

Debra Nestel

List of Publications by Citations

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Version: 2024-04-28

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

201
papers

4,272
citations

34
h-index

60
g-index

221
ext. papers

5,040
ext. citations

2.9
avg, IF

5.69
L-index

#	Paper	IF	Citations
201	The effects of stress on surgical performance. <i>American Journal of Surgery</i> , 2006 , 191, 5-10	2.7	269
200	Rating medical emergency teamwork performance: development of the Team Emergency Assessment Measure (TEAM). <i>Resuscitation</i> , 2010 , 81, 446-52	4	212
199	An innovative model for teaching and learning clinical procedures. <i>Medical Education</i> , 2002 , 36, 628-34	3.7	186
198	Role-play for medical students learning about communication: guidelines for maximising benefits. <i>BMC Medical Education</i> , 2007 , 7, 3	3.3	163
197	The human face of simulation: patient-focused simulation training. <i>Academic Medicine</i> , 2006 , 81, 919-24	3.9	146
196	Simulation in clinical teaching and learning. <i>Medical Journal of Australia</i> , 2012 , 196, 594	4	144
195	Making patient safety the focus: crisis resource management in the undergraduate curriculum. <i>Medical Education</i> , 2004 , 38, 56-66	3.7	134
194	Factors compromising safety in surgery: stressful events in the operating room. <i>American Journal of Surgery</i> , 2010 , 199, 60-5	2.7	123
193	Objective structured assessment of debriefing: bringing science to the art of debriefing in surgery. <i>Annals of Surgery</i> , 2012 , 256, 982-8	7.8	122
192	Managing intraoperative stress: what do surgeons want from a crisis training program?. <i>American Journal of Surgery</i> , 2009 , 197, 537-43	2.7	105
191	The effects of stress and coping on surgical performance during simulations. <i>Annals of Surgery</i> , 2010 , 251, 171-6	7.8	103
190	Distributed simulation--accessible immersive training. <i>Medical Teacher</i> , 2010 , 32, 65-70	3	96
189	Observer roles that optimise learning in healthcare simulation education: a systematic review. <i>Advances in Simulation</i> , 2016 , 1, 4	3.7	92
188	Simulation for learning and teaching procedural skills: the state of the science. <i>Simulation in Healthcare</i> , 2011 , 6 Suppl, S10-3	2.8	92
187	Identifying best practice guidelines for debriefing in surgery: a tri-continental study. <i>American Journal of Surgery</i> , 2012 , 203, 523-9	2.7	80
186	Stress management training for surgeons-a randomized, controlled, intervention study. <i>Annals of Surgery</i> , 2011 , 253, 488-94	7.8	79
185	Peer tutoring in patient-centred interviewing skills: experience of a project for first-year students. <i>Medical Teacher</i> , 2003 , 25, 398-403	3	78

