Chris Roberts

List of Publications by Year
in descending order

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	Contextualised reflective competence: a new learning model promoting reflective practice for clinical training. BMC Medical Education, 2022, 22, 71.	2.4	6
2	Engaging clinical examiners with structured feedback to enhance assessment practices. Medical Teacher, 2022, 44, 914-921.	1.8	2
3	Student perspectives on programmatic assessment in a large medical programme: A critical realist analysis. Medical Education, 2022, 56, 901-914.	2.1	6
4	Designing health professional education curricula using systems thinking perspectives. BMC Medical Education, 2021, 21, 20.	2.4	17
5	Perspectives of Australian GPs on tailoring fall risk management: a qualitative study. Australian Journal of Primary Health, 2021, 27, 409-415.	0.9	3
6	Optimising student-led interprofessional learning across eleven health disciplines. BMC Medical Education, 2021, 21, 157.	2.4	11
7	Scaffolding medical student knowledge and skills: team-based learning (TBL) and case-based learning (CBL). BMC Medical Education, 2021, 21, 238.	2.4	39
8	Exploring complexities in the reform of assessment practice: a critical realist perspective. Advances in Health Sciences Education, 2021, 26, 1641-1657.	3.3	12
9	Peer review in team-based learning: influencing feedback literacy. BMC Medical Education, 2021, 21, 426.	2.4	16
10	Nurses', Pharmacists' and Family Physicians' Perceptions of Psychotropic Medication Monitoring in Australian Long-Term Care Facilities: A Qualitative Framework Analysis. Drugs and Aging, 2021, 38, 169-179.	2.7	3
11	Influences on general practitioner referral to allied health professionals for fall prevention in primary care. Australasian Journal on Ageing, 2020, 39, e32-e39.	0.9	3
12	Co-creation of a family-focused service model living with younger onset dementia. Dementia, 2020, 19, 1029-1050.	2.0	9
13	Measuring the impact of system level strategies on psychotropic medicine use in aged care facilities: A scoping review. Research in Social and Administrative Pharmacy, 2020, 16, 746-759.	3.0	9
14	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
15	Impact of Structured Feedback on Examiner Judgements in Objective Structured Clinical Examinations (OSCEs) Using Generalisability Theory. Health Professions Education, 2020, 6, 271-281.	1.4	7
16	Navigating the qualitative manuscript writing process: some tips for authors and reviewers. BMC Medical Education, 2020, 20, 439.	2.4	10
17	Planning peer assisted learning (PAL) activities in clinical schools. BMC Medical Education, 2020, 20, 453.	2.4	16
18	Key tips for teaching in the clinical setting. BMC Medical Education, 2020, 20, 463.	2.4	35

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19	Introduction to the Peer Teacher Training in health professional educationÂsupplement series. BMC Medical Education, 2020, 20, 454.	2.4	7
20	Tips for teaching procedural skills. BMC Medical Education, 2020, 20, 458.	2.4	45
21	Feedback in the clinical setting. BMC Medical Education, 2020, 20, 460.	2.4	52
22	Phenomenological study of medical interns reflecting on their experiences, of open disclosure communication after medication error: linking rationalisation to the conscious competency matrix. BMJ Open, 2020, 10, e035647.	1.9	6
23	Facilitating small group learning in the health professions. BMC Medical Education, 2020, 20, 457.	2.4	33
24	Teaching clinical handover with ISBAR. BMC Medical Education, 2020, 20, 459.	2.4	28
25	Interprofessional education: tips for design and implementation. BMC Medical Education, 2020, 20, 455.	2.4	98
26	Team-based learning: design, facilitation and participation. BMC Medical Education, 2020, 20, 461.	2.4	69
27	Leadership in healthcare education. BMC Medical Education, 2020, 20, 456.	2.4	48
28	How medical education can help in a COVID â€19 crisis. Clinical Teacher, 2020, 17, 241-243.	0.8	10
29	Interprofessional team-based learning (TBL): how do students engage?. BMC Medical Education, 2020, 20, 118.	2.4	24
30	A feasibility study of a novel low-level light therapy for digital ulcers in systemic sclerosis. Journal of Dermatological Treatment, 2019, 30, 251-257.	2.2	10
31	Team-based learning (TBL): a community of practice. BMC Medical Education, 2019, 19, 369.	2.4	33
32	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
33	The intersection of assessment, selection and professionalism in the service of patient care. Medical Teacher, 2019, 41, 243-248.	1.8	7
34	Time for university educators to embrace student videography. Cambridge Journal of Education, 2019, 49, 673-693.	2.4	11
35	Learning relationships in community-based service-learning: a social network analysis. BMC Medical Education, 2019, 19, 113.	2.4	21
36	Medical student wellbeing â€" a consensus statement from Australia and New Zealand. BMC Medical Education, 2019, 19, 69.	2.4	44

