

Richard Hays

List of Publications by Year in descending order

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Version: 2024-02-01

234
papers

3,067
citations

279701

23
h-index

243529

44
g-index

238
all docs

238
docs citations

238
times ranked

2385
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Criteria for good assessment: Consensus statement and recommendations from the Ottawa 2010 Conference. <i>Medical Teacher</i> , 2011, 33, 206-214. | 1.0 | 382 |
| 2 | 2018 Consensus framework for good assessment. <i>Medical Teacher</i> , 2018, 40, 1102-1109. | 1.0 | 174 |
| 3 | A review of the evaluation of clinical teaching: new perspectives and challenges *. <i>Medical Education</i> , 2000, 34, 862-870. | 1.1 | 128 |
| 4 | Is insight important? Measuring capacity to change performance. <i>Medical Education</i> , 2002, 36, 965-971. | 1.1 | 117 |
| 5 | Evidence regarding the utility of multiple mini-interview (MMI) for selection to undergraduate health programs: A BEME systematic review: BEME Guide No. 37. <i>Medical Teacher</i> , 2016, 38, 443-455. | 1.0 | 106 |
| 6 | WHY DOCTORS LEAVE RURAL PRACTICE. <i>Australian Journal of Rural Health</i> , 1997, 5, 198-203. | 0.7 | 85 |
| 7 | The accountability of clinical education: its definition and assessment. <i>Medical Education</i> , 2000, 34, 871-879. | 1.1 | 73 |
| 8 | Selecting performance assessment methods for experienced physicians. <i>Medical Education</i> , 2002, 36, 910-917. | 1.1 | 70 |
| 9 | Setting performance standards for medical practice: a theoretical framework. <i>Medical Education</i> , 2001, 35, 474-481. | 1.1 | 52 |
| 10 | Methods for quality assessment in general practice. <i>Family Practice</i> , 1996, 13, 468-476. | 0.8 | 49 |
| 11 | Is Australian Rural Practice Changing? Findings from the National Rural General Practice Study. <i>Australian Journal of Rural Health</i> , 2000, 8, 222-226. | 0.7 | 45 |
| 12 | GETTING THE BALANCE RIGHT? GPS WHO CHOSE TO STAY IN RURAL PRACTICE. <i>Australian Journal of Rural Health</i> , 2003, 11, 193-198. | 0.7 | 34 |
| 13 | James Cook University MBBS graduate intentions and intern destinations: a comparative study with other Queensland and Australian medical schools. <i>Rural and Remote Health</i> , 0, , . | 0.4 | 34 |
| 14 | Australian and overseas models of general practice training. <i>Medical Journal of Australia</i> , 2011, 194, S63-4. | 0.8 | 33 |
| 15 | Is Rural Medicine A Separate Discipline?. <i>Australian Journal of Rural Health</i> , 2004, 12, 67-72. | 0.7 | 32 |
| 16 | Problems presented by medical students seeking support: A possible intervention framework. <i>Medical Teacher</i> , 2011, 33, 161-164. | 1.0 | 32 |
| 17 | The practical value of the standard error of measurement in borderline pass/fail decisions. <i>Medical Education</i> , 2008, 42, 810-815. | 1.1 | 30 |
| 18 | An educational intervention to improve diagnosis and management of suspicious skin lesions. <i>Journal of Continuing Education in the Health Professions</i> , 2000, 20, 39-51. | 0.4 | 29 |

