

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	Adaptive leadership during challenging times: Effective strategies for health professions educators: AMEE Guide No. 148. <i>Medical Teacher</i> , 2023, 45, 128-138.	1.8	9
2	Co-creating scholarship through collaborative writing in health professions education: AMEE Guide No. 143. <i>Medical Teacher</i> , 2022, 44, 342-352.	1.8	4
3	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
4	Twelve tips for developing a global community of scholars in health professions education. <i>Medical Teacher</i> , 2021, 43, 966-971.	1.8	14
5	Educational management and leadership in Wales: promise, performance and potential. <i>School Leadership and Management</i> , 2021, 41, 54-72.	1.6	3
6	Leadership in a crisis: doing things differently, doing different things. <i>British Journal of Health Care Management</i> , 2021, 27, 43-51.	0.2	1
7	The leadership and followership challenges of doctors in training during the COVID-19 pandemic. <i>British Journal of Hospital Medicine</i> (London, England: 2005), 2021, 82, 1-9.	0.5	6
8	AMEE Consensus Statement: Planetary health and education for sustainable healthcare. <i>Medical Teacher</i> , 2021, 43, 272-286.	1.8	129
9	Collaborative writing for clinical educators: recommendations from a community of scholars. <i>Clinical Teacher</i> , 2021, 18, 330-335.	0.8	1
10	“Surviving to thriving”™: Leading health professions™ education through change, crisis & uncertainty. <i>Asia Pacific Scholar</i> , 2021, 6, 32-44.	0.4	4
11	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. <i>Current Medical Research and Opinion</i> , 2020, 36, 301-327.	1.9	111
12	Strategies to Prevent Healthcare-Associated Infections: A Narrative Overview. <i>Risk Management and Healthcare Policy</i> , 2020, Volume 13, 1765-1780.	2.5	66
13	Assessment of leadership development in the medical undergraduate curriculum: a UK consensus statement. <i>BMJ Leader</i> , 2020, 4, 220-223.	1.5	1
14	Education for sustainable healthcare: Leadership to get from here to there. <i>Medical Teacher</i> , 2020, 42, 1123-1127.	1.8	30
15	Educating for planetary health and environmentally sustainable health care: Responding with urgency. <i>Medical Teacher</i> , 2020, 42, 1082-1084.	1.8	15
16	Capturing the wisdom of the crowd: health professions™ educators meet at a virtual world café. <i>Perspectives on Medical Education</i> , 2020, 9, 385-390.	3.5	14
17	Genotypic to Phenotypic Resistance Discrepancies Identified Involving β -Lactamase Genes, <i>bla</i> , <i>KPC</i> , <i>IMP</i> , <i>NDM-1</i> , and <i>VIM</i> in Uropathogenic <i>Klebsiella pneumoniae</i> . <i>Infection and Drug Resistance</i> . 2020. Volume 13. 2863-2875.	2.7	21
18	Virtual speed mentoring in challenging times. <i>Clinical Teacher</i> , 2020, 17, 430-432.	0.8	8

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19	Adapting to the impact of COVID-19: Sharing stories, sharing practice. <i>Medical Teacher</i> , 2020, 42, 772-775.	1.8	99
20	<p>Strengthening Primary Health-Care Services to Help Prevent and Control Long-Term (Chronic) Non-Communicable Diseases in Low- and Middle-Income Countries</p>. <i>Risk Management and Healthcare Policy</i> , 2020, Volume 13, 409-426.	2.5	50
21	Twelve tips for organising speed mentoring events for healthcare professionals at small or large-scale venues. <i>Medical Teacher</i> , 2020, 42, 1322-1329.	1.8	8
22	From clinical educators to educational scholars and leaders: strategies for developing and advancing a career in health professions education. <i>Clinical Teacher</i> , 2020, 17, 477-482.	0.8	13
23	Rethinking health professionsâ€™ education leadership: Developing â€™eco-ethicalâ€™ leaders for a more sustainable world and future. <i>Medical Teacher</i> , 2020, 42, 855-860.	1.8	33
24	Followership: much more than simply following the leader. <i>BMJ Leader</i> , 2020, 4, 41-44.	1.5	15
25	Leadership in a crisis: doing things differently, doing different things. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2020, 81, 1-9.	0.5	12
26	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
27	<p>The Importance of Leadership Development in Medical Curricula: A UK Perspective (Stars are) Tj ETQq1 1 0,784314 rgBT /Ov	3.9	22
28	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
29	Mapping transactional analysis to clinical leadership models. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2019, 80, 600-604.	0.5	6
30	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
31	Antibiotic Use: A Cross-Sectional Study Evaluating the Understanding, Usage and Perspectives of Medical Students and Pathfinders of a Public Defence University in Malaysia. <i>Antibiotics</i> , 2019, 8, 154.	3.7	14
32	An education on servant leadership: a medical student perspective. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2019, 80, 522-522.	0.5	1
33	<p>Self-medication of antibiotics: investigating practice among university students at the Malaysian National Defence University</p>. <i>Infection and Drug Resistance</i> , 2019, Volume 12, 1333-1351.	2.7	37
34	Putting service back into health care through servant leadership. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2019, 80, 220-224.	0.5	3
35	Integrating physician associates into the health workforce: barriers and facilitators. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2019, 80, 12-17.	0.5	6
36	Leading the integration of physician associates into the UK health workforce. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2019, 80, 18-21.	0.5	7

