

Joy R Rudland

List of Publications by Year in descending order

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