

# Chris Roberts

## List of Publications by Year in descending order

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Version: 2024-02-01

142  
papers

3,813  
citations

109321

35  
h-index

182427

51  
g-index

144  
all docs

144  
docs citations

144  
times ranked

3394  
citing authors

#	ARTICLE	IF	CITATIONS
1	Assessment for selection for the health care professions and specialty training: Consensus statement and recommendations from the Ottawa 2010 Conference. <i>Medical Teacher</i> , 2011, 33, 215-223.	1.8	181
2	Team-based learning (TBL) in the medical curriculum: better than PBL?. <i>BMC Medical Education</i> , 2017, 17, 243.	2.4	121
3	Factors affecting the utility of the multiple mini-interview in selecting candidates for graduate-entry medical school. <i>Medical Education</i> , 2008, 42, 396-404.	2.1	102
4	Academic performance of ethnic minority candidates and discrimination in the MRCGP examinations between 2010 and 2012: analysis of data. <i>BMJ, The</i> , 2013, 347, f5662-f5662.	6.0	102
5	Interprofessional education: tips for design and implementation. <i>BMC Medical Education</i> , 2020, 20, 455.	2.4	98
6	Readiness for self-directed change in professional behaviours: factorial validation of the Self-reflection and Insight Scale. <i>Medical Education</i> , 2008, 42, 1054-1063.	2.1	88
7	2018 Ottawa consensus statement: Selection and recruitment to the healthcare professions. <i>Medical Teacher</i> , 2018, 40, 1091-1101.	1.8	77
8	Discovering professionalism through guided reflection. <i>Medical Teacher</i> , 2006, 28, e25-e31.	1.8	75
9	Gps in Cyberspace: The Sociology of a "Virtual Community". <i>Sociological Review</i> , 1999, 47, 643-671.	1.6	72
10	Portfolio-based assessments in medical education: are they valid and reliable for summative purposes?. <i>Medical Education</i> , 2002, 36, 899-900.	2.1	70
11	Entering and navigating academic medicine: academic clinician-educators' experiences. <i>Medical Education</i> , 2011, 45, 497-503.	2.1	69
12	Team-based learning: design, facilitation and participation. <i>BMC Medical Education</i> , 2020, 20, 461.	2.4	69
13	'I'm pickin' up good regressions': the governance of generalisability analyses. <i>Medical Education</i> , 2007, 41, 926-934.	2.1	67
14	Modelling patterns of agreement for nominal scales. <i>Statistics in Medicine</i> , 2008, 27, 810-830.	1.6	64
15	Assuring the quality of high-stakes undergraduate assessments of clinical competence. <i>Medical Teacher</i> , 2006, 28, 535-543.	1.8	63
16	A longitudinal integrated placement and medical students' intentions to practise rurally. <i>Medical Education</i> , 2012, 46, 179-191.	2.1	63
17	Implementation of modified team-based learning within a problem based learning medical curriculum: a focus group study. <i>BMC Medical Education</i> , 2018, 18, 74.	2.4	60
18	Exploring assessment factors contributing to students' study strategies: Literature review. <i>Medical Teacher</i> , 2012, 34, S42-S50.	1.8	58

