

Margaret McAllister

List of Publications by Year in descending order

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Version: 2024-02-01

159
papers

3,448
citations

201575

27
h-index

189801

50
g-index

161
all docs

161
docs citations

161
times ranked

3180
citing authors

#	ARTICLE	IF	CITATIONS
1	Nursing ethics and the Holocaust: pilot of an innovation in teaching. <i>Holocaust Studies</i> , 2022, 28, 121-142.	0.5	2
2	Preparing students for intentional conversations with older adults. <i>Narrative Inquiry</i> , 2022, 32, 343-361.	0.5	2
3	Exploring resilience and workplace adversity in registered nurses: A qualitative analysis. <i>Australian Journal of Cancer Nursing</i> , 2022, 24, 174-182.	0.8	2
4	Rituals, ghosts and glorified babysitters: A narrative analysis of stories nurses shared about working the night shift. <i>Nursing Inquiry</i> , 2021, 28, e12372.	1.1	5
5	The robots are here, but are nurse educators prepared?. <i>Collegian</i> , 2021, 28, 230-235.	0.6	9
6	Professional development in clinical facilitation: An integrated review. <i>Collegian</i> , 2021, 28, 121-127.	0.6	4
7	Exploring Online Mentorship as a Potential Strategy to Enhance Postgraduate Mental Health Nursing Education through Online Delivery: A Review of the Literature. <i>Issues in Mental Health Nursing</i> , 2021, 42, 376-380.	0.6	1
8	Memory Keeper: A prototype digital application to improve engagement with people with dementia in long-term care (innovative practice). <i>Dementia</i> , 2020, 19, 1287-1298.	1.0	19
9	Addressing Self-Injury in Schools, Part 2: How School Nurses Can Help With Supporting Assessment, Ongoing Care, and Referral for Treatment. <i>NASN School Nurse (Print)</i> , 2020, 35, 99-103.	0.4	4
10	Addressing Self-Injury in Schools, Part 1: Understanding Nonsuicidal Self-Injury and the Importance of Respectful Curiosity in Supporting Youth Who Engage in Self-Injury. <i>NASN School Nurse (Print)</i> , 2020, 35, 92-98.	0.4	3
11	Borders in clinical teacher professional development: A concept analysis. <i>Contemporary Nurse</i> , 2020, 56, 344-353.	0.4	2
12	The problem with the superhero narrative during COVID-19. <i>Contemporary Nurse</i> , 2020, 56, 199-203.	0.4	14
13	Illuminating nursing's shadow side through a Jungian analysis of the film <i>Fog in August</i> . <i>Nursing Inquiry</i> , 2020, 27, e12348.	1.1	0
14	Nursing education, virtual reality and empathy?. <i>Nursing Open</i> , 2020, 7, 2056-2059.	1.1	26
15	Evaluation of a professional development experience designed to equip school support staff with skills to facilitate youth mental health promotion. <i>Contemporary Nurse</i> , 2019, 55, 408-420.	0.4	3
16	Psychological resilience in New Zealand registered nurses: The role of workplace characteristics. <i>Journal of Nursing Management</i> , 2019, 27, 1351-1358.	1.4	12
17	Incivility behaviours exhibited by nursing students: clinical educators' perspectives of challenging teaching and assessment events in clinical practice. <i>Contemporary Nurse</i> , 2019, 55, 303-316.	0.4	13
18	The experiences of clinical facilitators working with nursing students in Australia: An interpretive description. <i>Collegian</i> , 2019, 26, 281-287.	0.6	19

