Debra Nestel

List of Publications by Year in Descending Order

Source: https://exaly.com/author-pdf/8589494/debra-nestel-publications-by-year.pdf
Version: 2024-04-28

This document has been generated based on the publications and citations recorded by exaly.com. For the latest version of this publication list, visit the link given above.
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	From clinician to educator: A scoping review of professional identity and the influence of impostor phenomenon. *Asia Pacific Scholar*, **2022**, 7, 21-32	0.5	0
200	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.. *BMC Geriatrics*, **2022**, 22, 127	4.1	0
199	Measuring impostor phenomenon in healthcare simulation educators: a validation of the clance impostor phenomenon scale and leary impostorism scale.. *BMC Medical Education*, **2022**, 22, 139	3.3	2
198	'They're called what?'. *BMJ Simulation and Technology Enhanced Learning*, **2021**, 7, 270	1.1	2
197	'It's the ultimate observer role you're feeling and seeing what's happening to you': students' experiences of peer simulation.. *BMJ Simulation and Technology Enhanced Learning*, **2021**, 7, 329-337	1.1	1
196	'It's going to change the way we train': Qualitative evaluation of a transformative faculty development workshop. *Perspectives on Medical Education*, **2021**, 1	4.3	0
195	Simulation training in non-cancer palliative care for healthcare workers: a systematic review of controlled studies.. *BMJ Simulation and Technology Enhanced Learning*, **2021**, 7, 262-269	1.1	1
194	'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	
193	Learning in the Operating Theatre: A Thematic Analysis of Opportunities Lost and Found. *Journal of Surgical Education*, **2021**, 78, 1227-1235	3.4	0
192	Remediation of Underperformance in Surgical Trainees - A Scoping Review. *Journal of Surgical Education*, **2021**, 78, 1111-1122	3.4	1
191	Cognitive Dissonance of Students Between Falls Prevention Evidence and Strategies. *Clinical Simulation in Nursing*, **2021**, 54, 45-53	3	
190	School-based research agenda on healthcare simulation for nursing education in Hong Kong.. *BMJ Simulation and Technology Enhanced Learning*, **2021**, 7, 435-437	1.1	
189	Engaging young people as simulated patients: a qualitative description of health professional educators' perspectives.. *BMJ Simulation and Technology Enhanced Learning*, **2021**, 7, 390-396	1.1	
188	Remediation for surgical trainees: recommendations from a narrative review. *ANZ Journal of Surgery*, **2021**, 91, 1117-1124	1	
187	"The odds were stacked against me": a qualitative study of underrepresented minorities in surgical training. *ANZ Journal of Surgery*, **2021**, 91, 2026-2031	1	4
186	Becoming a clinician: Trainee identity formation within the general practice supervisory relationship. *Medical Education*, **2020**, 54, 993-1005	3.7	10
185	Listening to young voices: The lived experiences of adolescent simulated patients in health professional education. *Nurse Education Today*, **2020**, 91, 104476	3.7	1

