

Elisabeth LinnÃ©a Lindberg

List of Publications by Year in descending order

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Version: 2024-02-01

18
papers

145
citations

1307594

7
h-index

1281871

11
g-index

18
all docs

18
docs citations

18
times ranked

138
citing authors

#	ARTICLE	IF	CITATIONS
1	“Finding words in times of worries”: How caring science becomes applicable in human encounters. <i>Scandinavian Journal of Caring Sciences</i> , 2022, , .	2.1	0
2	Engaging in a research interview: lifeworld-based learning through dialogue. <i>Reflective Practice</i> , 2021, 22, 669-681.	1.4	0
3	Postgraduate nursing students' experiences of simulation training and reflection in end-of-life communication with intensive care patients and their families. <i>Australian Journal of Cancer Nursing</i> , 2021, 23, 852-861.	1.6	4
4	Editorial September 2020. <i>Scandinavian Journal of Caring Sciences</i> , 2020, 34, 537-538.	2.1	1
5	The interaction between learning and caring - the patient's narrative as a foundation for lifeworld-led reflection in learning and caring. <i>Reflective Practice</i> , 2020, 21, 552-564.	1.4	9
6	Young men's experiences of living with existential concerns: “living close to a bottomless darkness”. <i>International Journal of Qualitative Studies on Health and Well-being</i> , 2020, 15, 1810947.	1.6	8
7	Lost in an unknown terrain: a phenomenological contribution to the understanding of existential concerns as experienced by young women in Sweden. <i>International Journal of Qualitative Studies on Health and Well-being</i> , 2019, 14, 1658843.	1.6	7
8	A caring relationship as a prerequisite for patient participation in a psychiatric care setting: A qualitative study from the nurses' perspective. <i>Nordic Journal of Nursing Research</i> , 2019, 39, 218-225.	1.5	3
9	Healthcare professionals' lived experiences of conversations with young adults expressing existential concerns. <i>Scandinavian Journal of Caring Sciences</i> , 2019, 33, 136-143.	2.1	13
10	Reflective seminars grounded in caring science and lifeworld theory – A phenomenological study from the perspective of nursing students. <i>Nurse Education Today</i> , 2018, 61, 60-65.	3.3	10
11	Lecturers' lived experiences of guiding reflective seminars during nursing education. <i>Nurse Education in Practice</i> , 2018, 31, 165-170.	2.6	6
12	Managers' responsibility to support caring and learning in clinical education units. <i>Clinical Nursing Studies</i> , 2017, 5, 34.	0.1	3
13	Methodological support for the further abstraction of and philosophical examination of empirical findings in the context of caring science. <i>International Journal of Qualitative Studies on Health and Well-being</i> , 2016, 11, 30482.	1.6	20
14	Caring and learning intertwined in supervision at a dedicated education unit – a phenomenological study. <i>Reflective Practice</i> , 2015, 16, 753-764.	1.4	12
15	The importance of existential dimensions in the context of the presence of older patients at team meetings – In the light of Heidegger and Merleau-Ponty's philosophy. <i>International Journal of Qualitative Studies on Health and Well-being</i> , 2015, 10, 26590.	1.6	6
16	“It made me feel human” a phenomenological study of older patients' experiences of participating in a team meeting. <i>International Journal of Qualitative Studies on Health and Well-being</i> , 2013, 8, 20714.	1.6	16
17	Older patients' participation in team meetings – A phenomenological study from the nurses' perspective. <i>International Journal of Qualitative Studies on Health and Well-being</i> , 2013, 8, 21908.	1.6	14
18	“The responsibility of someone else”: a focus group study of collaboration between a university and a hospital regarding the integration of caring science in practice. <i>Scandinavian Journal of Caring Sciences</i> , 2012, 26, 579-586.	2.1	13