

Jill Thistlethwaite

List of Publications by Year in descending order

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Version: 2024-02-01

106
papers

2,614
citations

304602

22
h-index

206029

48
g-index

113
all docs

113
docs citations

113
times ranked

2698
citing authors

#	ARTICLE	IF	CITATIONS
1	Interprofessional education: a review of context, learning and the research agenda. Medical Education, 2012, 46, 58-70.	1.1	411
2	Active patient involvement in the education of health professionals. Medical Education, 2010, 44, 64-74.	1.1	341
3	Learning outcomes for interprofessional education (IPE): Literature review and synthesis. Journal of Interprofessional Care, 2010, 24, 503-513.	0.8	274
4	Interprofessional collaborative practice and relational coordination: Improving healthcare through relationships. Journal of Interprofessional Care, 2013, 27, 210-213.	0.8	206
5	A review of longitudinal community and hospital placements in medical education: BEME Guide No. 26. Medical Teacher, 2013, 35, e1340-e1364.	1.0	142
6	Learning for real life: patient-focused interprofessional workshops offer added value. Medical Education, 2004, 38, 717-726.	1.1	73
7	Entering and navigating academic medicine: academic clinician-educators' experiences. Medical Education, 2011, 45, 497-503.	1.1	69
8	Interprofessional collaborative practice: A deconstruction. Journal of Interprofessional Care, 2013, 27, 50-56.	0.8	69
9	An exploratory review of pre-qualification interprofessional education evaluations. Journal of Interprofessional Care, 2015, 29, 292-297.	0.8	61
10	Becoming a medical educator: motivation, socialisation and navigation. BMC Medical Education, 2014, 14, 110.	1.0	59
11	Introducing the individual Teamwork Observation and Feedback Tool (iTofT): Development and description of a new interprofessional teamwork measure. Journal of Interprofessional Care, 2016, 30, 526-528.	0.8	58
12	The patient's voice in health and social care professional education. International Journal of Health Governance, 2016, 21, 18-25.	0.6	55
13	Utility of selection methods for specialist medical training: A BEME (best evidence medical education) systematic review: BEME guide no. 45. Medical Teacher, 2018, 40, 3-19.	1.0	40
14	Interprofessional education: what's the point and where we're at?. Clinical Teacher, 2007, 4, 67-72.	0.4	39
15	Osteoporosis management in Australian general practice: an analysis of current osteoporosis treatment patterns and gaps in practice. BMC Family Practice, 2020, 21, 32.	2.9	39
16	Interprofessional education and the basic sciences: Rationale and outcomes. Anatomical Sciences Education, 2015, 8, 299-304.	2.5	33
17	Patient-centred consultations: a comparison of student experience and understanding in two clinical environments. Medical Education, 1999, 33, 678-685.	1.1	32
18	Valuing diversity: helping medical students explore their attitudes and beliefs. Medical Teacher, 2003, 25, 277-281.	1.0	32

#	ARTICLE	IF	CITATIONS
19	Are health professionals ready for the new philosophy of concordance in medicine taking?. International Journal of Pharmacy Practice, 2011, 9, 81-84.	0.3	29
20	A systematic review of faculty development activities in family medicine. Medical Teacher, 2013, 35, e1309-e1318.	1.0	28
21	What is evidence? Reflections on the AMEE symposium, Vienna, August 2011. Medical Teacher, 2012, 34, 454-457.	1.0	27
22	Primum non nocere: shared informed decision making in low back pain – a pilot cluster randomised trial. BMC Musculoskeletal Disorders, 2014, 15, 282.	0.8	26
23	How does medical education affect empathy and compassion in medical students? A meta-ethnography: BEME Guide No. 57. Medical Teacher, 2019, 41, 1220-1231.	1.0	25
24	Interprofessional teamwork: still haven't decided what we are educating for?. Medical Education, 2014, 48, 556-558.	1.1	23
25	Interprofessional education: 50 years and counting. Medical Education, 2016, 50, 1082-1086.	1.1	22
26	Realist evaluation of faculty development for medical educators: What works for whom and why in the long-term. Medical Teacher, 2017, 39, 422-429.	1.0	21
27	Interprofessional Education in Australasia. Journal of Interprofessional Care, 2007, 21, 369-372.	0.8	20
28	Shared decision making and decision aids - a literature review. Australian Family Physician, 2006, 35, 537-40.	0.5	19
29	Medical students seeking medical help: A qualitative study. Medical Teacher, 2010, 32, 164-166.	1.0	18
30	More thoughts on 'assessment drives learning'. Medical Education, 2006, 40, 1149-1150.	1.1	17
31	The Best Evidence Medical Education (BEME) Collaboration: Into the next decade. Medical Teacher, 2010, 32, 880-882.	1.0	17
32	Faculty development for educators: a realist evaluation. Advances in Health Sciences Education, 2015, 20, 385-401.	1.7	16
33	Advancing health care resilience through a systems-based collaborative approach: Lessons learned from COVID-19. Journal of Interprofessional Care, 2021, 35, 809-812.	0.8	15
34	Making and sharing decisions about management with patients: the views and experiences of pre-registration house officers in general practice and hospital. Medical Education, 2002, 36, 49-55.	1.1	14
35	Tools, insights and feedback. Clinical Teacher, 2015, 12, 1-2.	0.4	14
36	Touch in health professional practice: a review. Clinical Teacher, 2019, 16, 559-564.	0.4	14