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37	A cross-sectional study evaluating the knowledge and beliefs about, and the use of antibiotics amongst Malaysian university students. <i>Expert Review of Anti-Infective Therapy</i> , 2019, 17, 275-284.	4.4	13
38	Exploring medical leader identity and its formation. <i>Leadership in Health Services</i> , 2019, 32, 584-599.	1.2	9
39	Initiatives to reduce postoperative surgical site infections of the head and neck cancer surgery with a special emphasis on developing countries. <i>Expert Review of Anticancer Therapy</i> , 2019, 19, 81-92.	2.4	17
40	The role of the physician associate in the modern NHS workforce. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2019, 80, 6-7.	0.5	3
41	Sharing stories about medical education in difficult circumstances: Conceptualizing issues, strategies, and solutions. <i>Medical Teacher</i> , 2019, 41, 83-90.	1.8	4
42	Evaluating the impact of a national clinical leadership fellow scheme. <i>BMJ Leader</i> , 2019, 3, 37-42.	1.5	5
43	Discipline-specific competency-based curricula for leadership learning in medical specialty training. <i>Leadership in Health Services</i> , 2018, 31, 152-166.	1.2	10
44	Twelve tips for integrating leadership development into undergraduate medical education. <i>Medical Teacher</i> , 2018, 40, 1214-1220.	1.8	28
45	Twelve tips for applying change models to curriculum design, development and delivery. <i>Medical Teacher</i> , 2018, 40, 520-526.	1.8	27
46	Health care-associated infections – an overview. <i>Infection and Drug Resistance</i> , 2018, Volume 11, 2321-2333.	2.7	684
47	Chronic tonsillitis and biofilms: a brief overview of treatment modalities. <i>Journal of Inflammation Research</i> , 2018, Volume 11, 329-337.	3.5	45
48	Interprofessional learning experiences: Exploring the perception and attitudes of Saudi Arabian medical and dental students. <i>Medical Teacher</i> , 2018, 40, S43-S48.	1.8	11
49	Transformational leadership: is this still relevant to clinical leaders?. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2018, 79, 344-347.	0.5	12
50	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
51	Exploring UK health-care providers' engagement of trainee doctors in leadership. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2018, 79, 279-283.	0.5	6
52	Evaluating the impact of a coaching pilot on the resilience and retention of UK general practitioners. <i>BMJ Leader</i> , 2018, 2, 144-148.	1.5	2
53	Medical education in difficult circumstances: A global responsibility to contribute. <i>Medical Teacher</i> , 2017, 39, 4-6.	1.8	3
54	Pre-empting project failure by using a pre-mortem. <i>British Journal of Hospital Medicine (London,)</i> Tj ETQq0 0 0 rgBT /Q Overlock 10 Tf 50 6	0.5	3

