

Judy McKimm

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/6678036/publications.pdf>

Version: 2024-02-01

140
papers

2,925
citations

331670

21
h-index

223800

46
g-index

167
all docs

167
docs citations

167
times ranked

3165
citing authors

#	ARTICLE	IF	CITATIONS
1	Health care-associated infections – an overview. Infection and Drug Resistance, 2018, Volume 11, 2321-2333.	2.7	684
2	ABC of learning and teaching: Web based learning. BMJ: British Medical Journal, 2003, 326, 870-873.	2.3	207
3	AMEE Consensus Statement: Planetary health and education for sustainable healthcare. Medical Teacher, 2021, 43, 272-286.	1.8	129
4	Ongoing strategies to improve the management of upper respiratory tract infections and reduce inappropriate antibiotic use particularly among lower and middle-income countries: findings and implications for the future. Current Medical Research and Opinion, 2020, 36, 301-327.	1.9	111
5	Adapting to the impact of COVID-19: Sharing stories, sharing practice. Medical Teacher, 2020, 42, 772-775.	1.8	99
6	What is clinical leadership and why is it important?. Clinical Teacher, 2011, 8, 22-26.	0.8	70
7	<p>Strategies to Prevent Healthcare-Associated Infections: A Narrative Overview</p>. Risk Management and Healthcare Policy, 2020, Volume 13, 1765-1780.	2.5	66
8	Twelve tips for providing effective student support in undergraduate medical education. Medical Teacher, 2014, 36, 480-485.	1.8	52
9	<p>Strengthening Primary Health-Care Services to Help Prevent and Control Long-Term (Chronic) Non-Communicable Diseases in Low- and Middle-Income Countries</p>. Risk Management and Healthcare Policy, 2020, Volume 13, 409-426.	2.5	50
10	Leadership development for clinicians: what are we trying to achieve?. Clinical Teacher, 2011, 8, 181-185.	0.8	49
11	Chronic tonsillitis and biofilms: a brief overview of treatment modalities. Journal of Inflammation Research, 2018, Volume 11, 329-337.	3.5	45
12	Giving effective feedback. British Journal of Hospital Medicine (London, England: 2005), 2009, 70, 158-161.	0.5	44
13	Developing a global health practitioner: Time to act?. Medical Teacher, 2011, 33, 626-631.	1.8	39
14	<p>Self-medication of antibiotics: investigating practice among university students at the Malaysian National Defence University</p>. Infection and Drug Resistance, 2019, Volume 12, 1333-1351.	2.7	37
15	The policy and the practice: early-career doctors and nurses as leaders and followers in the delivery of health care. Advances in Health Sciences Education, 2011, 16, 17-29.	3.3	34
16	Rethinking health professionsâ€™ education leadership: Developing â€™eco-ethicalâ€™ leaders for a more sustainable world and future. Medical Teacher, 2020, 42, 855-860.	1.8	33
17	Clinical leadership development requires system-wide interventions, not just courses. Clinical Teacher, 2012, 9, 89-93.	0.8	32
18	Collaborating in healthcare delivery: exploring conceptual differences at the â€™bedsideâ€™. Journal of Interprofessional Care, 2015, 29, 119-124.	1.7	32