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37	Strategies for recruitment in general practice settings: the iSOLVE fall prevention pragmatic cluster randomised controlled trial. BMC Medical Research Methodology, 2019, 19, 236.	3.1	14
38	Handover training in the workplace: having a <scp>CHAT</scp>. Clinical Teacher, 2019, 16, 248-252.	0.8	4
39	Testing for medical school selection: What are prospective doctors' experiences and perceptions of the GAMSAT and what are the consequences of testing?. Advances in Health Sciences Education, 2018, 23, 533-546.	3.3	8
40	Implementation of modified team-based learning within a problem based learning medical curriculum: a focus group study. BMC Medical Education, 2018, 18, 74.	2.4	60
41	Using Complexity Theory to Guide Medical School Evaluations. Academic Medicine, 2018, 93, 399-405.	1.6	23
42	Identity, impairment and disablement: exploring the social processes impacting identity change in adults living with acquired neurological impairments. Disability and Society, 2018, 33, 175-196.	2.2	13
43	Utility of selection methods for specialist medical training: A BEME (best evidence medical education) systematic review: BEME guide no. 45. Medical Teacher, 2018, 40, 3-19.	1.8	40
44	2018 Ottawa consensus statement: Selection and recruitment to the healthcare professions. Medical Teacher, 2018, 40, 1091-1101.	1.8	77
45	The Learning Pathways Grid. International Journal of Qualitative Methods, The, 2018, 17, 160940691879160.	2.8	3
46	Making fall prevention routine in primary care practice: perspectives of allied health professionals. BMC Health Services Research, 2018, 18, 598.	2.2	28
47	Predictors of confidence in anatomy knowledge for work as a junior doctor: a national survey of Australian medical students. BMC Medical Education, 2018, 18, 174.	2.4	26
48	Multiple mini interview (MMI) for general practice training selection in Australia: interviewers' motivation. BMC Medical Education, 2018, 18, 21.	2.4	9
49	Peer assessment of professional behaviours in problem-based learning groups. Medical Education, 2017, 51, 390-400.	2.1	29
50	Factors related to doctors' choice of rural pathway in general practice specialty training. Australian Journal of Rural Health, 2017, 25, 148-154.	1.5	7
51	Patients' Attitudes and Approaches to the Self-Management of Hypertension: Perspectives from an Australian Qualitative Study in Community Pharmacy. High Blood Pressure and Cardiovascular Prevention, 2017, 24, 149-155.	2.2	13
52	Widening perspectives: reframing the way we research selection. Advances in Health Sciences Education, 2017, 22, 565-572.	3.3	11
53	Social learning in a longitudinal integrated clinical placement. Advances in Health Sciences Education, 2017, 22, 1011-1029.	3.3	45
54	Reduced perfusion in systemic sclerosis digital ulcers (both fingertip and extensor) can be increased by topical application of glyceryl trinitrate. Microvascular Research, 2017, 111, 32-36.	2.5	33