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19	Nurses need to step up to improve child and adolescent mental health globally. <i>Contemporary Nurse</i> , 2019, 55, 275-277.	0.4	2
20	Narrative research methods with vulnerable people: sharing insights. <i>Nurse Researcher</i> , 2019, 27, 42-47.	0.3	1
21	Case Studies of Interprofessional Education Initiatives From Five Countries. <i>Journal of Nursing Scholarship</i> , 2018, 50, 324-332.	1.1	11
22	Reshaping curricula: Culture and mental health in undergraduate health degrees. <i>International Journal of Mental Health Nursing</i> , 2018, 27, 652-661.	2.1	10
23	How education must reawaken empathy. <i>Journal of Advanced Nursing</i> , 2018, 74, 233-234.	1.5	6
24	The tension between person centred and task focused care in an acute surgical setting: A critical ethnography. <i>Collegian</i> , 2018, 25, 11-17.	0.6	53
25	Tainted love: Gothic imaging of nurses in popular culture. <i>Journal of Advanced Nursing</i> , 2018, 74, 310-317.	1.5	2
26	Building resilience in regional youth: Impacts of a universal mental health promotion programme. <i>International Journal of Mental Health Nursing</i> , 2018, 27, 1044-1054.	2.1	17
27	Snapshots of Simulation: Innovative Strategies Used by International Educators to Enhance Simulation Learning Experiences for Health Care Students. <i>Clinical Simulation in Nursing</i> , 2018, 16, 8-14.	1.5	6
28	Facilitation as a vital skill in mental health promotion: findings from a mixed methods evaluation. <i>Journal of Mental Health Training, Education and Practice</i> , 2018, 13, 238-247.	0.3	7
29	Heroism and nursing: A thematic review of the literature. <i>Nurse Education Today</i> , 2018, 68, 134-140.	1.4	18
30	Enrolled Nurses' experiences learning the nurse preceptor role: A qualitative evaluation. <i>Collegian</i> , 2017, 24, 267-273.	0.6	9
31	Survey of antipsychotic medication curriculum content in Australian university nursing programmes. <i>International Journal of Mental Health Nursing</i> , 2017, 26, 56-64.	2.1	3
32	Merging contemporary learning theory with mental health promotion to produce an effective schools-based program. <i>Nurse Education in Practice</i> , 2017, 25, 74-79.	1.0	14
33	Preparation for workplace adversity: Student narratives as a stimulus for learning. <i>Nurse Education in Practice</i> , 2017, 25, 89-95.	1.0	8
34	Professional development needs of nurse educators. An Australian case study. <i>Nurse Education in Practice</i> , 2017, 27, 165-168.	1.0	33
35	Moving Beyond Routines in Teaching and Learning: Releasing the Educative Potential of Published Eating Disorder Memoirs. <i>Issues in Mental Health Nursing</i> , 2017, 38, 402-410.	0.6	2
36	'Pre-Run, Re-Run': An innovative research capacity building exercise. <i>Nurse Education in Practice</i> , 2017, 27, 144-150.	1.0	4