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37	Medical Students' Attitudes Towards Concordance in Medicine Taking: Exploring the Impact of an Educational Intervention. <i>Education for Health: Change in Learning and Practice</i> , 2003, 16, 307-317.	0.1	14
38	Forecasting interprofessional education and collaborative practice: towards a dystopian or utopian future?. <i>Journal of Interprofessional Care</i> , 2022, 36, 165-167.	0.8	12
39	Study protocol: Improving patient choice in treating low back pain (IMPACT - LBP): A randomised controlled trial of a decision support package for use in physical therapy. <i>BMC Musculoskeletal Disorders</i> , 2011, 12, 52.	0.8	11
40	Perspectives on the effects and mechanisms of craniosacral therapy: A qualitative study of users' views. <i>European Journal of Integrative Medicine</i> , 2015, 7, 172-183.	0.8	11
41	Working and Learning Across Professional Boundaries. <i>British Journal of Educational Studies</i> , 2012, 60, 403-420.	0.9	9
42	Repositioning interprofessional education from the margins to the centre of Australian health professional education – what is required?. <i>Australian Health Review</i> , 2019, 43, 224.	0.5	8
43	Introducing Community-based Teaching of Third Year Medical Students: Outcomes of a Pilot Project One Year Later and Implications for Managing Change. <i>Education for Health: Change in Learning and Practice</i> , 2000, 13, 53-62.	0.1	7
44	Re-licensing of general practitioners using the current UK revalidation proposals: a cross sectional study. <i>Postgraduate Medical Journal</i> , 2011, 87, 807-813.	0.9	7
45	Impact of Structured Feedback on Examiner Judgements in Objective Structured Clinical Examinations (OSCEs) Using Generalisability Theory. <i>Health Professions Education</i> , 2020, 6, 271-281.	1.4	7
46	Revalidation for relicensing - reflections on the proposed British model. <i>Australian Family Physician</i> , 2012, 41, 70-2.	0.5	7
47	Simulated patient versus clinician marking of doctors' performance: which is more accurate?. <i>Medical Education</i> , 2004, 38, 456-456.	1.1	6
48	Moving more of the medical school curriculum into the community. <i>Clinical Teacher</i> , 2007, 4, 232-237.	0.4	6
49	The future of health professional education: Some reflections on possibilities and complexities. <i>Journal of Interprofessional Care</i> , 2008, 22, 129-132.	0.8	6
50	Peer review: purpose, process and publication. <i>Clinical Teacher</i> , 2012, 9, 201-204.	0.4	6
51	Motivation to engage in personal development of the educator. <i>Education for Primary Care</i> , 2013, 24, 226-229.	0.2	6
52	Shared decision making between registrars and patients--web based decision aids. <i>Australian Family Physician</i> , 2007, 36, 670-2.	0.5	6
53	First step: report on a pilot course for personal and professional development. <i>Medical Education</i> , 2000, 34, 151-154.	1.1	5
54	News from the Antipodes. <i>Journal of Interprofessional Care</i> , 2005, 19, 191-193.	0.8	5

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55	Evaluating workplace-based assessment of interns in a Queensland hospital: does the current instrument fit the purpose?. Medical Journal of Australia, 2012, 196, 243-243.	0.8	4
56	Inclusion of rehabilitation medicine concepts in school of medicine resources. Disability and Rehabilitation, 2014, 36, 1555-1561.	0.9	4
57	When I say 'realism'. Medical Education, 2015, 49, 459-460.	1.1	4
58	Writing for publication: increasing the likelihood of success. Journal of Interprofessional Care, 2021, 35, 784-790.	0.8	4
59	Ethics, publication andThe Clinical Teacher. Clinical Teacher, 2012, 9, 353-355.	0.4	3
60	A systematic review of the approaches to multi-level learning in the general practice context, using a realist synthesis approach: BEME Guide No. 55. Medical Teacher, 2019, 41, 862-876.	1.0	3
61	Interprofessional education important for transition to interprofessional collaboration. Medical Education, 2022, 56, 585-585.	1.1	3
62	Integrating communication skills and history-taking. Medical Teacher, 1999, 21, 83-84.	1.0	2
63	Medical students and literature: are we expecting too much?. Medical Education, 2006, 40, 187-187.	1.1	2
64	Learning and teaching about risk communication. Clinical Teacher, 2007, 4, 135-140.	0.4	2
65	Transforming health professionals' education. Lancet, The, 2011, 377, 1236.	6.3	2
66	Facial disfigurement. BMJ: British Medical Journal, 2011, 343, d5203-d5203.	2.4	2
67	Interprofessional Practice in Palliative Care. , 2019, , 527-539.		2
68	Death and dying: the ultimate challenge. Clinical Teacher, 2019, 16, 557-558.	0.4	2
69	Diversity, inclusivity and equity. Clinical Teacher, 2021, 18, 447-448.	0.4	2
70	Professionalism: the UK perspective. , 0, , 48-61.		2
71	Evaluating and prescribing new medicines in general practice. , 2018, 47, 327-331.		2
72	Interprofessional educators'™ competencies, assessment, and training ' IPEcat: protocol of a global consensus study. Journal of Interprofessional Care, 2022, , 1-5.	0.8	2

