

Lucia Cadorin

List of Publications by Year in descending order

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Version: 2024-02-01

32
papers

507
citations

623734

14
h-index

713466

21
g-index

37
all docs

37
docs citations

37
times ranked

578
citing authors

#	ARTICLE	IF	CITATIONS
1	Communication experiences of tracheostomy patients with nurses in the ICU: A scoping review. <i>Journal of Clinical Nursing</i> , 2023, 32, 2361-2370.	3.0	2
2	Nursing students' self-directed learning abilities and related factors at graduation: A multi-country cross-sectional study. <i>Nursing Open</i> , 2022, 9, 1688-1699.	2.4	10
3	Perceived barriers and enablers of nursing research in the Italian context: Findings from a systematic review. <i>Zdravstveno Varstvo</i> , 2022, 61, 181-190.	0.9	1
4	The power of informal cancer caregivers' writings: results from a thematic and narrative analysis. <i>Supportive Care in Cancer</i> , 2021, 29, 4381-4388.	2.2	5
5	Nursing students' knowledge of patient safety and development of competences over their academic years: Findings from a longitudinal study. <i>Zdravstveno Varstvo</i> , 2021, 60, 114-123.	0.9	1
6	Providing care to a family member affected by head and neck cancer: a phenomenological study. <i>Supportive Care in Cancer</i> , 2020, 28, 2105-2112.	2.2	5
7	Evaluating self-directed learning abilities as a prerequisite of health literacy among older people: Findings from a validation and a cross-sectional study. <i>International Journal of Older People Nursing</i> , 2020, 15, e12282.	1.3	4
8	The awareness of contextual factors, placebo and nocebo effects among nursing students: Findings from a cross-sectional study. <i>Nurse Education in Practice</i> , 2020, 42, 102670.	2.6	10
9	Reply to Kohei Kajiwara, Jun Kako, Hiroko Noto, Yasufumi Oosono, and Masamitsu Kobayashi. <i>Supportive Care in Cancer</i> , 2020, 28, 2037-2038.	2.2	0
10	The contribution of nursing doctoral schools to the development of evidence 10 years after their establishment in Italy: An exploratory descriptive survey of former and current doctoral students' publications. <i>Nursing Open</i> , 2019, 6, 745-753.	2.4	7
11	Contextual factors triggering placebo and nocebo effects in nursing practice: Findings from a national cross-sectional study. <i>Journal of Clinical Nursing</i> , 2019, 28, 1966-1978.	3.0	23
12	Patients experiences of bedside handover: findings from a meta-synthesis. <i>Scandinavian Journal of Caring Sciences</i> , 2019, 33, 556-568.	2.1	12
13	Promoting nighttime sleep in the intensive care unit: Alternative strategies in nursing. <i>Intensive and Critical Care Nursing</i> , 2019, 51, 73-81.	2.9	24
14	Bedside shift handover implementation quantitative evidence: Findings from a scoping review. <i>Journal of Nursing Management</i> , 2019, 27, 815-832.	3.4	14
15	Listening to the voice of patients with head and neck cancer: A systematic review and meta-synthesis. <i>European Journal of Cancer Care</i> , 2019, 28, e12939.	1.5	15
16	The communication experience of tracheostomy patients with nurses in the intensive care unit: A phenomenological study. <i>Intensive and Critical Care Nursing</i> , 2018, 46, 24-31.	2.9	33
17	Ethical dimensions of paediatric nursing: A rapid evidence assessment. <i>Nursing Ethics</i> , 2018, 25, 111-122.	3.4	11
18	Developing an instrument to measure emotional behaviour abilities of meaningful learning through the Delphi technique. <i>Journal of Advanced Nursing</i> , 2017, 73, 2208-2218.	3.3	5

#	ARTICLE	IF	CITATIONS
19	Instruments evaluating the self-directed learning abilities among nursing students and nurses: a systematic review of psychometric properties. <i>BMC Medical Education</i> , 2017, 17, 229.	2.4	39
20	The self-rating scale of self-directed learning tool: findings from a confirmatory factor analysis. <i>Journal of Nursing Education and Practice</i> , 2016, 7, .	0.2	3
21	Patient safety competencies in undergraduate nursing students: a rapid evidence assessment. <i>Journal of Advanced Nursing</i> , 2016, 72, 2966-2979.	3.3	37
22	Instruments for measuring meaningful learning in healthcare students: a systematic psychometric review. <i>Journal of Advanced Nursing</i> , 2016, 72, 1972-1990.	3.3	9
23	Concurrent validity of self-rating scale of self-directed learning and self-directed learning instrument among Italian nursing students. <i>BMC Nursing</i> , 2016, 15, 20.	2.5	18
24	Instruments measuring meaningful learning in undergraduate healthcare students: a systematic review protocol. <i>Journal of Advanced Nursing</i> , 2015, 71, 655-664.	3.3	6
25	Student perspectives on. <i>Nursing Ethics</i> , 2015, 22, 616-617.	3.4	0
26	Enhancing self-directed learning among Italian nursing students: A pre- and post-intervention study. <i>Nurse Education Today</i> , 2015, 35, 746-753.	3.3	25
27	A cross-sectional study of pedagogical strategies in nursing education: opportunities and constraints toward using effective pedagogy. <i>BMC Medical Education</i> , 2015, 15, 138.	2.4	16
28	An integrative review of the characteristics of meaningful learning in healthcare professionals to enlighten educational practices in health care. <i>Nursing Open</i> , 2014, 1, 3-14.	2.4	18
29	The Self-Rating Scale of Self-Directed Learning (SRSSDL): A factor analysis of the Italian version. <i>Nurse Education Today</i> , 2013, 33, 1511-1516.	3.3	27
30	Self-directed learning competence assessment within different healthcare professionals and amongst students in Italy. <i>Nurse Education in Practice</i> , 2012, 12, 153-158.	2.6	32
31	Chronic hepatitis C in HIV infection: feasibility and sustained efficacy of therapy with interferon alfa-2b and tribavirin. <i>Aids</i> , 2001, 15, 1783-1787.	2.2	62
32	Chronic Hepatitis C in HIV-Coinfected Patients: Feasibility and Efficacy of Interferon- α 2b and Ribavirin Combination Therapy. <i>Journal of Acquired Immune Deficiency Syndromes (1999)</i> , 2001, 26, 299-300.	2.1	16