

Amanda Henderson

List of Publications by Year in descending order

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Version: 2024-02-01

161
papers

3,403
citations

172457

29
h-index

189892

50
g-index

165
all docs

165
docs citations

165
times ranked

2952
citing authors

#	ARTICLE	IF	CITATIONS
1	Nurses' Moral Sensitivity and Hospital Ethical Climate: a Literature Review. <i>Nursing Ethics</i> , 2008, 15, 304-321.	3.4	261
2	Nursing students' perceptions of learning in practice environments: A review. <i>Nurse Education Today</i> , 2012, 32, 299-302.	3.3	177
3	The objective structured clinical examination (OSCE): Optimising its value in the undergraduate nursing curriculum. <i>Nurse Education Today</i> , 2009, 29, 398-404.	3.3	113
4	Students' perception of the psycho-social clinical learning environment: An evaluation of placement models. <i>Nurse Education Today</i> , 2006, 26, 564-571.	3.3	109
5	A study of the impact of discharge information for surgical patients. <i>Journal of Advanced Nursing</i> , 2001, 35, 435-441.	3.3	95
6	An Evaluation of Preceptors' Perceptions of Educational Preparation and Organizational Support for Their Role. <i>Journal of Continuing Education in Nursing</i> , 2006, 37, 130-136.	0.6	83
7	The effect of music on preprocedure anxiety in Hong Kong Chinese day patients. <i>Journal of Clinical Nursing</i> , 2004, 13, 297-303.	3.0	81
8	Creating a therapeutic environment: A non-randomised controlled trial of a quiet time intervention for patients in acute care. <i>International Journal of Nursing Studies</i> , 2009, 46, 778-786.	5.6	76
9	Best Practice Guidelines for use of OSCEs: Maximising value for student learning. <i>Nurse Education Today</i> , 2011, 31, 145-151.	3.3	74
10	Assisting nurses to facilitate student and new graduate learning in practice settings: What 'support' do nurses at the bedside need?. <i>Nurse Education in Practice</i> , 2013, 13, 197-201.	2.6	68
11	Creating supportive clinical learning environments: an intervention study. <i>Journal of Clinical Nursing</i> , 2010, 19, 177-182.	3.0	65
12	Power and knowledge in nursing practice: the contribution of Foucault. <i>Journal of Advanced Nursing</i> , 1994, 20, 935-939.	3.3	63
13	Defining a set of common interprofessional learning competencies for health profession students. <i>Medical Teacher</i> , 2017, 39, 463-468.	1.8	61
14	A framework to develop a clinical learning culture in health facilities: ideas from the literature. <i>International Nursing Review</i> , 2011, 58, 196-202.	3.3	53
15	'Caring for' behaviours that indicate to patients that nurses 'care about' them. <i>Journal of Advanced Nursing</i> , 2007, 60, 146-153.	3.3	51
16	'What matters to graduates': An evaluation of a structured clinical support program for newly graduated nurses. <i>Nurse Education in Practice</i> , 2015, 15, 225-231.	2.6	49
17	Pre-test and post-test evaluation of students' perceptions of a collaborative clinical education model on the learning environment. <i>Australian Journal of Advanced Nursing</i> , 2006, 23, 8-13.	0.9	46
18	The future of education and training in dental technology: designing a dental curriculum that facilitates teamwork across the oral health professions. <i>British Dental Journal</i> , 2010, 208, 227-230.	0.6	45