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19	Prepared for practice? Law teaching and assessment in UK medical schools. <i>Journal of Medical Ethics</i> , 2010, 36, 694-699.	1.8	31
20	When I say 'leadership'. <i>Medical Education</i> , 2016, 50, 896-897.	2.1	30
21	Education for sustainable healthcare: Leadership to get from here to there. <i>Medical Teacher</i> , 2020, 42, 1123-1127.	1.8	30
22	Twelve tips for integrating leadership development into undergraduate medical education. <i>Medical Teacher</i> , 2018, 40, 1214-1220.	1.8	28
23	Twelve tips for applying change models to curriculum design, development and delivery. <i>Medical Teacher</i> , 2018, 40, 520-526.	1.8	27
24	Web-based faculty development: e-learning for clinical teachers in the London Deanery. <i>Clinical Teacher</i> , 2010, 7, 58-62.	0.8	22
25	The Importance of Leadership Development in Medical Curricula: A UK Perspective (Stars are) Tj ETQq1 1 0.784314 rgBT /Over	3.9	22
26	Doctors on the move: Exploring professionalism in the light of cultural transitions. <i>Medical Teacher</i> , 2015, 37, 837-843.	1.8	21
27	Genotypic to Phenotypic Resistance Discrepancies Identified Involving β -Lactamase Genes, KPC, IMP, NDM-1, and VIM in Uropathogenic <i>Klebsiella pneumoniae</i> . <i>Infection and Drug Resistance</i> , 2020, Volume 13, 2863-2875.	2.7	21
28	Assessing learning needs. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2009, 70, 348-351.	0.5	20
29	Developing medical leadership: a comparative review of approaches in the UK and New Zealand. <i>The British Journal of Leadership in Public Services</i> , 2009, 5, 10-24.	0.4	20
30	Towards effective outcomes in teaching, learning and assessment of law in medical education. <i>Medical Education</i> , 2011, 45, 339-346.	2.1	20
31	A narrative review of the effects of sugar-sweetened beverages on human health: A key global health issue. <i>Journal of Population Therapeutics and Clinical Pharmacology</i> , 2020, 27, e76-e103.	1.9	20
32	Improved quality and quantity of written feedback is associated with a structured feedback proforma. <i>Journal of Educational Evaluation for Health Professions</i> , 2012, 9, 10.	12.6	20
33	Exploring educational interventions to facilitate health professional students' professionally safe online presence. <i>Medical Teacher</i> , 2017, 39, 1-8.	1.8	19
34	Inclusive and person-centred leadership: creating a culture that involves everyone. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2018, 79, 402-407.	0.5	19
35	Readiness for legally literate medical practice? Student perceptions of their undergraduate medico-legal education. <i>Journal of Medical Ethics</i> , 2011, 37, 616-622.	1.8	18
36	Vertical leadership in highly complex and unpredictable health systems. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2016, 77, 471-475.	0.5	18

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37	Doctor as professional and doctor as leader: same attributes, attitudes and values?. British Journal of Hospital Medicine (London, England: 2005), 2011, 72, 463-466.	0.5	17
38	Initiatives to reduce postoperative surgical site infections of the head and neck cancer surgery with a special emphasis on developing countries. Expert Review of Anticancer Therapy, 2019, 19, 81-92.	2.4	17
39	Setting learning objectives. British Journal of Hospital Medicine (London, England: 2005), 2009, 70, 406-409.	0.5	16
40	Curriculum and course design. British Journal of Hospital Medicine (London, England: 2005), 2009, 70, 714-717.	0.5	16
41	Perceptions of Readiness for Legally Literate Practice: A Longitudinal Study of Social Work Student Views. Social Work Education, 2012, 31, 1071-1089.	1.3	16
42	Resilience: why it matters and how doctors can improve it. British Journal of Hospital Medicine (London, England: 2005), 2016, 77, 630-633.	0.5	15
43	Educating for planetary health and environmentally sustainable health care: Responding with urgency. Medical Teacher, 2020, 42, 1082-1084.	1.8	15
44	Followership: much more than simply following the leader. BMJ Leader, 2020, 4, 41-44.	1.5	15
45	Using transactional analysis to improve clinical and educational supervision: the Drama and Winner's triangles. Postgraduate Medical Journal, 2010, 86, 261-265.	1.8	14
46	Don't follow your leader: challenging erroneous decisions. British Journal of Hospital Medicine (London, England: 2005), 2013, 74, 687-690.	0.5	14
47	Antibiotic Use: A Cross-Sectional Study Evaluating the Understanding, Usage and Perspectives of Medical Students and Pathfinders of a Public Defence University in Malaysia. Antibiotics, 2019, 8, 154.	3.7	14
48	Capturing the wisdom of the crowd: health professions' educators meet at a virtual world cafe. Perspectives on Medical Education, 2020, 9, 385-390.	3.5	14
49	Twelve tips for developing a global community of scholars in health professions education. Medical Teacher, 2021, 43, 966-971.	1.8	14
50	Medical leadership and the medical student. British Journal of Hospital Medicine (London, England: 2005), 2015, 76, 166-169.	0.5	13
51	Supporting the engagement of doctors in training in quality improvement and patient safety. British Journal of Hospital Medicine (London, England: 2005), 2015, 76, 166-169.	0.5	13
52	Followership, clinical leadership and social identity. British Journal of Hospital Medicine (London, England: 2005), 2015, 76, 166-169.	0.5	13
53	A cross-sectional study evaluating the knowledge and beliefs about, and the use of antibiotics amongst Malaysian university students. Expert Review of Anti-Infective Therapy, 2019, 17, 275-284.	4.4	13
54	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.	0.8	13

