

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 | 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 |
| 2 | Do We Need to Close the Door on Threshold Concepts?. <i>Teaching and Learning in Medicine</i> , 2022, 34, 301-312. | 2.1 | 9 |
| 3 | 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 |
| 4 | 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 |
| 5 | How creative enquiry can help educators develop learners' person-centredness. <i>Medical Education</i> , 2022, , . | 2.1 | 1 |
| 6 | Can stoic training develop medical student empathy and resilience? A mixed-methods study. <i>BMC Medical Education</i> , 2022, 22, 340. | 2.4 | 13 |
| 7 | “It was the worst possible timing”: the response of UK Longitudinal Integrated Clerkships to Covid-19. <i>Education for Primary Care</i> , 2022, 33, 288-295. | 0.6 | 3 |
| 8 | 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 |
| 9 | 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 |
| 10 | Intra-COVID collaboration: Lessons for a post-COVID world. <i>Medical Education</i> , 2021, 55, 122-124. | 2.1 | 11 |
| 11 | 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 |
| 12 | When I say empathic dissonance. <i>Medical Education</i> , 2021, 55, 428-429. | 2.1 | 8 |
| 13 | When I say socialisation. <i>Medical Education</i> , 2021, 55, 780-781. | 2.1 | 8 |
| 14 | Professional identity formation within longitudinal integrated clerkships: A scoping review. <i>Medical Education</i> , 2021, 55, 912-924. | 2.1 | 23 |
| 15 | Love and breakup letter methodology: A new research technique for medical education. <i>Medical Education</i> , 2021, 55, 818-824. | 2.1 | 7 |
| 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 | 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 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | 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 |
| 20 | I and thou: Challenging the barriers to adopting a relational approach to medical education. <i>Medical Education</i> , 2021, 56, 14. | 2.1 | 1 |
| 21 | 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 |
| 22 | 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 |
| 23 | 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 |
| 24 | Professional identity formation within Longitudinal Integrated Clerkships: a scoping review protocol. <i>Systematic Reviews</i> , 2020, 9, 166. | 5.3 | 2 |
| 25 | 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 |
| 26 | "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 |
| 27 | How effective is undergraduate palliative care teaching for medical students? A systematic literature review. <i>BMJ Open</i> , 2020, 10, e036458. | 1.9 | 20 |
| 28 | #pandemicpedagogy: Using Twitter for knowledge exchange. <i>Medical Education</i> , 2020, 54, 1190-1191. | 2.1 | 17 |
| 29 | "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 |
| 30 | A virtual postgraduate community of practice. <i>Medical Education</i> , 2020, 54, 952-953. | 2.1 | 6 |
| 31 | The hidden curriculum and its marginalisation of Longitudinal Integrated Clerkships. <i>Education for Primary Care</i> , 2020, 31, 337-340. | 0.6 | 8 |
| 32 | 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 |
| 33 | 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 |
| 34 | Response to "Threshold Concepts in Medical Education: A Scoping Review". <i>Medical Education</i> , 0, , . | 2.1 | 0 |