

# Robert Kee McKinley

## List of Publications by Year in descending order

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Version: 2024-02-01

86  
papers

2,266  
citations

331670

21  
h-index

233421

45  
g-index

86  
all docs

86  
docs citations

86  
times ranked

2375  
citing authors

#	ARTICLE	IF	CITATIONS
1	Prevalence of dysfunctional breathing in patients treated for asthma in primary care: cross sectional survey. <i>BMJ: British Medical Journal</i> , 2001, 322, 1098-1100.	2.3	198
2	Breathing retraining for dysfunctional breathing in asthma: a randomised controlled trial. <i>Thorax</i> , 2003, 58, 110-115.	5.6	178
3	The impact of chronic venous leg ulcers: a systematic review. <i>Journal of Wound Care</i> , 2014, 23, 601-612.	1.2	175
4	Reliability and validity of a new measure of patient satisfaction with out of hours primary medical care in the united kingdom: development of a patient questionnaire. <i>BMJ: British Medical Journal</i> , 1997, 314, 193-193.	2.3	171
5	Breathing exercises for asthma: a randomised controlled trial. <i>Thorax</i> , 2008, 64, 55-61.	5.6	119
6	The prevalence of dysfunctional breathing in adults in the community with and without asthma. <i>Primary Care Respiratory Journal: Journal of the General Practice Airways Group</i> , 2005, 14, 78-82.	2.3	116
7	Meeting patient expectations of care: the major determinant of satisfaction with out-of-hours primary medical care?. <i>Family Practice</i> , 2002, 19, 333-338.	1.9	109
8	Exposure of undergraduates to authentic GP teaching and subsequent entry to GP training: a quantitative study of UK medical schools. <i>British Journal of General Practice</i> , 2017, 67, e248-e252.	1.4	78
9	Patient satisfaction with out of hours primary medical care. <i>Quality in Health Care: QHC</i> , 2001, 10, 23-28.	1.2	74
10	Checklists for assessment and certification of clinical procedural skills omit essential competencies: a systematic review. <i>Medical Education</i> , 2008, 42, 338-349.	2.1	62
11	Influences on students'™ career decisions concerning general practice: a focus group study. <i>British Journal of General Practice</i> , 2016, 66, e768-e775.	1.4	57
12	Model for directly assessing and improving clinical competence and performance in revalidation of clinicians. <i>BMJ: British Medical Journal</i> , 2001, 322, 712-715.	2.3	55
13	Formative assessment of the consultation performance of medical students in the setting of general practice using a modified version of the Leicester Assessment Package. <i>Medical Education</i> , 2000, 34, 573-579.	2.1	54
14	Effect of patient completed agenda forms and doctors' education about the agenda on the outcome of consultations: randomised controlled trial. <i>BMJ: British Medical Journal</i> , 2006, 332, 1238-1242.	2.3	53
15	Development of a behaviour change intervention: a case study on the practical application of theory. <i>Implementation Science</i> , 2014, 9, 42.	6.9	49
16	Care of people dying with malignant and cardiorespiratory disease in general practice. <i>British Journal of General Practice</i> , 2004, 54, 909-13.	1.4	47
17	Teaching clinical reasoning to medical students. <i>Clinical Teacher</i> , 2013, 10, 308-312.	0.8	45
18	Provision of medical student teaching in UK general practices: a cross-sectional questionnaire study. <i>British Journal of General Practice</i> , 2015, 65, e409-e417.	1.4	42