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|----|--|-----|-----------|
| 19 | Where to next for rural general practice policy and research in Australia?. Medical Journal of Australia, 2017, 207, 56-58. | 0.8 | 29 |
| 20 | In-training assessment in postgraduate training for general practice. Medical Education, 1998, 32, 507-513. | 1.1 | 28 |
| 21 | Community-oriented medical education. Teaching and Teacher Education, 2007, 23, 286-293. | 1.6 | 28 |
| 22 | Training for rural general practice. Medical Journal of Australia, 1994, 161, 314-318. | 0.8 | 27 |
| 23 | Isolation, flexibility and change in vocational training for general practice: personal and educational problems experienced by general practice registrars in Australia. Family Practice, 2004, 21, 559-566. | 0.8 | 27 |
| 24 | Assessment of general practice consultations: content validity of a rating scale. Medical Education, 1990, 24, 110-116. | 1.1 | 26 |
| 25 | Country report: Australia. Medical Education, 2001, 35, 495-504. | 1.1 | 25 |
| 26 | Improving case study research in medical education: a systematised review. Medical Education, 2018, 52, 480-487. | 1.1 | 25 |
| 27 | Positive impacts on rural and regional workforce from the first seven cohorts of James Cook University medical graduates. Rural and Remote Health, 0, , . | 0.4 | 25 |
| 28 | Ruralising medical curricula: the importance of context in problem design. Australian Journal of Rural Health, 2003, 11, 15-17. | 0.7 | 24 |
| 29 | Developing a medical school: Expansion of medical student capacity in new locations: AMEE Guide No. 55. Medical Teacher, 2011, 33, 518-529. | 1.0 | 24 |
| 30 | Reflection or "pre-reflection": what are we actually measuring in reflective practice?. Medical Education, 2011, 45, 116-118. | 1.1 | 24 |
| 31 | Authentic early experience in Medical Education: a socio-cultural analysis identifying important variables in learning interactions within workplaces. Advances in Health Sciences Education, 2013, 18, 873-891. | 1.7 | 24 |
| 32 | Assessment in medical education: roles for clinical teachers. Clinical Teacher, 2008, 5, 23-27. | 0.4 | 23 |
| 33 | Healthcare systems and the sciences of health professional education. Advances in Health Sciences Education, 2020, 25, 1149-1162. | 1.7 | 23 |
| 34 | Predictors of rural practice location for James Cook University MBBS graduates at postgraduate year 5. Australian Journal of Rural Health, 2014, 22, 165-171. | 0.7 | 22 |
| 35 | A new medical school for regional Australia. Medical Journal of Australia, 2000, 172, 362-363. | 0.8 | 21 |
| 36 | Perceived clinical relevance and retention of basic sciences across the medical education continuum. American Journal of Physiology - Advances in Physiology Education, 2019, 43, 293-299. | 0.8 | 21 |