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19	Nature of decision-making in the terminally ill patient. <i>Cancer Nursing</i> , 1996, 19, 384-391.	1.5	45
20	Partner, learn, progress: A conceptual model for continuous clinical education. <i>Nurse Education Today</i> , 2006, 26, 104-109.	3.3	44
21	Facilitating learning in clinical practice: Evaluation of a trial of a supervisor of clinical education role. <i>Nurse Education in Practice</i> , 2011, 11, 288-292.	2.6	42
22	The behaviours of nurses that increase student accountability for learning in clinical practice: An integrative review. <i>Nurse Education Today</i> , 2018, 65, 177-186.	3.3	42
23	Interprofessional learning enhances knowledge of roles but is less able to shift attitudes: a case study from dental education. <i>European Journal of Dental Education</i> , 2012, 16, 239-245.	2.0	40
24	Delivering compassionate care in intensive care units: nurses' perceptions of enablers and barriers. <i>Journal of Advanced Nursing</i> , 2016, 72, 3137-3146.	3.3	39
25	'They survive despite the organizational culture, not because of it': A longitudinal study of new staff perceptions of what constitutes support during the transition to an acute tertiary facility. <i>International Journal of Nursing Practice</i> , 2005, 11, 193-199.	1.7	37
26	Building compassion literacy: Enabling care in primary health care nursing. <i>Collegian</i> , 2017, 24, 85-91.	1.3	37
27	Maintainance of patients' dignity during hospitalization: Comparison of staffâ€™ patient observations and patient feedback through interviews. <i>International Journal of Nursing Practice</i> , 2009, 15, 227-230.	1.7	35
28	Enabling student placement through strategic partnerships between a health-care organization and tertiary institutions. <i>Journal of Nursing Management</i> , 2007, 15, 91-96.	3.4	34
29	Using a critical reflection process to create an effective learning community in the workplace. <i>Nurse Education Today</i> , 2013, 33, 504-511.	3.3	33
30	Read, Think, Do!: a method for fitting research evidence into practice. <i>Journal of Advanced Nursing</i> , 2005, 50, 20-26.	3.3	31
31	Making cars and making health care: a critical review. <i>Medical Journal of Australia</i> , 2009, 191, 28-29.	1.7	31
32	A contemporary examination of workplace learning culture: An ethnomethodology study. <i>Nurse Education Today</i> , 2015, 35, 91-96.	3.3	31
33	Palliative care in paramedic practice: A retrospective cohort study. <i>Palliative Medicine</i> , 2019, 33, 445-451.	3.1	31
34	Educating for leadership: a programme designed to build a responsive health care culture. <i>Journal of Nursing Management</i> , 2010, 18, 78-83.	3.4	30
35	OSCE best practice guidelinesâ€™ applicability for nursing simulations. <i>Advances in Simulation</i> , 2016, 1, 10.	2.3	30
36	Development and psychometric testing of the Clinical Learning Organisational Culture Survey (CLOCS). <i>Nurse Education Today</i> , 2010, 30, 598-602.	3.3	29

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37	Graduating nurses' self-efficacy in palliative care practice: An exploratory study. <i>Nurse Education Today</i> , 2016, 39, 141-146.	3.3	29
38	The motivation of health professionals to explore research evidence in their practice: an intervention study. <i>Journal of Clinical Nursing</i> , 2006, 15, 1559-1564.	3.0	28
39	What attributes guide best practice for effective feedback? A scoping review. <i>Advances in Health Sciences Education</i> , 2019, 24, 383-401.	3.3	28
40	Evaluating the effectiveness of two teaching strategies for patients diagnosed with hypertension. <i>Journal of Clinical Nursing</i> , 1998, 7, 37-44.	3.0	27
41	Students take the lead for learning in practice: A process for building self-efficacy into undergraduate nursing education. <i>Nurse Education in Practice</i> , 2018, 31, 14-19.	2.6	27
42	The impact of a leadership development programme on nurses' self-perceived leadership capability. <i>Journal of Nursing Management</i> , 2015, 23, 1086-1093.	3.4	26
43	Application of best practice guidelines for OSCEs – An Australian evaluation of their feasibility and value. <i>Nurse Education Today</i> , 2015, 35, 700-705.	3.3	26
44	Building workplace social capital: A longitudinal study of student nurses' clinical placement experiences. <i>Nurse Education in Practice</i> , 2017, 26, 109-114.	2.6	26
45	'Working from the inside': an infrastructure for the continuing development of nurses' professional clinical practice. <i>Journal of Nursing Management</i> , 2005, 13, 106-110.	3.4	25
46	Determining attainment of nursing standards: The use of behavioural cues to enhance clarity and transparency in student clinical assessment. <i>Nurse Education Today</i> , 2015, 35, 12-15.	3.3	24
47	Validation of the Australian Nursing Standards Assessment Tool (ANSAT): A pilot study. <i>Nurse Education Today</i> , 2016, 36, 23-30.	3.3	24
48	Impact of a learning circle intervention across academic and service contexts on developing a learning culture. <i>Nurse Education Today</i> , 2011, 31, 378-382.	3.3	23
49	Enhancing nurses' capacity to facilitate learning in nursing students: Effective dissemination and uptake of best practice guidelines. <i>International Journal of Nursing Practice</i> , 2007, 13, 316-320.	1.7	22
50	Evaluation of a constipation risk assessment scale. <i>International Journal of Nursing Practice</i> , 1999, 5, 106-109.	1.7	21
51	Decision-making preferences towards surgical intervention in a Hong Kong Chinese population. <i>International Nursing Review</i> , 2003, 50, 95-100.	3.3	21
52	Boosting morale and improving performance in the nursing setting. <i>Journal of Nursing Management</i> , 2007, 15, 811-816.	3.4	21
53	Characteristics of leadership that influence clinical learning: A narrative review. <i>Nurse Education Today</i> , 2011, 31, 743-756.	3.3	21
54	Shifting Workplace Behavior to Inspire Learning: A Journey to Building a Learning Culture. <i>Journal of Continuing Education in Nursing</i> , 2011, 42, 43-48.	0.6	21

