

Sandra E Carr

List of Publications by Year in descending order

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Version: 2024-02-01

42
papers

740
citations

567281

15
h-index

552781

26
g-index

42
all docs

42
docs citations

42
times ranked

821
citing authors

#	ARTICLE	IF	CITATIONS
1	Factors associated with the academic success of first year Health Science students. <i>Advances in Health Sciences Education</i> , 2009, 14, 205-217.	3.3	75
2	Twelve tips for peer observation of teaching. <i>Medical Teacher</i> , 2007, 29, 297-300.	1.8	72
3	Emotional intelligence in medical students: does it correlate with selection measures?. <i>Medical Education</i> , 2009, 43, 1069-1077.	2.1	72
4	An exploratory review of pre-qualification interprofessional education evaluations. <i>Journal of Interprofessional Care</i> , 2015, 29, 292-297.	1.7	61
5	Making a difference: the early impact of an Aboriginal health undergraduate medical curriculum. <i>Medical Journal of Australia</i> , 2006, 184, 522-525.	1.7	47
6	Outcomes of teaching medical students core skills for women's health: the pelvic examination educational program. <i>American Journal of Obstetrics and Gynecology</i> , 2004, 190, 1382-1387.	1.3	40
7	“Helping someone with a skill sharpens it in your own mind” a mixed method study exploring health professions students experiences of Peer Assisted Learning (PAL). <i>BMC Medical Education</i> , 2016, 16, 48.	2.4	39
8	Experiential learning in women's health: medical student reflections. <i>Medical Education</i> , 2006, 40, 768-774.	2.1	36
9	Relationships between academic performance of medical students and their workplace performance as junior doctors. <i>BMC Medical Education</i> , 2014, 14, 157.	2.4	32
10	Student motivation to learn: is self-belief the key to transition and first year performance in an undergraduate health professions program?. <i>BMC Medical Education</i> , 2019, 19, 111.	2.4	32
11	Does self reflection and insight correlate with academic performance in medical students?. <i>BMC Medical Education</i> , 2013, 13, 113.	2.4	28
12	Predictors of confidence in anatomy knowledge for work as a junior doctor: a national survey of Australian medical students. <i>BMC Medical Education</i> , 2018, 18, 174.	2.4	26
13	Health Humanities curriculum and evaluation in health professions education: a scoping review. <i>BMC Medical Education</i> , 2021, 21, 568.	2.4	20
14	Do photographs, older adults’ narratives and collaborative dialogue foster anticipatory reflection (“pre-reflection”) in medical students?. <i>BMC Medical Education</i> , 2016, 16, 289.	2.4	17
15	Retention into internship of resuscitation skills learned in a medical student resuscitation program incorporating an Immediate Life Support course. <i>Resuscitation</i> , 2011, 82, 45-50.	3.0	16
16	Predicting performance of junior doctors: Association of workplace based assessment with demographic characteristics, emotional intelligence, selection scores, and undergraduate academic performance. <i>Medical Teacher</i> , 2018, 40, 1175-1182.	1.8	13
17	Evaluation of Information Literacy Skill Development in First Year Medical Students. <i>Australian Academic and Research Libraries</i> , 2011, 42, 136-148.	0.7	11
18	Descriptive analysis of junior doctor assessment in the first postgraduate year. <i>Medical Teacher</i> , 2014, 36, 983-990.	1.8	10

#	ARTICLE	IF	CITATIONS
19	Measuring impostor phenomenon in healthcare simulation educators: a validation of the Clance Impostor Phenomenon Scale and Leary Impostorism Scale. BMC Medical Education, 2022, 22, 139.	2.4	10
20	Assessment of Junior Doctor performance: a validation study. BMC Medical Education, 2013, 13, 129.	2.4	8
21	Factors associated with the rural and remote practice of medical workforce in Maluku Islands of Indonesia: a cross-sectional study. Human Resources for Health, 2021, 19, 126.	3.1	8
22	Strategies to Facilitate Improved Recruitment, Development, and Retention of the Rural and Remote Medical Workforce: A Scoping Review. International Journal of Health Policy and Management, 2021, , .	0.9	8
23	Approaches to Facilitate Improved Recruitment, Development, and Retention of the Rural and Remote Medical Workforce: A Scoping Review Protocol. International Journal of Health Policy and Management, 2021, 10, 22-28.	0.9	7
24	Relative progress and academic performance of graduate vs undergraduate entrants to an Australian medical school. BMC Medical Education, 2019, 19, 159.	2.4	6
25	Likelihood of rural practice in medical school entrants with prior tertiary experience. Medical Teacher, 2019, 41, 765-772.	1.8	6
26	Establishing an integrated multiprofessional skills training programme. Medical Teacher, 2010, 32, 41-45.	1.8	5
27	Twelve tips for medical students experiencing an interruption in their academic progress. Medical Teacher, 2022, 44, 1081-1086.	1.8	5
28	Designing and implementing a skills program using a clinically integrated, multi-professional approach: Using evaluation to drive curriculum change. Medical Education Online, 2009, 14, 4514.	2.6	5
29	Technology enhanced neuroanatomy teaching techniques: A focused BEME systematic review of current evidence: BEME Guide No. 75. Medical Teacher, 2022, 44, 1069-1080.	1.8	4
30	Impostor phenomenon in healthcare simulation educators. , 0, , .		4
31	Neuroanatomy Teaching in Australian and New Zealand Medical Schools. World Neurosurgery, 2021, 149, e217-e224.	1.3	3
32	Commitments, Conditions and Corruption: An Interpretative Phenomenological Analysis of Physician Recruitment and Retention Experiences in Indonesia. International Journal of Environmental Research and Public Health, 2022, 19, 5518.	2.6	3
33	InspirE5: a participatory, internationally informed framework for health humanities curricula in health professions education. BMC Medical Education, 2022, 22, .	2.4	3
34	What are the attributes of excellence in an acute practice occupational therapist?. Australian Occupational Therapy Journal, 2019, 66, 52-60.	1.1	2
35	From clinician to educator: A scoping review of professional identity and the influence of impostor phenomenon. Asia Pacific Scholar, 2022, 7, 21-32.	0.4	2
36	Designing and implementing a skills program using a clinically integrated, multi-professional approach: using evaluation to drive curriculum change. Medical Education Online, 2009, 14, 14.	2.6	1

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37	Interpreting the value of feedback: Older adult voices in nursing education. Nurse Education in Practice, 2020, 48, 102868.	2.6	1
38	Enhancing capabilities in health professions education. International Journal of Medical Education, 2015, 6, 161-165.	1.2	1
39	<i>When the wheels fall off</i> – Medical students' experiences of interrupted academic progression. Medical Teacher, 2022, , 1-8.	1.8	1
40	Effective remote teaching: Transitioning small group teaching online. Asia Pacific Scholar, 2021, 6, 121-123.	0.4	0
41	Midwives' experiences of completing written feedback: The emotions, challenges and solutions. Nurse Education in Practice, 2021, 54, 103097.	2.6	0
42	Developing learning outcomes and integrated curricula across a health sciences faculty. Journal of the College of Physicians and Surgeons–Pakistan: JCPSP, 2013, 23, 93-6.	0.4	0