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| 37 | James Cook University MBBS graduate intentions and intern destinations: a comparative study with other Queensland and Australian medical schools. <i>Rural and Remote Health</i> , 2013, 13, 2313. | 0.4 | 21 |
| 38 | Applying global standards across national boundaries: lessons learned from an Asia-Pacific example. <i>Medical Education</i> , 2004, 38, 582-584. | 1.1 | 20 |
| 39 | Resuscitating the teaching of anatomical pathology in undergraduate medical education: Web-based innovative clinicopathological cases. <i>Pathology</i> , 2005, 37, 360-363. | 0.3 | 20 |
| 40 | Self-evaluation of videotaped consultations. <i>Teaching and Learning in Medicine</i> , 1990, 2, 232-236. | 1.3 | 19 |
| 41 | COMMON INTERNATIONAL THEMES IN RURAL MEDICINE. <i>Australian Journal of Rural Health</i> , 1999, 7, 191-194. | 0.7 | 19 |
| 42 | COMMUNITY PARTICIPATION IN THE RECRUITMENT AND RETENTION OF RURAL DOCTORS: METHODOLOGICAL AND LOGISTICAL CONSIDERATIONS. <i>Australian Journal of Rural Health</i> , 1999, 7, 206-211. | 0.7 | 18 |
| 43 | Interpractitioner Communication: Telephone Consultations Between Rural General Practitioners and Specialists. <i>Australian Journal of Rural Health</i> , 2000, 8, 227-231. | 0.7 | 18 |
| 44 | Foundation programme for newly qualified doctors. <i>BMJ: British Medical Journal</i> , 2005, 331, 465-466. | 2.4 | 18 |
| 45 | Choosing a career in general practice: the influence of medical schools. <i>Medical Education</i> , 1993, 27, 254-258. | 1.1 | 17 |
| 46 | Rural Obstetrics in NSW. <i>Australian and New Zealand Journal of Obstetrics and Gynaecology</i> , 1993, 33, 240-242. | 0.4 | 17 |
| 47 | ONE APPROACH TO IMPROVING INDIGENOUS HEALTH CARE THROUGH MEDICAL EDUCATION. <i>Australian Journal of Rural Health</i> , 2002, 10, 285-287. | 0.7 | 17 |
| 48 | A sampling framework for rural and remote doctors. <i>Australian Journal of Public Health</i> , 2010, 18, 273-276. | 0.2 | 17 |
| 49 | Integration in medical education: what do we mean?. <i>Education for Primary Care</i> , 2013, 24, 151-152. | 0.2 | 17 |
| 50 | Twelve tips for increasing the defensibility of assessment decisions. <i>Medical Teacher</i> , 2015, 37, 433-436. | 1.0 | 17 |
| 51 | Growth of the James Cook University Medical Program: Maintaining quality, continuing the vision, developing postgraduate pathways. <i>Medical Teacher</i> , 2018, 40, 495-500. | 1.0 | 17 |
| 52 | CHOOSING A CAREER IN RURAL PRACTICE IN QUEENSLAND. <i>Australian Journal of Rural Health</i> , 1995, 3, 171-174. | 0.7 | 16 |
| 53 | Longitudinal reliability of the Royal Australian College of General Practitioners Certification Examination. <i>Medical Education</i> , 1995, 29, 317-321. | 1.1 | 16 |
| 54 | Reflecting on learning portfolios. <i>Medical Education</i> , 2004, 38, 801-803. | 1.1 | 16 |

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| 55 | Reforming medical education in the United Kingdom: lessons for Australia and New Zealand. Medical Journal of Australia, 2007, 187, 400-403. | 0.8 | 16 |
| 56 | Analysis by training status of performance in the certification examination for Australian family doctors. Medical Education, 1999, 33, 612-615. | 1.1 | 15 |
| 57 | Rural maternity care and health policy: Parents' experiences. Australian Journal of Rural Health, 2011, 19, 306-311. | 0.7 | 15 |
| 58 | Minimal effects of reduced teaching hours on undergraduate medical student learning outcomes and course evaluations. Medical Teacher, 2020, 42, 58-65. | 1.0 | 15 |
| 59 | The career aspirations and location intentions of James Cook University's first cohort of medical students: a longitudinal study at course entry and graduation. Rural and Remote Health, 2006, 6, 537. | 0.4 | 15 |
| 60 | Analysis of videotaped consultations to certify competence. Medical Journal of Australia, 1990, 152, 609-611. | 0.8 | 14 |
| 61 | Integrating general practice medical education. Medical Journal of Australia, 1994, 160, 388-389. | 0.8 | 14 |
| 62 | METHODOLOGICAL ISSUES IN MEDICAL WORKFORCE ANALYSIS: IMPLICATIONS FOR REGIONAL AUSTRALIA. Australian Journal of Rural Health, 1998, 6, 32-35. | 0.7 | 14 |
| 63 | Interprofessional education in the community: where to begin. Clinical Teacher, 2007, 4, 141-145. | 0.4 | 14 |
| 64 | The potential impact of the revision of the Basic World Federation Medical Education Standards. Medical Teacher, 2014, 36, 459-462. | 1.0 | 14 |
| 65 | Capturing the wisdom of the crowd: health professions'™ educators meet at a virtual world cafe. Perspectives on Medical Education, 2020, 9, 385-390. | 1.8 | 14 |
| 66 | Twelve tips for developing a global community of scholars in health professions education. Medical Teacher, 2021, 43, 966-971. | 1.0 | 14 |
| 67 | From clinical educators to educational scholars and leaders: strategies for developing and advancing a career in health professions education. Clinical Teacher, 2020, 17, 477-482. | 0.4 | 13 |
| 68 | Establishing successful distributed clinical teaching. Australian Journal of Rural Health, 2005, 13, 366-367. | 0.7 | 12 |
| 69 | Full medical program fees and medical student career intention. Medical Journal of Australia, 2015, 202, 46-49. | 0.8 | 12 |
| 70 | Interpreting rural career intention in medical workforce research. Education for Primary Care, 2017, 28, 7-9. | 0.2 | 12 |
| 71 | Interprofessional education in rural practice: how, when and where?. Rural and Remote Health, 2008, 8, 939. | 0.4 | 12 |
| 72 | The University of Sydney Rural Careers Project. Australian Journal of Rural Health, 1993, 1, 23-25. | 0.7 | 11 |