#	ARTICLE	IF	CITATIONS
37	The impact of an online learning platform about nursing education on enrolled nurse preceptor teaching capabilities: a pre- and post-test evaluation. <i>Contemporary Nurse</i> , 2017, 53, 335-347.	0.4	9
38	The viewing room: A lens for developing ethical comportment. <i>Nurse Education in Practice</i> , 2016, 16, 119-124.	1.0	8
39	The Courage to Care—An innovative arts-based event to engage students and the local community to reflect on Australian nurses' roles in the First World War and after. <i>Nurse Education Today</i> , 2016, 47, 51-56.	1.4	2
40	Methodological and Other Research Strategies to Manoeuvre from Single to Multi- and Interdisciplinary Project Partnerships. , 2016, , 171-186.		0
41	A mountain not too high to climb: a qualitative study exploring facilitators and barriers to smoking cessation in a regional mental health service. <i>Advances in Mental Health</i> , 2016, 14, 26-37.	0.3	2
42	The stigmatisation of pregnancy: societal influences on pregnant women's physical activity Behaviour. <i>Culture, Health and Sexuality</i> , 2016, 18, 921-935.	1.0	17
43	Exploring the diary as a recovery-oriented therapeutic tool. <i>International Journal of Mental Health Nursing</i> , 2016, 25, 19-26.	2.1	12
44	The Capabilities of Nurse Educators (CONE) questionnaire: Development and evaluation. <i>Nurse Education Today</i> , 2016, 39, 122-127.	1.4	26
45	The vital blend of clinical competence and compassion: How patients experience person-centred care. <i>Contemporary Nurse</i> , 2016, 52, 300-312.	0.4	45
46	Nurses Writing about Psychiatric Nurses' Involvement in Killings during the Nazi Era: A Preliminary Discourse Analysis. <i>Health and History</i> , 2016, 18, 63.	0.0	1
47	Advanced life simulation: High-fidelity simulation without the high technology. <i>Nurse Education in Practice</i> , 2015, 15, 430-436.	1.0	25
48	The reading room: Exploring the use of literature as a strategy for integrating threshold concepts into nursing curricula. <i>Nurse Education in Practice</i> , 2015, 15, 549-555.	1.0	22
49	Connecting narrative with mental health learning through discussion and analysis of selected contemporary films. <i>International Journal of Mental Health Nursing</i> , 2015, 24, 304-313.	2.1	9
50	Majors in Mental Health Nursing: Issues of Sustainability and Commitment. <i>Perspectives in Psychiatric Care</i> , 2015, 51, 28-35.	0.9	1
51	Exploring transformative learning and the courage to teach a values based curriculum. <i>Nurse Education in Practice</i> , 2015, 15, 480-484.	1.0	16
52	The write stuff: A proactive approach to increasing academics' writing skills and outcomes. <i>Nurse Education in Practice</i> , 2015, 15, 321-326.	1.0	10
53	lluminating and inspiring: using television historical drama to cultivate contemporary nursing values and critical thinking. <i>Contemporary Nurse</i> , 2015, 50, 127-138.	0.4	10
54	Tag team simulation: An innovative approach for promoting active engagement of participants and observers during group simulations. <i>Nurse Education in Practice</i> , 2015, 15, 345-352.	1.0	43

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55	Vivian Bullwinkel: A model of resilience and a symbol of strength. <i>Collegian</i> , 2015, 22, 135-141.	0.6	3
56	The challenges of undergraduate mental health nursing education from the perspectives of heads of schools of nursing in Queensland, Australia. <i>Collegian</i> , 2015, 22, 267-274.	0.6	18
57	N ² E: Envisioning a process to support transition from nurse to educator. <i>Contemporary Nurse</i> , 2014, 46, 242-250.	0.4	25
58	The Views of Heads of Schools of Nursing about Mental Health Nursing Content in Undergraduate Programs. <i>Issues in Mental Health Nursing</i> , 2014, 35, 330-336.	0.6	6
59	Perspectives of Australian Nursing Directors Regarding Educational Preparation for Mental Health Nursing Practice. <i>Issues in Mental Health Nursing</i> , 2014, 35, 891-897.	0.6	10
60	Exploring the educative potential of eating disorder memoirs. <i>Journal of Mental Health Training, Education and Practice</i> , 2014, 9, 69-78.	0.3	6
61	Mental health interprofessional education for health professions students: bridging the gaps. <i>Journal of Mental Health Training, Education and Practice</i> , 2014, 9, 35-45.	0.3	12
62	Newton's cradle: a metaphor to consider the flexibility, resistance and direction of nursing's future. <i>Nursing Inquiry</i> , 2014, 21, 130-139.	1.1	9
63	Consumer involvement in the tertiary-level education of mental health professionals: A systematic review. <i>International Journal of Mental Health Nursing</i> , 2014, 23, 3-16.	2.1	154
64	Implementing a major stream in mental health nursing: Barriers to effectiveness. <i>International Journal of Mental Health Nursing</i> , 2014, 23, 435-441.	2.1	6
65	Learning essentials: What graduates of mental health nursing programmes need to know from an industry perspective. <i>Journal of Clinical Nursing</i> , 2014, 23, 3449-3459.	1.4	26
66	Dementia and its influence on quality of life and what it means to be valued: Family members'™ perceptions. <i>Dementia</i> , 2014, 13, 412-425.	1.0	10
67	Back to the future? Views of heads of schools of nursing about undergraduate specialization in mental health nursing. <i>International Journal of Mental Health Nursing</i> , 2014, 23, 545-552.	2.1	4
68	Things you can learn from books: Exploring the therapeutic potential of eating disorder memoirs. <i>International Journal of Mental Health Nursing</i> , 2014, 23, 553-560.	2.1	12
69	Opportunity lost? The major in mental health nursing in Australia. <i>Nurse Education Today</i> , 2014, 34, e13-e17.	1.4	4
70	The Silence of Mental Health Issues Within University Environments: A Quantitative Study. <i>Archives of Psychiatric Nursing</i> , 2014, 28, 339-344.	0.7	43
71	Transformers: Changing the face of nursing and midwifery in the media. <i>Nurse Education in Practice</i> , 2014, 14, 148-153.	1.0	17
72	Little people, big lessons: An innovative strategy to develop interpersonal skills in undergraduate nursing students. <i>Nurse Education Today</i> , 2014, 34, 1201-1206.	1.4	21