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19	Introducing the individual Teamwork Observation and Feedback Tool (iTOfT): Development and description of a new interprofessional teamwork measure. <i>Journal of Interprofessional Care</i> , 2016, 30, 526-528.	1.7	58
20	Experiences of the multiple mini-interview: a qualitative analysis. <i>Medical Education</i> , 2009, 43, 360-367.	2.1	55
21	Improving the quality of care of musculoskeletal conditions in primary care. <i>British Journal of Rheumatology</i> , 2002, 41, 503-508.	2.3	53
22	Feedback in the clinical setting. <i>BMC Medical Education</i> , 2020, 20, 460.	2.4	52
23	Internet-based multiple mini-interviews for candidate selection for graduate entry programmes. <i>Medical Education</i> , 2013, 47, 801-810.	2.1	50
24	Leadership in healthcare education. <i>BMC Medical Education</i> , 2020, 20, 456.	2.4	48
25	The predictive validity of a situational judgement test and multiple-mini interview for entry into postgraduate training in Australia. <i>BMC Medical Education</i> , 2016, 16, 87.	2.4	46
26	The introduction of large class problem-based learning into an undergraduate medical curriculum: an evaluation. <i>Medical Teacher</i> , 2005, 27, 527-533.	1.8	45
27	Should candidate scores be adjusted for interviewer stringency or leniency in the multiple mini-interview?. <i>Medical Education</i> , 2010, 44, 690-698.	2.1	45
28	What factors in rural and remote extended clinical placements may contribute to preparedness for practice from the perspective of students and clinicians?. <i>Medical Teacher</i> , 2013, 35, 900-907.	1.8	45
29	Social learning in a longitudinal integrated clinical placement. <i>Advances in Health Sciences Education</i> , 2017, 22, 1011-1029.	3.3	45
30	Tips for teaching procedural skills. <i>BMC Medical Education</i> , 2020, 20, 458.	2.4	45
31	Exploring factors affecting undergraduate medical students' study strategies in the clinical years: a qualitative study. <i>Advances in Health Sciences Education</i> , 2011, 16, 553-567.	3.3	44
32	Senior medical student perceived ability and experience in giving peer feedback in formative long case examinations. <i>BMC Medical Education</i> , 2013, 13, 79.	2.4	44
33	Medical student wellbeing – a consensus statement from Australia and New Zealand. <i>BMC Medical Education</i> , 2019, 19, 69.	2.4	44
34	Longitudinal integrated rural placements: a social learning systems perspective. <i>Medical Education</i> , 2013, 47, 352-361.	2.1	43
35	The emotional well-being of young people having a parent with younger onset dementia. <i>Dementia</i> , 2016, 15, 609-628.	2.0	40
36	Utility of selection methods for specialist medical training: A BEME (best evidence medical education) systematic review: BEME guide no. 45. <i>Medical Teacher</i> , 2018, 40, 3-19.	1.8	40

#	ARTICLE	IF	CITATIONS
37	Validating a multiple mini-interview question bank assessing entry-level reasoning skills in candidates for graduate-entry medicine and dentistry programmes. <i>Medical Education</i> , 2009, 43, 350-359.	2.1	39
38	Scaffolding medical student knowledge and skills: team-based learning (TBL) and case-based learning (CBL). <i>BMC Medical Education</i> , 2021, 21, 238.	2.4	39
39	Only the best: medical student selection in Australia. <i>Medical Journal of Australia</i> , 2012, 196, 357-357.	1.7	37
40	A large-scale mass casualty simulation to develop the non-technical skills medical students require for collaborative teamwork. <i>BMC Medical Education</i> , 2016, 16, 83.	2.4	37
41	Vitamin A for acute respiratory infection in developing countries: a meta-analysis. <i>Acta Paediatrica, International Journal of Paediatrics</i> , 2004, 93, 1437-1442.	1.5	36
42	Enhancing students' learning in problem based learning: validation of a self-assessment scale for active learning and critical thinking. <i>BMC Medical Education</i> , 2015, 15, 140.	2.4	36
43	Using complexity theory to develop a student-directed interprofessional learning activity for 1220 healthcare students. <i>BMC Medical Education</i> , 2016, 16, 199.	2.4	35
44	Peer teacher training (PTT) program for health professional students: interprofessional and flipped learning. <i>BMC Medical Education</i> , 2017, 17, 239.	2.4	35
45	Key tips for teaching in the clinical setting. <i>BMC Medical Education</i> , 2020, 20, 463.	2.4	35
46	Reduced perfusion in systemic sclerosis digital ulcers (both fingertip and extensor) can be increased by topical application of glyceryl trinitrate. <i>Microvascular Research</i> , 2017, 111, 32-36.	2.5	33
47	Team-based learning (TBL): a community of practice. <i>BMC Medical Education</i> , 2019, 19, 369.	2.4	33
48	Facilitating small group learning in the health professions. <i>BMC Medical Education</i> , 2020, 20, 457.	2.4	33
49	The validity of a behavioural multiple-mini-interview within an assessment centre for selection into specialty training. <i>BMC Medical Education</i> , 2014, 14, 169.	2.4	32
50	Marginalisation of dental students in a shared medical and dental education programme. <i>Medical Education</i> , 2009, 43, 238-245.	2.1	30
51	Peer assessment of professional behaviours in problem-based learning groups. <i>Medical Education</i> , 2017, 51, 390-400.	2.1	29
52	Self-assessment and students' study strategies in a community of clinical practice: A qualitative study. <i>Medical Education Online</i> , 2012, 17, 11204.	2.6	28
53	Making fall prevention routine in primary care practice: perspectives of allied health professionals. <i>BMC Health Services Research</i> , 2018, 18, 598.	2.2	28
54	Teaching clinical handover with ISBAR. <i>BMC Medical Education</i> , 2020, 20, 459.	2.4	28

