

Joy R Rudland

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5992144/publications.pdf>

Version: 2024-02-01

16
papers

310
citations

1307594

7
h-index

1125743

13
g-index

16
all docs

16
docs citations

16
times ranked

341
citing authors

#	ARTICLE	IF	CITATIONS
1	Characteristics of doctors and nurses as perceived by students entering medical school: implications for shared teaching. <i>Medical Education</i> , 2005, 39, 448-455.	2.1	93
2	The stress paradox: how stress can be good for learning. <i>Medical Education</i> , 2020, 54, 40-45.	2.1	80
3	Challenging feedback myths: Values, learner involvement and promoting effects beyond the immediate task. <i>Medical Education</i> , 2020, 54, 33-39.	2.1	63
4	A student-centred feedback model for educators. <i>Clinical Teacher</i> , 2013, 10, 99-102.	0.8	29
5	Medical student learner neglect in the clinical learning environment: Applying Glaser's theoretical model. <i>Medical Education</i> , 2021, 55, 471-477.	2.1	12
6	The clinical skills experience of rural immersion medical students and traditional hospital placement students: A student perspective. <i>Medical Teacher</i> , 2011, 33, e435-e439.	1.8	8
7	Medical faculty opinions of peer tutoring. <i>Education for Health: Change in Learning and Practice</i> , 2014, 27, 4.	0.3	7
8	When I say 'stress'. <i>Medical Education</i> , 2018, 52, 692-693.	2.1	6
9	Relationships among perceived learning, challenge and affect in a clinical context. <i>BMC Medical Education</i> , 2021, 21, 169.	2.4	4
10	Student belief about the value of challenge. <i>Clinical Teacher</i> , 2019, 16, 390-394.	0.8	2
11	The employment gap: the relationship between medical student career choices and the future needs of the New Zealand medical workforce. <i>New Zealand Medical Journal</i> , 2019, 132, 52-59.	0.5	2
12	Identifying stressor criteria that hinder or challenge junior clinical medical student learning. <i>Medical Teacher</i> , 2022, 44, 1051-1059.	1.8	2
13	Some light in the fog?. <i>Advances in Health Sciences Education</i> , 2012, 17, 631-632.	3.3	1
14	Failure to fail: Fear of retribution or a response to neglecting the learner?. <i>Medical Education</i> , 2022, , .	2.1	1
15	Maximising learning through effective supervision. <i>New Zealand Medical Journal</i> , 2010, 123, 117-26.	0.5	0
16	Developing New Zealand's medical workforce: realising the potential of longitudinal career tracking. <i>New Zealand Medical Journal</i> , 2019, 132, 65-73.	0.5	0