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| 73 | Reliability of the fellowship examination of the royal Australian college of general practitioners. Teaching and Learning in Medicine, 1995, 7, 43-50. | 1.3 | 11 |
| 74 | Evolving Community-Based Medical Education: Integrating Undergraduate and Postgraduate Education. Education for Primary Care, 2008, 19, 235-240. | 0.2 | 11 |
| 75 | Workplace immersion in the final year of an undergraduate medicine course: The views of final year students and recent graduates. Medical Teacher, 2014, 36, 518-526. | 1.0 | 11 |
| 76 | Examiners' decision-making processes in observation-based clinical examinations. Medical Education, 2021, 55, 344-353. | 1.1 | 11 |
| 77 | A New Socially Responsible Medical School for Regional Australia. Education for Health: Change in Learning and Practice, 2003, 16, 14-21. | 0.1 | 11 |
| 78 | Teaching and Learning in Clinical Settings. , 0, , . | | 11 |
| 79 | Perceptions of UK medical students on rural clinical placements. Rural and Remote Health, 0, , . | 0.4 | 11 |
| 80 | A training programme for rural general practice. Medical Journal of Australia, 1990, 153, 546-548. | 0.8 | 10 |
| 81 | Language background and communication skills of medical students. Ethnicity and Health, 1996, 1, 383-388. | 1.5 | 10 |
| 82 | Remediation and re-assessment in undergraduate medical school examinations. Medical Teacher, 2012, 34, 91-92. | 1.0 | 10 |
| 83 | GETTING THE BALANCE RIGHT? GPS WHO CHOSE TO STAY IN RURAL PRACTICE. Australian Journal of Rural Health, 2003, 11, 193-198. | 0.7 | 10 |
| 84 | Developing a general practice workforce for the future. , 2018, 47, 502-505. | | 10 |
| 85 | Interprofessional education in rural practice: how, when and where?. Rural and Remote Health, 0, , . | 0.4 | 10 |
| 86 | A performance assessment module for experienced general practitioners. Medical Education, 2002, 36, 258-260. | 1.1 | 9 |
| 87 | A practical guide to curriculum design: problem-based, case-based or traditional?. Clinical Teacher, 2008, 5, 73-77. | 0.4 | 9 |
| 88 | Impact of the COVID-19 pandemic: The perceptions of health professions educators. MedEdPublish, 0, 9, 142. | 0.3 | 9 |
| 89 | Letter to the Editor. Australian Journal of Rural Health, 2001, 9, 319-319. | 0.7 | 8 |
| 90 | Aligning clinical resources to curriculum needs: The utility of a group of teaching hospitals. Medical Teacher, 2009, 31, 1081-1085. | 1.0 | 8 |

