Christy Noble

List of Publications by Year
in descending order

37 papers	649 citations	623734 14 h-index	642732 23 g-index
40 all docs	40 docs citations	40 times ranked	581 citing authors

#	ARTICLE	IF	CITATIONS
1	Becoming a pharmacist: Students' perceptions of their curricular experience and professional identity formation. Currents in Pharmacy Teaching and Learning, 2014, 6, 327-339.	1.0	71
2	Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task. Medical Education, 2020, 54, 33-39.	2.1	63
3	"It's yours to take" generating learner feedback literacy in the workplace. Advances in Health Sciences Education, 2020, 25, 55-74.	3.3	55
4	Pharmacy student professional identity formation: a scoping review . Integrated Pharmacy Research & Practice, 2019, Volume 8, 15-34.	1.5	42
5	Making the transition from pharmacy student to pharmacist: Australian interns' perceptions of professional identity formation. International Journal of Pharmacy Practice, 2015, 23, 292-304.	0.6	37
6	Becoming a pharmacist: the role of curriculum in professional identity formation. Pharmacy Practice, 2014, 12, 00-00.	1.5	36
7	Learning to prescribe through co-working: junior doctors, pharmacists and consultants. Medical Education, 2017, 51, 442-451.	2.1	34
8	Preceptors, Interns, and Newly Registered Pharmacists' Perceptions of New Zealand Pharmacy Graduates' Preparedness to Practice. American Journal of Pharmaceutical Education, 2010, 74, 108.	2.1	25
9	Developing junior doctors' prescribing practices through collaborative practice: Sustaining and transforming the practice of communities. Journal of Interprofessional Care, 2017, 31, 263-272.	1.7	24
10	What influences allied health clinician participation in research in the public hospital setting: a qualitative theory-informed approach. BMJ Open, 2020, 10, e036183.	1.9	23
11	Concept Mapping to Evaluate an Undergraduate Pharmacy Curriculum. American Journal of Pharmaceutical Education, 2011, 75, 55.	2.1	22
12	Strategies for research engagement of clinicians in allied health (STRETCH): a mixed methods research protocol. BMJ Open, 2017, 7, e014876.	1.9	22
13	Using video-reflexive ethnography to understand complexity and change practice. Medical Education, 2020, 54, 908-914.	2.1	20
14	Curriculum for Uncertainty: Certainty May Not Be the Answer. American Journal of Pharmaceutical Education, 2011, 75, 13a.	2.1	18
15	Not enough time for research? Use of supported funding to promote allied health research activity. Journal of Multidisciplinary Healthcare, 2018, Volume 11, 269-277.	2.7	18
16	How can end of life care excellence be normalized in hospitals? Lessons from a qualitative framework study. BMC Palliative Care, 2018, 17, 100.	1.8	16
17	Supporting Resident Research Learning in the Workplace: A Rapid Realist Review. Academic Medicine, 2018, 93, 1732-1740.	1.6	15
18	Enhancing Feedback Literacy in the Workplace: A Learner-Centred Approach. Professional and Practice-based Learning, 2019, , 283-306.	0.4	14

#	ARTICLE	IF	CITATIONS
19	Enriching medical trainees' learning through practice: a video reflexive ethnography study protocol. BMJ Open, 2019, 9, e031577.	1.9	13
20	Attending to Emotion in Feedback. , 2019, , 83-105.		12
21	How do trainee doctors learn about research? Content analysis of Australian specialist colleges' intended research curricula. BMJ Open, 2020, 10, e034962.	1.9	10
22	Relationship Between Research Culture and Research Activity of Medical Doctors: A Survey and Audit. Journal of Multidisciplinary Healthcare, 2021, Volume 14, 2137-2150.	2.7	10
23	Individuals' Mediation of Learning Professional Practice: Co-working and Learning to Prescribe. Professional and Practice-based Learning, 2017, , 205-227.	0.4	8
24	Informal learning in the workplace: what are the environmental barriers for junior hospital pharmacists?. International Journal of Pharmacy Practice, 2010, 16, 257-263.	0.6	6
25	Factors influencing junior doctor workplace engagement in research: An Australian study. Focus on Health Professional Education, 2020, 21, 13.	0.8	5
26	The service/teaching tension: a window into the soul of a hospital. Medical Education, 2018, 52, 678-678.	2.1	4
27	Developing occupational therapists' capabilities for decision-making capacity assessments: how does a support role facilitate workplace learning?. Perspectives on Medical Education, 2022, 9, 74-82.	3.5	4
28	Implementing an integrated pathway to care for the dying: is your organisation ready?. International Journal of Palliative Nursing, 2018, 24, 70-78.	0.5	3
29	How do foodservice dietitians and dietetic students learn about environmental sustainability? A scoping review protocol. BMJ Open, 2019, 9, e032355.	1.9	3
30	Outcomes of a funding initiative to promote allied health research activity: a qualitative realist evaluation. Health Research Policy and Systems, 2020, 18, 71.	2.8	3
31	Becoming clinical supervisors: identity learnings from a registrar faculty development program. Perspectives on Medical Education, 2021, 10, 125-129.	3.5	3
32	Utilizing pedagogically rich work activities to promote professional learning. Education Et Didactique, 2020, , 137-150.	0.2	3
33	Selection criteria for Australian and New Zealand medical specialist training programs: another under-recognised driver of research waste. Medical Journal of Australia, 2021, 215, 336.	1.7	2
34	Sustaining and Transforming the Practice of Communities: Developing Professionals' Working Practices. Professional and Practice-based Learning, 2016, , 147-167.	0.4	2
35	Exploration of clinicians' perspectives of using a bereavement risk screening tool in a palliative care setting: a qualitative study. Bereavement Care, 2020, 39, 133-140.	0.3	1
36	Using knowledge brokering activities to promote allied health clinicians' engagement in research: a qualitative exploration. BMJ Open, 2022, 12, e060456.	1.9	1

#	Article	IF	Citations
37	Transitioning to Effective Medical Practice: Junior Doctorsâ€™ Learning Through Co-working with Pharmacists. , 2017, , 253-279.		0