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55	Predictors of confidence in anatomy knowledge for work as a junior doctor: a national survey of Australian medical students. <i>BMC Medical Education</i> , 2018, 18, 174.	2.4	26
56	Integrated solutions for sustainable fall prevention in primary care, the iSOLVE project: a type 2 hybrid effectiveness-implementation design. <i>Implementation Science</i> , 2017, 12, 12.	6.9	25
57	General practitioners and the Internet: modelling a 'virtual community'. <i>Family Practice</i> , 1998, 15, 211-215.	1.9	24
58	The WISDOM project: training primary care professionals in informatics in a collaborative 'virtual classroom'. <i>Medical Education</i> , 1999, 33, 365-370.	2.1	24
59	Teaching skills for students: our future educators. <i>Clinical Teacher</i> , 2012, 9, 312-316.	0.8	24
60	Interprofessional team-based learning (TBL): how do students engage?. <i>BMC Medical Education</i> , 2020, 20, 118.	2.4	24
61	Student learning in interprofessional practice-based environments: what does theory say?. <i>BMC Medical Education</i> , 2015, 15, 211.	2.4	23
62	Using Complexity Theory to Guide Medical School Evaluations. <i>Academic Medicine</i> , 2018, 93, 399-405.	1.6	23
63	Implementation and evaluation of a pharmacist-led hypertension management service in primary care: outcomes and methodological challenges. <i>Pharmacy Practice</i> , 2016, 14, 723-723.	1.5	23
64	The reliability and validity of a portfolio designed as a programmatic assessment of performance in an integrated clinical placement. <i>BMC Medical Education</i> , 2014, 14, 197.	2.4	22
65	Change management in primary care: design and evaluation of an internet-delivered course. <i>Medical Education</i> , 2001, 35, 803-805.	2.1	21
66	Rheumatology training in the United Kingdom: the trainees' perspective. <i>Rheumatology</i> , 2004, 43, 896-900.	1.9	21
67	Learning relationships in community-based service-learning: a social network analysis. <i>BMC Medical Education</i> , 2019, 19, 113.	2.4	21
68	Students' perceptions of the impact of assessment on approaches to learning: a comparison between two medical schools with similar curricula. <i>International Journal of Medical Education</i> , 0, 2, 44-52.	1.2	20
69	Empowerment of young people who have a parent living with dementia: a social model perspective. <i>International Psychogeriatrics</i> , 2016, 28, 657-668.	1.0	20
70	Not so easy as it sounds: a qualitative study of a shared learning project between medical and nursing undergraduate students. <i>Medical Teacher</i> , 2000, 22, 386-391.	1.8	17
71	Occupational therapists partnering with general practitioners to prevent falls: Seizing opportunities in primary health care. <i>Australian Occupational Therapy Journal</i> , 2013, 60, 66-70.	1.1	17
72	Designing health professional education curricula using systems thinking perspectives. <i>BMC Medical Education</i> , 2021, 21, 20.	2.4	17

