

Shanon K Phelan

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/8543057/publications.pdf>

Version: 2024-02-01

34
papers

948
citations

471371

17
h-index

501076

28
g-index

34
all docs

34
docs citations

34
times ranked

812
citing authors

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 1 | Picture This . . . Safety, Dignity, and Voice—Ethical Research With Children. <i>Qualitative Inquiry</i> , 2013, 19, 81-90. | 1.0 | 139 |
| 2 | Occupational identity: Engaging socio-cultural perspectives. <i>Journal of Occupational Science</i> , 2009, 16, 85-91. | 0.7 | 114 |
| 3 | Constructions of Disability: A Call for Critical Reflexivity in Occupational Therapy. <i>Canadian Journal of Occupational Therapy</i> , 2011, 78, 164-172. | 0.8 | 65 |
| 4 | Silences around occupations framed as unhealthy, illegal, and deviant. <i>Journal of Occupational Science</i> , 2019, 26, 341-353. | 0.7 | 61 |
| 5 | Helpful or harmful? A scoping review of perceptions and outcomes of autism diagnostic disclosure to others. <i>Research in Autism Spectrum Disorders</i> , 2020, 77, 101598. | 0.8 | 58 |
| 6 | Introducing a Critical Analysis of the Figured World of Occupation. <i>Journal of Occupational Science</i> , 2014, 21, 403-417. | 0.7 | 37 |
| 7 | Goal setting in paediatric rehabilitation for children with motor disabilities: a scoping review. <i>Clinical Rehabilitation</i> , 2018, 32, 954-966. | 1.0 | 35 |
| 8 | Ethical Tensions Related to Systemic Constraints. <i>OTJR Occupation, Participation and Health</i> , 2016, 36, 216-226. | 0.4 | 33 |
| 9 | Occupation and Identity: Perspectives of Children with Disabilities and their Parents. <i>Journal of Occupational Science</i> , 2014, 21, 334-356. | 0.7 | 31 |
| 10 | A Qualitative Case Study of Smartphone-Connected Hearing Aids: Influences on Patients, Clinicians, and Patient—Clinician Interactions. <i>Journal of the American Academy of Audiology</i> , 2017, 28, 506-521. | 0.4 | 28 |
| 11 | “You gotta try it all”—Parents’ Experiences with Robotic Gait Training for their Children with Cerebral Palsy. <i>Physical and Occupational Therapy in Pediatrics</i> , 2015, 35, 327-341. | 0.8 | 27 |
| 12 | Supporting children with disabilities at school: implications for the advocate role in professional practice and education. <i>Disability and Rehabilitation</i> , 2015, 37, 2282-2290. | 0.9 | 26 |
| 13 | Thinking critically about client-centred practice and occupational possibilities across the life-span. <i>Scandinavian Journal of Occupational Therapy</i> , 2015, 22, 252-259. | 1.1 | 26 |
| 14 | Recognizing and Responding to Ethically Important Moments in Qualitative Research. <i>Journal of Graduate Medical Education</i> , 2016, 8, 607-608. | 0.6 | 26 |
| 15 | Critically reflective practice and its sources: A qualitative exploration. <i>Medical Education</i> , 2020, 54, 312-319. | 1.1 | 24 |
| 16 | Exploring a Cognitive Intervention for Children with Pervasive Developmental Disorder. <i>Canadian Journal of Occupational Therapy</i> , 2009, 76, 23-28. | 0.8 | 23 |
| 17 | What is it like to walk with the help of a robot? Children’s perspectives on robotic gait training technology. <i>Disability and Rehabilitation</i> , 2015, 37, 2272-2281. | 0.9 | 23 |
| 18 | Re-envisioning paradigms of education: towards awareness, alignment, and pluralism. <i>Advances in Health Sciences Education</i> , 2021, 26, 1045-1058. | 1.7 | 20 |

| # | ARTICLE | IF | CITATIONS |
|----|---|-----|-----------|
| 19 | Representations of disability and normality in rehabilitation technology promotional materials. <i>Disability and Rehabilitation</i> , 2014, 36, 2072-2079. | 0.9 | 19 |
| 20 | The devolution of eugenic practices: Sexual and reproductive health and oppression of people with intellectual disability. <i>Social Science and Medicine</i> , 2022, 298, 114877. | 1.8 | 19 |
| 21 | Photoelicitation Interview Methods and Research With Children. , 2011, , 125-134. | | 17 |
| 22 | The exclusionary effects of inclusion today: (re)production of disability in inclusive education settings. <i>Disability and Society</i> , 2022, 37, 612-637. | 1.4 | 15 |
| 23 | An investigation of studentsâ€™ perceptions of ethical practice: engaging a reflective dialogue about ethics education in the health professions. <i>Advances in Health Sciences Education</i> , 2015, 20, 781-801. | 1.7 | 12 |
| 24 | Child, parent, and clinician experiences with a child-driven goal setting approach in paediatric rehabilitation. <i>Disability and Rehabilitation</i> , 2022, 44, 1042-1049. | 0.9 | 12 |
| 25 | An institutional ethnography inquiry of health care work in special education: a research protocol. <i>International Journal of Integrated Care</i> , 2013, 13, e033. | 0.1 | 12 |
| 26 | Directions for advancing the study of work transitions in the 21st century. <i>Work</i> , 2012, 41, 369-377. | 0.6 | 10 |
| 27 | Player and Parent Experiences with Child and Adolescent Power Soccer Sport Participation. <i>Physical and Occupational Therapy in Pediatrics</i> , 2020, 40, 637-650. | 0.8 | 10 |
| 28 | A Case Review: Reframing School-Based Practices Using a Critical Perspective. <i>Physical and Occupational Therapy in Pediatrics</i> , 2015, 35, 396-411. | 0.8 | 9 |
| 29 | Clinician, student and faculty perspectives on the audiology-industry interface: implications for ethics education. <i>International Journal of Audiology</i> , 2019, 58, 576-586. | 0.9 | 7 |
| 30 | Utility of science, technology and innovation governance for occupational discourses from the perspective of occupational therapy students. <i>Work</i> , 2019, 64, 249-270. | 0.6 | 4 |
| 31 | Substance use to enhance occupational performance and experience: a critical interpretive synthesis. <i>Brazilian Journal of Occupational Therapy</i> , 2019, 27, 843-857. | 0.5 | 4 |
| 32 | Using Longitudinal Trajectories and Reference Percentiles for Participation in Activities for Children with Disabilities: An Evidence to Practice Commentary. <i>Physical and Occupational Therapy in Pediatrics</i> , 2021, 41, 38-43. | 0.8 | 1 |
| 33 | Exploring environmental factors affecting assistive technology strategies in mathematics learning for students with physical disabilities. <i>Disability and Rehabilitation: Assistive Technology</i> , 2024, 19, 66-77. | 1.3 | 1 |
| 34 | (Re)imagining inclusion to foster belonging in the lives of disabled children and youth. <i>The Lancet Child and Adolescent Health</i> , 2021, , . | 2.7 | 0 |