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| 91 | Twelve tips for organising speed mentoring events for healthcare professionals at small or large-scale venues. <i>Medical Teacher</i> , 2020, 42, 1322-1329. | 1.0 | 8 |
| 92 | Getting the balance right? GPs who chose to stay in rural practice. <i>Australian Journal of Rural Health</i> , 2003, 11, 193-8. | 0.7 | 8 |
| 93 | The quality of procedural rural medical practice in Australia. <i>Rural and Remote Health</i> , 2005, 5, 474. | 0.4 | 8 |
| 94 | Modifying academic ranking of rural and remote medical school applicants. <i>Medical Journal of Australia</i> , 2001, 174, 371-372. | 0.8 | 7 |
| 95 | Teaching clinical pathology by flexible delivery in rural sites. <i>Australian Journal of Rural Health</i> , 2005, 13, 232-235. | 0.7 | 7 |
| 96 | Short and Long Multiple-Choice Question Stems in a Primary Care Oriented Undergraduate Medical Curriculum. <i>Education for Primary Care</i> , 2009, 20, 173-177. | 0.2 | 7 |
| 97 | Standard setting. <i>Clinical Teacher</i> , 2015, 12, 226-230. | 0.4 | 7 |
| 98 | Building a medical workforce in Tasmania: A profile of medical student intake. <i>Australian Journal of Rural Health</i> , 2019, 27, 28-33. | 0.7 | 7 |
| 99 | Building a local medical workforce in Tasmania: where are international fee-paying medical graduates likely to work?. <i>Rural and Remote Health</i> , 2017, 17, 4292. | 0.4 | 7 |
| 100 | Teaching undergraduate students in rural general practice: an evaluation of a new rural campus in England. <i>Rural and Remote Health</i> , 0, , . | 0.4 | 7 |
| 101 | Teaching undergraduate students in rural general practice: an evaluation of a new rural campus in England. <i>Rural and Remote Health</i> , 2016, 16, 3694. | 0.4 | 7 |
| 102 | Quality assurance in general practice. <i>Medical Education</i> , 1993, 27, 175-180. | 1.1 | 6 |
| 103 | RURALISING THE UNDERGRADUATE MEDICAL CURRICULUM THROUGH CONSULTATION WITH KEY STAKE HOLDERS. <i>Australian Journal of Rural Health</i> , 1996, 4, 43-47. | 0.7 | 6 |
| 104 | Primary care in the Asia-Pacific region: challenges and solutions. <i>Asia Pacific Family Medicine</i> , 2012, 11, 8. | 0.4 | 6 |
| 105 | Interprofessional education. <i>Clinical Teacher</i> , 2013, 10, 339-341. | 0.4 | 6 |
| 106 | Innovations and developments. <i>Education for Primary Care</i> , 2015, 26, 189-200. | 0.2 | 6 |
| 107 | Including health promotion and illness prevention in medical education: a progress report. <i>Medical Education</i> , 2018, 52, 68-77. | 1.1 | 6 |
| 108 | Twelve tips for expanding undergraduate clinical teaching capacity. <i>Medical Teacher</i> , 2019, 41, 271-274. | 1.0 | 6 |