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55	Redesigning clinical education for nursing students and newly qualified nurses: A quality improvement study. <i>Nurse Education in Practice</i> , 2018, 33, 84-89.	2.6	20
56	Measuring the quality of nursing clinical placements and the development of the Placement Evaluation Tool (PET) in a mixed methods co-design project. <i>BMC Nursing</i> , 2020, 19, 101.	2.5	20
57	Information needs of Hong Kong Chinese patients undergoing surgery. <i>Journal of Clinical Nursing</i> , 2004, 13, 960-966.	3.0	19
58	A comparison of preceptor and preceptee's perceptions of how the preceptor's role is operationalized. <i>Journal of Clinical Nursing</i> , 2006, 15, 361-364.	3.0	19
59	Developing and maintaining compassionate care in nursing. <i>Nursing Standard (Royal College of Nursing)</i> , 2011, 5, 10-14.	0.1	19
60	Boundaries around the 'well-informed' patient: the contribution of Schutz to inform nurses' interactions. <i>Journal of Clinical Nursing</i> , 2006, 15, 4-10.	3.0	17
61	Staff development in the Australian context: Engaging with clinical contexts for successful knowledge transfer and utilisation. <i>Nurse Education in Practice</i> , 2008, 8, 165-169.	2.6	17
62	Preparing Pediatric Healthcare Professionals for End-of-Life Care Discussions: An Exploratory Study. <i>Journal of Palliative Medicine</i> , 2017, 20, 662-666.	1.1	17
63	Promoting and Providing Expert Guidance in Work-intensive Clinical Settings. <i>Vocations and Learning</i> , 2010, 3, 141-156.	1.9	16
64	Leadership: the critical success factor in the rise or fall of useful research activity. <i>Journal of Nursing Management</i> , 2009, 17, 942-946.	3.4	15
65	Impact of engaging middle management in practice interventions on staff support and learning culture: a quasi-experimental design. <i>Journal of Nursing Management</i> , 2014, 22, 995-1004.	3.4	15
66	Recognizing the Dialectic of Compassionate Care in the Workplace: Feedback From Nurse Educators. <i>Journal of Continuing Education in Nursing</i> , 2015, 46, 228-232.	0.6	15
67	The establishment of structures and processes for the safe and effective clinical placement of nursing students. <i>Nurse Education in Practice</i> , 2006, 6, 275-280.	2.6	14
68	Understanding the Breast Crawl: Implications for Nursing Practice. <i>Nursing for Women's Health</i> , 2011, 15, 296-307.	0.8	13
69	Critical factors about feedback: "They told me what I did wrong; but didn't give me any feedback"™. <i>Journal of Clinical Nursing</i> , 2015, 24, 1737-1739.	3.0	13
70	A Scoping Review of the Use and Contribution of Simulation in Australian Undergraduate Nurse Education. <i>Clinical Simulation in Nursing</i> , 2018, 19, 17-29.	3.0	13
71	Understanding Compassion Literacy in Nursing Through a Clinical Compassion Cafe. <i>Journal of Continuing Education in Nursing</i> , 2014, 45, 484-486.	0.6	13
72	An implementation framework for using OSCEs in nursing curricula. <i>Nurse Education Today</i> , 2013, 33, 1459-1461.	3.3	12