184	Struggling urology trainee: a qualitative study into causes of underperformance. *ANZ Journal of Surgery*, **2020**, 90, 991-996	1	3
183	"Getting it wrong to get it right": Faculty perspectives of learning non-technical skills via virtual patient interactions. *Nurse Education Today*, **2020**, 88, 104381	3.7	1
182	Simulated participant methodology in paediatric surgical training: Exploring contemporary practices. *Seminars in Pediatric Surgery*, **2020**, 29, 150907	2.1	1
181	Power and adolescent simulated patients: A qualitative exploration. *Nurse Education in Practice*, **2020**, 48, 102871	3.2	0
180	Theories and myths in medical education: What is valued and who is served?. *Medical Education*, **2020**, 54, 4-6	3.7	3
179	"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. *Simulation in Healthcare*, **2020**, 15, 21-29	2.8	9
178	Physiotherapy students can be educated to portray realistic patient roles in simulation: a pragmatic observational study. *BMC Medical Education*, **2020**, 20, 471	3.3	0
177	Manifesto for healthcare simulation practice.. *BMJ Simulation and Technology Enhanced Learning*, **2020**, 6, 365-368	1.1	12
176	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. *BMC Palliative Care*, **2019**, 18, 86	3	6
175	The science of teaching of psychomotor skills and a little bit of art too. *Ultrasound in Medicine and Biology*, **2019**, 45, S30	3.5	1
174	Exploring undergraduate nursing student interactions with virtual patients to develop 'non-technical skills' through case study methodology. *Advances in Simulation*, **2019**, 4, 2	3.7	6
173	Setting the Scene for Simulation-Based Education **2019**, 1-10		
172	Theory, a lost character? As presented in general practice education research papers. *Medical Education*, **2019**, 53, 443-457	3.7	15
171	Why do women leave surgical training? A qualitative and feminist study. *Lancet, The*, **2019**, 393, 541-549	40	64
170	Design, delivery and evaluation of a simulation-based workshop for health professional students on falls prevention in acute care settings. *Nursing Open*, **2019**, 6, 1150-1162	2.1	5
169	Your head can literally be spinning A qualitative study of general practice supervisors professional identity. *Australian Journal of General Practice*, **2019**, 48, 315-320	1.5	4
168	Peer Review for Publications: A Guide for Reviewers **2019**, 325-329		
167	How Debriefing Can Inform Feedback: Practices That Make a Difference **2019**, 165-188		3

166	Communities of Practice and Surgical Training. *Innovation and Change in Professional Education*, **2019**, 95-104	0.1	0
165	Unpacking the Social Dimensions of Research: How to Get Started in Healthcare Simulation Research **2019**, 333-340		0
164	Demystifying Program Evaluation for Surgical Education. *Innovation and Change in Professional Education*, **2019**, 255-267	0.1	0
163	Supervision in Healthcare Simulation Research: Creating Rich Experiences **2019**, 295-302		
162	Understanding Learning: A Qualitative Approach. *Innovation and Change in Professional Education*, **2019**, 405-421	0.1	
161	Introduction to Qualitative Research in Healthcare Simulation **2019**, 63-72		
160	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	
159	Celebrating Surgical Education. *Innovation and Change in Professional Education*, **2019**, 1-6	0.1	
158	Analyzing Data: Approaches to Thematic Analysis **2019**, 135-143		2
157	A Contemporary History of Healthcare Simulation Research **2019**, 9-14		2
156	Writing a Research Proposal for Sponsorship or Funding **2019**, 251-255		1
155	'I'm never going to change unless someone tells me I need to': fostering feedback dialogue between general practice supervisors and registrars. *Australian Journal of Primary Health*, **2019**, 25, 374-379	1.4	2
154	Interprofessional simulation in a student community clinic: insights from an educational framework and contact theory. *Advances in Simulation*, **2019**, 4, 21	3.7	3
153	Development of non-technical skills through virtual patients for undergraduate nursing students: An exploratory study. *Nurse Education Today*, **2019**, 73, 94-101	3.7	21
152	The power of simulation: a large-scale narrative analysis of learners' experiences. *Medical Education* , **2019**, 53, 369-379	3.7	22
151	Effect of an in-situ simulation workshop on home birth practice in Australia. *Women and Birth*, **2019**, 32, 346-355	3.3	5
150	The supervisory encounter and the senior GP trainee: managing for, through and with. *Medical Education*, **2018**, 52, 192-205	3.7	19
149	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. *BMJ Open*, **2018**, 8, e017451	3	21