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| 109 | The impact of localised general practice training on Queensland's rural and remote general practice workforce. BMC Medical Education, 2020, 20, 119. | 1.0 | 6 |
| 110 | Forming large group practices: is it worth it?. Medical Journal of Australia, 1994, 161, 494-496. | 0.8 | 5 |
| 111 | The development of general practice standards in Australia. Medical Education, 1998, 32, 199-204. | 1.1 | 5 |
| 112 | Rural medical education: how different is it?. Medical Education, 2003, 37, 4-5. | 1.1 | 5 |
| 113 | International accreditation of medical schools. Medical Education, 2003, 37, 662-662. | 1.1 | 5 |
| 114 | Intern choices for the first graduates of James Cook University. Medical Journal of Australia, 2006, 184, 94-94. | 0.8 | 5 |
| 115 | Intern choices for James Cook University graduates. Medical Journal of Australia, 2007, 187, 197-197. | 0.8 | 5 |
| 116 | Establishing a new medical school: A contemporary approach to personalizing medical education. Medical Teacher, 2018, 40, 990-995. | 1.0 | 5 |
| 117 | Twelve tips for establishing a new medical school. Medical Teacher, 2020, 42, 398-402. | 1.0 | 5 |
| 118 | Publishing ethics in medical education: guidance for authors and reviewers in a changing world. MedEdPublish, 2020, 9, . | 0.3 | 5 |
| 119 | Rural medical education in Europe: the relevance of the Australian experience. Rural and Remote Health, 2007, 7, 683. | 0.4 | 5 |
| 120 | Teaching health promotion and illness prevention to trainee general practitioners. Medical Teacher, 1991, 13, 223-226. | 1.0 | 4 |
| 121 | Challenges with maintaining clinical teaching capacity in regional hospitals. Medical Journal of Australia, 2011, 195, 584-585. | 0.8 | 4 |
| 122 | Developing professionalism in health professional learners. Clinical Teacher, 2013, 10, 64-66. | 0.4 | 4 |
| 123 | The role of clinical electives. Clinical Teacher, 2013, 10, 199-201. | 0.4 | 4 |
| 124 | The Ethics of Medical Practitioner Migration From Low-Resourced Countries to the Developed World: A Call for Action by Health Systems and Individual Doctors. Journal of Bioethical Inquiry, 2016, 13, 395-406. | 0.9 | 4 |
| 125 | To stay or go? Unpacking the decision-making process and coping strategies of International Medical Graduates practising in rural, remote, and regional Queensland, Australia. PLoS ONE, 2020, 15, e0234620. | 1.1 | 4 |
| 126 | Models of remote professional supervision for psychologists in rural and remote locations: A systematic review. Australian Journal of Rural Health, 2021, 29, 211-225. | 0.7 | 4 |

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| 127 | Rural medical education in Europe: the relevance of the Australian experience. Rural and Remote Health, 0, , . | 0.4 | 4 |
| 128 | Developing the accredited postgraduate assessment program for Fellowship of the Australian College of Rural and Remote Medicine. Rural and Remote Health, 0, , . | 0.4 | 4 |
| 129 | A rural undergraduate campus in England: virtue from opportunity and necessity. Rural and Remote Health, 0, , . | 0.4 | 4 |
| 130 | How to review a paper on medical education. MedEdPublish, 0, 8, 158. | 0.3 | 4 |
| 131 | Co-creating scholarship through collaborative writing in health professions education: AMEE Guide No. 143. Medical Teacher, 2022, 44, 342-352. | 1.0 | 4 |
| 132 | The determinants of quality in procedural rural medical care. Rural and Remote Health, 2005, 5, 473. | 0.4 | 4 |
| 133 | Developing the accredited postgraduate assessment program for Fellowship of the Australian College of Rural and Remote Medicine. Rural and Remote Health, 2007, 7, 805. | 0.4 | 4 |
| 134 | A rural undergraduate campus in England: virtue from opportunity and necessity. Rural and Remote Health, 2011, 11, 1841. | 0.4 | 4 |
| 135 | Utilisation of the healthcare system for authentic early experience placements. Rural and Remote Health, 2013, 13, 2328. | 0.4 | 4 |
| 136 | A successful longitudinal graduate tracking system for monitoring Australian medical school graduate outcomes. Rural and Remote Health, 2015, 15, 3542. | 0.4 | 4 |
| 137 | Obstetric Training for Rural General Practice. Australian and New Zealand Journal of Obstetrics and Gynaecology, 1991, 31, 52-54. | 0.4 | 3 |
| 138 | ARGPUs – academic rural general practice units. Medical Journal of Australia, 1992, 157, 473-474. | 0.8 | 3 |
| 139 | Teaching ethics in the context of general practice. Medical Journal of Australia, 1993, 159, 33-36. | 0.8 | 3 |
| 140 | Training for rural family practice in australia. Teaching and Learning in Medicine, 1997, 9, 80-83. | 1.3 | 3 |
| 141 | The Tropical Triangle: A Health Education Alliance for the Southwest Pacific. Education for Health: Change in Learning and Practice, 2002, 15, 346-352. | 0.1 | 3 |
| 142 | Problems with problems in problem-based curricula. Medical Education, 2002, 36, 790-790. | 1.1 | 3 |
| 143 | An invisible workforce?. Medical Journal of Australia, 2004, 181, 385-385. | 0.8 | 3 |
| 144 | Developing as a health professional educator: pathways and choices. Clinical Teacher, 2007, 4, 46-50. | 0.4 | 3 |

