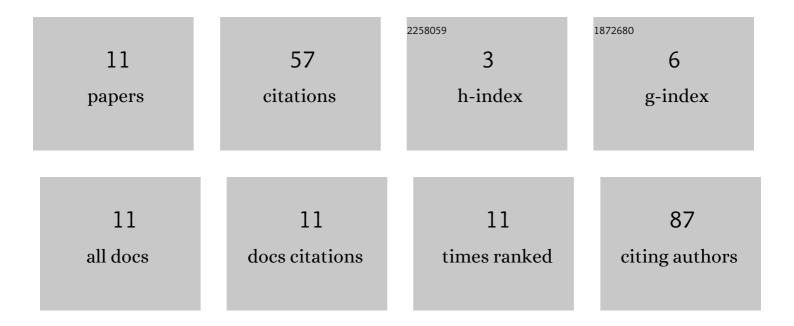
## Jennie Lates

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/2524880/publications.pdf Version: 2024-02-01



IENNIE LATES

#	Article	IF	CITATIONS
1	Challenges and Innovations Brought about by the COVID-19 Pandemic Regarding Medical and Pharmacy Education Especially in Africa and Implications for the Future. Healthcare (Switzerland), 2021, 9, 1722.	2.0	33
2	Developing a grass-roots method for monitoring medicines shortages in southern Africa: Report of a pilot in Namibia. Research in Social and Administrative Pharmacy, 2020, 16, 1294-1297.	3.0	0
3	The role of visiting faculty on the training of clinical pharmacists in Namibia: A qualitative study. JACCP Journal of the American College of Clinical Pharmacy, 2020, 3, 75-80.	1.0	2
4	Patient experiences in managing non-communicable diseases in Namibia. Research in Social and Administrative Pharmacy, 2020, 16, 1550-1557.	3.0	4
5	Creating clinical pharmacy capacity in Namibia: a collaboration to establish a post-graduate pharmacy degree programme. International Journal of Clinical Pharmacy, 2020, 42, 1528-1532.	2.1	0
6	A cost-effective model for monitoring medicine use in Namibia: outcomes and implications. African Evaluation Journal, 2017, 5, .	0.5	5
7	Incorporating pharmaceutical supply management modules in the pre-service curriculum of the BPharm program, of the University of Namibia, School of Pharmacy. Journal of Pharmaceutical Policy and Practice, 2014, 7, .	2.4	2
8	Records linkage of electronic databases for the assessment of adverse effects of antiretroviral therapy in subâ€Saharan Africa. Pharmacoepidemiology and Drug Safety, 2012, 21, 407-414.	1.9	8
9	EDITORIAL: COVID-19: Rebooting pharmacy education in resource-limited settings. Pharmacy Education, 0, , 67-70.	0.6	1
10	COVID-19 resilient pharmacy education: A grassroots work-integrated programme to strengthen the pharmaceutical workforce in Namibia. Pharmacy Education, 0, , 205-211.	0.6	1
11	Migration to online pharmacy education in Namibia: Successes, challenges and competence implications. Pharmacy Education, 0, , 174-182.	0.6	1