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55	Integrated solutions for sustainable fall prevention in primary care, the iSOLVE project: a type 2 hybrid effectiveness-implementation design. Implementation Science, 2017, 12, 12.	6.9	25
56	Management of hypertension in an Australian community pharmacy setting â€" patientsâ€™ beliefs and perspectives. International Journal of Pharmacy Practice, 2017, 25, 263-273.	0.6	16
57	060.â€ƒREDUCED 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
58	061.â€ƒA FEASIBILITY STUDY OF A NOVEL LIGHT TREATMENT FOR DIGITAL ULCERS IN SYSTEMIC SCLEROSIS. Rheumatology, 2017, 56, .	1.9	0
59	Am I getting an accurate picture: a tool to assess clinical handover in remote settings?. BMC Medical Education, 2017, 17, 213.	2.4	13
60	Team-based learning (TBL) in the medical curriculum: better than PBL?. BMC Medical Education, 2017, 17, 243.	2.4	121
61	Content validation of an interprofessional learning video peer assessment tool. BMC Medical Education, 2017, 17, 258.	2.4	10
62	Peer teacher training (PTT) program for health professional students: interprofessional and flipped learning. BMC Medical Education, 2017, 17, 239.	2.4	35
63	Using aggregated general practice data to evaluate primary care interventions. Medical Journal of Australia, 2017, 206, 242-243.	1.7	4
64	The emotional well-being of young people having a parent with younger onset dementia. Dementia, 2016, 15, 609-628.	2.0	40
65	The Heroic and the Villainous: a qualitative study characterising the role models that shaped senior doctorsâ€™ professional identity. BMC Medical Education, 2016, 16, 206.	2.4	13
66	Using complexity theory to develop a student-directed interprofessional learning activity for 1220 healthcare students. BMC Medical Education, 2016, 16, 199.	2.4	35
67	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. Primary Care Diabetes, 2016, 10, 352-359.	1.8	14
68	Empowerment of young people who have a parent living with dementia: a social model perspective. International Psychogeriatrics, 2016, 28, 657-668.	1.0	20
69	The predictive validity of a situational judgement test and multiple-mini interview for entry into postgraduate training in Australia. BMC Medical Education, 2016, 16, 87.	2.4	46
70	Does the Clinical Context Improve the Reliability of Rheumatologists Grading Digital Ulcers in Systemic Sclerosis?. Arthritis Care and Research, 2016, 68, 1340-1345.	3.4	15
71	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
72	A large-scale mass casualty simulation to develop the non-technical skills medical students require for collaborative teamwork. BMC Medical Education, 2016, 16, 83.	2.4	37

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73	Introducing the individual Teamwork Observation and Feedback Tool (iTOFT): Development and description of a new interprofessional teamwork measure. Journal of Interprofessional Care, 2016, 30, 526-528.	1.7	58
74	Implementation and evaluation of a pharmacist-led hypertension management service in primary care: outcomes and methodological challenges. Pharmacy Practice, 2016, 14, 723-723.	1.5	23
75	Preparing pharmacists to deliver a targeted service in hypertension management: evaluation of an interprofessional training program. BMC Medical Education, 2015, 15, 157.	2.4	16
76	Student learning in interprofessional practice-based environments: what does theory say?. BMC Medical Education, 2015, 15, 211.	2.4	23
77	The multiple spaces for health professional students' learning. Medical Education, 2015, 49, 946-946.	2.1	0
78	Perceptions of Indonesian general practitioners in maintaining standards of medical practice at a time of health reform. Family Practice, 2015, 32, 584-590.	1.9	14
79	Enhancing students' learning in problem based learning: validation of a self-assessment scale for active learning and critical thinking. BMC Medical Education, 2015, 15, 140.	2.4	36
80	Student ability and learning experience in assessing peers alongside supervisors in the long case. Focus on Health Professional Education, 2015, 16, 27.	0.8	3
81	Rural and remote young people's health career decision making within a health workforce development program: a qualitative exploration. Rural and Remote Health, 2015, 15, 3303.	0.5	3
82	The reliability and validity of a portfolio designed as a programmatic assessment of performance in an integrated clinical placement. BMC Medical Education, 2014, 14, 197.	2.4	22
83	Preparing for practice with longitudinal integrated placements. Medical Teacher, 2014, 36, 360-361.	1.8	0
84	The social validity of a national assessment centre for selection into general practice training. BMC Medical Education, 2014, 14, 261.	2.4	13
85	Evaluating peer teaching about chronic disease. Clinical Teacher, 2014, 11, 541-545.	0.8	9
86	The validity of a behavioural multiple-mini-interview within an assessment centre for selection into specialty training. BMC Medical Education, 2014, 14, 169.	2.4	32
87	Senior medical student perceived ability and experience in giving peer feedback in formative long case examinations. BMC Medical Education, 2013, 13, 79.	2.4	44
88	Longitudinal integrated rural placements: a social learning systems perspective. Medical Education, 2013, 47, 352-361.	2.1	43
89	Internet-based multiple mini-interviews for candidate selection for graduate entry programmes. Medical Education, 2013, 47, 801-810.	2.1	50
90	Occupational therapists partnering with general practitioners to prevent falls: Seizing opportunities in primary health care. Australian Occupational Therapy Journal, 2013, 60, 66-70.	1.1	17