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73	The masked educatorâ€”innovative simulation in an Australian undergraduate Medical Sonography and Medical Imaging program. <i>Journal of Medical Radiation Sciences</i> , 2014, 61, 233-240.	0.8	12
74	Thinking like a nurse: The pedagogical power of process drama. <i>Journal of Applied Arts and Health</i> , 2014, 5, 319-330.	0.2	1
75	Staff experiences of providing support to students who are managing mental health challenges: A qualitative study from two Australian universities. <i>Advances in Mental Health</i> , 2014, 12, 192-201.	0.3	29
76	Snapshots of simulation: Creative strategies used by Australian educators to enhance simulation learning experiences for nursing students. <i>Nurse Education in Practice</i> , 2013, 13, 567-572.	1.0	37
77	Who is that masked educator? Deconstructing the teaching and learning processes of an innovative humanistic simulation technique. <i>Nurse Education Today</i> , 2013, 33, 1453-1458.	1.4	37
78	Home Blood Pressure Monitoring: An Integrated Review of the Literature. <i>Journal for Nurse Practitioners</i> , 2013, 9, 356-361.	0.4	3
79	Authenticity, Creativity and a Love of the Job: Experiences of Grassroots Leaders of Mental Health Nursing in Queensland. <i>Issues in Mental Health Nursing</i> , 2013, 34, 658-664.	0.6	9
80	Lessons students and new graduates could teach: A phenomenological study that reveals insights on the essence of building a supportive learning culture through preceptorship. <i>Contemporary Nurse</i> , 2013, 44, 170-177.	0.4	31
81	Continuing professional development in nursing in Australia: Current awareness, practice and future directions. <i>Contemporary Nurse</i> , 2013, 45, 33-45.	0.4	49
82	Evaluating STAR â€” a transformative learning framework: interdisciplinary action research in health training. <i>Educational Action Research</i> , 2013, 21, 90-106.	0.8	25
83	Resilience: A personal attribute, social process and key professional resource for the enhancement of the nursing role. <i>Professioni Infermieristiche</i> , 2013, 66, 55-62.	1.0	18
84	N2E: Envisioning a process to support transition from nurse to educator. <i>Contemporary Nurse</i> , 2013, , 3403-3427.	0.4	0
85	Determining mental health research priorities in a Queensland region: An inclusive and iterative approach with mental health service clinicians, consumers and carers. <i>Advances in Mental Health</i> , 2012, 10, 268-276.	0.3	8
86	Clinical simulation in Australia and New Zealand: Through the lens of an advisory group. <i>Collegian</i> , 2012, 19, 177-186.	0.6	16
87	Comprehensive nurse education: A broken promise and an unrealistic ideal. <i>International Journal of Mental Health Nursing</i> , 2012, 21, 94-94.	2.1	0
88	Factors influencing quality of life for people with dementia: A qualitative perspective. <i>Aging and Mental Health</i> , 2011, 15, 970-977.	1.5	96
89	Teaching ideas for generating critical and constructive insights into wellâ€”functioning multidisciplinary mental health teams. <i>Journal of Mental Health Training, Education and Practice</i> , 2011, 6, 117-127.	0.3	5
90	A role for mental health nursing in the physical health care of consumers with severe mental illness. <i>Journal of Psychiatric and Mental Health Nursing</i> , 2011, 18, 706-711.	1.2	47

