

Pirashanthie Vivekananda-Schmidt

List of Publications by Year in descending order

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Version: 2024-02-01

32
papers

625
citations

623574

14
h-index

610775

24
g-index

34
all docs

34
docs citations

34
times ranked

751
citing authors

#	ARTICLE	IF	CITATIONS
1	Teaching clinical reasoning and decision-making skills to nursing students: Design, development, and usability evaluation of a serious game. <i>International Journal of Medical Informatics</i> , 2016, 94, 39-48.	1.6	86
2	The development and evaluation of a Professional Self Identity Questionnaire to measure evolving professional self-identity in health and social care students. <i>Medical Teacher</i> , 2009, 31, e603-e607.	1.0	74
3	Lessons from medical students's™ perceptions of learning reflective skills: A multi-institutional study. <i>Medical Teacher</i> , 2011, 33, 846-850.	1.0	52
4	Exploring the use of videotaped objective structured clinical examination in the assessment of joint examination skills of medical students. <i>Arthritis and Rheumatism</i> , 2007, 57, 869-876.	6.7	44
5	Validation of MSAT: an instrument to measure medical students' self-assessed confidence in musculoskeletal examination skills. <i>Medical Education</i> , 2007, 41, 402-410.	1.1	38
6	Developing a Serious Game for Nurse Education. <i>Journal of Gerontological Nursing</i> , 2018, 44, 15-19.	0.3	38
7	A model of professional self-identity formation in student doctors and dentists: a mixed method study. <i>BMC Medical Education</i> , 2015, 15, 83.	1.0	33
8	Cluster randomized controlled trial of the impact of a computer-assisted learning package on the learning of musculoskeletal examination skills by undergraduate medical students. <i>Arthritis and Rheumatism</i> , 2005, 53, 764-771.	6.7	30
9	Learning decision making through serious games. <i>Clinical Teacher</i> , 2016, 13, 277-282.	0.4	29
10	Student assistantships: bridging the gap between student and doctor. <i>Advances in Medical Education and Practice</i> , 2015, 6, 447.	0.7	28
11	Nursing students' perceptions of a video-based serious game's educational value: A pilot study. <i>Nurse Education Today</i> , 2018, 62, 62-68.	1.4	26
12	Belongingness and its implications for undergraduate health professions education: a scoping review. <i>Education for Primary Care</i> , 2018, 29, 268-275.	0.2	23
13	A single generic multi-source feedback tool for revalidation of all UK career-grade doctors: Does one size fit all?. <i>Medical Teacher</i> , 2011, 33, e75-e83.	1.0	19
14	FY1 doctors's™ ethicolegal challenges in their first year of clinical practice: an interview study. <i>Journal of Medical Ethics</i> , 2014, 40, 277-281.	1.0	16
15	Do assessor comments on a multi-source feedback instrument provide learner-centred feedback?. <i>Medical Education</i> , 2013, 47, 1080-1088.	1.1	12
16	Differing perceptions among ethnic minority and Caucasian medical students which may affect their relative academic performance. <i>Education for Primary Care</i> , 2015, 26, 11-15.	0.2	12
17	The evaluation of multimedia learning packages in the education of health professionals: experience of a musculoskeletal examination package. <i>Nurse Researcher</i> , 2004, 11, 43-55.	0.3	10
18	A Serious Game for Teaching Nursing Students Clinical Reasoning and Decision-Making Skills. <i>Studies in Health Technology and Informatics</i> , 2016, 225, 905-6.	0.2	10

#	ARTICLE	IF	CITATIONS
19	Simulated Impairment of Contrast Sensitivity: Performance and Gaze Behavior during Locomotion through a Built Environment. <i>Optometry and Vision Science</i> , 2004, 81, 844-852.	0.6	9
20	Developing and implementing a patient safety curriculum. <i>Clinical Teacher</i> , 2016, 13, 91-97.	0.4	8
21	Challenges to Ethically Managing Parkinson Disease. <i>Journal of Patient Experience</i> , 2017, 4, 191-196.	0.4	8
22	Student doctors taking responsibility. <i>Clinical Teacher</i> , 2011, 8, 267-271.	0.4	6
23	Introducing quality improvement teaching into general practice undergraduate placements. <i>Education for Primary Care</i> , 2018, 29, 1-4.	0.2	5
24	Validating an adapted questionnaire to measure belongingness of medical students in clinical settings. <i>Cogent Medicine</i> , 2019, 6, 1620087.	0.7	5
25	Clinicians' perspectives on the duty of candour: Implications for medical ethics education. <i>Clinical Ethics</i> , 2017, 12, 167-173.	0.5	1
26	Developing good practice by understanding how UK medical schools address low level concerns: a survey study. <i>Education for Primary Care</i> , 2022, 33, 6-12.	0.2	1
27	Ethics in the Design of Serious Games for Healthcare and Medicine. <i>Advances in Healthcare Information Systems and Administration Book Series</i> , 0, , 91-106.	0.2	1
28	Case-based learning: integrating medical ethics and law into clinical practice. <i>Education for Primary Care</i> , 2014, 25, 283-7.	0.2	1
29	Reflection on developing an undergraduate course: the value of an action research approach. <i>Education for Primary Care</i> , 2011, 22, 152-158.	0.2	0
30	Teaching exchange. <i>Education for Primary Care</i> , 2014, 25, 281-293.	0.2	0
31	Letter to Editor of <i>Medico-Legal Journal</i> . <i>Medico-Legal Journal</i> , 2017, 85, 167-167.	0.2	0
32	Ethics in the Design of Serious Games for Healthcare and Medicine. , 2015, , 245-260.		0