

# Jill Thistlethwaite

## List of Publications by Year in descending order

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Version: 2024-02-01

106  
papers

2,614  
citations

304743

22  
h-index

206112

48  
g-index

113  
all docs

113  
docs citations

113  
times ranked

2698  
citing authors

#	ARTICLE	IF	CITATIONS
1	Interprofessional education important for transition to interprofessional collaboration. Medical Education, 2022, 56, 585-585.	2.1	3
2	Interprofessional educatorsâ€™ competencies, assessment, and training â€“ IPEcat: protocol of a global consensus study. Journal of Interprofessional Care, 2022, , 1-5.	1.7	2
3	Trust, scholarship and data sharing. Clinical Teacher, 2022, 19, 6-7.	0.8	0
4	Engaging clinical examiners with structured feedback to enhance assessment practices. Medical Teacher, 2022, 44, 914-921.	1.8	2
5	Forecasting interprofessional education and collaborative practice: towards a dystopian or utopian future?. Journal of Interprofessional Care, 2022, 36, 165-167.	1.7	12
6	Writing for publication: increasing the likelihood of success. Journal of Interprofessional Care, 2021, 35, 784-790.	1.7	4
7	Evaluation of health professions education: An interprofessional perspective. Medical Education, 2021, , .	2.1	0
8	Diversity, inclusivity and equity. Clinical Teacher, 2021, 18, 447-448.	0.8	2
9	Being and ending. Clinical Teacher, 2021, 18, 6-7.	0.8	0
10	Advancing health care resilience through a systems-based collaborative approach: Lessons learned from COVID-19. Journal of Interprofessional Care, 2021, 35, 809-812.	1.7	15
11	Impact of Structured Feedback on Examiner Judgements in Objective Structured Clinical Examinations (OSCEs) Using Generalisability Theory. Health Professions Education, 2020, 6, 271-281.	1.4	7
12	2020: the era of social and global learning through connectivity. Clinical Teacher, 2020, 17, 351-353.	0.8	0
13	Epilogue: Celebrating the completion of the â€˜How toâ€™ series on qualitative research. Clinical Teacher, 2020, 17, 593-595.	0.8	1
14	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
15	How does medical education affect empathy and compassion in medical students? A meta-ethnography: BEME Guide No. 57. Medical Teacher, 2019, 41, 1220-1231.	1.8	25
16	Touch in health professional practice: a review. Clinical Teacher, 2019, 16, 559-564.	0.8	14
17	Repositioning interprofessional education from the margins to the centre of Australian health professional education â€“ what is required?. Australian Health Review, 2019, 43, 224.	1.1	8
18	Interprofessional Practice in Palliative Care. , 2019, , 527-539.		2

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19	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.	1.8	3
20	Death and dying: the ultimate challenge. Clinical Teacher, 2019, 16, 557-558.	0.8	2
21	Questions and answers in health care and education. Education for Primary Care, 2018, 29, 3-4.	0.6	0
22	Writing: be mindful of context. Clinical Teacher, 2018, 15, 5-6.	0.8	0
23	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.	1.8	40
24	Evaluating and prescribing new medicines in general practice. , 2018, 47, 327-331.		2
25	Interprofessional Practice in Palliative Care. , 2018, , 1-13.		0
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.	1.8	21
27	The Roundhouse model. British Journal of General Practice, 2016, 66, 351.2-351.	1.4	0
28	The patient ' s voice in health and social care professional education. International Journal of Health Governance, 2016, 21, 18-25.	1.2	55
29	Interprofessional education: 50Âyears and counting. Medical Education, 2016, 50, 1082-1086.	2.1	22
30	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.	1.7	58
31	Research and Evaluation: The Present and the Future. , 2016, , 355-368.		1
32	Best Practice in Leading Research and Evaluation for Interprofessional Education and Collaborative Practice. , 2016, , 3-21.		1
33	Tools, insights and feedback. Clinical Teacher, 2015, 12, 1-2.	0.8	14
34	Power and conflict in health care: everyone's responsibility. Medical Education, 2015, 49, 847-847.	2.1	1
35	Learning from peers and patients. Clinical Teacher, 2015, 12, 147-148.	0.8	0
36	Interprofessional education and the basic sciences: Rationale and outcomes. Anatomical Sciences Education, 2015, 8, 299-304.	3.7	33