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73	Traditional and Interprofessional Curricula for Dental Technology: Perceptions of Students in Two Programs in Australia. <i>Journal of Dental Education</i> , 2013, 77, 1225-1236.	1.2	12
74	The significance of "facilitator as a change agent" organisational learning culture in aged care home settings. <i>Journal of Clinical Nursing</i> , 2015, 24, 961-969.	3.0	12
75	Nursing degree students' clinical placement experiences in Australia: A survey design. <i>Nurse Education in Practice</i> , 2021, 54, 103112.	2.6	12
76	Processes to engage and motivate staff. <i>Nursing Management</i> , 2013, 20, 18-24.	0.2	11
77	The value of inter-professional education: a comparative study of dental technology students' perceptions across four countries. <i>British Dental Journal</i> , 2015, 218, 481-487.	0.6	11
78	Turning education into action: Impact of a collective social education approach to improve nurses' ability to recognize and accurately assess delirium in hospitalized older patients. <i>Nurse Education Today</i> , 2018, 62, 91-97.	3.3	11
79	Validation of the Australian Midwifery Standards Assessment Tool (AMSAT): A tool to assess midwifery competence. <i>Women and Birth</i> , 2018, 31, 59-68.	2.0	11
80	CogChamps: impact of a project to educate nurses about delirium and improve the quality of care for hospitalized patients with cognitive impairment. <i>BMC Health Services Research</i> , 2018, 18, 534.	2.2	11
81	Surgical patients' information needs on discharge: Are they being met?. <i>International Journal of Nursing Practice</i> , 1996, 2, 229-234.	1.7	10
82	An evaluation of the first year of a collaborative tertiary industry curriculum as measured by students' perception of their clinical learning environment. <i>Nurse Education in Practice</i> , 2006, 6, 207-213.	2.6	10
83	Exploring the causes, assessment and management of constipation in palliative care. <i>International Journal of Palliative Nursing</i> , 2009, 15, 58-64.	0.5	10
84	Clinical Progression Portfolio: A resource for enhancing learning partnerships. <i>Nurse Education in Practice</i> , 2009, 9, 398-402.	2.6	10
85	Modification of a student feedback tool that provides feedback to staff in clinical contexts. <i>Journal of Clinical Nursing</i> , 2010, 19, 2936-2938.	3.0	10
86	Development and preliminary validation of a tool to measure nurses' support for facilitating the learning of others. <i>International Journal of Nursing Studies</i> , 2012, 49, 1013-1016.	5.6	10
87	Using an Objective Structured Clinical Examination for Bachelor of Midwifery students' preparation for practice. <i>Women and Birth</i> , 2014, 27, 108-113.	2.0	10
88	Supporting Australian clinical learners in a collaborative clusters education model: a mixed methods study. <i>BMC Nursing</i> , 2020, 19, 57.	2.5	10
89	Leadership in clinical education " Embedding learning in everyday practice. <i>Nurse Education Today</i> , 2011, 31, 4-5.	3.3	9
90	Legislation, policies and guidelines related to breastfeeding and the Baby Friendly Health Initiative in Australia: a document analysis. <i>Australian Health Review</i> , 2018, 42, 72.	1.1	9