#	ARTICLE	IF	CITATIONS
19	Facilitators and barriers to teaching undergraduate medical students in general practice. <i>Medical Education</i> , 2019, 53, 778-787.	2.1	32
20	Qualitative research using realist evaluation to explain preparedness for doctors' memorable "firsts". <i>Medical Education</i> , 2017, 51, 1037-1048.	2.1	29
21	Development of a tool to support holistic generic assessment of clinical procedure skills. <i>Medical Education</i> , 2008, 42, 619-627.	2.1	24
22	Why tomorrow's doctors need primary care today. <i>Journal of the Royal Society of Medicine</i> , 2010, 103, 9-13.	2.0	23
23	Grades in formative workplace-based assessment: a study of what works for whom and why. <i>Medical Education</i> , 2015, 49, 307-320.	2.1	23
24	GPs' experience of managing chronic pain in a South Asian community--a qualitative study of the consultation process. <i>Family Practice</i> , 2008, 25, 71-77.	1.9	22
25	"What do we do, doctor?" Transitions of identity and responsibility: a narrative analysis. <i>Advances in Health Sciences Education</i> , 2020, 25, 825-843.	3.3	21
26	Measuring the quality of referral letters about patients with upper gastrointestinal symptoms. <i>Postgraduate Medical Journal</i> , 2005, 81, 467-469.	1.8	20
27	Patients' accounts of being removed from their general practitioner's list: qualitative study. <i>BMJ: British Medical Journal</i> , 2003, 326, 1316-1316.	2.3	17
28	Ending the doctor-patient relationship in general practice: a proposed model. <i>Family Practice</i> , 2004, 21, 507-514.	1.9	17
29	Design of a Questionnaire to Measure Trust in an Emergency Department. <i>Academic Emergency Medicine</i> , 2005, 12, 147-151.	1.8	16
30	Strengths and weaknesses in the consultation skills of senior medical students: identification, enhancement and curricular change. <i>Medical Education</i> , 2006, 40, 437-443.	2.1	16
31	Health literacy: Why it matters to South Asian men with diabetes. <i>Primary Health Care Research and Development</i> , 2015, 16, 214-218.	1.2	15
32	The epidemiology of teaching and training General Practices in England. <i>Education for Primary Care</i> , 2016, 27, 462-470.	0.6	15
33	Measuring the Effect of Examiner Variability in a Multiple-Circuit Objective Structured Clinical Examination (OSCE). <i>Academic Medicine</i> , 2021, 96, 1189-1196.	1.6	15
34	"Knowledge leech" to "part of the team": students' learning in rural communities of practice. <i>Education for Primary Care</i> , 2018, 29, 5-10.	0.6	14
35	Utility of an app-based system to improve feedback following workplace-based assessment. <i>International Journal of Medical Education</i> , 2017, 8, 207-216.	1.2	14
36	Teaching and assessment in the consultation. A workshop for general practice clinical teachers. <i>Medical Teacher</i> , 1993, 15, 141-146.	1.8	13

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37	Breaking up is never easy: GPs' accounts of removing patients from their lists. <i>Family Practice</i> , 2003, 20, 628-634.	1.9	12
38	Patient feedback in revalidation: an exploratory study using the consultation satisfaction questionnaire. <i>British Journal of General Practice</i> , 2011, 61, e638-e644.	1.4	12
39	Development and face validation of strategies for improving consultation skills. <i>Advances in Health Sciences Education</i> , 2014, 19, 661-685.	3.3	12
40	Understanding and developing procedures for video-based assessment in medical education. <i>Medical Teacher</i> , 2020, 42, 1250-1260.	1.8	12
41	Funding the teaching of medical students in general practice: a formula for the future?. <i>Education for Primary Care</i> , 2015, 26, 215-219.	0.6	11
42	GPs' perceptions of the service needs of South Asian people with chronic pain. <i>Journal of Health Psychology</i> , 2009, 14, 909-918.	2.3	10
43	Investigating the impact of extraneous distractions on consultations in general practice: Lessons learned. <i>BMC Medical Research Methodology</i> , 2009, 9, 8.	3.1	10
44	The real costs of teaching medical students in general practice: a cost-collection survey of teaching practices across England. <i>British Journal of General Practice</i> , 2020, 70, e71-e77.	1.4	10
45	The relationship between measures of patient satisfaction and enablement and professional assessments of consultation competence. <i>Medical Teacher</i> , 2004, 26, 223-228.	1.8	9
46	A survey of general practitioners' opinions and perceived competencies in teaching undergraduate psychiatry. <i>Education for Primary Care</i> , 2010, 21, 20-24.	0.6	9
47	Undergraduate teaching in UK general practice: a geographical snapshot. <i>British Journal of General Practice</i> , 2014, 64, e336-e345.	1.4	9
48	Improving the content of feedback. <i>Clinical Teacher</i> , 2010, 7, 161-166.	0.8	8
49	Improving the quality of written feedback using written feedback. <i>Education for Primary Care</i> , 2017, 28, 16-22.	0.6	8
50	Taking on the doctor role in whole-task simulation. <i>Clinical Teacher</i> , 2018, 15, 236-239.	0.8	7
51	Teaching undergraduate students in rural general practice: an evaluation of a new rural campus in England. <i>Rural and Remote Health</i> , 2016, 16, 3694.	0.5	7
52	Regulatory end-point assessment of the consultation competence of family practice trainees in Kuwait. <i>European Journal of General Practice</i> , 2006, 12, 100-107.	2.0	6
53	Innovations and developments. <i>Education for Primary Care</i> , 2015, 26, 189-200.	0.6	6
54	Twelve tips for expanding undergraduate clinical teaching capacity. <i>Medical Teacher</i> , 2019, 41, 271-274.	1.8	6