184	The Imperial Stress Assessment Tool (ISAT): a feasible, reliable and valid approach to measuring stress in the operating room. <i>World Journal of Surgery</i> , 2010 , 34, 1756-63	3.3	73
183	Understanding the impact of simulated patients on health care learners' communication skills: a systematic review. <i>Medical Education</i> , 2017 , 51, 1209-1219	3.7	72
182	Peer assisted learning in patient-centred interviewing: the impact on student tutors. <i>Medical Teacher</i> , 2005 , 27, 439-44	3	71
181	Why do women leave surgical training? A qualitative and feminist study. <i>Lancet, The</i> , 2019 , 393, 541-549	4.0	64
180	Reflective Practice and Its Role in Simulation. <i>Clinical Simulation in Nursing</i> , 2015 , 11, 368-375	3	64
179	Psychometric properties of an integrated assessment of technical and communication skills. <i>American Journal of Surgery</i> , 2009 , 197, 96-101	2.7	60
178	Nurses' perceptions and experiences of communication in the operating theatre: a focus group interview. <i>BMC Nursing</i> , 2006 , 5, 1	3.2	52
177	Simulated Patients in Physical Therapy Education: Systematic Review and Meta-Analysis. <i>Physical Therapy</i> , 2016 , 96, 1342-53	3.3	51
176	Empathy levels among health professional students: a cross-sectional study at two universities in Australia. <i>Advances in Medical Education and Practice</i> , 2014 , 5, 107-13	1.5	50
175	Teaching communication skills using the integrated procedural performance instrument (IPPI): a randomized controlled trial. <i>American Journal of Surgery</i> , 2009 , 197, 113-8	2.7	49
174	Identifying educator behaviours for high quality verbal feedback in health professions education: literature review and expert refinement. <i>BMC Medical Education</i> , 2016 , 16, 96	3.3	47
173	Measuring teamwork performance: Validity testing of the Team Emergency Assessment Measure (TEAM) with clinical resuscitation teams. <i>Resuscitation</i> , 2016 , 101, 97-101	4	46
172	Nontechnical skills: an inaccurate and unhelpful descriptor?. <i>Simulation in Healthcare</i> , 2011 , 6, 2-3	2.8	41
171	Perspective: authentic patient perspectives in simulations for procedural and surgical skills. <i>Academic Medicine</i> , 2010 , 85, 889-93	3.9	40
170	Confederates in Health Care Simulations: Not as Simple as It Seems. <i>Clinical Simulation in Nursing</i> , 2014 , 10, 611-616	3	36
169	A systematic review: Children & Adolescents as simulated patients in health professional education. <i>Advances in Simulation</i> , 2016 , 1, 1	3.7	35
168	Virtual Patients and Nontechnical Skills in Undergraduate Health Professional Education: An Integrative Review. <i>Clinical Simulation in Nursing</i> , 2016 , 12, 400-410	3	34
167	Defining responsibilities of simulated patients in medical education. <i>Simulation in Healthcare</i> , 2010 , 5, 161-8	2.8	33

166	Teaching and learning about skills in minor surgery. <i>Journal of Clinical Nursing</i> , 2003 , 12, 291-6	3.2	31
165	Key challenges in simulated patient programs: an international comparative case study. <i>BMC Medical Education</i> , 2011 , 11, 69	3.3	30
164	Expert Practice of Video-Assisted Debriefing: An Australian Qualitative Study. <i>Clinical Simulation in Nursing</i> , 2015 , 11, 180-187	3	28
163	"Thinking on your feet"-a qualitative study of debriefing practice. <i>Advances in Simulation</i> , 2016 , 1, 12	3.7	28
162	Learning outcomes for communication skills across the health professions: a systematic literature review and qualitative synthesis. <i>BMJ Open</i> , 2017 , 7, e014570	3	27
161	Theory and Simulation-Based Education: Definitions, Worldviews and Applications. <i>Clinical Simulation in Nursing</i> , 2015 , 11, 349-354	3	27
160	A national training program for simulation educators and technicians: evaluation strategy and outcomes. <i>BMC Medical Education</i> , 2016 , 16, 25	3.3	27
159	Reflection: a critical proficiency essential to the effective development of a high competence in communication. <i>Journal of Veterinary Medical Education</i> , 2006 , 33, 58-64	1.3	26
158	What should we teach the teachers? Identifying the learning priorities of clinical supervisors. <i>Advances in Health Sciences Education</i> , 2018 , 23, 29-41	3.7	24
157	The use of simulated patients in medical education: Guide supplement 42.1--viewpoint. <i>Medical Teacher</i> , 2011 , 33, 1027-9	3	24
156	Learner-centred feedback using remote assessment of clinical procedures. <i>Medical Teacher</i> , 2008 , 30, 795-801	3	24
155	Actor training for surgical team simulations. <i>Medical Teacher</i> , 2010 , 32, 256-8	3	23
154	Real patient involvement in role development: evaluating patient focused resources for clinical procedural skills. <i>Medical Teacher</i> , 2008 , 30, 534-6	3	23
153	The power of simulation: a large-scale narrative analysis of learners' experiences. <i>Medical Education</i> , 2019 , 53, 369-379	3.7	22
152	Evaluation of learning from Practical Obstetric Multi-Professional Training and its impact on patient outcomes in Australia using Kirkpatrick's framework: a mixed methods study. <i>BMJ Open</i> , 2018 , 8, e017451	3	21
151	Facilitating the development of professional identity through peer assisted learning in medical education. <i>Advances in Medical Education and Practice</i> , 2014 , 5, 403-6	1.5	21
150	Development of non-technical skills through virtual patients for undergraduate nursing students: An exploratory study. <i>Nurse Education Today</i> , 2019 , 73, 94-101	3.7	21
149	The operating theatre as classroom: a qualitative study of learning and teaching surgical competencies. <i>Education for Health: Change in Learning and Practice</i> , 2015 , 28, 22-8	0.4	20