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| 145 | Adult Self-Directed Learning: Setting Your Own Agenda. InnovAiT, 2009, 2, 434-438. | 0.0 | 3 |
| 146 | Self-directed learning of clinical skills. Medical Education, 2009, 43, 505-506. | 1.1 | 3 |
| 147 | Being an external examiner: what you need to know and do. Clinical Teacher, 2009, 6, 160-163. | 0.4 | 3 |
| 148 | Assessing Learning in Primary Care. Education for Primary Care, 2009, 20, 4-7. | 0.2 | 3 |
| 149 | Undergraduate Learning. Education for Primary Care, 2010, 21, 208-211. | 0.2 | 3 |
| 150 | Responding to unprofessional behaviours. Clinical Teacher, 2012, 9, 71-74. | 0.4 | 3 |
| 151 | Lessons Learnt from the Development and Implementation of an Online Assessment System for Medical Science Programmes. Medical Science Educator, 2019, 29, 1103-1108. | 0.7 | 3 |
| 152 | Increasing interest of students from underrepresented groups in medicine – A systematised review. Australian Journal of Rural Health, 2020, 28, 236-244. | 0.7 | 3 |
| 153 | Impact of the COVID-19 pandemic: The perceptions of health professions educators [Version 2]. MedEdPublish, 2020, 9, . | 0.3 | 3 |
| 154 | Are medical student results affected by allocation to different sites in a dispersed rural medical school?. Rural and Remote Health, 0, , . | 0.4 | 3 |
| 155 | How to review a medical curriculum. Asia Pacific Scholar, 2016, 1, 23-25. | 0.2 | 3 |
| 156 | Options in education for advanced trainees in isolated general practice. Australian Family Physician, 1996, 25, 362-6. | 0.5 | 3 |
| 157 | Expanding medical education in general practice. Australian Family Physician, 2003, 32, 1036-7. | 0.5 | 3 |
| 158 | Remote supervision of health professionals in areas of workforce need: time to extend the model?. Rural and Remote Health, 2012, 12, 2322. | 0.4 | 3 |
| 159 | Drug abuse in general practice. Medical Journal of Australia, 1992, 156, 782-788. | 0.8 | 2 |
| 160 | Developing group practices: a management challenge. Australian Veterinary Journal, 1995, 72, 145-147. | 0.5 | 2 |
| 161 | CLINICAL PRIVILEGES FOR RURAL GENERAL PRACTITIONERS. Australian Journal of Rural Health, 1997, 5, 94-96. | 0.7 | 2 |
| 162 | The Cambridge Conference: background. Medical Education, 2000, 34, 782-784. | 1.1 | 2 |