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37	Utilizing Curriculum Renewal as a Way of Leading Cultural Change in Australian Health Professional Education. , 2015, , 121-134.		0
38	Faculty development for educators: a realist evaluation. Advances in Health Sciences Education, 2015, 20, 385-401.	3.3	16
39	Perspectives on the effects and mechanisms of craniosacral therapy: A qualitative study of usersâ€™ views. European Journal of Integrative Medicine, 2015, 7, 172-183.	1.7	11
40	When I say â€  realism. Medical Education, 2015, 49, 459-460.	2.1	4
41	Maximising the learning environment. Clinical Teacher, 2015, 12, 142-142.	0.8	0
42	An exploratory review of pre-qualification interprofessional education evaluations. Journal of Interprofessional Care, 2015, 29, 292-297.	1.7	61
43	Assessment of Interprofessional Teamwork â€” An International Perspective. , 2015, , 135-152.		1
44	Leadership into the Future. , 2015, , 229-236.		0
45	Patient portals: furthering the reality of patient partnership. Australian Family Physician, 2015, 44, 524-5.	0.5	2
46	Primum non nocere: shared informed decision making in low back pain â€” a pilot cluster randomised trial. BMC Musculoskeletal Disorders, 2014, 15, 282.	1.9	26
47	Inclusion of rehabilitation medicine concepts in school of medicine resources. Disability and Rehabilitation, 2014, 36, 1555-1561.	1.8	4
48	Backwards and forwardsâ€ . Clinical Teacher, 2014, 11, 1-2.	0.8	0
49	Similar but different: the importance of context. Clinical Teacher, 2014, 11, 241-242.	0.8	0
50	Professional identity & professionalism. Clinical Teacher, 2014, 11, 234-235.	0.8	0
51	Evaluation, outcomes and education. Clinical Teacher, 2014, 11, 409-410.	0.8	1
52	Interprofessional teamwork: still haven't decided what we are educating for?. Medical Education, 2014, 48, 556-558.	2.1	23
53	Becoming a medical educator: motivation, socialisation and navigation. BMC Medical Education, 2014, 14, 110.	2.4	59
54	Systematic reviews: stimulating the research agenda through appropriate questions. Medical Education, 2013, 47, 431-431.	2.1	0

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55	A systematic review of faculty development activities in family medicine. <i>Medical Teacher</i> , 2013, 35, e1309-e1318.	1.8	28
56	Interprofessional collaborative practice: A deconstruction. <i>Journal of Interprofessional Care</i> , 2013, 27, 50-56.	1.7	69
57	Interprofessional collaborative practice and relational coordination: Improving healthcare through relationships. <i>Journal of Interprofessional Care</i> , 2013, 27, 210-213.	1.7	206
58	Learning needs of medical students: moral development. <i>Clinical Teacher</i> , 2013, 10, 419-420.	0.8	0
59	A review of longitudinal community and hospital placements in medical education: BEME Guide No. 26. <i>Medical Teacher</i> , 2013, 35, e1340-e1364.	1.8	142
60	Communication learning needs of health professionals: conflict resolution. <i>Clinical Teacher</i> , 2013, 10, 418-419.	0.8	0
61	Evidence-guided education. <i>Clinical Teacher</i> , 2013, 10, 350-352.	0.8	0
62	Motivation to engage in personal development of the educator. <i>Education for Primary Care</i> , 2013, 24, 226-229.	0.6	6
63	Interprofessional education: a review of context, learning and the research agenda. <i>Medical Education</i> , 2012, 46, 58-70.	2.1	411
64	Working and Learning Across Professional Boundaries. <i>British Journal of Educational Studies</i> , 2012, 60, 403-420.	1.3	9
65	What is evidence? Reflections on the AMEE symposium, Vienna, August 2011. <i>Medical Teacher</i> , 2012, 34, 454-457.	1.8	27
66	Ethics, publication and The Clinical Teacher. <i>Clinical Teacher</i> , 2012, 9, 353-355.	0.8	3
67	Evaluating workplace-based assessment of interns in a Queensland hospital: does the current instrument fit the purpose?. <i>Medical Journal of Australia</i> , 2012, 196, 243-243.	1.7	4
68	Peer review: purpose, process and publication. <i>Clinical Teacher</i> , 2012, 9, 201-204.	0.8	6
69	Revalidation for relicensing - reflections on the proposed British model. <i>Australian Family Physician</i> , 2012, 41, 70-2.	0.5	7
70	Are health professionals ready for the new philosophy of concordance in medicine taking?. <i>International Journal of Pharmacy Practice</i> , 2011, 9, 81-84.	0.6	29
71	Transforming health professionals' education. <i>Lancet, The</i> , 2011, 377, 1236.	13.7	2
72	Entering and navigating academic medicine: academic clinician-educators'™ experiences. <i>Medical Education</i> , 2011, 45, 497-503.	2.1	69