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73	Preparing pharmacists to deliver a targeted service in hypertension management: evaluation of an interprofessional training program. <i>BMC Medical Education</i> , 2015, 15, 157.	2.4	16
74	Management of hypertension in an Australian community pharmacy setting – patients’ beliefs and perspectives. <i>International Journal of Pharmacy Practice</i> , 2017, 25, 263-273.	0.6	16
75	Planning peer assisted learning (PAL) activities in clinical schools. <i>BMC Medical Education</i> , 2020, 20, 453.	2.4	16
76	Peer review in team-based learning: influencing feedback literacy. <i>BMC Medical Education</i> , 2021, 21, 426.	2.4	16
77	Does the Clinical Context Improve the Reliability of Rheumatologists Grading Digital Ulcers in Systemic Sclerosis?. <i>Arthritis Care and Research</i> , 2016, 68, 1340-1345.	3.4	15
78	Perceptions of Indonesian general practitioners in maintaining standards of medical practice at a time of health reform. <i>Family Practice</i> , 2015, 32, 584-590.	1.9	14
79	The completeness of electronic medical record data for patients with Type 2 Diabetes in primary care and its implications for computer modelling of predicted clinical outcomes. <i>Primary Care Diabetes</i> , 2016, 10, 352-359.	1.8	14
80	Strategies for recruitment in general practice settings: the iSOLVE fall prevention pragmatic cluster randomised controlled trial. <i>BMC Medical Research Methodology</i> , 2019, 19, 236.	3.1	14
81	Selection for medical schools: re-imagining as an international discourse. <i>Medical Education</i> , 2010, 44, 1054-1056.	2.1	13
82	The social validity of a national assessment centre for selection into general practice training. <i>BMC Medical Education</i> , 2014, 14, 261.	2.4	13
83	The Heroic and the Villainous: a qualitative study characterising the role models that shaped senior doctors’ professional identity. <i>BMC Medical Education</i> , 2016, 16, 206.	2.4	13
84	Patients’ Attitudes and Approaches to the Self-Management of Hypertension: Perspectives from an Australian Qualitative Study in Community Pharmacy. <i>High Blood Pressure and Cardiovascular Prevention</i> , 2017, 24, 149-155.	2.2	13
85	Am I getting an accurate picture: a tool to assess clinical handover in remote settings?. <i>BMC Medical Education</i> , 2017, 17, 213.	2.4	13
86	Identity, impairment and disablement: exploring the social processes impacting identity change in adults living with acquired neurological impairments. <i>Disability and Society</i> , 2018, 33, 175-196.	2.2	13
87	Competence in the musculoskeletal system: assessing the progression of knowledge through an undergraduate medical course. <i>Medical Education</i> , 2004, 38, 1253-1260.	2.1	12
88	Selection into specialist training programs: an approach from general practice. <i>Medical Journal of Australia</i> , 2011, 194, 93-95.	1.7	12
89	Exploring complexities in the reform of assessment practice: a critical realist perspective. <i>Advances in Health Sciences Education</i> , 2021, 26, 1641-1657.	3.3	12
90	A national qualitative survey of community-based musculoskeletal services in the UK. <i>British Journal of Rheumatology</i> , 2003, 42, 1074-1078.	2.3	11