148	You can't put a value on that Or can you? Economic evaluation in simulation-based medical education. *Medical Education*, **2018**, 52, 139-141	3.7	11
147	What should we teach the teachers? Identifying the learning priorities of clinical supervisors. *Advances in Health Sciences Education*, **2018**, 23, 29-41	3.7	24
146	Values and value in simulated participant methodology: A global perspective on contemporary practices. *Medical Teacher*, **2018**, 40, 697-702	3	17
145	Do experts practice what they profess?. *PLoS ONE*, **2018**, 13, e0190611	3.7	1
144	Embedding assessment in a simulation skills training program for medical and midwifery students: A pre- and post-intervention evaluation. *Australian and New Zealand Journal of Obstetrics and Gynaecology*, **2018**, 58, 40-46	1.7	8
143	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. *BMJ Open*, **2018**, 8, e020799	3	4
142	Simulation in Medical Education **2018**, 151-162		2
141	Interprofessional education and practice guide No. 9: Sustaining interprofessional simulation using change management principles. *Journal of Interprofessional Care*, **2018**, 32, 771-778	2.7	7
140	Celebrating scholarship in healthcare simulation: Medical teacher turns 40. *Medical Teacher*, **2018**, 40, 649-651	3	1
139	Learning outcomes for communication skills across the health professions: a systematic literature review and qualitative synthesis. *BMJ Open*, **2017**, 7, e014570	3	27
138	Interprofessional Simulation-Based Education for Medical and Midwifery Students: A Qualitative Study. *Clinical Simulation in Nursing*, **2017**, 13, 217-227	3	14
137	An introduction to healthcare simulation **2017**, 1-6		
136	Designing simulation-based learning activities: A systematic approach **2017**, 135-142		2
135	Facilitating healthcare simulations **2017**, 143-151		5
134	Theories informing healthcare simulation practice **2017**, 7-15		1
133	Debriefing: The state of the art and science in healthcare simulation **2017**, 158-164		5
132	Simulation of home births: Developing safe practices **2017**, 165-170		
131	Transport of the critically ill patient: Developing safe practices **2017**, 185-189		

130	Historical practices in healthcare simulation: What we still have to learn **2017**, 16-22		2
129	Twenty years on: Forecasting healthcare simulation practices **2017**, 215-220		
128	Exploring realism in healthcare simulations **2017**, 23-28		6
127	Strategies for research in healthcare simulation **2017**, 35-44		
126	Simulated participant methodologies: Maintaining humanism in practice **2017**, 45-53		3
125	The pillars of well-constructed simulated patient programs: A qualitative study with experienced educators. *Medical Teacher*, **2017**, 39, 1159-1167	3	14
124	Ten Years of Simulation in Healthcare: A Thematic Analysis of Editorials. *Simulation in Healthcare*, **2017**, 12, 326-331	2.8	9
123	Understanding the impact of simulated patients on health care learners' communication skills: a systematic review. *Medical Education*, **2017**, 51, 1209-1219	3.7	72
122	Surgical education and training in an outer metropolitan hospital: a qualitative study of surgical trainers and trainees. *Advances in Health Sciences Education*, **2017**, 22, 639-651	3.7	3
121	Virtual Patients and Nontechnical Skills in Undergraduate Health Professional Education: An Integrative Review. *Clinical Simulation in Nursing*, **2016**, 12, 400-410	3	34
120	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. *BMJ Open*, **2016**, 6, e010192	3	8
119	Beliefs and values about intra-operative teaching and learning: a case study of surgical teachers and trainees. *Advances in Health Sciences Education*, **2016**, 21, 587-607	3.7	16
118	Identifying educator behaviours for high quality verbal feedback in health professions education: literature review and expert refinement. *BMC Medical Education*, **2016**, 16, 96	3.3	47
117	Observer roles that optimise learning in healthcare simulation education: a systematic review. *Advances in Simulation*, **2016**, 1, 4	3.7	92
116	Complexity in simulation-based education: exploring the role of hindsight bias. *Advances in Simulation*, **2016**, 1, 3	3.7	7
115	A national training program for simulation educators and technicians: evaluation strategy and outcomes. *BMC Medical Education*, **2016**, 16, 25	3.3	27
114	A systematic review: Children & Adolescents as simulated patients in health professional education. *Advances in Simulation*, **2016**, 1, 1	3.7	35
113	Clinical supervision training across contexts. *Clinical Teacher*, **2016**, 13, 262-6	1.1	9