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91	Development and Testing of the interRAI Acute Care: A Standardized Assessment Administered by Nurses for Patients Admitted to Acute Care. <i>Health Services Insights</i> , 2018, 11, 117863291881883.	1.3	9
92	Identification of Medication Errors by Nurses During a Simulated Ward, Medication Safety Orientation Program. <i>Journal of Pharmacy Practice and Research</i> , 2005, 35, 190-194.	0.8	8
93	A clinical development unit in cardiology: The way forward. <i>International Journal of Nursing Practice</i> , 2005, 11, 134-139.	1.7	8
94	The evolving relationship of technology and nursing practice: Negotiating the provision of care in a high tech environment. <i>Contemporary Nurse</i> , 2006, 22, 59-65.	1.0	8
95	Health beliefs and expectations implicit in decision-making in a Hong Kong Chinese surgical population. <i>Journal of Clinical Nursing</i> , 2007, 16, 603-609.	3.0	8
96	Commentary on Finfgeld-Connett D (2008) Meta-synthesis of caring in nursing. <i>Journal of Clinical Nursing</i> , 2008, 17, 196-204.	3.0	8
97	Education in the clinical context: Establishing a strategic framework to ensure relevance. <i>Collegian</i> , 2008, 15, 63-68.	1.3	8
98	Interprofessional education in clinical practice: not a single vaccine. <i>Australian Health Review</i> , 2010, 34, 224.	1.1	8
99	CogChamps – a model of implementing evidence-based care in hospitals: study protocol. <i>BMC Health Services Research</i> , 2017, 17, 202.	2.2	8
100	The contribution of paid employment for students during their pre-registration nursing studies: An integrative review. <i>Nurse Education Today</i> , 2022, 111, 105296.	3.3	8
101	The value of best-practice guidelines for OSCEs in a postgraduate program in an Australian remote area setting. <i>Rural and Remote Health</i> , 2014, 14, 2469.	0.5	8
102	Exploration of patients' needs for information on arrival at a geriatric and rehabilitation unit. <i>Journal of Clinical Nursing</i> , 2005, 14, 704-710.	3.0	7
103	The development of picture cards and their use in ascertaining characteristics of Chinese surgical patients' decision-making preferences. <i>Health Expectations</i> , 2006, 9, 13-24.	2.6	7
104	Maximising the Integration of Medical and Nursing Students in Clinical Learning Environments: An Australian Perspective. <i>Professional and Practice-based Learning</i> , 2011, , 131-148.	0.4	7
105	Where to from here: Patients of a day hospital rehabilitation programme perceived needs following stroke. <i>Contemporary Nurse</i> , 1998, 7, 211-216.	1.0	6
106	Managing the clinical setting for best nursing practice: a brief overview of contemporary initiatives. <i>Journal of Nursing Management</i> , 2008, 16, 92-95.	3.4	6
107	Application and student evaluation of a Clinical Progression Portfolio: A pilot. <i>Nurse Education in Practice</i> , 2010, 10, 227-232.	2.6	6
108	Investing in organisational culture: nursing students' experience of organisational learning culture in aged care settings following a program of cultural development. <i>Contemporary Nurse</i> , 2016, 52, 569-575.	1.0	6