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91	Widening perspectives: reframing the way we research selection. <i>Advances in Health Sciences Education</i> , 2017, 22, 565-572.	3.3	11
92	Time for university educators to embrace student videography. <i>Cambridge Journal of Education</i> , 2019, 49, 673-693.	2.4	11
93	Optimising student-led interprofessional learning across eleven health disciplines. <i>BMC Medical Education</i> , 2021, 21, 157.	2.4	11
94	Content validation of an interprofessional learning video peer assessment tool. <i>BMC Medical Education</i> , 2017, 17, 258.	2.4	10
95	A feasibility study of a novel low-level light therapy for digital ulcers in systemic sclerosis. <i>Journal of Dermatological Treatment</i> , 2019, 30, 251-257.	2.2	10
96	Navigating the qualitative manuscript writing process: some tips for authors and reviewers. <i>BMC Medical Education</i> , 2020, 20, 439.	2.4	10
97	How medical education can help in a COVID-19 crisis. <i>Clinical Teacher</i> , 2020, 17, 241-243.	0.8	10
98	Evaluating peer teaching about chronic disease. <i>Clinical Teacher</i> , 2014, 11, 541-545.	0.8	9
99	Multiple mini interview (MMI) for general practice training selection in Australia: interviewers' motivation. <i>BMC Medical Education</i> , 2018, 18, 21.	2.4	9
100	Co-creation of a family-focused service model living with younger onset dementia. <i>Dementia</i> , 2020, 19, 1029-1050.	2.0	9
101	Measuring the impact of system level strategies on psychotropic medicine use in aged care facilities: A scoping review. <i>Research in Social and Administrative Pharmacy</i> , 2020, 16, 746-759.	3.0	9
102	Testing for medical school selection: What are prospective doctors' experiences and perceptions of the GAMSAT and what are the consequences of testing?. <i>Advances in Health Sciences Education</i> , 2018, 23, 533-546.	3.3	8
103	Factors related to doctors' choice of rural pathway in general practice specialty training. <i>Australian Journal of Rural Health</i> , 2017, 25, 148-154.	1.5	7
104	The intersection of assessment, selection and professionalism in the service of patient care. <i>Medical Teacher</i> , 2019, 41, 243-248.	1.8	7
105	Impact of Structured Feedback on Examiner Judgements in Objective Structured Clinical Examinations (OSCEs) Using Generalisability Theory. <i>Health Professions Education</i> , 2020, 6, 271-281.	1.4	7
106	Introduction to the Peer Teacher Training in health professional education—supplement series. <i>BMC Medical Education</i> , 2020, 20, 454.	2.4	7
107	Managing the learning environment in undergraduate medical education: the Sheffield approach. <i>Medical Teacher</i> , 2003, 25, 282-286.	1.8	6
108	The reliability and validity of a matrix to assess the completed reflective personal development plans of general practitioners. <i>Medical Education</i> , 2006, 40, 363-370.	2.1	6

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109	Phenomenological study of medical interns reflecting on their experiences, of open disclosure communication after medication error: linking rationalisation to the conscious competency matrix. <i>BMJ Open</i> , 2020, 10, e035647.	1.9	6
110	Contextualised reflective competence: a new learning model promoting reflective practice for clinical training. <i>BMC Medical Education</i> , 2022, 22, 71.	2.4	6
111	Student perspectives on programmatic assessment in a large medical programme: A critical realist analysis. <i>Medical Education</i> , 2022, 56, 901-914.	2.1	6
112	Building capacity in medical education research in Australia. <i>Medical Journal of Australia</i> , 2009, 191, 33-34.	1.7	5
113	Comparing and contrasting undergraduate competence in musculoskeletal medicine with cardiovascular medicine and neurology. <i>British Journal of Rheumatology</i> , 2004, 43, 1398-1401.	2.3	4
114	Using aggregated general practice data to evaluate primary care interventions. <i>Medical Journal of Australia</i> , 2017, 206, 242-243.	1.7	4
115	Handover training in the workplace: having a <sc>CHAT</sc>. <i>Clinical Teacher</i> , 2019, 16, 248-252.	0.8	4
116	Towards a Public Health Curriculum in Undergraduate Medicine. <i>Education for Health: Change in Learning and Practice</i> , 2012, 25, 98.	0.3	4
117	The Learning Pathways Grid. <i>International Journal of Qualitative Methods</i> , The, 2018, 17, 160940691879160.	2.8	3
118	Influences on general practitioner referral to allied health professionals for fall prevention in primary care. <i>Australasian Journal on Ageing</i> , 2020, 39, e32-e39.	0.9	3
119	Perspectives of Australian GPs on tailoring fall risk management: a qualitative study. <i>Australian Journal of Primary Health</i> , 2021, 27, 409-415.	0.9	3
120	Nursesâ€™™, Pharmacistsâ€™™ and Family Physiciansâ€™™ Perceptions of Psychotropic Medication Monitoring in Australian Long-Term Care Facilities: A Qualitative Framework Analysis. <i>Drugs and Aging</i> , 2021, 38, 169-179.	2.7	3
121	Student ability and learning experience in assessing peers alongside supervisors in the long case. <i>Focus on Health Professional Education</i> , 2015, 16, 27.	0.8	3
122	Rural and remote young people's health career decision making within a health workforce development program: a qualitative exploration. <i>Rural and Remote Health</i> , 2015, 15, 3303.	0.5	3
123	Quality of care of musculoskeletal conditions. <i>British Journal of Rheumatology</i> , 2003, 42, 703-703.	2.3	2
124	How Do Homeopaths Reason and Make Decisions? Integrating Theory, Practice, and Education. <i>Journal of Alternative and Complementary Medicine</i> , 2010, 16, 1321-1327.	2.1	2
125	Managing the learning environment in undergraduate medical education: the Sheffield approach. <i>Medical Teacher</i> , 2003, 25, 282-286.	1.8	2
126	Patient centred model of practice is unsuited to reforms. <i>BMJ: British Medical Journal</i> , 1996, 312, 1423-1423.	2.3	2