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91	In my day II: Reflecting on the transformative potential of incorporating celebrations into the nursing curriculum. <i>Nurse Education in Practice</i> , 2011, 11, 245-249.	1.0	4
92	Steps towards empowerment: An examination of colleges, health services and universities. <i>Contemporary Nurse</i> , 2011, 38, 6-17.	0.4	18
93	STAR. <i>Journal of Transformative Education</i> , 2011, 9, 42-58.	0.8	19
94	Assessment following self-harm: nurses provide comparable risk assessment to psychiatrists but are less likely to admit for in-hospital treatment. <i>Evidence-based Nursing</i> , 2011, 14, 83-84.	0.1	1
95	Building empathic practice through transformative learning theory. <i>Australian Nursing Journal</i> , 2011, 19, 22.	0.0	2
96	Life stories and biography: a means of connecting family and staff to people with dementia. <i>Journal of Clinical Nursing</i> , 2010, 19, 1707-1715.	1.4	52
97	Making us what we are: Noteworthy people and achievements in Queensland mental health nursing. <i>International Journal of Mental Health Nursing</i> , 2010, 19, 250-256.	2.1	3
98	Solution focused nursing: A fitting model for mental health nurses working in a public health paradigm. <i>Contemporary Nurse</i> , 2010, 34, 149-157.	0.4	21
99	A Strengths-Based Group Program on Self-Harm. <i>Journal of School Nursing</i> , 2010, 26, 289-300.	0.9	14
100	Generating ideas for the teaching of nursing's history in Australia. <i>Collegian</i> , 2010, 17, 13-22.	0.6	5
101	Representations of Non-Suicidal Self-Injury in Motion Pictures. <i>Archives of Suicide Research</i> , 2010, 14, 89-103.	1.2	22
102	Teaching nursing's history: A national survey of Australian Schools of Nursing, 2007-2008. <i>Nurse Education Today</i> , 2010, 30, 370-375.	1.4	14
103	Awake and aware: Thinking constructively about the world through Transformative Learning. , 2010, , 157-170.		3
104	Nursing's orphans: How the system of nursing education in Australia is undermining professional identity. <i>Contemporary Nurse</i> , 2009, 32, 9-18.	0.4	27
105	Adopting narrative pedagogy to improve the student learning experience in a regional Australian university. <i>Contemporary Nurse</i> , 2009, 32, 156-165.	0.4	32
106	In My Day: Using lessons from history, ritual and our elders to build professional identity. <i>Nurse Education in Practice</i> , 2009, 9, 277-283.	1.0	9
107	"I can actually talk to them now": qualitative results of an educational intervention for emergency nurses caring for clients who self-harm. <i>Journal of Clinical Nursing</i> , 2009, 18, 2838-2845.	1.4	29
108	Seeking connection: family care experiences following long-term dementia care placement. <i>Journal of Clinical Nursing</i> , 2009, 18, 3118-3125.	1.4	109

