

Scott Reeves

List of Publications by Year in descending order

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Version: 2024-02-01

254
papers

16,281
citations

16451

64
h-index

24258

110
g-index

266
all docs

266
docs citations

266
times ranked

11388
citing authors

#	ARTICLE	IF	CITATIONS
1	A best evidence systematic review of interprofessional education: BEME Guide no. 9. Medical Teacher, 2007, 29, 735-751.	1.8	914
2	Interprofessional education: effects on professional practice and healthcare outcomes. The Cochrane Library, 2018, 2018, CD002213.	2.8	766
3	Interprofessional collaboration: effects of practice-based interventions on professional practice and healthcare outcomes. , 2009, , CD000072.		649
4	A BEME systematic review of the effects of interprofessional education: BEME Guide No. 39. Medical Teacher, 2016, 38, 656-668.	1.8	617
5	Qualitative research methodologies: ethnography. BMJ: British Medical Journal, 2008, 337, a1020-a1020.	2.3	400
6	Interprofessional collaboration to improve professional practice and healthcare outcomes. The Cochrane Library, 2018, 2018, CD000072.	2.8	396
7	Key elements for interprofessional education. Part 1: The learner, the educator and the learning context. Journal of Interprofessional Care, 2005, 19, 21-38.	1.7	373
8	An introduction to reading and appraising qualitative research. BMJ: British Medical Journal, 2008, 337, a288-a288.	2.3	359
9	The effectiveness of interprofessional education: Key findings from a new systematic review. Journal of Interprofessional Care, 2010, 24, 230-241.	1.7	289
10	Interprofessional education: effects on professional practice and health care outcomes. , 2008, , CD002213.		273
11	Relationships of power: implications for interprofessional education. Journal of Interprofessional Care, 2011, 25, 98-104.	1.7	253
12	Why use theories in qualitative research?. BMJ: British Medical Journal, 2008, 337, a949-a949.	2.3	249
13	Key elements of interprofessional education. Part 2: Factors, processes and outcomes. Journal of Interprofessional Care, 2005, 19, 39-48.	1.7	229
14	A scoping review to improve conceptual clarity of interprofessional interventions. Journal of Interprofessional Care, 2011, 25, 167-174.	1.7	220
15	Teamwork, collaboration, coordination, and networking: Why we need to distinguish between different types of interprofessional practice. Journal of Interprofessional Care, 2018, 32, 1-3.	1.7	212
16	Advancing Faculty Development in Medical Education. Academic Medicine, 2013, 88, 1038-1045.	1.6	200
17	Transfer of learning and patient outcome in simulated crisis resource management: a systematic review. Canadian Journal of Anaesthesia, 2014, 61, 571-582.	1.6	200
18	Knowledge translation and interprofessional collaboration: Where the rubber of evidence-based care hits the road of teamwork. Journal of Continuing Education in the Health Professions, 2006, 26, 46-54.	1.3	196

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19	An Evaluation of the Use of Smartphones to Communicate Between Clinicians: A Mixed-Methods Study. <i>Journal of Medical Internet Research</i> , 2011, 13, e59.	4.3	164
20	Ethnography in qualitative educational research: AMEE Guide No. 80. <i>Medical Teacher</i> , 2013, 35, e1365-e1379.	1.8	161
21	Patient and family involvement in adult critical and intensive care settings: a scoping review. <i>Health Expectations</i> , 2016, 19, 1183-1202.	2.6	160
22	'It teaches you what to expect in future': interprofessional learning on a training ward for medical, nursing, occupational therapy and physiotherapy students. <i>Medical Education</i> , 2002, 36, 337-344.	2.1	157
23	Measuring the impact of interprofessional education on collaborative practice and patient outcomes. <i>Journal of Interprofessional Care</i> , 2016, 30, 1-3.	1.7	157
24	Interprofessional collaboration in the hospital: strategies and meanings. <i>Journal of Health Services Research and Policy</i> , 2004, 9, 218-225.	1.7	151
25	Discourse analysis. <i>BMJ: British Medical Journal</i> , 2008, 337, a879-a879.	2.3	149
26	Learning to work together: using the presage, process, product (3P) model to highlight decisions and possibilities. <i>Journal of Interprofessional Care</i> , 2004, 18, 43-56.	1.7	148
27	Enacting "team" and "teamwork": Using Goffman's theory of impression management to illuminate interprofessional practice on hospital wards. <i>Social Science and Medicine</i> , 2011, 72, 1595-1602.	3.8	145
28	Impact of crisis resource management simulation-based training for interprofessional and interdisciplinary teams: A systematic review. <i>Journal of Interprofessional Care</i> , 2015, 29, 433-444.	1.7	142
29	The London training ward: an innovative interprofessional learning initiative. <i>Journal of Interprofessional Care</i> , 2002, 16, 41-52.	1.7	138
30	Interprofessional Education and Practice Guide No. 3: Evaluating interprofessional education. <i>Journal of Interprofessional Care</i> , 2015, 29, 305-312.	1.7	134
31	Effectiveness of pre-licensure interprofessional education and post-licensure collaborative interventions. <i>Journal of Interprofessional Care</i> , 2005, 19, 148-165.	1.7	129
32	Interprofessional interaction, negotiation and non-negotiation on general internal medicine wards. <i>Journal of Interprofessional Care</i> , 2009, 23, 633-645.	1.7	122
33	Interprofessional education: An overview of key developments in the past three decades. <i>Work</i> , 2012, 41, 233-245.	1.1	120
34	Interprofessional collaborative patient-centred care: a critical exploration of two related discourses. <i>Journal of Interprofessional Care</i> , 2015, 29, 113-118.	1.7	119
35	An intervention to improve interprofessional collaboration and communications: A comparative qualitative study. <i>Journal of Interprofessional Care</i> , 2010, 24, 350-361.	1.7	118
36	Twelve tips for a successful interprofessional team-based high-fidelity simulation education session. <i>Medical Teacher</i> , 2014, 36, 853-857.	1.8	118