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55	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
56	Learning from error: leading a culture of safety. British Journal of Hospital Medicine (London,) Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 702	0.5	4
57	Exploring educational interventions to facilitate health professional studentsâ€™ professionally safe online presence. Medical Teacher, 2017, 39, 1-8.	1.8	19
58	Editorial: Medical Education in Difficult Circumstances. MedEdPublish, 2017, 6, .	0.3	2
59	Concluding commentary: Medical Education in Difficult Circumstances. MedEdPublish, 2017, 6, .	0.3	0
60	The proposal for a third medical school in New Zealand: a community-engaged graduate entry medical program. New Zealand Medical Journal, 2017, 130, 63-70.	0.5	0
61	Vertical leadership in highly complex and unpredictable health systems. British Journal of Hospital Medicine (London, England: 2005), 2016, 77, 471-475.	0.5	18
62	Leadership in learning organizations: a strategy for improvement. British Journal of Hospital Medicine (London, England: 2005), 2016, 77, 620-623.	0.5	3
63	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
64	When I say â€¦ leadership. Medical Education, 2016, 50, 896-897.	2.1	30
65	â€œItâ€™s a mind-changing game!â€ Health professional educators working abroad. MedEdPublish, 2016, 5, .	0.3	0
66	Women and Leadership in Medicine and Medical Education: International Perspectives. International Perspectives on Equality, Diversity and Inclusion, 2015, , 69-98.	0.1	8
67	Leading and working in teams. British Journal of Hospital Medicine (London, England: 2005), 2015, 76, 264-269.	0.5	4
68	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
69	Clinical leadership effectiveness, change and complexity. British Journal of Hospital Medicine (London, England: 2005), 2015, 76, 239-243.	0.5	8
70	Collaborating in healthcare delivery: exploring conceptual differences at the â€œbedsideâ€. Journal of Interprofessional Care, 2015, 29, 119-124.	1.7	32
71	â€œDoctors on the moveâ€ Exploring professionalism in the light of cultural transitions. Medical Teacher, 2015, 37, 837-843.	1.8	21
72	Medical leadershipâ€ we need more good followers. Lancet, The, 2015, 386, 1532.	13.7	5

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73	Followership, clinical leadership and social identity. British Journal of Hospital Medicine (London,) Tj ETQq1 1 0.784314 rgBT /Overlock 13	0.5	13
74	Every ward is a "Nut Island"? Preventing good health-care teams "going bad". British Journal of Hospital Medicine (London, England: 2005), 2015, 76, 478-482.	0.5	2
75	Medical leadership and management: An international revolution. Saudi Endodontic Journal, 2015, 3, 139.	0.2	6
76	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
77	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
78	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
79	Medical educators working abroad: A pilot study of educators' experiences in the Middle East. Medical Teacher, 2014, 36, 757-764.	1.8	5
80	Twelve tips for providing effective student support in undergraduate medical education. Medical Teacher, 2014, 36, 480-485.	1.8	52
81	Faculty Development for Leadership and Management. , 2014, , 53-78.		8
82	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
83	Outcomes of Law Teaching in Social Work Education: Further Findings from a Cohort Study. Social Work Education, 2013, 32, 607-625.	1.3	5
84	Don't follow your leader: challenging erroneous decisions. British Journal of Hospital Medicine (London, England: 2005), 2013, 74, 687-690.	0.5	14
85	Personality, self development and the compassionate leader. British Journal of Hospital Medicine (London, England: 2005), 2013, 74, 336-339.	0.5	3
86	Educational leadership. , 2013, , 722-736.		0
87	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
88	Tutor and Student Experiences of Teaching and Learning Law in UK Social Work Education. Social Work Education, 2012, 31, 896-913.	1.3	11
89	Developing and assessing medical leadership. British Journal of Hospital Medicine (London, England:) Tj ETQq1 1 0.784314 rgBT /Overlock 13	0.5	13
90	Clinical leadership development requires system-wide interventions, not just courses. Clinical Teacher, 2012, 9, 89-93.	0.8	32

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91	Improved quality and quantity of written feedback is associated with a structured feedback proforma. Journal of Educational Evaluation for Health Professions, 2012, 9, 10.	12.6	20
92	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
93	Readiness for legally literate medical practice? Student perceptions of their undergraduate medico-legal education. Journal of Medical Ethics, 2011, 37, 616-622.	1.8	18
94	Developing a global health practitioner: Time to act?. Medical Teacher, 2011, 33, 626-631.	1.8	39
95	Medical leadership: an international perspective. British Journal of Hospital Medicine (London, England: 2005), 2011, 72, 463-466.	0.5	17
96	Medical leadership: from policy to practice. British Journal of Hospital Medicine (London, England: 2005), 2011, 72, 44-48.	0.5	4
97	Clinical leadership: the challenge for senior leaders. British Journal of Hospital Medicine (London, England: 2005), 2011, 72, 406-409.	0.5	5
98	Medical leadership and the medical student. British Journal of Hospital Medicine (London, England: 2005), 2011, 72, 463-466.	0.5	17
99	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
100	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
101	Developing clinical leadership capacity among UK foundation trainees. British Journal of Hospital Medicine (London, England: 2005), 2011, 72, 406-409.	0.5	5
102	Towards effective outcomes in teaching, learning and assessment of law in medical education. Medical Education, 2011, 45, 339-346.	2.1	20
103	What is clinical leadership and why is it important?. Clinical Teacher, 2011, 8, 22-26.	0.8	70
104	Leadership development for clinicians: what are we trying to achieve?. Clinical Teacher, 2011, 8, 181-185.	0.8	49
105	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
106	Using simulation in clinical education. British Journal of Hospital Medicine (London, England: 2005), 2010, 71, 345-349.	0.5	6
107	Web-based faculty development: e-learning for clinical teachers in the London Deanery. Clinical Teacher, 2010, 7, 58-62.	0.8	22
108	Prepared for practice? Law teaching and assessment in UK medical schools. Journal of Medical Ethics, 2010, 36, 694-699.	1.8	31