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| 163 | Training for rural general practice in north Queensland. Medical Journal of Australia, 2000, 172, 459-459. | 0.8 | 2 |
| 164 | Improving efficiency in medical education: the next big challenge?. Medical Education, 2005, 39, 641-641. | 1.1 | 2 |
| 165 | Medical migration: a global and personal perspective. Clinical Teacher, 2007, 4, 213-217. | 0.4 | 2 |
| 166 | Undergraduate learning. Education for Primary Care, 2011, 22, 54-56. | 0.2 | 2 |
| 167 | Clinical teaching. Clinical Teacher, 2012, 9, 190-192. | 0.4 | 2 |
| 168 | Blueprinting. Clinical Teacher, 2013, 10, 413-416. | 0.4 | 2 |
| 169 | How does GP training impact rural and remote underserved communities? Exploring community and professional perceptions. BMC Health Services Research, 2020, 20, 812. | 0.9 | 2 |
| 170 | Drivers of general practiceâ€“type presentations to the emergency department in a remote outback community. Australian Journal of Rural Health, 2021, 29, 391-398. | 0.7 | 2 |
| 171 | The 'tropical triangle': a health education partnership in the south-west Pacific. Medical Education, 2001, 35, 193-194. | 1.1 | 2 |
| 172 | Emergencies in general practice. Medical Journal of Australia, 1992, 156, 541-548. | 0.8 | 2 |
| 173 | Rural practice: is the correct message getting through?. Medical Journal of Australia, 1996, 164, 190-190. | 0.8 | 2 |
| 174 | Improving educational needs assessment for general practitioners. Australian Family Physician, 1999, 28, 1196-200. | 0.5 | 2 |
| 175 | Developing a general practice workforce for the future. Australian Journal of General Practice, 2018, 47, 502-505. | 0.3 | 2 |
| 176 | â€œCould You Work in My Team?â€ Exploring How Professional Clinical Role Expectations Influence Decision-Making of Assessors During Exit-Level Medical School OSCEs. Frontiers in Medicine, 2022, 9, . | 1.2 | 2 |
| 177 | Pulling rural training initiatives together. Medical Journal of Australia, 2001, 174, 428-428. | 0.8 | 1 |
| 178 | The central hemisphere: The potential of academic family medicine in the Asia Pacific region. Asia Pacific Family Medicine, 2003, 2, 5-7. | 0.4 | 1 |
| 179 | Balancing academic medicine. Medical Journal of Australia, 2007, 186, 110-111. | 0.8 | 1 |
| 180 | INTERPRACTITIONER COMMUNICATION: TELEPHONE CONSULTATIONS BETWEEN RURAL GENERAL PRACTITIONERS AND SPECIALISTS. Australian Journal of Rural Health, 2000, 8, 227-231. | 0.7 | 1 |

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|-----|--|-----|-----------|
| 181 | IS RURAL MEDICINE A SEPARATE DISCIPLINE?. Australian Journal of Rural Health, 2008, 12, 67-72. | 0.7 | 1 |
| 182 | A Radical Proposal for an Integrated Junior–Senior-Year Clerkship. Academic Medicine, 2009, 84, 1171. | 0.8 | 1 |
| 183 | Preparing the Practice for an Education QA Visit. Education for Primary Care, 2009, 20, 425-428. | 0.2 | 1 |
| 184 | Learning and teaching about teamwork. Clinical Teacher, 2013, 10, 269-271. | 0.4 | 1 |
| 185 | A new curriculum: buy and adapt, or design from scratch. Clinical Teacher, 2013, 10, 131-133. | 0.4 | 1 |
| 186 | Evaluando el perfil de la Ética, el derecho y el profesionalismo en la educación médica básica. Investigación En Educación Médica, 2014, 3, 209-2013. | 0.0 | 1 |
| 187 | The impact after 50 years of a new medical education programme with a regional workforce mission. Australian Journal of Rural Health, 2017, 25, 332-337. | 0.7 | 1 |
| 188 | Preferencias de carrera en médicos que eligen rotaciones rurales de mayor duración. Investigación En Educación Médica, 2017, 6, 3-7. | 0.0 | 1 |
| 189 | What™s in a name? Research learning outcomes in primary medical education. Asia Pacific Scholar, 2021, 6, 99-103. | 0.2 | 1 |
| 190 | Developing a medical workforce for an Australian regional, island state. Rural and Remote Health, 2017, 17, 4026. | 0.4 | 1 |
| 191 | Guiding principles for successful innovation in regional medical education development. Rural and Remote Health, 0, , . | 0.4 | 1 |
| 192 | Utilisation of the healthcare system for authentic early experience placements. Rural and Remote Health, 0, , . | 0.4 | 1 |
| 193 | A successful longitudinal graduate tracking system for monitoring Australian medical school graduate outcomes. Rural and Remote Health, 0, , . | 0.4 | 1 |
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