148	The supervisory encounter and the senior GP trainee: managing for, through and with. <i>Medical Education</i> , 2018 , 52, 192-205	3.7	19
147	Values and value in simulated participant methodology: A global perspective on contemporary practices. <i>Medical Teacher</i> , 2018 , 40, 697-702	3	17
146	Troublesome knowledge in pediatric surgical trainees: a qualitative study. <i>Journal of Surgical Education</i> , 2014 , 71, 756-61	3.4	17
145	Beliefs and values about intra-operative teaching and learning: a case study of surgical teachers and trainees. <i>Advances in Health Sciences Education</i> , 2016 , 21, 587-607	3.7	16
144	Evaluation of a clinical communication programme for perioperative and surgical care practitioners. <i>BMJ Quality and Safety</i> , 2010 , 19, e1	5.4	16
143	Facilitating reflection in an undergraduate medical curriculum. <i>Medical Teacher</i> , 2004 , 26, 481-3	3	16
142	Theory, a lost character? As presented in general practice education research papers. <i>Medical Education</i> , 2019 , 53, 443-457	3.7	15
141	Modelling the lay expert for first-year medical students: the actor-patient as teacher. <i>Medical Teacher</i> , 2002 , 24, 562-4	3	15
140	Interprofessional Simulation-Based Education for Medical and Midwifery Students: A Qualitative Study. <i>Clinical Simulation in Nursing</i> , 2017 , 13, 217-227	3	14
139	The pillars of well-constructed simulated patient programs: A qualitative study with experienced educators. <i>Medical Teacher</i> , 2017 , 39, 1159-1167	3	14
138	Can we teach core clinical obstetrics and gynaecology skills using low fidelity simulation in an interprofessional setting?. <i>Australian and New Zealand Journal of Obstetrics and Gynaecology</i> , 2014 , 54, 589-92	1.7	14
137	Teaching communication skills for handover: perioperative specialist practitioners. <i>Medical Education</i> , 2005 , 39, 1157	3.7	14
136	Evaluating a teaching skills workshop for medical students. <i>Medical Education</i> , 2002 , 36, 1094-5	3.7	13
135	Teaching and learning gynaecology examination with hybrid simulation. <i>Clinical Teacher</i> , 2007 , 4, 238-243.1	3.1	12
134	Strategic approaches to simulation-based education: A case study from Australia. <i>Saudi Endodontic Journal</i> , 2013 , 1, 4	0.1	12
133	Manifesto for healthcare simulation practice.. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2020 , 6, 365-368	1.1	12
132	Ad hoc supervision of general practice registrars as a 'community of practice': analysis, interpretation and re-presentation. <i>Advances in Health Sciences Education</i> , 2016 , 21, 415-37	3.7	12
131	Perceptions of ad hoc supervision encounters in general practice training: A qualitative interview-based study. <i>Australian Family Physician</i> , 2015 , 44, 926-32		12

