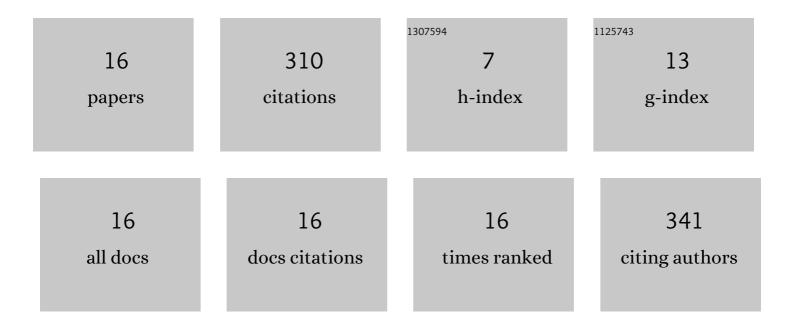
Joy R Rudland

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/5992144/publications.pdf Version: 2024-02-01



#	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 $\hat{a} \in \stackrel{I}{}$ 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