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109	Use of a think-aloud procedure to explore the relationship between clinical reasoning and solution-focused training in self-harm for emergency nurses. <i>Journal of Psychiatric and Mental Health Nursing</i> , 2009, 16, 121-128.	1.2	30
110	The importance of teaching and learning resilience in the health disciplines: A critical review of the literature. <i>Nurse Education Today</i> , 2009, 29, 371-379.	1.4	352
111	An exploration of mental health nursing models of care in a Queensland psychiatric hospital. <i>International Journal of Mental Health Nursing</i> , 2008, 17, 18-26.	2.1	20
112	Thank-you cards: Reclaiming a nursing student ritual and releasing its transformative potential. <i>Nurse Education in Practice</i> , 2008, 8, 170-176.	1.0	9
113	The meaningful experiences of being an Registered Nurse (RN) Buddy. <i>Nurse Education Today</i> , 2008, 28, 760-767.	1.4	19
114	A Neophyte's Journey through Qualitative Analysis Using Morse's Cognitive Processes of Analysis. <i>International Journal of Qualitative Methods</i> , The, 2008, 7, 81-93.	1.3	4
115	Back to the Future with Hands-On Science: Students' Perceptions of Learning Anatomy and Physiology. <i>Journal of Nursing Education</i> , 2008, 47, 417-421.	0.4	23
116	Looking Below the Surface: Developing Critical Literacy Skills to Reduce the Stigma of Mental Disorders. <i>Journal of Nursing Education</i> , 2008, 47, 426-430.	0.4	10
117	Taking leave from work: the impact of culture on Japanese female nurses. <i>Journal of Clinical Nursing</i> , 2007, 17, 070621074500070-???	1.4	11
118	Mental health community liaison in aged care: a service of value to all. <i>International Journal of Older People Nursing</i> , 2007, 2, 148-154.	0.6	2
119	Gentle Interruptions: Transformative Approaches to Clinical Teaching. <i>Journal of Nursing Education</i> , 2007, 46, 304-312.	0.4	35
120	An Introduction to Solution-Focused Nursing. , 2007, , 1-18.		0
121	Solution focused nursing: An evaluation of current practice. <i>Nurse Education Today</i> , 2006, 26, 439-447.	1.4	10
122	Extending the boundaries: Autoethnography as an emergent method in mental health nursing research. <i>International Journal of Mental Health Nursing</i> , 2006, 15, 44-53.	2.1	65
123	An online learning community for clinical educators. <i>Nurse Education in Practice</i> , 2006, 6, 106-111.	1.0	12
124	Solution Focused Teaching: A Transformative Approach to Teaching Nursing. <i>International Journal of Nursing Education Scholarship</i> , 2006, 3, Article 5.	0.4	17
125	Teaching and Learning Practice Development for Change. <i>Journal of Continuing Education in Nursing</i> , 2006, 37, 154-159.	0.2	11
126	Stakeholders' views in relation to curriculum development approaches for Australian clinical educators. <i>Australian Journal of Advanced Nursing</i> , 2006, 24, 16-20.	0.4	6