112	Measuring teamwork performance: Validity testing of the Team Emergency Assessment Measure (TEAM) with clinical resuscitation teams. *Resuscitation*, **2016**, 101, 97-101	4	46
111	Simulated Patients in Physical Therapy Education: Systematic Review and Meta-Analysis. *Physical Therapy*, **2016**, 96, 1342-53	3.3	51
110	Joint leap into a future of high-quality simulation research: standardising the reporting of simulation science.. *BMJ Simulation and Technology Enhanced Learning*, **2016**, 2, 49-50	1.1	1
109	A Joint Leap into a Future of High-Quality Simulation Research-Standardizing the Reporting of Simulation Science. *Simulation in Healthcare*, **2016**, 11, 236-7	2.8	7
108	Ad hoc supervision of general practice registrars as a 'community of practice': analysis, interpretation and re-presentation. *Advances in Health Sciences Education*, **2016**, 21, 415-37	3.7	12
107	Simulation based training in a publicly funded home birth programme in Australia: A qualitative study. *Women and Birth*, **2016**, 29, 47-53	3.3	9
106	"Thinking on your feet"-a qualitative study of debriefing practice. *Advances in Simulation*, **2016**, 1, 12	3.7	28
105	Reflective Practice and Its Role in Simulation. *Clinical Simulation in Nursing*, **2015**, 11, 368-375	3	64
104	Theory and Simulation-Based Education: Definitions, Worldviews and Applications. *Clinical Simulation in Nursing*, **2015**, 11, 349-354	3	27
103	Expert Practice of Video-Assisted Debriefing: An Australian Qualitative Study. *Clinical Simulation in Nursing*, **2015**, 11, 180-187	3	28
102	Applying the Theory of Stanislavski to Simulation: Stepping into Role. *Clinical Simulation in Nursing*, **2015**, 11, 361-367	3	11
101	Mental imagery and learning: a qualitative study in orthopaedic trauma surgery. *Medical Education*, **2015**, 49, 888-900	3.7	11
100	Procedural skills practice and training needs of doctors, nurses, midwives and paramedics in rural Victoria. *Advances in Medical Education and Practice*, **2015**, 6, 183-94	1.5	10
99	Evaluating community-based medical education programmes in Africa: A workshop report. *African Journal of Health Professions Education*, **2015**, 7, 140-144	0.3	3
98	The operating theatre as classroom: a qualitative study of learning and teaching surgical competencies. *Education for Health: Change in Learning and Practice*, **2015**, 28, 22-8	0.4	20
97	A framework for developing rural academic general practices: a qualitative case study in rural Victoria. *Rural and Remote Health*, **2015**, 15, 3072	1.3	2
96	Perceptions of ad hoc supervision encounters in general practice training: A qualitative interview-based study. *Australian Family Physician*, **2015**, 44, 926-32		12
95	Troublesome knowledge in pediatric surgical trainees: a qualitative study. *Journal of Surgical Education*, **2014**, 71, 756-61	3.4	17

