

Dusana Dorjee

List of Publications by Year in descending order

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Version: 2024-02-01

26
papers

646
citations

687220

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677027

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26
all docs

26
docs citations

26
times ranked

700
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|--|-----|-----------|
| 1 | Impact of a mindfulness-based school curriculum on emotion processing in Vietnamese pre-adolescents: An event-related potentials study. <i>Developmental Science</i> , 2022, , . | 1.3 | 3 |
| 2 | Mindfulness Versus Cognitive Reappraisal: the Impact of Mindfulness-Based Stress Reduction (MBSR) on the Early and Late Brain Potential Markers of Emotion Regulation. <i>Mindfulness</i> , 2021, 12, 2266-2280. | 1.6 | 8 |
| 3 | The Mindfulness Map: A Practical Classification Framework of Mindfulness Practices, Associated Intentions, and Experiential Understandings. <i>Frontiers in Psychology</i> , 2021, 12, 727857. | 1.1 | 17 |
| 4 | Toward Determinants and Effects of Long-Term Mindfulness Training in Pre-Adolescence: A Cross-Sectional Study Using Event-Related Potentials. <i>Journal of Cognitive Education and Psychology</i> , 2020, 19, 65-83. | 0.2 | 5 |
| 5 | Feasibility and Efficacy of an Adapted Mindfulness-Based Intervention (MBI) in Areas of Socioeconomic Deprivation (SED). <i>Mindfulness</i> , 2019, 10, 325-338. | 1.6 | 7 |
| 6 | Effects of Mindfulness Based Cognitive Therapy (MBCT) and Compassion Focused Therapy (CFT) on Symptom Change, Mindfulness, Self-Compassion, and Rumination in Clients With Depression, Anxiety, and Stress. <i>Frontiers in Psychology</i> , 2019, 10, 1099. | 1.1 | 52 |
| 7 | Effects of school-based mindfulness training on emotion processing and well-being in adolescents: evidence from event-related potentials. <i>Developmental Science</i> , 2018, 21, e12646. | 1.3 | 34 |
| 8 | Impact of Mindfulness-Based Teacher Training on MBSR Participant Well-Being Outcomes and Course Satisfaction. <i>Mindfulness</i> , 2018, 9, 117-128. | 1.6 | 38 |
| 9 | Exploring experiences of children in applying a school-based mindfulness programme to their lives. <i>Journal of Child and Family Studies</i> , 2018, 27, 3935-3951. | 0.7 | 6 |
| 10 | How does mindfulness modulate self-regulation in pre-adolescent children? An integrative neurocognitive review. <i>Neuroscience and Biobehavioral Reviews</i> , 2017, 74, 163-184. | 2.9 | 72 |
| 11 | Defining Contemplative Science: The Metacognitive Self-Regulatory Capacity of the Mind, Context of Meditation Practice and Modes of Existential Awareness. <i>Frontiers in Psychology</i> , 2016, 7, 1788. | 1.1 | 59 |
| 12 | Mindfulness training with adolescents enhances metacognition and the inhibition of irrelevant stimuli: Evidence from event-related brain potentials. <i>Trends in Neuroscience and Education</i> , 2016, 5, 1-11. | 1.5 | 46 |
| 13 | The Impact of a Mindfulness-Based Stress Reduction Course (MBSR) on Well-Being and Academic Attainment of Sixth-form Students. <i>Mindfulness</i> , 2016, 7, 105-114. | 1.6 | 56 |
| 14 | Dispositional mindfulness and semantic integration of emotional words: Evidence from event-related brain potentials. <i>Neuroscience Research</i> , 2015, 97, 45-51. | 1.0 | 17 |
| 15 | Mindfulness training for adolescents: A neurodevelopmental perspective on investigating modifications in attention and emotion regulation using event-related brain potentials. <i>Cognitive, Affective and Behavioral Neuroscience</i> , 2015, 15, 696-711. | 1.0 | 59 |
| 16 | Mindfulness Training in Primary Schools Decreases Negative Affect and Increases Meta-Cognition in Children. <i>Frontiers in Psychology</i> , 2015, 6, 2025. | 1.1 | 59 |
| 17 | Mandatory Processing of Implied Content: Lessons from Context Effects on Implicatures. <i>International Review of Pragmatics</i> , 2013, 5, 217-232. | 0.2 | 1 |
| 18 | Brain Potentials Dissociate Emotional and Conceptual Cross-Modal Priming of Environmental Sounds. <i>Cerebral Cortex</i> , 2012, 22, 577-583. | 1.6 | 10 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | What can fMRI tell us about the locus of learning?. Cortex, 2012, 48, 509-514. | 1.1 | 13 |
| 20 | More on fMRI and the locus of perceptual learning. Cortex, 2012, 48, 519-520. | 1.1 | 0 |
| 21 | Long-term repetition priming in spoken and written word production: Evidence for a contribution of phonology to handwriting.. Journal of Experimental Psychology: Learning Memory and Cognition, 2011, 37, 813-826. | 0.7 | 23 |
| 22 | Written words supersede pictures in priming semantic access: a P300 study. NeuroReport, 2010, 21, 887-891. | 0.6 | 5 |
| 23 | Kinds and Dimensions of Mindfulness: Why it is Important to Distinguish Them. Mindfulness, 2010, 1, 152-160. | 1.6 | 50 |
| 24 | SLI and modularity. Current Issues in Linguistic Theory, 2002, , 213-227. | 0.1 | 0 |
| 25 | Psychophysiology of Meditation. , 0, , . | | 0 |
| 26 | Mind, Brain and the Path to Happiness. , 0, , . | | 6 |