 2009, 21, 45-51.	2.1	10

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#	Article	IF	CITATIONS
19	How do clinicians use implementation tools to apply breast cancer screening guidelines to practice?. Implementation Science, 2018, 13, 79.	6.9	10
20	Effectiveness of an eHealth self-management tool for older adults with multimorbidity (KeepWell): protocol for a hybrid effectiveness–implementation randomised controlled trial. BMJ Open, 2021, 11, e048350.	1.9	7
21	Knowledge translation of an online tool to determine candidacy for epilepsy surgery evaluation. Neurology: Clinical Practice, 2016, 6, 304-314.	1.6	5
22	Toward Practice-Based Continuing Education Protocols: Using Testing to Help Physicians Update Their Knowledge. Journal of Continuing Education in the Health Professions, 2020, 40, 248-256.	1.3	5
23	Impact of Personalized Feedback: The Case of Coaching and Learning Change Plans. , 2019, , 189-204.		4
24	Expanding the horizons of practice-based small-group learning: what are we learning?. Education for Primary Care, 2013, 24, 153-155.	0.6	3
25	The Thistle and the Maple Leaf: Practice-Based Small-Group Learning in Canada and Scotland. , 2013, , 117-146.		3
26	Academic Half-Days: Facilitated Small Groups to Promote Interactive Learning. Family Medicine, 2020, 52, 53-64.	0.5	3
27	Cabin Fever: an innovation in faculty development for rural preceptors. Medical Education, 2005, 39, 531-532.	2.1	1
28	Study protocol for a pilot study to explore the determinants of knowledge use in a medical education context. Journal of Evaluation in Clinical Practice, 2013, 19, 829-832.	1.8	1
29	Evaluation of a Novel Approach to Stimulate Review of Planned Practice Changes. Journal of Continuing Education in the Health Professions, 2016, 36, S52-S53.	1.3	0
30	Exploring continuity of supervision in the context of coaching. Medical Education, 2021, 55, 418-420.	2.1	0
31	Physician engagement in regularly scheduled rounds. Canadian Medical Education Journal, 2021, 12, e21-e30.	0.4	0