

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	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
2	Advancing clinical facilitator capability to support graduate nurses: Outputs from social learning processes embedded in action research cycles. <i>Nurse Education in Practice</i> , 2022, 58, 103271.	2.6	2
3	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
4	Towards the idea of "clinical capital": A longitudinal study exploring nurses' dispositions and workplace manifestations in an Australian intensive care unit. <i>Journal of Advanced Nursing</i> , 2022, 78, 3673-3686.	3.3	2
5	Nurses' and patients' perceptions on interruptions on admission processes at an acute public hospital using cross-sectional survey. <i>Collegian</i> , 2022, , .	1.3	0
6	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
7	Identifying how enrolled nurses meet requisite national practice standards: A quality initiative. <i>Collegian</i> , 2021, 28, 275-280.	1.3	0
8	"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
9	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
10	The Conversations of Leaders. <i>Journal of Nursing Management</i> , 2021, 29, 1891-1892.	3.4	0
11	Nursing degree students' clinical placement experiences in Australia: A survey design. <i>Nurse Education in Practice</i> , 2021, 54, 103112.	2.6	12
12	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
13	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
14	Supporting Australian clinical learners in a collaborative clusters education model: a mixed methods study. <i>BMC Nursing</i> , 2020, 19, 57.	2.5	10
15	The use of factor analysis and abductive inference to explore students' and practitioners' perspectives of feedback: divergent or congruent understanding?. <i>BMC Medical Education</i> , 2020, 20, 466.	2.4	0
16	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. <i>BMJ Open</i> , 2020, 10, e034945.	1.9	4
17	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
18	Re-envisaging continuing professional development to improve patient outcomes. <i>Nurse Education Today</i> , 2020, 89, 104402.	3.3	5

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19	Perspectives about the baby friendly hospital/health initiative in Australia: an online survey. <i>International Breastfeeding Journal</i> , 2020, 15, 23.	2.6	6
20	The uptake and implementation of the Baby Friendly Health Initiative in Australia. <i>Women and Birth</i> , 2019, 32, e323-e333.	2.0	6
21	Prevalence and Impact of Functional and Psychosocial Problems in Hospitalized Adults: A Prospective Cohort Study. <i>Journal of the American Medical Directors Association</i> , 2019, 20, 1294-1299.e1.	2.5	4
22	Palliative care in paramedic practice: A retrospective cohort study. <i>Palliative Medicine</i> , 2019, 33, 445-451.	3.1	31
23	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
24	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
25	Conflicts and con-fusions confounding compassion in acute care: Creating dialogical moral space. <i>Nursing Ethics</i> , 2019, 26, 116-123.	3.4	5
26	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
27	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
28	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
29	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
30	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
31	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
32	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
33	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
34	Identifying and assessing the needs of carers of patients with palliative care needs: an exploratory study. <i>International Journal of Palliative Nursing</i> , 2018, 24, 503-509.	0.5	2
35	The Role of the Nurse Educator in Sustaining Compassion in the Workplace: A Case Study From an Intensive Care Unit. <i>Journal of Continuing Education in Nursing</i> , 2018, 49, 221-224.	0.6	2
36	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

