

Christy Noble

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/1803145/publications.pdf>

Version: 2024-02-01

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	Developing occupational therapistsâ€™ 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
2	Using knowledge brokering activities to promote allied health cliniciansâ€™ engagement in research: a qualitative exploration. BMJ Open, 2022, 12, e060456.	1.9	1
3	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
4	Selection criteria for Australian and New Zealand medical specialist training programs: another underâ€™recognised driver of research waste. Medical Journal of Australia, 2021, 215, 336.	1.7	2
5	Becoming clinical supervisors: identity learnings from aÂ€™registrar faculty development program. Perspectives on Medical Education, 2021, 10, 125-129.	3.5	3
6	Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task. Medical Education, 2020, 54, 33-39.	2.1	63
7	â€™s yours to takeâ€™ generating learner feedback literacy in the workplace. Advances in Health Sciences Education, 2020, 25, 55-74.	3.3	55
8	How do trainee doctors learn about research? Content analysis of Australian specialist collegesâ€™ intended research curricula. BMJ Open, 2020, 10, e034962.	1.9	10
9	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
10	Exploration of cliniciansâ€™ 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
11	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
12	Using videoâ€™reflexive ethnography to understand complexity and change practice. Medical Education, 2020, 54, 908-914.	2.1	20
13	Factors influencing junior doctor workplace engagement in research: An Australian study. Focus on Health Professional Education, 2020, 21, 13.	0.8	5
14	Utilizing pedagogically rich work activities to promote professional learning. Education Et Didactique, 2020, , 137-150.	0.2	3
15	<p>Pharmacy student professional identity formation: a scoping review</p>. Integrated Pharmacy Research & Practice, 2019, Volume 8, 15-34.	1.5	42
16	Enhancing Feedback Literacy in the Workplace: A Learner-Centred Approach. Professional and Practice-based Learning, 2019, , 283-306.	0.4	14
17	Enriching medical traineesâ€™ learning through practice: a video reflexive ethnography study protocol. BMJ Open, 2019, 9, e031577.	1.9	13
18	How do foodservice dietitians and dietetic students learn about environmental sustainability? A scoping review protocol. BMJ Open, 2019, 9, e032355.	1.9	3

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19	Attending to Emotion in Feedback. , 2019, , 83-105.		12
20	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
21	Supporting Resident Research Learning in the Workplace: A Rapid Realist Review. Academic Medicine, 2018, 93, 1732-1740.	1.6	15
22	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
23	The service/teaching tension: a window into the soul of a hospital. Medical Education, 2018, 52, 678-678.	2.1	4
24	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
25	Learning to prescribe through co-working: junior doctors, pharmacists and consultants. Medical Education, 2017, 51, 442-451.	2.1	34
26	Transitioning to Effective Medical Practice: Junior Doctors's Learning Through Co-working with Pharmacists. , 2017, , 253-279.		0
27	Developing junior doctors's prescribing practices through collaborative practice: Sustaining and transforming the practice of communities. Journal of Interprofessional Care, 2017, 31, 263-272.	1.7	24
28	Strategies for research engagement of clinicians in allied health (STRETCH): a mixed methods research protocol. BMJ Open, 2017, 7, e014876.	1.9	22
29	Individuals's Mediation of Learning Professional Practice: Co-working and Learning to Prescribe. Professional and Practice-based Learning, 2017, , 205-227.	0.4	8
30	Sustaining and Transforming the Practice of Communities: Developing Professionals's Working Practices. Professional and Practice-based Learning, 2016, , 147-167.	0.4	2
31	Making the transition from pharmacy student to pharmacist: Australian interns's perceptions of professional identity formation. International Journal of Pharmacy Practice, 2015, 23, 292-304.	0.6	37
32	Becoming a pharmacist: Students's perceptions of their curricular experience and professional identity formation. Currents in Pharmacy Teaching and Learning, 2014, 6, 327-339.	1.0	71
33	Becoming a pharmacist: the role of curriculum in professional identity formation. Pharmacy Practice, 2014, 12, 00-00.	1.5	36
34	Curriculum for Uncertainty: Certainty May Not Be the Answer. American Journal of Pharmaceutical Education, 2011, 75, 13a.	2.1	18
35	Concept Mapping to Evaluate an Undergraduate Pharmacy Curriculum. American Journal of Pharmaceutical Education, 2011, 75, 55.	2.1	22
36	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

#	ARTICLE	IF	CITATIONS
37	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