94	Empathy levels among health professional students: a cross-sectional study at two universities in Australia. *Advances in Medical Education and Practice*, **2014**, 5, 107-13	1.5	50
93	TelePresence in Rural Medical Education: A Mixed Methods Evaluation. *Journal of Biomedical Education*, **2014**, 2014, 1-8		5
92	Facilitating the development of professional identity through peer assisted learning in medical education. *Advances in Medical Education and Practice*, **2014**, 5, 403-6	1.5	21
91	Community perceptions of a rural medical school: a pilot qualitative study. *Advances in Medical Education and Practice*, **2014**, 5, 407-13	1.5	3
90	Scope of contemporary simulated patient methodology **2014**, 5-15		3
89	Telephone incognito simulated patients **2014**, 115-119		
88	Interprofessional community care: a simulated clinic for healthcare professional learners **2014**, 110-114		
87	Real patient participation in simulation **2014**, 103-109		1
86	Simulated patient programme management **2014**, 93-101		
85	Simulated patient methodology and assessment **2014**, 85-92		1
84	Teaching and learning physical examination skills with simulated patients **2014**, 79-84		
83	Simulated patients as teachers: the role of feedback **2014**, 71-78		1
82	Preparation: developing scenarios and training for role portrayal **2014**, 61-70		2
81	Simulated patient methodology and the discourses of health professional education **2014**, 53-59		
80	Simulated interaction and authentic interaction: place for Conversation Analysis? **2014**, 46-52		
79	The dramatic arts and simulated patient methodology **2014**, 39-45		
78	Learning theories and simulated patient methodology **2014**, 31-38		1
77	Communities of practice and simulated patient methodology **2014**, 23-30		

76	The content and process of simulated patient-based learning activities **2014**, 16-22		0
75	Introduction to simulated patient methodology **2014**, 1-4		3
74	The future of simulated patient methodology **2014**, 145-149		0
73	Simulated family and healthcare professionals: consent for organ transplantation **2014**, 139-144		
72	Skills development in person-centred physiotherapy **2014**, 134-138		
71	Advanced nursing practice in aged care: developing communication and management skills in patients with Alzheimer's disease **2014**, 130-133		1
70	Learning intimate examinations: the specialist role of Gynaecological Teaching Associates **2014**, 126-129		
69	Hybrid simulated patient methodology: managing maternal deterioration **2014**, 120-125		
68	Can we teach core clinical obstetrics and gynaecology skills using low fidelity simulation in an interprofessional setting?. *Australian and New Zealand Journal of Obstetrics and Gynaecology*, **2014**, 54, 589-92	1.7	14
67	Confederates in Health Care Simulations: Not as Simple as It Seems. *Clinical Simulation in Nursing*, **2014**, 10, 611-616	3	36
66	Surgical education and the theoretical concept of communities of practice. *Saudi Endodontic Journal*, **2014**, 2, 49	0.1	2
65	Talking, Touching, and Cutting: The Craft of Medicine. *Journal of Modern Craft*, **2013**, 6, 35-48	0	3
64	Board 191 - Program Innovations Abstract Simulated Patient as Co-Facilitators. *Simulation in Healthcare*, **2013**, 8, 455-456	2.8	1
63	Strategic approaches to simulation-based education: A case study from Australia. *Saudi Endodontic Journal*, **2013**, 1, 4	0.1	12
62	Identifying best practice guidelines for debriefing in surgery: a tri-continental study. *American Journal of Surgery*, **2012**, 203, 523-9	2.7	80
61	Simulation in clinical teaching and learning. *Medical Journal of Australia*, **2012**, 196, 594	4	144
60	Benefits and challenges of focus groups in the evaluation of a new Graduate Entry Medical Programme. *Assessment and Evaluation in Higher Education*, **2012**, 37, 1-17	3.1	6
59	Objective structured assessment of debriefing: bringing science to the art of debriefing in surgery. *Annals of Surgery*, **2012**, 256, 982-8	7.8	122