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109	The uptake and implementation of the Baby Friendly Health Initiative in Australia. <i>Women and Birth</i> , 2019, 32, e323-e333.	2.0	6
110	Development and validation of the Australian Midwifery Standards Assessment Tool (AMSAT) to the Australian Midwife Standards for Practice 2018. <i>Women and Birth</i> , 2020, 33, 135-144.	2.0	6
111	Perspectives about the baby friendly hospital/health initiative in Australia: an online survey. <i>International Breastfeeding Journal</i> , 2020, 15, 23.	2.6	6
112	“Specialling” and “Sitters”: What does communication between registered nurses and unregulated workers reveal about care?. <i>Collegian</i> , 2021, 28, 482-488.	1.3	6
113	Interventions for interpersonal communication about end of life care between health practitioners and affected people. <i>The Cochrane Library</i> , 2022, 2022, .	2.8	6
114	The value of integrating interpretive research approaches in the exposition of healthcare context. <i>Journal of Advanced Nursing</i> , 2005, 52, 554-560.	3.3	5
115	Commentary on Christiansen A & Bell A (2010) Peer learning partnerships: exploring the experience of pre-registration nursing students. <i>Journal of Clinical Nursing</i> 19, 803-810. <i>Journal of Clinical Nursing</i> , 2010, 19, 3587-3588.	3.0	5
116	Assessment of the clinical performance of nursing students in the workplace: Exploring the role of benchmarking using the Australian Nursing Standards Assessment Tool (ANSAT). <i>Collegian</i> , 2019, 26, 502-506.	1.3	5
117	Conflicts and con-fusions confounding compassion in acute care: Creating dialogical moral space. <i>Nursing Ethics</i> , 2019, 26, 116-123.	3.4	5
118	Adoption of new practice standards in nursing: Revalidation of a tool to measure performance using the Australian registered nurse standards for practice. <i>Collegian</i> , 2020, 27, 352-360.	1.3	5
119	Re-envisaging continuing professional development to improve patient outcomes. <i>Nurse Education Today</i> , 2020, 89, 104402.	3.3	5
120	Implementation and Evaluation of a Standardized Nurse-Administered Assessment of Functional and Psychosocial Issues for Patients in Acute Care. <i>Worldviews on Evidence-Based Nursing</i> , 2021, 18, 161-169.	2.9	5
121	The trainee assistant in nursing: a pilot exercise in building and retaining a workforce. <i>Australian Health Review</i> , 2010, 34, 41.	1.1	5
122	Self-confidence in clinical skill: A descriptive study of the perspective of first-year nursing students. <i>Nurse Education in Practice</i> , 2022, 58, 103270.	2.6	5
123	Staff perceptions of leadership during implementation of task-shifting in three surgical units. <i>Journal of Nursing Management</i> , 2013, 21, 368-376.	3.4	4
124	Achieving success in intervention studies: an analysis of variable staff engagement across three midwifery settings. <i>Journal of Clinical Nursing</i> , 2014, 23, 1653-1661.	3.0	4
125	Provision of a surgeon's performance data for people considering elective surgery. <i>The Cochrane Library</i> , 2015, , CD006327.	2.8	4
126	Leadership and communication: what are the imperatives?. <i>Journal of Nursing Management</i> , 2015, 23, 693-694.	3.4	4

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127	The Critical Role of Workplace Managers in Continuing Education and Training. Professional and Practice-based Learning, 2016, , 249-265.	0.4	4
128	Prevalence and Impact of Functional and Psychosocial Problems in Hospitalized Adults: A Prospective Cohort Study. Journal of the American Medical Directors Association, 2019, 20, 1294-1299.e1.	2.5	4
129	Impact of a work-based feedback intervention on student performance during clinical placements in acute-care healthcare settings: a quasi-experimental protocol for the REMARK programme. BMJ Open, 2020, 10, e034945.	1.9	4
130	The significance for critical care nurses of the "Dying with dignity" legislation. Australian Critical Care, 1994, 7, 23-26.	1.3	3
131	The impact of progress toward a Clinical Development Unit in Cardiology. Contemporary Nurse, 2007, 24, 25-32.	1.0	3
132	Identifying common learning outcomes for health: Celebrating diversity and maximising benefit from regulatory necessity. Medical Teacher, 2013, 35, 970-970.	1.8	3
133	Supervised clinical placement and legal accountability. Journal of Law & Medicine, 2005, 12, 416-21.	0.0	3
134	Response to Editorial: Watson, R. (2006) Editorial: Should studies without ethical permission be published in JCN? Journal of Clinical Nursing 15, 251. Journal of Clinical Nursing, 2008, 17, 837-838.	3.0	2
135	Commentary on Levett-Jones T and Lathlean J (2009) The Ascent to Competence conceptual framework: an outcome of a study of belongingness. Journal of Clinical Nursing 18, 2870-2879. Journal of Clinical Nursing, 2014, 23, 2380-2381.	3.0	2
136	Identifying and assessing the needs of carers of patients with palliative care needs: an exploratory study. International Journal of Palliative Nursing, 2018, 24, 503-509.	0.5	2
137	The Role of the Nurse Educator in Sustaining Compassion in the Workplace: A Case Study From an Intensive Care Unit. Journal of Continuing Education in Nursing, 2018, 49, 221-224.	0.6	2
138	Expanding Nurses' Capabilities in Acute Care. , 2007, , 103-115.		2
139	Advancing clinical facilitator capability to support graduate nurses: Outputs from social learning processes embedded in action research cycles. Nurse Education in Practice, 2022, 58, 103271.	2.6	2
140	Towards the idea of "clinical capital": A longitudinal study exploring nurses' dispositions and workplace manifestations in an Australian intensive care unit. Journal of Advanced Nursing, 2022, 78, 3673-3686.	3.3	2
141	The recognition and valuing of patient knowledge: a way forward. International Journal of Consumer Studies, 2010, 34, 613-616.	11.6	1
142	Commentary on Williamson GR, Callaghan L, Whittlesea E, Heath V (2011) Improving student support using placement development teams: staff and student perceptions. Journal of Clinical Nursing 20, 828-836. Journal of Clinical Nursing, 2011, 20, 1502-1503.	3.0	1
143	Commentary on "Developing a framework for nursing handover in the emergency department: an individualised and systematic approach" by Kellum et al. Journal of Clinical Nursing, 2015, 24, 608-609.	3.0	1
144	Preferred strategies for workforce development: feedback from aged care workers. Australian Health Review, 2016, 40, 533.	1.1	1

