

Megan E L Brown

List of Publications by Year in descending order

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Version: 2024-02-01

34
papers

410
citations

840776

11
h-index

888059

17
g-index

39
all docs

39
docs citations

39
times ranked

309
citing authors

#	ARTICLE	IF	CITATIONS
1	A Medical Science Educator's Guide to Selecting a Research Paradigm: Building a Basis for Better Research. <i>Medical Science Educator</i> , 2020, 30, 545-553.	1.5	54
2	A Narrative Literature Review Considering the Development and Implementation of Longitudinal Integrated Clerkships, Including a Practical Guide for Application. <i>Journal of Medical Education and Curricular Development</i> , 2019, 6, 238212051984940.	1.5	30
3	Exploring the Hidden Curriculum's Impact on Medical Students: Professionalism, Identity Formation and the Need for Transparency. <i>Medical Science Educator</i> , 2020, 30, 1107-1121.	1.5	30
4	Professional identity formation within longitudinal integrated clerkships: A scoping review. <i>Medical Education</i> , 2021, 55, 912-924.	2.1	23
5	How medical school alters empathy: Student love and break up letters to empathy for patients. <i>Medical Education</i> , 2021, 55, 394-403.	2.1	22
6	How effective is undergraduate palliative care teaching for medical students? A systematic literature review. <i>BMJ Open</i> , 2020, 10, e036458.	1.9	20
7	"Too male, too pale, too stale": a qualitative exploration of student experiences of gender bias within medical education. <i>BMJ Open</i> , 2020, 10, e039092.	1.9	18
8	#pandemicpedagogy: Using Twitter for knowledge exchange. <i>Medical Education</i> , 2020, 54, 1190-1191.	2.1	17
9	"I'm sorry to hear that" Empathy and Empathic Dissonance: the Perspectives of PA Students. <i>Medical Science Educator</i> , 2020, 30, 955-964.	1.5	16
10	Identity in lockdown: supporting primary care professional identity development in the COVID-19 generation. <i>Education for Primary Care</i> , 2020, 31, 200-204.	0.6	16
11	Forging a new identity: a qualitative study exploring the experiences of UK-based physician associate students. <i>BMJ Open</i> , 2020, 10, e033450.	1.9	13
12	Can stoic training develop medical student empathy and resilience? A mixed-methods study. <i>BMC Medical Education</i> , 2022, 22, 340.	2.4	13
13	Holding a mirror up to nature: the role of medical humanities in postgraduate primary care training. <i>Education for Primary Care</i> , 2021, 32, 73-77.	0.6	12
14	Intra-COVID collaboration: Lessons for a post-COVID world. <i>Medical Education</i> , 2021, 55, 122-124.	2.1	11
15	Empathy in Medical Education: Its Nature and Nurture – a Qualitative Study of the Views of Students and Tutors. <i>Medical Science Educator</i> , 2021, 31, 1941-1950.	1.5	11
16	A phenomenological study of new doctors' transition to practice, utilising participant-voiced poetry. <i>Advances in Health Sciences Education</i> , 2021, 26, 1229-1253.	3.3	10
17	COVIDReady2 study protocol: cross-sectional survey of medical student volunteering and education during the COVID-19 pandemic in the United Kingdom. <i>BMC Medical Education</i> , 2021, 21, 211.	2.4	10
18	Do We Need to Close the Door on Threshold Concepts?. <i>Teaching and Learning in Medicine</i> , 2022, 34, 301-312.	2.1	9

#	ARTICLE	IF	CITATIONS
19	The hidden curriculum and its marginalisation of Longitudinal Integrated Clerkships. <i>Education for Primary Care</i> , 2020, 31, 337-340.	0.6	8
20	When I sayâ€¦ empathic dissonance. <i>Medical Education</i> , 2021, 55, 428-429.	2.1	8
21	When I sayâ€¦ socialisation. <i>Medical Education</i> , 2021, 55, 780-781.	2.1	8
22	Thoughts that breathe, and words that burn: poetic inquiry within health professions education. <i>Perspectives on Medical Education</i> , 2022, 10, 257-264.	3.5	8
23	Love and breakup letter methodology: A new research technique for medical education. <i>Medical Education</i> , 2021, 55, 818-824.	2.1	7
24	A virtual postgraduate community of practice. <i>Medical Education</i> , 2020, 54, 952-953.	2.1	6
25	Not all who wander are lost: evaluation of the Hull York medical school longitudinal integrated clerkship. <i>Education for Primary Care</i> , 2021, 32, 140-148.	0.6	6
26	Development and sustainment of professional relationships within longitudinal integrated clerkships in general practice (LICs): a narrative review. <i>Irish Journal of Medical Science</i> , 2022, 191, 447-459.	1.5	6
27	â€œIt was the worst possible timingâ€™: the response of UK Longitudinal Integrated Clerkships to Covid-19. <i>Education for Primary Care</i> , 2022, 33, 288-295.	0.6	3
28	Physician Associate students and primary care paradigmatic trajectories: perceptions, positioning and the process of pursuit. <i>Education for Primary Care</i> , 2020, 31, 231-239.	0.6	2
29	Professional identity formation within Longitudinal Integrated Clerkships: a scoping review protocol. <i>Systematic Reviews</i> , 2020, 9, 166.	5.3	2
30	The impact of longitudinal integrated clerkships on patient care: a qualitative systematic review. <i>Education for Primary Care</i> , 2022, 33, 137-147.	0.6	2
31	ERC Research Paper Award 2021: How do Longitudinal Integrated Clerkships work, and why should we care?. <i>Clinical Teacher</i> , 2021, 18, 13-13.	0.8	2
32	I and thou: Challenging the barriers to adopting a relational approach to medical education. <i>Medical Education</i> , 2021, 56, 14.	2.1	1
33	How creative enquiry can help educators develop learners' personâ€¢centredness. <i>Medical Education</i> , 2022, , .	2.1	1
34	Response to â€œThreshold Concepts in Medical Education: A Scoping Reviewâ€™. <i>Medical Education</i> , 0, , .	2.1	0