58	Stress management training for surgeons-a randomized, controlled, intervention study. *Annals of Surgery*, **2011**, 253, 488-94	7.8	79
57	Simulation for learning and teaching procedural skills: the state of the science. *Simulation in Healthcare*, **2011**, 6 Suppl, S10-3	2.8	92
56	Nontechnical skills: an inaccurate and unhelpful descriptor?. *Simulation in Healthcare*, **2011**, 6, 2-3	2.8	41
55	Key challenges in simulated patient programs: an international comparative case study. *BMC Medical Education*, **2011**, 11, 69	3.3	30
54	Formative assessment of procedural skills: students responses to the Objective Structured Clinical Examination and the Integrated Performance Procedural Instrument. *Assessment and Evaluation in Higher Education*, **2011**, 36, 171-183	3.1	7
53	The use of simulated patients in medical education: Guide supplement 42.1--viewpoint. *Medical Teacher*, **2011**, 33, 1027-9	3	24
52	Implementation of a multi-level evaluation strategy: a case study on a program for international medical graduates. *Journal of Educational Evaluation for Health Professions*, **2011**, 8, 13	1.6	6
51	Evaluation of a clinical communication programme for perioperative and surgical care practitioners. *BMJ Quality and Safety*, **2010**, 19, e1	5.4	16
50	Distributed simulation--accessible immersive training. *Medical Teacher*, **2010**, 32, 65-70	3	96
49	Perspective: authentic patient perspectives in simulations for procedural and surgical skills. *Academic Medicine*, **2010**, 85, 889-93	3.9	40
48	Defining responsibilities of simulated patients in medical education. *Simulation in Healthcare*, **2010**, 5, 161-8	2.8	33
47	Factors compromising safety in surgery: stressful events in the operating room. *American Journal of Surgery*, **2010**, 199, 60-5	2.7	123
46	Actor training for surgical team simulations. *Medical Teacher*, **2010**, 32, 256-8	3	23
45	Community-based practice program in a rural medical school: benefits and challenges. *Medical Teacher*, **2010**, 32, 990-6	3	8
44	The effects of stress and coping on surgical performance during simulations. *Annals of Surgery*, **2010**, 251, 171-6	7.8	103
43	The Imperial Stress Assessment Tool (ISAT): a feasible, reliable and valid approach to measuring stress in the operating room. *World Journal of Surgery*, **2010**, 34, 1756-63	3.3	73
42	Rating medical emergency teamwork performance: development of the Team Emergency Assessment Measure (TEAM). *Resuscitation*, **2010**, 81, 446-52	4	212
41	Evaluation of mobile learning: students' experiences in a new rural-based medical school. *BMC Medical Education*, **2010**, 10, 57	3.3	11

40	Managing intraoperative stress: what do surgeons want from a crisis training program?. *American Journal of Surgery*, **2009**, 197, 537-43	2.7	105
39	Psychometric properties of an integrated assessment of technical and communication skills. *American Journal of Surgery*, **2009**, 197, 96-101	2.7	60
38	Teaching communication skills using the integrated procedural performance instrument (IPPI): a randomized controlled trial. *American Journal of Surgery*, **2009**, 197, 113-8	2.7	49
37	Evaluating training for a simulated team in complex whole procedure simulations in the endovascular suite. *Medical Teacher*, **2009**, 31, e18-23	3	11
36	Creating authentic simulated patient roles: working with volunteers. *Medical Education*, **2008**, 42, 1122	3.7	10
35	Conceptual Foundations: The Bridge to Professional Nursing Practice. *Journal of Clinical Nursing*, **2008**, 17, 2379-2380	3.2	
34	Real patient involvement in role development: evaluating patient focused resources for clinical procedural skills. *Medical Teacher*, **2008**, 30, 534-6	3	23
33	Learner-centred feedback using remote assessment of clinical procedures. *Medical Teacher*, **2008**, 30, 795-801	3	24
32	Remote assessment and learner-centred feedback on procedural skills. *Clinical Teacher*, **2008**, 5, 88-92	1.1	7
31	An Integrated Procedural Performance Instrument (IPPI) for learning and assessing procedural skills. *Clinical Teacher*, **2008**, 5, 45-48	1.1	11
30	Role-play for medical students learning about communication: guidelines for maximising benefits. *BMC Medical Education*, **2007**, 7, 3	3.3	163
29	Teaching and learning gynaecology examination with hybrid simulation. *Clinical Teacher*, **2007**, 4, 238-243	1.1	12
28	Communication skills for mobile remote presence technology in clinical interactions. *Journal of Telemedicine and Telecare*, **2007**, 13, 100-4	6.8	11
27	The human face of simulation: patient-focused simulation training. *Academic Medicine*, **2006**, 81, 919-24	3.9	146
26	The effects of stress on surgical performance. *American Journal of Surgery*, **2006**, 191, 5-10	2.7	269
25	Reflection: a critical proficiency essential to the effective development of a high competence in communication. *Journal of Veterinary Medical Education*, **2006**, 33, 58-64	1.3	26
24	Nurses' perceptions and experiences of communication in the operating theatre: a focus group interview. *BMC Nursing*, **2006**, 5, 1	3.2	52
23	Association of Standardized Patient Educators. *Medical Teacher*, **2006**, 28, 746-7	3	6