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73	Patient portals: furthering the reality of patient partnership. Australian Family Physician, 2015, 44, 524-5.	0.5	2
74	Engaging clinical examiners with structured feedback to enhance assessment practices. Medical Teacher, 2022, 44, 914-921.	1.0	2
75	Breaking bad news: an interactive workshop for general practitioners. Clinical Teacher, 2009, 6, 277-282.	0.4	1
76	Developing general practitioners' teaching skills: student enhanced learning. Clinical Teacher, 2009, 6, 225-228.	0.4	1
77	Medical Student Burnout and Professionalism. JAMA - Journal of the American Medical Association, 2011, 305, 37.	3.8	1
78	Evaluation, outcomes and education. Clinical Teacher, 2014, 11, 409-410.	0.4	1
79	Power and conflict in health care: everyone's responsibility. Medical Education, 2015, 49, 847-847.	1.1	1
80	Epilogue: Celebrating the completion of the "How to" series on qualitative research. Clinical Teacher, 2020, 17, 593-595.	0.4	1
81	Assessment of Interprofessional Teamwork " An International Perspective. , 2015, , 135-152.		1
82	Research and Evaluation: The Present and the Future. , 2016, , 355-368.		1
83	Best Practice in Leading Research and Evaluation for Interprofessional Education and Collaborative Practice. , 2016, , 3-21.		1
84	Health professional education: perpetuating obsolescence?. Australian Health Review, 2008, 32, 6.	0.5	0
85	Systematic reviews: stimulating the research agenda through appropriate questions. Medical Education, 2013, 47, 431-431.	1.1	0
86	Learning needs of medical students: moral development. Clinical Teacher, 2013, 10, 419-420.	0.4	0
87	Communication learning needs of health professionals: conflict resolution. Clinical Teacher, 2013, 10, 418-419.	0.4	0
88	Evidence-guided education. Clinical Teacher, 2013, 10, 350-352.	0.4	0
89	Backwards and forwards". Clinical Teacher, 2014, 11, 1-2.	0.4	0
90	Similar but different: the importance of context. Clinical Teacher, 2014, 11, 241-242.	0.4	0

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91	Professional identity & professionalism. Clinical Teacher, 2014, 11, 234-235.	0.4	0
92	Learning from peers and patients. Clinical Teacher, 2015, 12, 147-148.	0.4	0
93	Assessment of Interprofessional Teamwork " An International Perspective. , 0, , .		0
94	Utilizing Curriculum Renewal as a Way of Leading Cultural Change in Australian Health Professional Education. , 2015, , 121-134.		0
95	Maximising the learning environment. Clinical Teacher, 2015, 12, 142-142.	0.4	0
96	The Roundhouse model. British Journal of General Practice, 2016, 66, 351.2-351.	0.7	0
97	Questions and answers in health care and education. Education for Primary Care, 2018, 29, 3-4.	0.2	0
98	Writing: be mindful of context. Clinical Teacher, 2018, 15, 5-6.	0.4	0
99	2020: the era of social and global learning through connectivity. Clinical Teacher, 2020, 17, 351-353.	0.4	0
100	Evaluation of health professions education: An interprofessional perspective. Medical Education, 2021, , .	1.1	0
101	Being and ending. Clinical Teacher, 2021, 18, 6-7.	0.4	0
102	Using Patients Experiences in Medical Education: First Steps in Inter-Professional Training?. , 2005, , 104-124.		0
103	Leadership into the Future. , 2015, , 229-236.		0
104	Interprofessional Practice in Palliative Care. , 2018, , 1-13.		0
105	Trust, scholarship and data sharing. Clinical Teacher, 2022, 19, 6-7.	0.4	0
106	Utilizing Curriculum Renewal as a Way of Leading Cultural Change in Australian Health Professional Education. , 0, , .		0