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91	What factors in rural and remote extended clinical placements may contribute to preparedness for practice from the perspective of students and clinicians?. Medical Teacher, 2013, 35, 900-907.	1.8	45
92	Free-text comments for multisource feedback. Clinical Teacher, 2013, 10, 417-418.	0.8	1
93	Academic performance of ethnic minority candidates and discrimination in the MRCGP examinations between 2010 and 2012: analysis of data. BMJ, The, 2013, 347, f5662-f5662.	6.0	102
94	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
95	The Development of Healthcare Researchers. , 2013, , 159-172.		0
96	Self-assessment and students' study strategies in a community of clinical practice: A qualitative study. Medical Education Online, 2012, 17, 11204.	2.6	28
97	Exploring assessment factors contributing to students' study strategies: Literature review. Medical Teacher, 2012, 34, S42-S50.	1.8	58
98	Teaching skills for students: our future educators. Clinical Teacher, 2012, 9, 312-316.	0.8	24
99	Only the best: medical student selection in Australia. Medical Journal of Australia, 2012, 196, 357-357.	1.7	37
100	A longitudinal integrated placement and medical students' intentions to practise rurally. Medical Education, 2012, 46, 179-191.	2.1	63
101	Towards a Public Health Curriculum in Undergraduate Medicine. Education for Health: Change in Learning and Practice, 2012, 25, 98.	0.3	4
102	Assessment for selection for the health care professions and specialty training: Consensus statement and recommendations from the Ottawa 2010 Conference. Medical Teacher, 2011, 33, 215-223.	1.8	181
103	Selection into specialist training programs: an approach from general practice. Medical Journal of Australia, 2011, 194, 93-95.	1.7	12
104	Entering and navigating academic medicine: academic clinician-educators' experiences. Medical Education, 2011, 45, 497-503.	2.1	69
105	Exploring factors affecting undergraduate medical students' study strategies in the clinical years: a qualitative study. Advances in Health Sciences Education, 2011, 16, 553-567.	3.3	44
106	Should candidate scores be adjusted for interviewer stringency or leniency in the multiple mini-interview?. Medical Education, 2010, 44, 690-698.	2.1	45
107	Selection for medical schools: re-imaging as an international discourse. Medical Education, 2010, 44, 1054-1056.	2.1	13
108	How Do Homeopaths Reason and Make Decisions? Integrating Theory, Practice, and Education. Journal of Alternative and Complementary Medicine, 2010, 16, 1321-1327.	2.1	2