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109	Introducing a professional development framework for postgraduate medical supervisors in secondary care: considerations, constraints and challenges. <i>Postgraduate Medical Journal</i> , 2010, 86, 203-207.	1.8	5
110	Using transactional analysis to improve clinical and educational supervision: the Drama and Winner's triangles. <i>Postgraduate Medical Journal</i> , 2010, 86, 261-265.	1.8	14
111	Diversity, equal opportunities and human rights. <i>British Journal of Hospital Medicine (London, England)</i> 2010, 71, 106-109.	0.5	2
112	Mentoring. <i>British Journal of Hospital Medicine (London, England)</i> 2010, 71, 106-109.	0.5	4
113	e-learning in clinical teaching. <i>British Journal of Hospital Medicine (London, England)</i> 2010, 71, 44-47.	0.5	10
114	Interprofessional learning. <i>British Journal of Hospital Medicine (London, England)</i> 2010, 71, 580-583.	0.5	3
115	Approaches to medical education research. <i>British Journal of Hospital Medicine (London, England)</i> 2010, 71, 524-527.	0.5	3
116	Involving patients in clinical education. <i>British Journal of Hospital Medicine (London, England)</i> 2010, 71, 524-527.	0.5	0
117	Professional development of medical educators. <i>British Journal of Hospital Medicine (London, England)</i> 2010, 71, 524-527.	0.5	12
118	The current state of undergraduate medical education in New Zealand. <i>Medical Teacher</i> , 2010, 32, 456-460.	1.8	7
119	Interprofessional learning in medical education in New Zealand. <i>New Zealand Medical Journal</i> , 2010, 123, 96-106.	0.5	5
120	Assessing learning needs. <i>British Journal of Hospital Medicine (London, England)</i> 2009, 70, 348-351.	0.5	20
121	Supervision. <i>British Journal of Hospital Medicine (London, England)</i> 2009, 70, 226-229.	0.5	3
122	Setting learning objectives. <i>British Journal of Hospital Medicine (London, England)</i> 2009, 70, 406-409.	0.5	16
123	Small group teaching. <i>British Journal of Hospital Medicine (London, England)</i> 2009, 70, 654-657.	0.5	10
124	Managing the appraisal. <i>British Journal of Hospital Medicine (London, England)</i> 2009, 70, 528-531.	0.5	0
125	Giving effective feedback. <i>British Journal of Hospital Medicine (London, England)</i> 2009, 70, 158-161.	0.5	44
126	Becoming a digital tourist: a guide for clinical teachers. <i>Clinical Teacher</i> , 2009, 6, 51-55.	0.8	8

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127	Developing medical leadership: a comparative review of approaches in the UK and New Zealand. The British Journal of Leadership in Public Services, 2009, 5, 10-24.	0.4	20
128	Curriculum and course design. British Journal of Hospital Medicine (London, England: 2005), 2009, 70, 714-717.	0.5	16
129	Leadership, Education and Partnership: Project LEAP " 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
130	ABC of learning and teaching: Web based learning. BMJ: British Medical Journal, 2003, 326, 870-873.	2.3	207
131	Personal Support and Mentoring. , 0, , 12-28.		2
132	Patient Involvement in Medical Education. , 0, , 181-194.		6
133	Educational Leadership. , 0, , 419-437.		5
134	Postgraduate leadership development: a cross specialty trainees' perspective. BMJ: British Medical Journal, 0, , i374.	2.3	4
135	A helping hand for international medical graduates. BMJ: British Medical Journal, 0, , j5230.	2.3	5
136	E-learning Modules for Clinical Teachers (Out of Print). MedEdPORTAL: the Journal of Teaching and Learning Resources, 0, , .	1.2	1
137	Emotional Intelligence, Emotional Labour and Affective Leadership. , 0, , 52-64.		9
138	Medical educators working abroad: Who are they?. MedEdPublish, 0, , .	0.3	0
139	Human Resources for Health. , 0, , 36-50.		0
140	Using the "Twelve tips for applying change models" for undergraduate medical curriculum reform in Pakistan: Incorporating a new Trauma Evaluation and Management TEAM [®] course. MedEdPublish, 0, 12, 29.	0.3	0