

# 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	Rapid Knowledge Mobilization and Continuing Professional Development: Educational Responses to COVID-19. <i>Journal of Continuing Education in the Health Professions</i> , 2022, 42, 66-69.	1.3	5
2	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
3	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
4	Patients' perspectives on medical students' professionalism: Blind spots and opportunities. <i>Medical Education</i> , 2022, 56, 724-735.	2.1	7
5	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
6	Opening up learning conversations: Including patients. <i>Medical Education</i> , 2022, 56, 962-964.	2.1	3
7	Patient involvement in medical education: To what problem is engagement the solution?. <i>Medical Education</i> , 2021, 55, 37-44.	2.1	13
8	Emancipatory knowledge and epistemic reflexivity: The knowledge and practice for change?. <i>Medical Education</i> , 2021, 55, 8-10.	2.1	6
9	Metaphors of organizations in patient involvement programs: connections and contradictions. <i>Journal of Health Organization and Management</i> , 2021, 35, 177-194.	1.3	5
10	Re-envisioning paradigms of education: towards awareness, alignment, and pluralism. <i>Advances in Health Sciences Education</i> , 2021, 26, 1045-1058.	3.3	20
11	The Ontological Choreography of Continuing Professional Development. <i>Journal of Continuing Education in the Health Professions</i> , 2021, Publish Ahead of Print, .	1.3	3
12	The Basic Science of Patient-Physician Communication: A Critical Scoping Review. <i>Academic Medicine</i> , 2021, 96, S109-S118.	1.6	16
13	Implicit and inferred: on the philosophical positions informing assessment science. <i>Advances in Health Sciences Education</i> , 2021, 26, 1597-1623.	3.3	6
14	Translating concepts to practice: Examining the synergy of interprofessional competencies and quality improvement. <i>Journal of Interprofessional Education and Practice</i> , 2021, 24, 100440.	0.4	2
15	Implementation of a central-line bundle: a qualitative study of three clinical units. <i>Implementation Science Communications</i> , 2021, 2, 105.	2.2	4
16	Patient Involvement in CPD: Provocations and Possibilities. <i>Journal of Continuing Education in the Health Professions</i> , 2021, 41, 235-237.	1.3	1
17	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
18	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

#	ARTICLE	IF	CITATIONS
19	Translating outcome frameworks to assessment programmes: Implications for validity. <i>Medical Education</i> , 2020, 54, 932-942.	2.1	8
20	Interdisciplinarity in medical education research: myth and reality. <i>Advances in Health Sciences Education</i> , 2020, 25, 1243-1253.	3.3	18
21	Patient involvement in health professionals' education: a meta-narrative review. <i>Advances in Health Sciences Education</i> , 2019, 24, 595-617.	3.3	53
22	Implementing a peer-learning approach for the clinical education of respiratory therapy students. <i>Canadian Journal of Respiratory Therapy</i> , 2019, 55, 21-27.	0.8	3
23	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
24	Dilemmas of Representation: Patient Engagement in Health Professions Education. <i>Academic Medicine</i> , 2018, 93, 869-873.	1.6	40
25	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
26	Patient Roles in Engagement-Capable Environments: Multiple Perspectives. <i>Healthcare Quarterly</i> , 2018, 21, 45-49.	0.7	5
27	Learning from patients: constructions of knowledge and legitimacy in hospital-based quality improvement programmes. <i>Studies in Continuing Education</i> , 2018, 40, 337-350.	1.9	5
28	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
29	Multiple boundaries: professional and institutional identities of clinician-scientists. <i>Medical Education</i> , 2017, 51, 568-570.	2.1	5
30	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
31	Patient safety and professional discourses: implications for interprofessionalism. <i>Journal of Interprofessional Care</i> , 2014, 28, 331-338.	1.7	38
32	Creating and Sustaining a Collaborative Model of Care. <i>Healthcare Management Forum</i> , 2012, 25, 20-25.	1.4	4