

Elizabeth S Anderson

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3749815/publications.pdf>

Version: 2024-02-01

49
papers

988
citations

516561

16
h-index

454834

30
g-index

54
all docs

54
docs citations

54
times ranked

918
citing authors

#	ARTICLE	IF	CITATIONS
1	A theoretical systematic review of patient involvement in health and social care education. <i>Advances in Health Sciences Education</i> , 2023, 28, 279-304.	1.7	11
2	Practice-based learning and the impacts of COVID-19: doing it for real?. <i>British Journal of Midwifery</i> , 2022, 30, 333-344.	0.1	3
3	Writing for publication: increasing the likelihood of success. <i>Journal of Interprofessional Care</i> , 2021, 35, 784-790.	0.8	4
4	Developing Healthcare Team Observations for Patient Safety (HTOPS): senior medical students capture everyday clinical moments. <i>Pilot and Feasibility Studies</i> , 2021, 7, 164.	0.5	0
5	Learning in lockdown: exploring the impact of COVID-19 on interprofessional education. <i>British Journal of Midwifery</i> , 2021, 29, 648-652.	0.1	10
6	Taking a closer look at undergraduate acute care interprofessional simulations: lessons learnt. <i>Journal of Interprofessional Care</i> , 2020, 34, 772-783.	0.8	8
7	The student workforce: untapped possibilities. <i>Clinical Teacher</i> , 2020, 17, 549-550.	0.4	1
8	Learning through working with homeless people. <i>Medical Education</i> , 2020, 54, 470-471.	1.1	0
9	Mindfulness for undergraduate health and social care professional students: Findings from a qualitative scoping review using the 3P model. <i>Medical Education</i> , 2020, 54, 796-810.	1.1	10
10	Surgeon-Team Separation in Robotic Theaters: A Qualitative Observational and Interview Study. <i>Female Pelvic Medicine and Reconstructive Surgery</i> , 2020, 26, 86-91.	0.6	11
11	Peer teacher training (<scp>PTT</scp>) in action. <i>Clinical Teacher</i> , 2020, 17, 531-537.	0.4	5
12	The potential for interprofessional education. , 2020, , 274-284.		0
13	The CAIPE Journeyâ€™Vision, Resilience and Sustainability. , 2020, , 47-57.		0
14	Academic ability and teamworking in medical students. <i>Clinical Teacher</i> , 2019, 16, 209-213.	0.4	9
15	Defining Patient Safety: a Student Perspective. <i>Medical Science Educator</i> , 2019, 29, 399-408.	0.7	2
16	Perspectives on patients and carers in leading teaching roles in interprofessional education. <i>Journal of Interprofessional Care</i> , 2019, 33, 216-225.	0.8	16
17	Interprofessional training on resilience-building for children who experience trauma: Stakeholdersâ€™ views from six low- and middle-income countries. <i>Journal of Interprofessional Care</i> , 2019, 33, 143-152.	0.8	11
18	The nature and benefits of team-based reflection on a patient death by healthcare professionals: a scoping review. <i>Journal of Interprofessional Care</i> , 2019, 33, 15-25.	0.8	12