130	Applying the Theory of Stanislavski to Simulation: Stepping into Role. <i>Clinical Simulation in Nursing</i> , 2015 , 11, 361-367	3	11
129	You can't put a value on that[Dr can you? Economic evaluation in simulation-based medical education. <i>Medical Education</i> , 2018 , 52, 139-141	3.7	11
128	Mental imagery and learning: a qualitative study in orthopaedic trauma surgery. <i>Medical Education</i> , 2015 , 49, 888-900	3.7	11
127	Evaluating training for a simulated team in complex whole procedure simulations in the endovascular suite. <i>Medical Teacher</i> , 2009 , 31, e18-23	3	11
126	Evaluation of mobile learning: students' experiences in a new rural-based medical school. <i>BMC Medical Education</i> , 2010 , 10, 57	3.3	11
125	An Integrated Procedural Performance Instrument (IPPI) for learning and assessing procedural skills. <i>Clinical Teacher</i> , 2008 , 5, 45-48	1.1	11
124	Communication skills for mobile remote presence technology in clinical interactions. <i>Journal of Telemedicine and Telecare</i> , 2007 , 13, 100-4	6.8	11
123	Becoming a clinician: Trainee identity formation within the general practice supervisory relationship. <i>Medical Education</i> , 2020 , 54, 993-1005	3.7	10
122	Procedural skills practice and training needs of doctors, nurses, midwives and paramedics in rural Victoria. <i>Advances in Medical Education and Practice</i> , 2015 , 6, 183-94	1.5	10
121	Creating authentic simulated patient roles: working with volunteers. <i>Medical Education</i> , 2008 , 42, 1122	3.7	10
120	Teaching and learning about written communications in a United Kingdom medical school. <i>Education for Health: Change in Learning and Practice</i> , 2004 , 17, 27-34	0.4	10
119	Clinical supervision training across contexts. <i>Clinical Teacher</i> , 2016 , 13, 262-6	1.1	9
118	Ten Years of Simulation in Healthcare: A Thematic Analysis of Editorials. <i>Simulation in Healthcare</i> , 2017 , 12, 326-331	2.8	9
117	Communicating during procedures: development of a rating scale. <i>Medical Education</i> , 2003 , 37, 480-1	3.7	9
116	"It's Not an Acting Job [Don't Underestimate What a Simulated Patient Does": A Qualitative Study Exploring the Perspectives of Simulated Patients in Health Professions Education. <i>Simulation in Healthcare</i> , 2020 , 15, 21-29	2.8	9
115	Simulation based training in a publicly funded home birth programme in Australia: A qualitative study. <i>Women and Birth</i> , 2016 , 29, 47-53	3.3	9
114	Establishing the effectiveness, cost-effectiveness and student experience of a Simulation-based education Training program On the Prevention of Falls (STOP-Falls) among hospitalised inpatients: a protocol for a randomised controlled trial. <i>BMJ Open</i> , 2016 , 6, e010192	3	8
113	Community-based practice program in a rural medical school: benefits and challenges. <i>Medical Teacher</i> , 2010 , 32, 990-6	3	8

112	Embedding assessment in a simulation skills training program for medical and midwifery students: A pre- and post-intervention evaluation. <i>Australian and New Zealand Journal of Obstetrics and Gynaecology</i> , 2018 , 58, 40-46	1.7	8
111	Complexity in simulation-based education: exploring the role of hindsight bias. <i>Advances in Simulation</i> , 2016 , 1, 3	3.7	7
110	Formative assessment of procedural skills: students' responses to the Objective Structured Clinical Examination and the Integrated Performance Procedural Instrument. <i>Assessment and Evaluation in Higher Education</i> , 2011 , 36, 171-183	3.1	7
109	Remote assessment and learner-centred feedback on procedural skills. <i>Clinical Teacher</i> , 2008 , 5, 88-92	1.1	7
108	A Joint Leap into a Future of High-Quality Simulation Research-Standardizing the Reporting of Simulation Science. <i>Simulation in Healthcare</i> , 2016 , 11, 236-7	2.8	7
107	Interprofessional education and practice guide No. 9: Sustaining interprofessional simulation using change management principles. <i>Journal of Interprofessional Care</i> , 2018 , 32, 771-778	2.7	7
106	Exploring realism in healthcare simulations 2017 , 23-28		6
105	A screen-based simulation training program to improve palliative care of people with advanced dementia living in residential aged care facilities and reduce hospital transfers: study protocol for the IMproving Palliative care Education and Training Using Simulation in Dementia (IMPETUS-D) cluster randomised controlled trial. <i>BMC Palliative Care</i> , 2019 , 18, 86	3	6
104	Exploring undergraduate nursing student interactions with virtual patients to develop 'non-technical skills' through case study methodology. <i>Advances in Simulation</i> , 2019 , 4, 2	3.7	6
103	Benefits and challenges of focus groups in the evaluation of a new Graduate Entry Medical Programme. <i>Assessment and Evaluation in Higher Education</i> , 2012 , 37, 1-17	3.1	6
102	Personal and professional development in undergraduate health sciences education. <i>Journal of Veterinary Medical Education</i> , 2005 , 32, 228-36	1.3	6
101	Implementation of a multi-level evaluation strategy: a case study on a program for international medical graduates. <i>Journal of Educational Evaluation for Health Professions</i> , 2011 , 8, 13	1.6	6
100	Association of Standardized Patient Educators. <i>Medical Teacher</i> , 2006 , 28, 746-7	3	6
99	Facilitating healthcare simulations 2017 , 143-151		5
98	Debriefing: The state of the art and science in healthcare simulation 2017 , 158-164		5
97	Design, delivery and evaluation of a simulation-based workshop for health professional students on falls prevention in acute care settings. <i>Nursing Open</i> , 2019 , 6, 1150-1162	2.1	5
96	TelePresence in Rural Medical Education: A Mixed Methods Evaluation. <i>Journal of Biomedical Education</i> , 2014 , 2014, 1-8		5
95	Effect of an in-situ simulation workshop on home birth practice in Australia. <i>Women and Birth</i> , 2019 , 32, 346-355	3.3	5