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127	Developing the science of selection into the healthcare professions and speciality training within Saudi Arabia and the Gulf region. Saudi Endodontic Journal, 2013, 1, 71.	0.2	2
128	Engaging clinical examiners with structured feedback to enhance assessment practices. Medical Teacher, 2022, 44, 914-921.	1.8	2
129	Quality assurance in primary care with information management and technology. Health Informatics Journal, 1998, 4, 101-105.	2.1	1
130	Medical schools can cooperate: a new joint venture to provide medical education in the Northern Rivers region of New South Wales. Medical Journal of Australia, 2008, 188, 179-181.	1.7	1
131	Free-text comments for multisource feedback. Clinical Teacher, 2013, 10, 417-418.	0.8	1
132	Development and Initial Testing of an Instrument for Evaluating Needs and Inferring Readiness of Research Supervisors: A Mixed Methods Approach. Health Professions Education, 2016, 2, 138-147.	1.4	1
133	Rheumatology training in the UK: the trainees' perspective - issues surrounding paediatric rheumatology. Rheumatology, 2005, 44, 264-264.	1.9	0
134	Preparing for practice with longitudinal integrated placements. Medical Teacher, 2014, 36, 360-361.	1.8	0
135	The multiple spaces for health professional students' learning. Medical Education, 2015, 49, 946-946.	2.1	0
136	060.â€fREDUCED PERFUSION IN SYSTEMIC SCLEROSIS DIGITAL ULCERS (BOTH FINGERTIP AND EXTENSOR) CAN BE INCREASED BY TOPICAL APPLICATION OF GLYCERYL TRINITRATE. Rheumatology, 2017, 56, .	1.9	0
137	061.â€fA FEASIBILITY STUDY OF A NOVEL LIGHT TREATMENT FOR DIGITAL ULCERS IN SYSTEMIC SCLEROSIS. Rheumatology, 2017, 56, .	1.9	0
138	The Swansea 6D model: a diagnostic and conversational framework for supervisors, mentors and doctors in training. Postgraduate Medical Journal, 2019, 95, 482-486.	1.8	0
139	Do We Know Who the Person With the Borderline Score is, in Standard-Setting and Decision-Making. Health Professions Education, 2020, 6, 617-625.	1.4	0
140	The Development of Healthcare Researchers. , 2013, , 159-172.		0
141	MED3/343: Networked Learner Support in Continuing Medical Education. Journal of Medical Internet Research, 0, 1, e46.	4.3	0
142	Evidence-based care. Prove it. The Health Service Journal, 1996, 106, 32-3.	0.0	0