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127	Effectiveness of a Counseling Intervention after a Traumatic Childbirth: A Randomized Controlled Trial. <i>Birth</i> , 2005, 32, 11-19.	1.1	177
128	Transformative teaching in nursing education: preparing for the possible. <i>Collegian</i> , 2005, 12, 13-18.	0.6	11
129	Transformative teaching in nursing education: leading by example. <i>Collegian</i> , 2005, 12, 11-16.	0.6	11
130	Advanced Practice Nursing and Conceptual Models of Nursing. <i>Nursing Science Quarterly</i> , 2004, 17, 135-138.	0.3	16
131	Different voices: Reviewing and revising the politics of working with consumers in mental health. <i>International Journal of Mental Health Nursing</i> , 2004, 13, 22-32.	2.1	37
132	Conversation starters: re-examining and reconstructing first encounters within the therapeutic relationship. <i>Journal of Psychiatric and Mental Health Nursing</i> , 2004, 11, 575-582.	1.2	25
133	Motivating change: using motivational interviewing in practice development. <i>Practice Development in Health Care</i> , 2004, 3, 92-100.	0.3	10
134	Multiple meanings of self harm: A critical review. <i>International Journal of Mental Health Nursing</i> , 2003, 12, 177-185.	2.1	111
135	Doing practice differently: solution-focused nursing. <i>Journal of Advanced Nursing</i> , 2003, 41, 528-535.	1.5	50
136	CARE: a framework for mental health practice. <i>Journal of Psychiatric and Mental Health Nursing</i> , 2003, 10, 39-48.	1.2	27
137	CARE: A framework for responding therapeutically to the client who self-harms. <i>Journal of Psychiatric and Mental Health Nursing</i> , 2003, 10, 442-447.	1.2	16
138	Self-harm in the emergency setting: Understanding and responding. <i>Contemporary Nurse</i> , 2003, 15, 130-139.	0.4	8
139	Blackbirds Singing in the Dead of Night?: Advancing the Craft of Teaching Qualitative Research. <i>Journal of Nursing Education</i> , 2003, 42, 296-303.	0.4	32
140	Blackbirds singing in the dead of night?: Advancing the craft of teaching qualitative research. <i>Journal of Nursing Education</i> , 2003, 42, 296-303.	0.4	14
141	The Benefits of Being a Nurse in Critical Social Research Practice. <i>Qualitative Health Research</i> , 2002, 12, 700-712.	1.0	23
142	The Postmodern Heart: A Discourse Analysis of a booklet on pacemaker implantation. <i>Collegian</i> , 2002, 9, 19-23.	0.6	1
143	The craft of teaching qualitative research: linking methodology to practice. <i>Collegian</i> , 2002, 9, 8-14.	0.6	14
144	Enriching learning using Web and computer technologies: how not to throw caution to the wind. <i>Nurse Education in Practice</i> , 2002, 2, 125-132.	1.0	7

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145	Using reflective practice processes to identify practice change issues in an aged care service. <i>Nurse Education in Practice</i> , 2002, 2, 230-236.	1.0	15
146	Nurses' attitudes towards clients who self-harm. <i>Journal of Advanced Nursing</i> , 2002, 40, 578-586.	1.5	187
147	Principles and strategies for teaching therapeutic responses to self-harm. <i>Journal of Psychiatric and Mental Health Nursing</i> , 2002, 9, 573-583.	1.2	19
148	Study of Queensland emergency department nurses' actions and formal and informal procedures for clients who self-harm. <i>International Journal of Nursing Practice</i> , 2002, 8, 184-190.	0.8	21
149	Principles for curriculum development in Australian nursing: an examination of the literature. <i>Nurse Education Today</i> , 2001, 21, 304-314.	1.4	14
150	Principles in practice: an Australian initiative in nursing curriculum development. <i>Nurse Education Today</i> , 2001, 21, 315-322.	1.4	9
151	Dissociative identity disorder and the nurse-patient relationship in the acute care setting: An action research study. <i>International Journal of Mental Health Nursing</i> , 2001, 10, 20-32.	5.0	13
152	In harm's way: a postmodern narrative inquiry. <i>Journal of Psychiatric and Mental Health Nursing</i> , 2001, 8, 391-397.	1.2	23
153	Lisa's lessons: A case study of mental health teaching and learning. <i>International Journal of Mental Health Nursing</i> , 2000, 9, 29-41.	5.0	5
154	The Competing Interests of Assessment: An Australian Overview. <i>Curriculum and Teaching</i> , 1999, 14, 45-62.	0.1	2
155	Competency standards: Clarifying the issues. <i>Contemporary Nurse</i> , 1998, 7, 131-137.	0.4	36
156	Learning contracts: an Australian experience. <i>Nurse Education Today</i> , 1996, 16, 199-205.	1.4	24
157	Metaphor in the Thinking of Teachers. <i>Education and Society</i> , 1996, 14, 75-87.	0.4	1
158	Teaching metaphors of student nurses. <i>Journal of Advanced Nursing</i> , 1996, 23, 1110-1120.	1.5	10
159	The Nurse as Tour Guide: A Metaphor for Debriefing Students in Mental Health Nursing. <i>Issues in Mental Health Nursing</i> , 1995, 16, 395-405.	0.6	8