94	Inter-professional learning: discussion groups in a minor surgery skills course for nurses. <i>Nurse Education in Practice</i> , 2004 , 4, 236-43	3.2	4
93	Evaluation of a communication skills course: cultural relevance of the patient-centred interview in a Hong Kong Chinese setting. <i>Medical Teacher</i> , 2001 , 23, 212-214	3	4
92	Development of an Evaluation Model for an Introductory Module on Social Medicine. <i>Assessment and Evaluation in Higher Education</i> , 2002 , 27, 301-308	3.1	4
91	"Our head can literally be spinning" – A qualitative study of general practice supervisors' professional identity. <i>Australian Journal of General Practice</i> , 2019 , 48, 315-320	1.5	4
90	What non-technical skills competencies are addressed by Australian standards documents for health professionals who work in secondary and tertiary clinical settings? A qualitative comparative analysis. <i>BMJ Open</i> , 2018 , 8, e020799	3	4
89	"The odds were stacked against me": a qualitative study of underrepresented minorities in surgical training. <i>ANZ Journal of Surgery</i> , 2021 , 91, 2026-2031	1	4
88	Simulated participant methodologies: Maintaining humanism in practice 2017 , 45-53		3
87	Struggling urology trainee: a qualitative study into causes of underperformance. <i>ANZ Journal of Surgery</i> , 2020 , 90, 991-996	1	3
86	Surgical education and training in an outer metropolitan hospital: a qualitative study of surgical trainers and trainees. <i>Advances in Health Sciences Education</i> , 2017 , 22, 639-651	3.7	3
85	Community perceptions of a rural medical school: a pilot qualitative study. <i>Advances in Medical Education and Practice</i> , 2014 , 5, 407-13	1.5	3
84	Scope of contemporary simulated patient methodology 2014 , 5-15		3
83	Introduction to simulated patient methodology 2014 , 1-4		3
82	Talking, Touching, and Cutting: The Craft of Medicine. <i>Journal of Modern Craft</i> , 2013 , 6, 35-48	0	3
81	Evaluation of an inter-professional workshop to develop a psychosocial assessment and child-centred communication training programme for paediatricians in training. <i>BMC Medical Education</i> , 2004 , 4, 25	3.3	3
80	Can 'performing' a procedure help students explain it to their patients?. <i>Medical Education</i> , 2003 , 37, 481-2	3.7	3
79	Handheld computers in veterinary medical education: a view from human medical education. <i>Journal of Veterinary Medical Education</i> , 2005 , 32, 121-6	1.3	3
78	An evaluation of a communication skills workshop for dentists: cultural and clinical relevance of the patient-centred interview. <i>British Dental Journal</i> , 1999 , 187, 385-388	1.2	3
77	Challenges in the Commencement of Consultant Surgical Practice: A Study of Threshold Concepts in Junior Cardiothoracic Surgeons. <i>International Journal of Practice-Based Learning in Health and Social Care</i> , 78-95	1.9	3

