

# Craig Brown

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/9470033/publications.pdf>

Version: 2024-02-01

19  
papers

63  
citations

1937685

4  
h-index

1720034

7  
g-index

20  
all docs

20  
docs citations

20  
times ranked

59  
citing authors

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 1  | Twelve tips for introducing simulation based assessment in the objective structured clinical examination. Medical Teacher, 2021, 43, 380-383.   | 1.8 | 5         |
| 2  | Multiperspective simulations for implementing a change in service: stroke telethrombolysis. BMJ Simulation and Technology Enhanced Learning, 2021, 7, 624-626.                                      | 0.7 | 0         |
| 3  | Listening and using participant and observer perspectives following large group, team-based simulations: empowering many voices. BMJ Simulation and Technology Enhanced Learning, 2020, 6, 374-375. | 0.7 | 0         |
| 4  | Interprofessional learning in immediate life support training does effect TEAM performance during simulated resuscitation. BMJ Simulation and Technology Enhanced Learning, 2019, 5, 204-209.       | 0.7 | 8         |
| 5  | Student acceptability of human patient simulators in undergraduate OSCEs. BMJ Simulation and Technology Enhanced Learning, 2018, 4, 207-208.  | 0.7 | 1         |
| 6  | The use of mobile technology in evaluation. Clinical Teacher, 2017, 14, 63-64.  | 0.8 | 4         |
| 7  | Twelve tips for conducting successful multiple patient encounter simulations (simultaneous) Tj ETQq1 1 0.784314 rgBT /Overlock 10   | 1.8 | 0         |
| 8  | Using mobile technology to enhance medical student assessment. BMJ Simulation and Technology Enhanced Learning, 2017, 3, 77-78.   | 0.7 | 1         |
| 9  | Should we add smells in simulation training? A systematic review of smells in healthcare-related simulation training. BMJ Simulation and Technology Enhanced Learning, 2016, 2, 19-22.              | 0.7 | 4         |
| 10 | The integrated use of simulation and voting with Personal Response Systems. Clinical Teacher, 2016, 13, 332-336.  | 0.8 | 1         |
| 11 | The use of trauma interprofessional simulated education (TIPSE) to enhance role awareness in the emergency department setting. Journal of Interprofessional Care, 2016, 30, 388-390.                | 1.7 | 14        |
| 12 | Techniques for improving survey response rates in medical education. Medical Teacher, 2016, 38, 634-634.  | 1.8 | 2         |
| 13 | The costs of medical education assessment. Medical Teacher, 2016, 38, 111-112.  | 1.8 | 4         |
| 14 | Multiple patient encounter simulations in emergency medicine. BMJ Simulation and Technology Enhanced Learning, 2016, 2, 129-130.  | 0.7 | 1         |
| 15 | Clinical teaching fellows: best of both worlds?. Clinical Teacher, 2015, 12, 136-137.   | 0.8 | 5         |
| 16 | Should we be "quarantining" students for Objective Structured Clinical Examinations (OSCEs)?. Medical Teacher, 2015, 37, 98-99.   | 1.8 | 3         |
| 17 | Assessment overload?. Medical Teacher, 2015, 37, 301-301.   | 1.8 | 2         |
| 18 | Novel methods of teaching diabetic ketoacidosis (DKA) diagnosis and management in a clinical curriculum: Sim-DKA. Practical Diabetes, 2014, 31, 207-211.  | 0.3 | 3         |

| #  | ARTICLE   | IF  | CITATIONS |
|----|---|-----|-----------|
| 19 | Coeliac axis dissection secondary to blunt abdominal trauma: A case report and review of the literature. <i>Injury Extra</i> , 2014, 45, 19-21. | 0.2 | 5         |