#	ARTICLE	IF	CITATIONS
19	The contribution of theory to the design, delivery, and evaluation of interprofessional curricula: BEME Guide No. 49. <i>Medical Teacher</i> , 2018, 40, 542-558.	1.0	35
20	Patient safety and interprofessional education: A report of key issues from two interprofessional workshops. <i>Journal of Interprofessional Care</i> , 2017, 31, 154-163.	0.8	18
21	Interprofessional education and the challenges of moving forward. <i>Medical Education</i> , 2017, 51, 873-874.	1.1	3
22	International consensus statement on the assessment of interprofessional learning outcomes. <i>Medical Teacher</i> , 2017, 39, 347-359.	1.0	109
23	Integrating the assessment of interprofessional education into the health care curriculum. <i>Journal of Taibah University Medical Sciences</i> , 2016, 11, 552-558.	0.5	7
24	Important steps for introducing interprofessional education into health professional education. <i>Journal of Taibah University Medical Sciences</i> , 2016, 11, 546-551.	0.5	20
25	Tools for structured team communication in pre-registration health professions education: a Best Evidence Medical Education (BEME) review: BEME Guide No. 41. <i>Medical Teacher</i> , 2016, 38, 966-980.	1.0	19
26	Evaluating interprofessional education: An important step to improving practice and influencing policy. <i>Journal of Taibah University Medical Sciences</i> , 2016, 11, 571-578.	0.5	8
27	Interprofessional Education and Practice Guide No. 6: Developing practice-based interprofessional learning using a short placement model. <i>Journal of Interprofessional Care</i> , 2016, 30, 433-440.	0.8	24
28	Learning to be interprofessional through the use of reflective portfolios?. <i>Social Work Education</i> , 2016, 35, 530-546.	0.8	11
29	Interprofessional learning on polypharmacy. <i>Clinical Teacher</i> , 2016, 13, 291-297.	0.4	20
30	Evaluating an interprofessional education curriculum: A theory-informed approach. <i>Medical Teacher</i> , 2016, 38, 385-394.	1.0	38
31	Students improve patient care and prepare for professional practice: An interprofessional community-based study. <i>Medical Teacher</i> , 2014, 36, 495-504.	1.0	25
32	Forming a new clinical team for frail older people: can a group development model help?. <i>Journal of Interprofessional Care</i> , 2014, 28, 163-165.	0.8	6
33	Interprofessional education in mental health services: learning together for better team working. <i>Advances in Psychiatric Treatment</i> , 2014, 20, 61-68.	0.6	12
34	IN-2-THEORY – Interprofessional theory, scholarship and collaboration: A community of practice. <i>Journal of Interprofessional Care</i> , 2013, 27, 88-90.	0.8	15
35	Is this the right time to join Turkey to the European interprofessional education community?. <i>Journal of Interprofessional Care</i> , 2012, 26, 83-84.	0.8	1
36	Development of interprofessional education in mental health practice: Adapting the Leicester Model. <i>Journal of Interprofessional Care</i> , 2012, 26, 189-197.	0.8	26

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37	Placing interprofessional learning at the heart of improving practice: the activities and achievements of CLAHRC in Leicestershire, Northamptonshire and Rutland. <i>Quality in Primary Care</i> , 2012, 20, 191-8.	0.8	4
38	Learning to listen: Improving students' communication with disabled people. <i>Medical Teacher</i> , 2011, 33, 44-52.	1.0	16
39	Interprofessional staff development: Changing attitudes and winning hearts and minds. <i>Journal of Interprofessional Care</i> , 2011, 25, 11-17.	0.8	29
40	Learning together in practice: an interprofessional education programme to appreciate teamwork. <i>Clinical Teacher</i> , 2010, 7, 19-25.	0.4	35
41	Learning from lives together: medical and social work students' experiences of learning from people with disabilities in the community. <i>Health and Social Care in the Community</i> , 2010, 18, 229-240.	0.7	31
42	Interprofessional educator ambassadors: An empirical study of motivation and added value. <i>Medical Teacher</i> , 2010, 32, e492-e500.	1.0	12
43	The Leicester Model of Interprofessional Education: Developing, delivering and learning from student voices for 10 years. <i>Journal of Interprofessional Care</i> , 2009, 23, 557-573.	0.8	81
44	Medical students benefit from learning about patient safety in an interprofessional team. <i>Medical Education</i> , 2009, 43, 542-552.	1.1	64
45	Preparation of educators involved in interprofessional education. <i>Journal of Interprofessional Care</i> , 2009, 23, 81-94.	0.8	68
46	Sustaining Interprofessional Education in Professional Award Programmes. , 2009, , 202-226.		6
47	Early interprofessional interactions: Does student age matter?. <i>Journal of Interprofessional Care</i> , 2008, 22, 263-282.	0.8	49
48	Participation of disadvantaged parents in child care research. <i>Child: Care, Health and Development</i> , 2005, 31, 581-587.	0.8	3
49	Learning from lives: a model for health and social care education in the wider community context. <i>Medical Education</i> , 2003, 37, 59-68.	1.1	68