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37	Building compassion literacy: Enabling care in primary health care nursing. <i>Collegian</i> , 2017, 24, 85-91.	1.3	37
38	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
39	Defining a set of common interprofessional learning competencies for health profession students. <i>Medical Teacher</i> , 2017, 39, 463-468.	1.8	61
40	Developing and maintaining compassionate care in nursing. <i>Nursing Standard (Royal College of)</i> Tj ETQq0 0 0 rgBT /Overlock 10 Tf 50 6	0.1	19
41	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
42	CogChamps â€“ a model of implementing evidence-based care in hospitals: study protocol. <i>BMC Health Services Research</i> , 2017, 17, 202.	2.2	8
43	Preferred strategies for workforce development: feedback from aged care workers. <i>Australian Health Review</i> , 2016, 40, 533.	1.1	1
44	The Critical Role of Workplace Managers in Continuing Education and Training. <i>Professional and Practice-based Learning</i> , 2016, , 249-265.	0.4	4
45	Investing in organisational culture: nursing studentsâ€™ 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
46	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
47	Sharing victory. <i>Nursing Management</i> , 2016, 23, 15-15.	0.2	0
48	OSCE best practice guidelinesâ€™ applicability for nursing simulations. <i>Advances in Simulation</i> , 2016, 1, 10.	2.3	30
49	Graduating nurses' self-efficacy in palliative care practice: An exploratory study. <i>Nurse Education Today</i> , 2016, 39, 141-146.	3.3	29
50	Validation of the Australian Nursing Standards Assessment Tool (ANSAT): A pilot study. <i>Nurse Education Today</i> , 2016, 36, 23-30.	3.3	24
51	Provision of a surgeon's performance data for people considering elective surgery. <i>The Cochrane Library</i> , 2015, , CD006327.	2.8	4
52	The significance of â€“facilitator as a change agentâ€™ organisational learning culture in aged care home settings. <i>Journal of Clinical Nursing</i> , 2015, 24, 961-969.	3.0	12
53	Critical factors about feedback: â€“They told me what I did wrong; but didn't give me any feedbackâ€™. <i>Journal of Clinical Nursing</i> , 2015, 24, 1737-1739.	3.0	13
54	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