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73	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. BMC Musculoskeletal Disorders, 2011, 12, 52.	1.9	11
74	Facial disfigurement. BMJ: British Medical Journal, 2011, 343, d5203-d5203.	2.3	2
75	Medical Student Burnout and Professionalism. JAMA - Journal of the American Medical Association, 2011, 305, 37.	7.4	1
76	Re-licensing of general practitioners using the current UK revalidation proposals: a cross sectional study. Postgraduate Medical Journal, 2011, 87, 807-813.	1.8	7
77	Active patient involvement in the education of health professionals. Medical Education, 2010, 44, 64-74.	2.1	341
78	The Best Evidence Medical Education (BEME) Collaboration: Into the next decade. Medical Teacher, 2010, 32, 880-882.	1.8	17
79	Learning outcomes for interprofessional education (IPE): Literature review and synthesis. Journal of Interprofessional Care, 2010, 24, 503-513.	1.7	274
80	Medical students seeking medical help: A qualitative study. Medical Teacher, 2010, 32, 164-166.	1.8	18
81	Breaking bad news: an interactive workshop for general practitioners. Clinical Teacher, 2009, 6, 277-282.	0.8	1
82	Developing general practitioners' teaching skills: student enhanced learning. Clinical Teacher, 2009, 6, 225-228.	0.8	1
83	The future of health professional education: Some reflections on possibilities and complexities. Journal of Interprofessional Care, 2008, 22, 129-132.	1.7	6
84	Health professional education: perpetuating obsolescence?. Australian Health Review, 2008, 32, 6.	1.1	0
85	Interprofessional Education in Australasia. Journal of Interprofessional Care, 2007, 21, 369-372.	1.7	20
86	Interprofessional education: what's the point and where we're at?. Clinical Teacher, 2007, 4, 67-72.	0.8	39
87	Learning and teaching about risk communication. Clinical Teacher, 2007, 4, 135-140.	0.8	2
88	Moving more of the medical school curriculum into the community. Clinical Teacher, 2007, 4, 232-237.	0.8	6
89	Shared decision making between registrars and patients—web based decision aids. Australian Family Physician, 2007, 36, 670-2.	0.5	6
90	Medical students and literature: are we expecting too much?. Medical Education, 2006, 40, 187-187.	2.1	2

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91	More thoughts on 'assessment drives learning'. Medical Education, 2006, 40, 1149-1150.	2.1	17
92	Shared decision making and decision aids - a literature review. Australian Family Physician, 2006, 35, 537-40.	0.5	19
93	News from the Antipodes. Journal of Interprofessional Care, 2005, 19, 191-193.	1.7	5
94	Using Patients Experiences in Medical Education: First Steps in Inter-Professional Training?. , 2005, , 104-124.		0
95	Simulated patient versus clinician marking of doctors' performance: which is more accurate?. Medical Education, 2004, 38, 456-456.	2.1	6
96	Learning for real life: patient-focused interprofessional workshops offer added value. Medical Education, 2004, 38, 717-726.	2.1	73
97	Valuing diversity: helping medical students explore their attitudes and beliefs. Medical Teacher, 2003, 25, 277-281.	1.8	32
98	Medical Students' Attitudes Towards Concordance in Medicine Taking: Exploring the Impact of an Educational Intervention. Education for Health: Change in Learning and Practice, 2003, 16, 307-317.	0.3	14
99	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.	2.1	14
100	First step: report on a pilot course for personal and professional development. Medical Education, 2000, 34, 151-154.	2.1	5
101	Introducing Community-based Teaching of Third Year Medical Students: Outcomes of a Pilot Project One Year Later and Implications for Managing Change. Education for Health: Change in Learning and Practice, 2000, 13, 53-62.	0.3	7
102	Patient-centred consultations: a comparison of student experience and understanding in two clinical environments. Medical Education, 1999, 33, 678-685.	2.1	32
103	Integrating communication skills and history-taking. Medical Teacher, 1999, 21, 83-84.	1.8	2
104	Assessment of Interprofessional Teamwork " An International Perspective. , 0, , .		0
105	Professionalism: the UK perspective. , 0, , 48-61.		2
106	Utilizing Curriculum Renewal as a Way of Leading Cultural Change in Australian Health Professional Education. , 0, , .		0