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55	Professional development of medical educators. British Journal of Hospital Medicine (London, England: 2005), 2018, 79, 344-347.	0.5	12
56	Transformational leadership: is this still relevant to clinical leaders?. British Journal of Hospital Medicine (London, England: 2005), 2018, 79, 344-347.	0.5	12
57	Leadership in a crisis: doing things differently, doing different things. British Journal of Hospital Medicine (London, England: 2005), 2020, 81, 1-9.	0.5	12
58	Tutor and Student Experiences of Teaching and Learning Law in UK Social Work Education. Social Work Education, 2012, 31, 896-913.	1.3	11
59	Interprofessional learning experiences: Exploring the perception and attitudes of Saudi Arabian medical and dental students. Medical Teacher, 2018, 40, S43-S48.	1.8	11
60	Small group teaching. British Journal of Hospital Medicine (London, England: 2005), 2009, 70, 654-657.	0.5	10
61	e-learning in clinical teaching. British Journal of Hospital Medicine (London, England: 2005), 2010, 71, 44-47.	0.5	10
62	Discipline-specific competency-based curricula for leadership learning in medical specialty training. Leadership in Health Services, 2018, 31, 152-166.	1.2	10
63	Exploring medical leader identity and its formation. Leadership in Health Services, 2019, 32, 584-599.	1.2	9
64	Emotional Intelligence, Emotional Labour and Affective Leadership. , 0, , 52-64.		9
65	Adaptive leadership during challenging times: Effective strategies for health professions educators: AMEE Guide No. 148. Medical Teacher, 2023, 45, 128-138.	1.8	9
66	Becoming a digital tourist: a guide for clinical teachers. Clinical Teacher, 2009, 6, 51-55.	0.8	8
67	Exploring UK medical and social work students' legal literacy: comparisons, contrasts and implications. Health and Social Care in the Community, 2013, 21, 271-282.	1.6	8
68	Women and Leadership in Medicine and Medical Education: International Perspectives. International Perspectives on Equality, Diversity and Inclusion, 2015, , 69-98.	0.1	8
69	Clinical leadership effectiveness, change and complexity. British Journal of Hospital Medicine (London, England: 2005), 2015, 76, 239-243.	0.5	8
70	Virtual speed mentoring in challenging times. Clinical Teacher, 2020, 17, 430-432.	0.8	8
71	Twelve tips for organising speed mentoring events for healthcare professionals at small or large-scale venues. Medical Teacher, 2020, 42, 1322-1329.	1.8	8
72	Faculty Development for Leadership and Management. , 2014, , 53-78.		8

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73	The current state of undergraduate medical education in New Zealand. Medical Teacher, 2010, 32, 456-460.	1.8	7
74	Leading the integration of physician associates into the UK health workforce. British Journal of Hospital Medicine (London, England: 2005), 2019, 80, 18-21.	0.5	7
75	Using simulation in clinical education. British Journal of Hospital Medicine (London, England: 2005), 2010, 71, 345-349.	0.5	6
76	Exploring UK health-care providers' engagement of trainee doctors in leadership. British Journal of Hospital Medicine (London, England: 2005), 2018, 79, 279-283.	0.5	6
77	Mapping transactional analysis to clinical leadership models. British Journal of Hospital Medicine (London, England: 2005), 2019, 80, 600-604.	0.5	6
78	Integrating physician associates into the health workforce: barriers and facilitators. British Journal of Hospital Medicine (London, England: 2005), 2019, 80, 12-17.	0.5	6
79	The leadership and followership challenges of doctors in training during the COVID-19 pandemic. British Journal of Hospital Medicine (London, England: 2005), 2021, 82, 1-9.	0.5	6
80	Patient Involvement in Medical Education. , 0, , 181-194.		6
81	Medical leadership and management: An international revolution. Saudi Endodontic Journal, 2015, 3, 139.	0.2	6
82	Introducing a professional development framework for postgraduate medical supervisors in secondary care: considerations, constraints and challenges. Postgraduate Medical Journal, 2010, 86, 203-207.	1.8	5
83	Medical leadership: an international perspective. British Journal of Hospital Medicine (London,) Tj ETQq1 1 0.784314 rgBT /Overlock 10 Tf 5	0.5	5
84	Medical leadership: from policy to practice. British Journal of Hospital Medicine (London, England:) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 5	0.5	5
85	Developing clinical leadership capacity among UK foundation trainees. British Journal of Hospital Medicine (London, England: 2005), 2011, 72, 406-409.	0.5	5
86	Developing and assessing medical leadership. British Journal of Hospital Medicine (London, England:) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 5	0.5	5
87	Outcomes of Law Teaching in Social Work Education: Further Findings from a Cohort Study. Social Work Education, 2013, 32, 607-625.	1.3	5
88	Medical educators working abroad: A pilot study of educators's experiences in the Middle East. Medical Teacher, 2014, 36, 757-764.	1.8	5
89	Medical leadership "we need more good followers. Lancet, The, 2015, 386, 1532.	13.7	5
90	Educational Leadership. , 0, , 419-437.		5

