

Paul Worley

List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

40 papers	1,221 citations	19 h-index	34 g-index
45 ext. papers	1,380 ext. citations	3.1 avg, IF	4.3 L-index

#	Paper	IF	Citations
40	Position statement: research and reconciliation with Indigenous Peoples in rural health journals.. <i>Rural and Remote Health</i> , 2022 , 22, 7353	1.3	
39	Call to expand teaching opportunities in rural family medicine. <i>Medical Education</i> , 2020 , 54, 97-99	3.7	2
38	The do's, don'ts and don't knows of establishing a sustainable longitudinal integrated clerkship. <i>Perspectives on Medical Education</i> , 2020 , 9, 5-19	4.3	15
37	Setting priorities for rural allied health in Australia: a scoping review. <i>Rural and Remote Health</i> , 2020 , 20, 5719	1.3	4
36	A Checklist for Implementing Rural Pathways to Train, Develop and Support Health Workers in Low and Middle-Income Countries. <i>Frontiers in Medicine</i> , 2020 , 7, 594728	4.9	9
35	The Northern Territory Medical Program - growing our own in the NT. <i>Rural and Remote Health</i> , 2019 , 19, 4671	1.3	2
34	Leasing a medical curriculum: What's it worth?. <i>Medical Teacher</i> , 2019 , 41, 697-702	3	1
33	Why do we persist with teaching students in antagonistic unrepresentative learning environments?. <i>Education for Primary Care</i> , 2018 , 29, 11-12	0.9	
32	Medical education research should extend further into clinical practice. <i>Medical Education</i> , 2017 , 51, 1098-1100	3.7	11007
31	A typology of longitudinal integrated clerkships. <i>Medical Education</i> , 2016 , 50, 922-32	3.7	86
30	Training for impact: the socio-economic impact of a fit for purpose health workforce on communities. <i>Human Resources for Health</i> , 2016 , 14, 49	4.6	30
29	Is the common approach to teaching ALS skills cost-effective?. <i>Resuscitation</i> , 2016 , 106, e46	4	
28	Global sharing, local innovation: Four schools, four countries, one curriculum. <i>Medical Teacher</i> , 2016 , 38, 1204-1208	3	5
27	Crossing the Bridge from the Education Campus Island to the Community: Will we Walk or do we Learn to Swim?. <i>Medical Science Educator</i> , 2015 , 25, 15-19	0.7	1
26	Putting communities in the driver's seat: the realities of community-engaged medical education. <i>Academic Medicine</i> , 2015 , 90, 1466-70	3.9	52
25	Challenges in transformation of the "traditional block rotation" medical student clinical education into a longitudinal integrated clerkship model. <i>Education for Health: Change in Learning and Practice</i> , 2014 , 27, 138-42	0.4	14
24	Better learning, better doctors, better community: how transforming clinical education can help repair society. <i>Medical Education</i> , 2013 , 47, 942-9	3.7	18

23	Can medical education in poor rural areas be cost-effective and sustainable: the case of the Ateneo de Zamboanga University School of Medicine. <i>Rural and Remote Health</i> , 2012 , 12, 1835	1.3	18
22	Transforming health professionalsVeducation. <i>Lancet, The</i> , 2011 , 377, 1235-6; author reply 1238-9	4.0	10
21	Demonstrating the value of longitudinal integrated placements to general practice preceptors. <i>Medical Education</i> , 2011 , 45, 455-63	3.7	47
20	Social accountability in medical education--an Australian rural and remote perspective. <i>Medical Teacher</i> , 2011 , 33, 654-8	3	26
19	What do general practitioners do differently when consulting with a medical student?. <i>Medical Education</i> , 2009 , 43, 268-73	3.7	24
18	Using rural and remote settings in the undergraduate medical curriculum: AMEE Guide No. 47. <i>Medical Teacher</i> , 2009 , 31, 969-83	3	30
17	Vocational career paths of graduate entry medical students at Flinders University: a comparison of rural, remote and tertiary tracks. <i>Medical Journal of Australia</i> , 2008 , 188, 177-8	4	66
16	Do consultations in rural general practice take more time when practitioners are precepting medical students?. <i>Medical Education</i> , 2008 , 42, 69-73	3.7	28
15	Flinders University School of Medicine, Northern Territory, Australia: Achieving Educational Excellence along with a Sustainable Rural Medical Workforce. <i>MEDICC Review</i> , 2008 , 10, 30-4	1.8	7
14	Where is the evidence that rural exposure increases uptake of rural medical practice?. <i>Australian Journal of Rural Health</i> , 2007 , 15, 285-8	1.3	69
13	Symbiosis: a new model for clinical education. <i>Clinical Teacher</i> , 2007 , 4, 209-212	1.1	41
12	Empirical evidence for symbiotic medical education: a comparative analysis of community and tertiary-based programmes. <i>Medical Education</i> , 2006 , 40, 109-16	3.7	107
11	Cohort study of examination performance of undergraduate medical students learning in community settings. <i>BMJ, The</i> , 2004 , 328, 207-9	5.9	127
10	What do medical students actually do on clinical rotations?. <i>Medical Teacher</i> , 2004 , 26, 594-8	3	30
9	Integrity: the key to quality in community-based medical education? (Part two). <i>Education for Health: Change in Learning and Practice</i> , 2002 , 15, 129-38	0.4	15
8	Relationships: a new way to analyse community-based medical education? (Part one). <i>Education for Health: Change in Learning and Practice</i> , 2002 , 15, 117-28	0.4	40
7	Country report: Australia. <i>Medical Education</i> , 2001 , 35, 495-504	3.7	16
6	The parallel rural community curriculum: an integrated clinical curriculum based in rural general practice. <i>Medical Education</i> , 2000 , 34, 558-65	3.7	131

5	A new model to understand the career choice and practice location decisions of medical graduates. <i>Rural and Remote Health</i> ,	1.3	50
4	Rural longitudinal integrated clerkships: lessons from two programs on different continents. <i>Rural and Remote Health</i> ,	1.3	30
3	Parallel Rural Community Curriculum: is it a transferable model?. <i>Rural and Remote Health</i> ,	1.3	19
2	The impact of medical students on rural general practitioner perceptors. <i>Rural and Remote Health</i> ,	1.3	12
1	Hypothetical model of the financial impact of student attachments on rural general practices. <i>Rural and Remote Health</i> ,	1.3	20