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55	Leadership and communication: what are the imperatives?. <i>Journal of Nursing Management</i> , 2015, 23, 693-694.	3.4	4
56	â€˜What matters to graduatesâ€™: 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
57	Application of best practice guidelines for OSCEsâ€™ An Australian evaluation of their feasibility and value. <i>Nurse Education Today</i> , 2015, 35, 700-705.	3.3	26
58	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
59	Commentary on â€˜Developing a framework for nursing handover in the emergency department: an individualised and systematic approachâ€™ by <sc>K</sc>lim <i>et al</i>.. <i>Journal of Clinical Nursing</i> , 2015, 24, 608-609.	3.0	1
60	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
61	A contemporary examination of workplace learning culture: An ethnomethodology study. <i>Nurse Education Today</i> , 2015, 35, 91-96.	3.3	31
62	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
63	Use of multifaceted strategies and processes at multiple levels, and passionate frontline leaders are associated with uptake of best practice guidelines on breastfeeding. <i>Evidence-based Nursing</i> , 2014, 17, 57-58.	0.2	0
64	Commentary on Levettâ€™Jones T and Lathlean J (2009) The Ascent to Competence conceptual framework: an outcome of a study of belongingness. <i>Journal of Clinical Nursing</i> 18, 2870â€™2879. <i>Journal of Clinical Nursing</i> , 2014, 23, 2380-2381.	3.0	2
65	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
66	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
67	Using an Objective Structured Clinical Examination for Bachelor of Midwifery studentsâ€™ preparation for practice. <i>Women and Birth</i> , 2014, 27, 108-113.	2.0	10
68	Learning to Work in Teams. <i>Journal of Continuing Education in Nursing</i> , 2014, 45, 249-251.	0.6	1
69	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
70	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
71	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
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	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
74	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
75	Processes to engage and motivate staff. <i>Nursing Management</i> , 2013, 20, 18-24.	0.2	11
76	Identifying common learning outcomes for health: Celebrating diversity and maximising benefit from regulatory necessity. <i>Medical Teacher</i> , 2013, 35, 970-970.	1.8	3
77	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
78	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
79	Nursing students' perceptions of learning in practice environments: A review. <i>Nurse Education Today</i> , 2012, 32, 299-302.	3.3	177
80	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
81	Leadership in clinical education " Embedding learning in everyday practice. <i>Nurse Education Today</i> , 2011, 31, 4-5.	3.3	9
82	Best Practice Guidelines for use of OSCEs: Maximising value for student learning. <i>Nurse Education Today</i> , 2011, 31, 145-151.	3.3	74
83	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
84	Characteristics of leadership that influence clinical learning: A narrative review. <i>Nurse Education Today</i> , 2011, 31, 743-756.	3.3	21
85	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
86	Commentary on Williamson GR, Callaghan L, Whittlesea E, Heath V (2011) Improving student support using placement development teams: staff and student perceptions. <i>Journal of Clinical Nursing</i> 20, 828-836. <i>Journal of Clinical Nursing</i> , 2011, 20, 1502-1503.	3.0	1
87	Understanding the Breast Crawl: Implications for Nursing Practice. <i>Nursing for Women's Health</i> , 2011, 15, 296-307.	0.8	13
88	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
89	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
90	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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91	Promoting Professional Learning: Individual and Institutional Practices and Imperatives. Professional and Practice-based Learning, 2011, , 201-213.	0.4	0
92	Interprofessional education in clinical practice: not a single vaccine. Australian Health Review, 2010, 34, 224.	1.1	8
93	Promoting and Providing Expert Guidance in Work-intensive Clinical Settings. Vocations and Learning, 2010, 3, 141-156.	1.9	16
94	Application and student evaluation of a Clinical Progression Portfolio: A pilot. Nurse Education in Practice, 2010, 10, 227-232.	2.6	6
95	The recognition and valuing of patient knowledge: a way forward. International Journal of Consumer Studies, 2010, 34, 613-616.	11.6	1
96	Educating for leadership: a programme designed to build a responsive health care culture. Journal of Nursing Management, 2010, 18, 78-83.	3.4	30
97	Creating supportive clinical learning environments: an intervention study. Journal of Clinical Nursing, 2010, 19, 177-182.	3.0	65
98	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. Journal of Clinical Nursing, 2010, 19, 3587-3588.	3.0	5
99	Modification of a student feedback tool that provides feedback to staff in clinical contexts. Journal of Clinical Nursing, 2010, 19, 2936-2938.	3.0	10
100	The future of education and training in dental technology: designing a dental curriculum that facilitates teamwork across the oral health professions. British Dental Journal, 2010, 208, 227-230.	0.6	45
101	Development and psychometric testing of the Clinical Learning Organisational Culture Survey (CLOCS). Nurse Education Today, 2010, 30, 598-602.	3.3	29
102	The trainee assistant in nursing: a pilot exercise in building and retaining a workforce. Australian Health Review, 2010, 34, 41.	1.1	5
103	Making cars and making health care: a critical review. Medical Journal of Australia, 2009, 191, 28-29.	1.7	31
104	Exploring the causes, assessment and management of constipation in palliative care. International Journal of Palliative Nursing, 2009, 15, 58-64.	0.5	10
105	Clinical Progression Portfolio: A resource for enhancing learning partnerships. Nurse Education in Practice, 2009, 9, 398-402.	2.6	10
106	Creating a therapeutic environment: A non-randomised controlled trial of a quiet time intervention for patients in acute care. International Journal of Nursing Studies, 2009, 46, 778-786.	5.6	76
107	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
108	Leadership: the critical success factor in the rise or fall of useful research activity. Journal of Nursing Management, 2009, 17, 942-946.	3.4	15