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55	Determining influence, interaction and causality of contrast and sequence effects in objective structured clinical exams. <i>Medical Education</i> , 2022, 56, 292-302.	2.1	6
56	Medical student access to electronic medical records in UK primary care. <i>Education for Primary Care</i> , 2011, 22, 4-6.	0.6	5
57	Teaching and learning clinical reasoning: tutors' perceptions of change in their own clinical practice. <i>Education for Primary Care</i> , 2015, 26, 248-254.	0.6	5
58	Management of COPD in Primary Care in Leicestershire. <i>Primary Care Respiratory Journal: Journal of the General Practice Airways Group</i> , 2005, 14, 38-41.	2.3	4
59	Deploying a clinical innovation in the context of actor-patient consultations in general practice: A prelude to a formal clinical trial. <i>BMC Medical Research Methodology</i> , 2009, 9, 54.	3.1	4
60	The investment of a new medical school in its local primary care community. <i>Education for Primary Care</i> , 2015, 26, 89-94.	0.6	4
61	Green shoots of recovery: a realist evaluation of a team to support change in general practice. <i>BMJ Open</i> , 2017, 7, e014165.	1.9	4
62	Non-disclosure of symptoms in primary care: an observational study. <i>Family Practice</i> , 2018, 35, 706-711.	1.9	4
63	Understanding patient involvement in judging students' communication skills in OSCEs. <i>Medical Teacher</i> , 2021, 43, 1070-1078.	1.8	4
64	Removal from a GP's list: qualitative research is needed. <i>BMJ: British Medical Journal</i> , 2001, 323, 754-754.	2.3	4
65	Determining the influence of different linking patterns on the stability of students' score adjustments produced using Video-based Examiner Score Comparison and Adjustment (VESCA). <i>BMC Medical Education</i> , 2022, 22, 41.	2.4	4
66	Hospital clinicians' views on training as examiners for undergraduate regulatory clinical examinations. <i>Medical Education</i> , 2000, 34, 964-964.	2.1	3
67	The long case revisited. <i>Medical Education</i> , 2005, 39, 442-443.	2.1	3
68	Qualitative and quantitative: the yin and the yang or the light and the dark sides of medical education?. <i>Perspectives on Medical Education</i> , 2015, 4, 1-3.	3.5	3
69	Clinical assessors' working conceptualisations of undergraduate consultation skills: a framework analysis of how assessors make expert judgements in practice. <i>Advances in Health Sciences Education</i> , 2020, 25, 845-875.	3.3	3
70	Tools to Assess Clinical Skills of Medical Trainees. <i>JAMA - Journal of the American Medical Association</i> , 2010, 303, 331.	7.4	2
71	Skilled communication: comments further to 'Creativity in clinical communication: from communication skills to skilled communication'. <i>Medical Education</i> , 2011, 45, 958-958.	2.1	2
72	Do, don't and don't know: guidelines for medical education with a difference. <i>Perspectives on Medical Education</i> , 2015, 4, 275-276.	3.5	2

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73	Conceptualising and Teaching Biomedical Uncertainty to Medical Students: an Exploratory Qualitative Study. <i>Medical Science Educator</i> , 2022, 32, 371-378.	1.5	2
74	CeMENT: a multidisciplinary teaching programme. <i>Medical Education</i> , 2001, 35, 806-806.	2.1	1
75	Education and training: the neglected healthcare technologies?. <i>Primary Health Care Research and Development</i> , 2009, 10, 1.	1.2	1
76	â€˜When I sayâ€™   dual-processing theoryâ€™™: evidence, not assertion. <i>Medical Education</i> , 2017, 51, 1086-1086.	2.1	1
77	Is integrated information management a core clinical skill required for the doctorâ€™patient encounter?. <i>Journal of the Royal Society of Medicine</i> , 2017, 110, 269-275.	2.0	1
78	An innovative long final year assistantship in general practice: description and evaluation. <i>Education for Primary Care</i> , 2018, 29, 35-42.	0.6	1
79	Distracted by the past. <i>Medical Education</i> , 2019, 53, 417-417.	2.1	1
80	The struck-off mystery. <i>Journal of the Royal Society of Medicine</i> , 1999, 92, 608-608.	2.0	0
81	Statistical Notes: An introduction. <i>Primary Care Respiratory Journal: Journal of the General Practice Airways Group</i> , 1999, 7, 31-31.	2.3	0
82	It's a catalyst for improvement. <i>BMJ: British Medical Journal</i> , 2007, 334, 599.3-599.	2.3	0
83	Reflections on a research study about refugees and asylum seekers. <i>British Journal of General Practice</i> , 2013, 63, 538-539.	1.4	0
84	Response to medical education in (and for) areas of socio-economic deprivation in the UK. <i>Education for Primary Care</i> , 2019, 30, 56-56.	0.6	0
85	Pilot Evaluation of an Online Resource for Learning Paediatric Chest Radiograph Interpretation. <i>Cureus</i> , 2021, 13, e12762.	0.5	0
86	In Reply to Anto et al. <i>Academic Medicine</i> , 2022, 97, 475-476.	1.6	0