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91	A helping hand for international medical graduates. BMJ: British Medical Journal, 0, , j5230.	2.3	5
92	Evaluating the impact of a national clinical leadership fellow scheme. BMJ Leader, 2019, 3, 37-42.	1.5	5
93	Interprofessional learning in medical education in New Zealand. New Zealand Medical Journal, 2010, 123, 96-106.	0.5	5
94	Mentoring. British Journal of Hospital Medicine (London, England: 2005), 2010, 71, 106-109.	0.5	4
95	Clinical leadership: the challenge for senior leaders. British Journal of Hospital Medicine (London,) Tj ETQq1 1 0.784314 rgBT /Overlock 4	0.5	4
96	Can an understanding of transactional analysis improve postgraduate clinical supervision?. British Journal of Hospital Medicine (London, England: 2005), 2011, 72, 44-48.	0.5	4
97	The role of emotion in effective clinical leadership and compassionate care. British Journal of Hospital Medicine (London, England: 2005), 2014, 75, 281-286.	0.5	4
98	Leading and working in teams. British Journal of Hospital Medicine (London, England: 2005), 2015, 76, 264-269.	0.5	4
99	Learning from error: leading a culture of safety. British Journal of Hospital Medicine (London,) Tj ETQq1 1 0.784314 rgBT /Overlock 10	0.5	4
100	Sharing stories about medical education in difficult circumstances: Conceptualizing issues, strategies, and solutions. Medical Teacher, 2019, 41, 83-90.	1.8	4
101	â€œSurviving to thrivingâ€™: Leading health professionsâ€™ education through change, crisis & uncertainty. Asia Pacific Scholar, 2021, 6, 32-44.	0.4	4
102	Postgraduate leadership development: a cross specialty traineesâ€™ perspective. BMJ: British Medical Journal, 0, , i374.	2.3	4
103	Breadth of knowledge vs. grades: What best predicts achievement in the first year of health sciences programmes?. Journal of Educational Evaluation for Health Professions, 2012, 9, 7.	12.6	4
104	Co-creating scholarship through collaborative writing in health professions education: AMEE Guide No. 143. Medical Teacher, 2022, 44, 342-352.	1.8	4
105	Supervision. British Journal of Hospital Medicine (London, England: 2005), 2009, 70, 226-229.	0.5	3
106	Interprofessional learning. British Journal of Hospital Medicine (London, England: 2005), 2010, 71, 580-583.	0.5	3
107	Approaches to medical education research. British Journal of Hospital Medicine (London, England:) Tj ETQq1 1 0.784314 rgBT /Overlock 3	0.5	3
108	Personality, self development and the compassionate leader. British Journal of Hospital Medicine (London, England: 2005), 2013, 74, 336-339.	0.5	3