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109	Maintainance of patients' dignity during hospitalization: Comparison of staffâ€œpatient observations and patient feedback through interviews. <i>International Journal of Nursing Practice</i> , 2009, 15, 227-230.	1.7	35
110	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
111	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
112	Response to Editorial: Watson, R. (2006) Editorial: Should studies without ethical permission be published in JCN? <i>Journal of Clinical Nursing</i> 15, 251. <i>Journal of Clinical Nursing</i> , 2008, 17, 837-838.	3.0	2
113	Commentary on Finfgeldâ€œConnett D (2008) Metaâ€œsynthesis of caring in nursing.â€œ <i>Journal of Clinical Nursing</i> 17, 196â€œ204. <i>Journal of Clinical Nursing</i> , 2008, 17, 2098-2099.	3.0	8
114	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. <i>Journal of Clinical Nursing</i> 16, 2096â€œ2104. <i>Journal of Clinical Nursing</i> , 2008, 17, 1817-1818.	3.0	0
115	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
116	Education in the clinical context: Establishing a strategic framework to ensure relevance. <i>Collegian</i> , 2008, 15, 63-68.	1.3	8
117	Nurses' Moral Sensitivity and Hospital Ethical Climate: a Literature Review. <i>Nursing Ethics</i> , 2008, 15, 304-321.	3.4	261
118	The interpretation and analysis of your findings: gaining value from the research process. , 2008, , 132-141.		0
119	The hard work begins: maximizing participation. , 2008, , 93-110.		0
120	Operationalizing the data collection. , 2008, , 113-131.		0
121	Identification, access and recruitment of research subjects. , 2008, , 77-92.		0
122	The impact of progress toward a Clinical Development Unit in Cardiology. <i>Contemporary Nurse</i> , 2007, 24, 25-32.	1.0	3
123	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
124	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
125	Boosting morale and improving performance in the nursing setting. <i>Journal of Nursing Management</i> , 2007, 15, 811-816.	3.4	21
126	?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

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127	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
128	Expanding Nurses' Capabilities in Acute Care. , 2007, , 103-115.		2
129	Partner, learn, progress: A conceptual model for continuous clinical education. <i>Nurse Education Today</i> , 2006, 26, 104-109.	3.3	44
130	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
131	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
132	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
133	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
134	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. <i>Journal of Clinical Nursing</i> 14, 704-710. <i>Journal of Clinical Nursing</i> , 2006, 15, 512-513.	3.0	0
135	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
136	Guest editorial: Maximizing value from clinical research. <i>Journal of Clinical Nursing</i> , 2006, 15, 1479-1479.	3.0	0
137	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
138	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
139	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
140	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
141	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
142	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
143	A clinical development unit in cardiology: The way forward. <i>International Journal of Nursing Practice</i> , 2005, 11, 134-139.	1.7	8
144	'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

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145	'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
146	Read, Think, Do!: a method for fitting research evidence into practice. <i>Journal of Advanced Nursing</i> , 2005, 50, 20-26.	3.3	31
147	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
148	To Lopez V (2005) Commentary on Lee et al.(2004). <i>Journal of Clinical Nursing</i> , 2005, 14, 1013-1014.	3.0	0
149	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
150	Supervised clinical placement and legal accountability. <i>Journal of Law & Medicine</i> , 2005, 12, 416-21.	0.0	3
151	Information needs of Hong Kong Chinese patients undergoing surgery. <i>Journal of Clinical Nursing</i> , 2004, 13, 960-966.	3.0	19
152	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
153	Decision-making preferences towards surgical intervention in a Hong Kong Chinese population. <i>International Nursing Review</i> , 2003, 50, 95-100.	3.3	21
154	A study of the impact of discharge information for surgical patients. <i>Journal of Advanced Nursing</i> , 2001, 35, 435-441.	3.3	95
155	Evaluation of a constipation risk assessment scale. <i>International Journal of Nursing Practice</i> , 1999, 5, 106-109.	1.7	21
156	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
157	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
158	Surgical patients'information needs on discharge: Are they being met?. <i>International Journal of Nursing Practice</i> , 1996, 2, 229-234.	1.7	10
159	Nature of decision-making in the terminally ill patient. <i>Cancer Nursing</i> , 1996, 19, 384-391.	1.5	45
160	Power and knowledge in nursing practice: the contribution of Foucault. <i>Journal of Advanced Nursing</i> , 1994, 20, 935-939.	3.3	63
161	The significance for critical care nurses of the 'Dying with dignity' legislation. <i>Australian Critical Care</i> , 1994, 7, 23-26.	1.3	3