

# Paula Rowland

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1463385/publications.pdf>

Version: 2024-02-01

32  
papers

413  
citations

840776

11  
h-index

888059

17  
g-index

34  
all docs

34  
docs citations

34  
times ranked

382  
citing authors

#	ARTICLE	IF	CITATIONS
1	Patient involvement in health professionals' education: a meta-narrative review. <i>Advances in Health Sciences Education</i> , 2019, 24, 595-617.	3.3	53
2	Dilemmas of Representation: Patient Engagement in Health Professions Education. <i>Academic Medicine</i> , 2018, 93, 869-873.	1.6	40
3	Patient safety and professional discourses: implications for interprofessionalism. <i>Journal of Interprofessional Care</i> , 2014, 28, 331-338.	1.7	38
4	What is 'the patient perspective' in patient engagement programs? Implicit logics and parallels to feminist theories. <i>Health (United Kingdom)</i> , 2017, 21, 76-92.	1.5	37
5	Re-envisioning paradigms of education: towards awareness, alignment, and pluralism. <i>Advances in Health Sciences Education</i> , 2021, 26, 1045-1058.	3.3	20
6	Interdisciplinarity in medical education research: myth and reality. <i>Advances in Health Sciences Education</i> , 2020, 25, 1243-1253.	3.3	18
7	Team dynamics within quality improvement teams: a scoping review. <i>International Journal for Quality in Health Care</i> , 2018, 30, 416-422.	1.8	17
8	Beyond vulnerability: how the dual role of patient-health care provider can inform health professions education. <i>Advances in Health Sciences Education</i> , 2018, 23, 115-131.	3.3	17
9	The Basic Science of Patient-Physician Communication: A Critical Scoping Review. <i>Academic Medicine</i> , 2021, 96, S109-S118.	1.6	16
10	Problematizing assumptions about interdisciplinary research: implications for health professions education research. <i>Advances in Health Sciences Education</i> , 2020, 25, 755-767.	3.3	13
11	Patient involvement in medical education: To what problem is engagement the solution?. <i>Medical Education</i> , 2021, 55, 37-44.	2.1	13
12	Striving for high reliability in healthcare: a qualitative study of the implementation of a hospital safety programme. <i>BMJ Quality and Safety</i> , 2022, 31, 867-877.	3.7	13
13	The impact of COVID-19 on patient engagement in the health system: Results from a Pan-Canadian survey of patient, family and caregiver partners. <i>Health Expectations</i> , 2022, 25, 744-753.	2.6	11
14	Translating outcome frameworks to assessment programmes: Implications for validity. <i>Medical Education</i> , 2020, 54, 932-942.	2.1	8
15	When logics of learning conflict: an analysis of two workplace-based continuing education programs. <i>Advances in Health Sciences Education</i> , 2020, 25, 673-689.	3.3	7
16	Barriers to cross-disciplinary knowledge flow: The case of medical education research. <i>Perspectives on Medical Education</i> , 2022, 11, 149-155.	3.5	7
17	Patients' perspectives on medical students' professionalism: Blind spots and opportunities. <i>Medical Education</i> , 2022, 56, 724-735.	2.1	7
18	Organisational paradoxes in speaking up for safety: Implications for the interprofessional field. <i>Journal of Interprofessional Care</i> , 2017, 31, 553-556.	1.7	6

#	ARTICLE	IF	CITATIONS
19	Emancipatory knowledge and epistemic reflexivity: The knowledge and practice for change?. Medical Education, 2021, 55, 8-10.	2.1	6
20	Implicit and inferred: on the philosophical positions informing assessment science. Advances in Health Sciences Education, 2021, 26, 1597-1623.	3.3	6
21	Multiple boundaries: professional and institutional identities of clinician-scientists. Medical Education, 2017, 51, 568-570.	2.1	5
22	Patient Roles in Engagement-Capable Environments: Multiple Perspectives. Healthcare Quarterly, 2018, 21, 45-49.	0.7	5
23	Learning from patients: constructions of knowledge and legitimacy in hospital-based quality improvement programmes. Studies in Continuing Education, 2018, 40, 337-350.	1.9	5
24	Metaphors of organizations in patient involvement programs: connections and contradictions. Journal of Health Organization and Management, 2021, 35, 177-194.	1.3	5
25	Rapid Knowledge Mobilization and Continuing Professional Development: Educational Responses to COVID-19. Journal of Continuing Education in the Health Professions, 2022, 42, 66-69.	1.3	5
26	Creating and Sustaining a Collaborative Model of Care. Healthcare Management Forum, 2012, 25, 20-25.	1.4	4
27	Implementation of a central-line bundle: a qualitative study of three clinical units. Implementation Science Communications, 2021, 2, 105.	2.2	4
28	The Ontological Choreography of Continuing Professional Development. Journal of Continuing Education in the Health Professions, 2021, Publish Ahead of Print, .	1.3	3
29	Implementing a peer-learning approach for the clinical education of respiratory therapy students. Canadian Journal of Respiratory Therapy, 2019, 55, 21-27.	0.8	3
30	Opening up learning conversations: Including patients. Medical Education, 2022, 56, 962-964.	2.1	3
31	Translating concepts to practice: Examining the synergy of interprofessional competencies and quality improvement. Journal of Interprofessional Education and Practice, 2021, 24, 100440.	0.4	2
32	Patient Involvement in CPD: Provocations and Possibilities. Journal of Continuing Education in the Health Professions, 2021, 41, 235-237.	1.3	1