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109	Developing and harnessing the leadership potential of doctors in training. British Journal of Hospital Medicine (London, England: 2005), 2014, 75, 523-527.	0.5	3
110	Leadership in learning organizations: a strategy for improvement. British Journal of Hospital Medicine (London, England: 2005), 2016, 77, 620-623.	0.5	3
111	Medical education in difficult circumstances: A global responsibility to contribute. Medical Teacher, 2017, 39, 4-6.	1.8	3
112	Pre-empting project failure by using a pre-mortem. British Journal of Hospital Medicine (London,) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 6	0.5	3
113	What do doctors and nurses think about development of clinical leadership?. British Journal of Hospital Medicine (London, England: 2005), 2017, 78, 523-528.	0.5	3
114	Putting service back into health care through servant leadership. British Journal of Hospital Medicine (London, England: 2005), 2019, 80, 220-224.	0.5	3
115	The role of the physician associate in the modern NHS workforce. British Journal of Hospital Medicine (London, England: 2005), 2019, 80, 6-7.	0.5	3
116	Educational management and leadership in Wales: promise, performance and potential. School Leadership and Management, 2021, 41, 54-72.	1.6	3
117	Leadership, Education and Partnership: Project LEAP â€” Developing Regional Educational Leadership Capacity in Higher Education and Health Services through Collaborative Leadership and Partnership Working. The British Journal of Leadership in Public Services, 2008, 4, 24-38.	0.4	2
118	Diversity, equal opportunities and human rights. British Journal of Hospital Medicine (London,) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 382	0.5	2
119	Every ward is a â€”Nut Islandâ€™? Preventing good health-care teams â€”going badâ€™. British Journal of Hospital Medicine (London, England: 2005), 2015, 76, 478-482.	0.5	2
120	Personal Support and Mentoring. , 0, , 12-28.		2
121	Editorial: Medical Education in Difficult Circumstances. MedEdPublish, 2017, 6, .	0.3	2
122	Evaluating the impact of a coaching pilot on the resilience and retention of UK general practitioners. BMJ Leader, 2018, 2, 144-148.	1.5	2
123	Recruitment of doctors to work in 'our hinterland': first results from the Swansea Graduate Entry Programme in Medicine. Rural and Remote Health, 2015, 15, 3187.	0.5	2
124	An education on servant leadership: a medical student perspective. British Journal of Hospital Medicine (London, England: 2005), 2019, 80, 522-522.	0.5	1
125	Assessment of leadership development in the medical undergraduate curriculum: a UK consensus statement. BMJ Leader, 2020, 4, 220-223.	1.5	1
126	Leadership in a crisis: doing things differently, doing different things. British Journal of Health Care Management, 2021, 27, 43-51.	0.2	1

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127	Collaborative writing for clinical educators: recommendations from a community of scholars. <i>Clinical Teacher</i> , 2021, 18, 330-335.	0.8	1
128	E-learning Modules for Clinical Teachers (Out of Print). <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	1
129	Managing the appraisal. <i>British Journal of Hospital Medicine</i> (London, England: 2005), 2009, 70, 528-531.	0.5	0
130	Involving patients in clinical education. <i>British Journal of Hospital Medicine</i> (London, England: 2005), 2010, 71, 524-527.	0.5	0
131	The Swansea 6D model: a diagnostic and conversational framework for supervisors, mentors and doctors in training. <i>Postgraduate Medical Journal</i> , 2019, 95, 482-486.	1.8	0
132	Educational leadership. , 2013, , 722-736.		0
133	Medical educators working abroad: Who are they?. <i>MedEdPublish</i> , 0, , .	0.3	0
134	â€œItâ€™s a mind-changing game!â€ Health professional educators working abroad. <i>MedEdPublish</i> , 2016, 5, .	0.3	0
135	Concluding commentary: Medical Education in Difficult Circumstances. <i>MedEdPublish</i> , 2017, 6, .	0.3	0
136	Education in Wales: Attempting Systemic Reform to Combat Underachievement, 2000â€“2018. <i>Education in the Asia-Pacific Region</i> , 2020, , 133-148.	0.4	0
137	Healthcare leadership development during a pandemic: do not stop, adapt. <i>British Journal of Hospital Medicine</i> (London, England: 2005), 2022, 83, 1-9.	0.5	0
138	The proposal for a third medical school in New Zealand: a community-engaged graduate entry medical program. <i>New Zealand Medical Journal</i> , 2017, 130, 63-70.	0.5	0
139	Human Resources for Health. , 0, , 36-50.		0
140	Using the â€˜Twelve tips for applying change modelsâ€™ for undergraduate medical curriculum reform in Pakistan: Incorporating a new Trauma Evaluation and Management TEAMÂ® course. <i>MedEdPublish</i> , 0, 12, 29.	0.3	0