76	Evaluating community-based medical education programmes in Africa: A workshop report. <i>African Journal of Health Professions Education</i> , 2015 , 7, 140-144	0.3	3
75	How Debriefing Can Inform Feedback: Practices That Make a Difference 2019 , 165-188		3
74	Theories and myths in medical education: What is valued and who is served?. <i>Medical Education</i> , 2020 , 54, 4-6	3.7	3
73	Interprofessional simulation in a student community clinic: insights from an educational framework and contact theory. <i>Advances in Simulation</i> , 2019 , 4, 21	3.7	3
72	Designing simulation-based learning activities: A systematic approach 2017 , 135-142		2
71	Historical practices in healthcare simulation: What we still have to learn 2017 , 16-22		2
70	Preparation: developing scenarios and training for role portrayal 2014 , 61-70		2
69	Interprofessional shared learning: a workshop on communication for screening blood donors. <i>Learning in Health and Social Care</i> , 2002 , 1, 229-237		2
68	'They're called what?'. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2021 , 7, 270	1.1	2
67	Integrating Interprofessional Education and Simulation in Community Health: Evaluation of a Practice-based Student Clinic. <i>International Journal of Practice-Based Learning in Health and Social Care</i> , 94-107	1.9	2
66	Surgical education and the theoretical concept of communities of practice. <i>Saudi Endodontic Journal</i> , 2014 , 2, 49	0.1	2
65	Analyzing Data: Approaches to Thematic Analysis 2019 , 135-143		2
64	A Contemporary History of Healthcare Simulation Research 2019 , 9-14		2
63	'I'm never going to change unless someone tells me I need to': fostering feedback dialogue between general practice supervisors and registrars. <i>Australian Journal of Primary Health</i> , 2019 , 25, 374-379	1.4	2
62	Simulation in Medical Education 2018 , 151-162		2
61	A framework for developing rural academic general practices: a qualitative case study in rural Victoria. <i>Rural and Remote Health</i> , 2015 , 15, 3072	1.3	2
60	Measuring impostor phenomenon in healthcare simulation educators: a validation of the clance impostor phenomenon scale and leary impostorism scale.. <i>BMC Medical Education</i> , 2022 , 22, 139	3.3	2
59	Theories informing healthcare simulation practice 2017 , 7-15		1

58	The science of teaching of psychomotor skills and a little bit of art too. <i>Ultrasound in Medicine and Biology</i> , 2019 , 45, S30	3.5	1
57	Listening to young voices: The lived experiences of adolescent simulated patients in health professional education. <i>Nurse Education Today</i> , 2020 , 91, 104476	3.7	1
56	"Getting it wrong to get it right": Faculty perspectives of learning non-technical skills via virtual patient interactions. <i>Nurse Education Today</i> , 2020 , 88, 104381	3.7	1
55	Simulated participant methodology in paediatric surgical training: Exploring contemporary practices. <i>Seminars in Pediatric Surgery</i> , 2020 , 29, 150907	2.1	1
54	Do experts practice what they profess?. <i>PLoS ONE</i> , 2018 , 13, e0190611	3.7	1
53	Real patient participation in simulation 2014 , 103-109		1
52	Simulated patient methodology and assessment 2014 , 85-92		1
51	Simulated patients as teachers: the role of feedback 2014 , 71-78		1
50	Learning theories and simulated patient methodology 2014 , 31-38		1
49	Advanced nursing practice in aged care: developing communication and management skills in patients with Alzheimer's disease 2014 , 130-133		1
48	Board 191 - Program Innovations Abstract Simulated Patient as Co-Facilitators. <i>Simulation in Healthcare</i> , 2013 , 8, 455-456	2.8	1
47	Joint leap into a future of high-quality simulation research: standardising the reporting of simulation science.. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2016 , 2, 49-50	1.1	1
46	'It's the ultimate observer role you're feeling and seeing what's happening to you': students' experiences of peer simulation.. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2021 , 7, 329-337	1.1	1
45	Simulation training in non-cancer palliative care for healthcare workers: a systematic review of controlled studies.. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2021 , 7, 262-269	1.1	1
44	Writing a Research Proposal for Sponsorship or Funding 2019 , 251-255		1
43	Remediation of Underperformance in Surgical Trainees - A Scoping Review. <i>Journal of Surgical Education</i> , 2021 , 78, 1111-1122	3.4	1
42	Celebrating scholarship in healthcare simulation: Medical teacher turns 40. <i>Medical Teacher</i> , 2018 , 40, 649-651	3	1
41	The content and process of simulated patient-based learning activities 2014 , 16-22		0

