

# Heather Armson

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5816378/publications.pdf>

Version: 2024-02-01

31  
papers

1,527  
citations

567281

15  
h-index

552781

26  
g-index

31  
all docs

31  
docs citations

31  
times ranked

1279  
citing authors

#	ARTICLE	IF	CITATIONS
1	Effectiveness of an eHealth self-management tool for older adults with multimorbidity (KeepWell): protocol for a hybrid effectiveness-implementation randomised controlled trial. <i>BMJ Open</i> , 2021, 11, e048350.	1.9	7
2	Exploring continuity of supervision in the context of coaching. <i>Medical Education</i> , 2021, 55, 418-420.	2.1	0
3	Physician engagement in regularly scheduled rounds. <i>Canadian Medical Education Journal</i> , 2021, 12, e21-e30.	0.4	0
4	In-the-Moment Feedback and Coaching: Improving R2C2 for a New Context. <i>Journal of Graduate Medical Education</i> , 2020, 12, 27-35.	1.3	26
5	Academic Half-Days: Facilitated Small Groups to Promote Interactive Learning. <i>Family Medicine</i> , 2020, 52, 53-64.	0.5	3
6	Assessing Unperceived Learning Needs in Continuing Medical Education for Primary Care Physicians: A Scoping Review. <i>Journal of Continuing Education in the Health Professions</i> , 2020, 40, 257-267.	1.3	13
7	Toward Practice-Based Continuing Education Protocols: Using Testing to Help Physicians Update Their Knowledge. <i>Journal of Continuing Education in the Health Professions</i> , 2020, 40, 248-256.	1.3	5
8	Identifying coaching skills to improve feedback use in postgraduate medical education. <i>Medical Education</i> , 2019, 53, 477-493.	2.1	61
9	Impact of Personalized Feedback: The Case of Coaching and Learning Change Plans. , 2019, , 189-204.		4
10	The R2C2 Model in Residency Education: How Does It Foster Coaching and Promote Feedback Use?. <i>Academic Medicine</i> , 2018, 93, 1055-1063.	1.6	92
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. <i>Implementation Science</i> , 2018, 13, 136.	6.9	36
12	How do physicians behave when they participate in audit and feedback activities in a group with their peers?. <i>Implementation Science</i> , 2018, 13, 104.	6.9	37
13	How do clinicians use implementation tools to apply breast cancer screening guidelines to practice?. <i>Implementation Science</i> , 2018, 13, 79.	6.9	10
14	Knowledge translation of an online tool to determine candidacy for epilepsy surgery evaluation. <i>Neurology: Clinical Practice</i> , 2016, 6, 304-314.	1.6	5
15	Evaluation of a Novel Approach to Stimulate Review of Planned Practice Changes. <i>Journal of Continuing Education in the Health Professions</i> , 2016, 36, S52-S53.	1.3	0
16	Affordances of Knowledge Translation in Medical Education. <i>Academic Medicine</i> , 2015, 90, 518-524.	1.6	25
17	Encouraging Reflection and Change in Clinical Practice: Evolution of a Tool. <i>Journal of Continuing Education in the Health Professions</i> , 2015, 35, 220-231.	1.3	16
18	Facilitated Reflective Performance Feedback. <i>Academic Medicine</i> , 2015, 90, 1698-1706.	1.6	214

#	ARTICLE	IF	CITATIONS
19	Virtual patient activity patterns for clinical learning. <i>Clinical Teacher</i> , 2015, 12, 267-271.	0.8	23
20	Is the Cognitive Complexity of Commitment-to-Change Statements Associated With Change in Clinical Practice? An Application of Bloom's Taxonomy. <i>Journal of Continuing Education in the Health Professions</i> , 2015, 35, 166-175.	1.3	28
21	Study protocol for a pilot study to explore the determinants of knowledge use in a medical education context. <i>Journal of Evaluation in Clinical Practice</i> , 2013, 19, 829-832.	1.8	1
22	Expanding the horizons of practice-based small-group learning: what are we learning?. <i>Education for Primary Care</i> , 2013, 24, 153-155.	0.6	3
23	The Thistle and the Maple Leaf: Practice-Based Small-Group Learning in Canada and Scotland. , 2013, , 117-146.		3
24	Factors influencing responsiveness to feedback: on the interplay between fear, confidence, and reasoning processes. <i>Advances in Health Sciences Education</i> , 2012, 17, 15-26.	3.3	289
25	Feedback data sources that inform physician self-assessment. <i>Medical Teacher</i> , 2011, 33, e113-e120.	1.8	42
26	Tensions in Informed Self-Assessment: How the Desire for Feedback and Reticence to Collect and Use It Can Conflict. <i>Academic Medicine</i> , 2011, 86, 1120-1127.	1.6	159
27	Features of assessment learners use to make informed self-assessments of clinical performance. <i>Medical Education</i> , 2011, 45, 636-647.	2.1	119
28	The Processes and Dimensions of Informed Self-Assessment: A Conceptual Model. <i>Academic Medicine</i> , 2010, 85, 1212-1220.	1.6	257
29	Using a Novel Small-Group Approach to Enhance Feedback Skills for Community-Based Teachers. <i>Teaching and Learning in Medicine</i> , 2009, 21, 45-51.	2.1	10
30	Translating learning into practice: lessons from the practice-based small group learning program. <i>Canadian Family Physician</i> , 2007, 53, 1477-85.	0.4	38
31	Cabin Fever: an innovation in faculty development for rural preceptors. <i>Medical Education</i> , 2005, 39, 531-532.	2.1	1