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145	Learning to Work in Teams. Journal of Continuing Education in Nursing, 2014, 45, 249-251.	0.6	1
146	To Lopez V (2005) Commentary on Lee et al.(2004). Journal of Clinical Nursing, 2005, 14, 1013-1014.	3.0	0
147	Commentary on McKain S, Henderson A, Kuys S, Drake S, Kerridge L & Ahern K (2005) Exploration of patients' needs for information on arrival at a geriatric and rehabilitation unit. Journal of Clinical Nursing 14, 704-710. Journal of Clinical Nursing, 2006, 15, 512-513.	3.0	0
148	Guest editorial: Maximizing value from clinical research. Journal of Clinical Nursing, 2006, 15, 1479-1479.	3.0	0
149	Commentary on McCaughan E & McKenna H (2007) Never-ending making sense: towards a substantive theory of the information-seeking behaviour of newly diagnosed cancer patients. Journal of Clinical Nursing 16, 2096-2104. Journal of Clinical Nursing, 2008, 17, 1817-1818.	3.0	0
150	Commentary on Pollard K (2009) Student engagement in interprofessional working in practice placement settings. <i>Journal of Clinical Nursing</i> 18, 2846-2856. Journal of Clinical Nursing, 2009, 18, 2916-2917.	3.0	0
151	Use of multifaceted strategies and processes at multiple levels, and passionate frontline leaders are associated with uptake of best practice guidelines on breastfeeding. Evidence-based Nursing, 2014, 17, 57-58.	0.2	0
152	Sharing victory. Nursing Management, 2016, 23, 15-15.	0.2	0
153	The use of factor analysis and abductive inference to explore students' and practitioners' perspectives of feedback: divergent or congruent understanding?. BMC Medical Education, 2020, 20, 466.	2.4	0
154	Identifying how enrolled nurses meet requisite national practice standards: A quality initiative. Collegian, 2021, 28, 275-280.	1.3	0
155	The Conversations of Leaders. Journal of Nursing Management, 2021, 29, 1891-1892.	3.4	0
156	The interpretation and analysis of your findings: gaining value from the research process. , 2008, , 132-141.		0
157	The hard work begins: maximizing participation. , 2008, , 93-110.		0
158	Operationalizing the data collection. , 2008, , 113-131.		0
159	Identification, access and recruitment of research subjects. , 2008, , 77-92.		0
160	Promoting Professional Learning: Individual and Institutional Practices and Imperatives. Professional and Practice-based Learning, 2011, , 201-213.	0.4	0
161	Nurses' and patients' perceptions on interruptions on admission processes at an acute public hospital using cross-sectional survey. Collegian, 2022, , .	1.3	0