40	The future of simulated patient methodology 2014 , 145-149		o
39	From clinician to educator: A scoping review of professional identity and the influence of impostor phenomenon. <i>Asia Pacific Scholar</i> , 2022 , 7, 21-32	0.5	o
38	Power and adolescent simulated patients: A qualitative exploration. <i>Nurse Education in Practice</i> , 2020 , 48, 102871	3.2	o
37	'It's going to change the way we train': Qualitative evaluation of a transformative faculty development workshop. <i>Perspectives on Medical Education</i> , 2021 , 1	4.3	o
36	Communities of Practice and Surgical Training. <i>Innovation and Change in Professional Education</i> , 2019 , 95-104	0.1	o
35	Unpacking the Social Dimensions of Research: How to Get Started in Healthcare Simulation Research 2019 , 333-340		o
34	Demystifying Program Evaluation for Surgical Education. <i>Innovation and Change in Professional Education</i> , 2019 , 255-267	0.1	o
33	Learning in the Operating Theatre: A Thematic Analysis of Opportunities Lost and Found. <i>Journal of Surgical Education</i> , 2021 , 78, 1227-1235	3.4	o
32	Physiotherapy students can be educated to portray realistic patient roles in simulation: a pragmatic observational study. <i>BMC Medical Education</i> , 2020 , 20, 471	3.3	o
31	Evaluation of IMproving Palliative care Education and Training Using Simulation in Dementia (IMPETUS-D) a staff simulation training intervention to improve palliative care of people with advanced dementia living in nursing homes: a cluster randomised controlled trial.. <i>BMC Geriatrics</i> , 2022 , 22, 127	4.1	o
30	An introduction to healthcare simulation 2017 , 1-6		
29	Simulation of home births: Developing safe practices 2017 , 165-170		
28	Transport of the critically ill patient: Developing safe practices 2017 , 185-189		
27	Twenty years on forecasting healthcare simulation practices 2017 , 215-220		
26	Strategies for research in healthcare simulation 2017 , 35-44		
25	Setting the Scene for Simulation-Based Education 2019 , 1-10		
24	Telephone incognito simulated patients 2014 , 115-119		
23	Interprofessional community care: a simulated clinic for healthcare professional learners 2014 , 110-114		

- 22 Simulated patient programme management **2014**, 93-101
- 21 Teaching and learning physical examination skills with simulated patients **2014**, 79-84
- 20 Simulated patient methodology and the discourses of health professional education **2014**, 53-59
- 19 Simulated interaction and authentic interaction – place for Conversation Analysis? **2014**, 46-52
- 18 The dramatic arts and simulated patient methodology **2014**, 39-45
- 17 Communities of practice and simulated patient methodology **2014**, 23-30
- 16 Simulated family and healthcare professionals: consent for organ transplantation **2014**, 139-144
- 15 Skills development in person-centred physiotherapy **2014**, 134-138
- 14 Learning intimate examinations: the specialist role of Gynaecological Teaching Associates **2014**, 126-129
- 13 Hybrid simulated patient methodology: managing maternal deterioration **2014**, 120-125
- 12 Conceptual Foundations: The Bridge to Professional Nursing Practice. *Journal of Clinical Nursing*, **2008**, 17, 2379-2380 3.2
- 11 Peer Review for Publications: A Guide for Reviewers **2019**, 325-329
- 10 Supervision in Healthcare Simulation Research: Creating Rich Experiences **2019**, 295-302
- 9 Understanding Learning: A Qualitative Approach. *Innovation and Change in Professional Education*, **2019**, 405-421 0.1
- 8 Introduction to Qualitative Research in Healthcare Simulation **2019**, 63-72
- 7 Helping Learners Through Transitions: Threshold Concepts, Troublesome Knowledge and Threshold Capability Framework in Surgery. *Innovation and Change in Professional Education*, **2019**, 79-93^{0.1}
- 6 Celebrating Surgical Education. *Innovation and Change in Professional Education*, **2019**, 1-6 0.1
- 5 'It is a different type of learning'. A survey-based study on how simulation educators see and construct observer roles.. *BMJ Simulation and Technology Enhanced Learning*, **2021**, 7, 230-238 1.1

4	Cognitive Dissonance of Students Between Falls Prevention Evidence and Strategies. <i>Clinical Simulation in Nursing</i> , 2021 , 54, 45-53	3
3	School-based research agenda on healthcare simulation for nursing education in Hong Kong.. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2021 , 7, 435-437	1.1
2	Engaging young people as simulated patients: a qualitative description of health professional educators' perspectives.. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2021 , 7, 390-396	1.1
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