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109	Building capacity in medical education research in Australia. Medical Journal of Australia, 2009, 191, 33-34.	1.7	5
110	Marginalisation of dental students in a shared medical and dental education programme. Medical Education, 2009, 43, 238-245.	2.1	30
111	Experiences of the multiple mini-interview: a qualitative analysis. Medical Education, 2009, 43, 360-367.	2.1	55
112	Validating a multiple mini-interview question bank assessing entry-level reasoning skills in candidates for graduate-entry medicine and dentistry programmes. Medical Education, 2009, 43, 350-359.	2.1	39
113	Modelling patterns of agreement for nominal scales. Statistics in Medicine, 2008, 27, 810-830.	1.6	64
114	Factors affecting the utility of the multiple mini-interview in selecting candidates for graduate-entry medical school. Medical Education, 2008, 42, 396-404.	2.1	102
115	Readiness for self-directed change in professional behaviours: factorial validation of the Self-reflection and Insight Scale. Medical Education, 2008, 42, 1054-1063.	2.1	88
116	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
117	?I?m pickin' up good regressions': the governance of generalisability analyses. Medical Education, 2007, 41, 926-934.	2.1	67
118	Assuring the quality of high-stakes undergraduate assessments of clinical competence. Medical Teacher, 2006, 28, 535-543.	1.8	63
119	The reliability and validity of a matrix to assess the completed reflective personal development plans of general practitioners. Medical Education, 2006, 40, 363-370.	2.1	6
120	Discovering professionalism through guided reflection. Medical Teacher, 2006, 28, e25-e31.	1.8	75
121	The introduction of large class problem-based learning into an undergraduate medical curriculum: an evaluation. Medical Teacher, 2005, 27, 527-533.	1.8	45
122	Rheumatology training in the UK: the trainees' perspective - issues surrounding paediatric rheumatology. Rheumatology, 2005, 44, 264-264.	1.9	0
123	Rheumatology training in the United Kingdom: the trainees' perspective. Rheumatology, 2004, 43, 896-900.	1.9	21
124	Comparing and contrasting undergraduate competence in musculoskeletal medicine with cardiovascular medicine and neurology. British Journal of Rheumatology, 2004, 43, 1398-1401.	2.3	4
125	Competence in the musculoskeletal system: assessing the progression of knowledge through an undergraduate medical course. Medical Education, 2004, 38, 1253-1260.	2.1	12
126	Vitamin A for acute respiratory infection in developing countries: a meta‑analysis. Acta Paediatrica, International Journal of Paediatrics, 2004, 93, 1437-1442.	1.5	36

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127	Managing the learning environment in undergraduate medical education: the Sheffield approach. Medical Teacher, 2003, 25, 282-286.	1.8	6
128	A national qualitative survey of community-based musculoskeletal services in the UK. British Journal of Rheumatology, 2003, 42, 1074-1078.	2.3	11
129	Quality of care of musculoskeletal conditions. British Journal of Rheumatology, 2003, 42, 703-703.	2.3	2
130	Managing the learning environment in undergraduate medical education: the Sheffield approach. Medical Teacher, 2003, 25, 282-286.	1.8	2
131	Improving the quality of care of musculoskeletal conditions in primary care. British Journal of Rheumatology, 2002, 41, 503-508.	2.3	53
132	Portfolio-based assessments in medical education: are they valid and reliable for summative purposes?. Medical Education, 2002, 36, 899-900.	2.1	70
133	Change management in primary care: design and evaluation of an internet-delivered course. Medical Education, 2001, 35, 803-805.	2.1	21
134	Not so easy as it sounds: a qualitative study of a shared learning project between medical and nursing undergraduate students. Medical Teacher, 2000, 22, 386-391.	1.8	17
135	The WISDOM project: training primary care professionals in informatics in a collaborative 'virtual classroom'. Medical Education, 1999, 33, 365-370.	2.1	24
136	Gps in Cyberspace: The Sociology of a 'Virtual Community'. Sociological Review, 1999, 47, 643-671.	1.6	72
137	General practitioners and the Internet: modelling a 'virtual community'. Family Practice, 1998, 15, 211-215.	1.9	24
138	Quality assurance in primary care with information management and technology. Health Informatics Journal, 1998, 4, 101-105.	2.1	1
139	Patient centred model of practice is unsuited to reforms. BMJ: British Medical Journal, 1996, 312, 1423-1423.	2.3	2
140	Evidence-based care. Prove it. The Health Service Journal, 1996, 106, 32-3.	0.0	0
141	Students' perceptions of the impact of assessment on approaches to learning: a comparison between two medical schools with similar curricula. International Journal of Medical Education, 0, 2, 44-52.	1.2	20
142	MED3/343: Networked Learner Support in Continuing Medical Education. Journal of Medical Internet Research, 0, 1, e46.	4.3	0