22	Teaching communication skills for handover: perioperative specialist practitioners. *Medical Education*, **2005**, 39, 1157	3.7	14
21	Personal and professional development in undergraduate health sciences education. *Journal of Veterinary Medical Education*, **2005**, 32, 228-36	1.3	6
20	Handheld computers in veterinary medical education: a view from human medical education. *Journal of Veterinary Medical Education*, **2005**, 32, 121-6	1.3	3
19	Peer assisted learning in patient-centred interviewing: the impact on student tutors. *Medical Teacher*, **2005**, 27, 439-44	3	71
18	Facilitating reflection in an undergraduate medical curriculum. *Medical Teacher*, **2004**, 26, 481-3	3	16
17	Making patient safety the focus: crisis resource management in the undergraduate curriculum. *Medical Education*, **2004**, 38, 56-66	3.7	134
16	Inter-professional learning: discussion groups in a minor surgery skills course for nurses. *Nurse Education in Practice*, **2004**, 4, 236-43	3.2	4
15	Evaluation of an inter-professional workshop to develop a psychosocial assessment and child-centred communication training programme for paediatricians in training. *BMC Medical Education*, **2004**, 4, 25	3.3	3
14	Teaching and learning about written communications in a United Kingdom medical school. *Education for Health: Change in Learning and Practice*, **2004**, 17, 27-34	0.4	10
13	Teaching and learning about skills in minor surgery. *Journal of Clinical Nursing*, **2003**, 12, 291-6	3.2	31
12	Can 'performing' a procedure help students explain it to their patients?. *Medical Education*, **2003**, 37, 481-2	3.7	3
11	Communicating during procedures: development of a rating scale. *Medical Education*, **2003**, 37, 480-1	3.7	9
10	Peer tutoring in patient-centred interviewing skills: experience of a project for first-year students. *Medical Teacher*, **2003**, 25, 398-403	3	78
9	Interprofessional shared learning: a workshop on communication for screening blood donors. *Learning in Health and Social Care*, **2002**, 1, 229-237		2
8	An innovative model for teaching and learning clinical procedures. *Medical Education*, **2002**, 36, 628-34	3.7	186
7	Evaluating a teaching skills workshop for medical students. *Medical Education*, **2002**, 36, 1094-5	3.7	13
6	Modelling the lay expert for first-year medical students: the actor-patient as teacher. *Medical Teacher*, **2002**, 24, 562-4	3	15
5	Development of an Evaluation Model for an Introductory Module on Social Medicine. *Assessment and Evaluation in Higher Education*, **2002**, 27, 301-308	3.1	4

4	Evaluation of a communication skills course: cultural relevance of the patient-centred interview in a Hong Kong Chinese setting. *Medical Teacher*, **2001**, 23, 212-214	3	4
3	An evaluation of a communication skills workshop for dentists: cultural and clinical relevance of the patient-centred interview. *British Dental Journal*, **1999**, 187, 385-388	1.2	3
2	Integrating Interprofessional Education and Simulation in Community Health: Evaluation of a Practice-based Student Clinic. *International Journal of Practice-Based Learning in Health and Social Care*,94-107	1.9	2
1	Challenges in the Commencement of Consultant Surgical Practice: A Study of Threshold Concepts in Junior Cardiothoracic Surgeons. *International Journal of Practice-Based Learning in Health and Social Care*,78-95	1.9	3