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37	Evaluating Interprofessional Education: two systematic reviews for health and social care. <i>British Educational Research Journal</i> , 1999, 25, 533-544.	2.5	116
38	Why we need interprofessional education to improve the delivery of safe and effective care. <i>Interface: Communication, Health, Education</i> , 2016, 20, 185-197.	0.5	111
39	Leadership of interprofessional health and social care teams: a socio-historical analysis. <i>Journal of Nursing Management</i> , 2010, 18, 258-264.	3.4	108
40	What Is Implementation Research?. <i>Research on Social Work Practice</i> , 2009, 19, 491-502.	1.9	107
41	The use of virtual communities of practice to improve interprofessional collaboration and education: findings from an integrated review. <i>Journal of Interprofessional Care</i> , 2018, 32, 136-142.	1.7	101
42	Disengaged: a qualitative study of communication and collaboration between physicians and other professions on general internal medicine wards. <i>BMC Health Services Research</i> , 2013, 13, 494.	2.2	99
43	Simulated interprofessional education: An analysis of teaching and learning processes. <i>Journal of Interprofessional Care</i> , 2011, 25, 434-440.	1.7	96
44	Why we need theory to help us better understand the nature of interprofessional education, practice and care. <i>Journal of Interprofessional Care</i> , 2013, 27, 1-3.	1.7	95
45	Applying ethnography to the study of context in healthcare quality and safety: Table A1. <i>BMJ Quality and Safety</i> , 2014, 23, 99-105.	3.7	95
46	Designing theoretically-informed implementation interventions: Fine in theory, but evidence of effectiveness in practice is needed. <i>Implementation Science</i> , 2006, 1, 5.	6.9	93
47	A systematic review of interprofessional education. <i>Journal of Interprofessional Care</i> , 1999, 13, 417-424.	1.7	91
48	Community-based interprofessional education for medical, nursing and dental students. <i>Health and Social Care in the Community</i> , 2000, 8, 269-276.	1.6	91
49	A Cost-Effectiveness Analysis of Blended Versus Face-to-Face Delivery of Evidence-Based Medicine to Medical Students. <i>Journal of Medical Internet Research</i> , 2015, 17, e182.	4.3	90
50	Nursing emotion work and interprofessional collaboration in general internal medicine wards: a qualitative study. <i>Journal of Advanced Nursing</i> , 2008, 64, 332-343.	3.3	86
51	Validity and reliability of a multiple-group measurement scale for interprofessional collaboration. <i>BMC Health Services Research</i> , 2010, 10, 83.	2.2	85
52	Review article: Medical education research: an overview of methods. <i>Canadian Journal of Anaesthesia</i> , 2012, 59, 159-170.	1.6	83
53	An overview of continuing interprofessional education. <i>Journal of Continuing Education in the Health Professions</i> , 2009, 29, 142-146.	1.3	82
54	Facilitators' perceptions of delivering interprofessional education: a qualitative study. <i>Medical Teacher</i> , 2007, 29, 403-405.	1.8	80

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55	What's so great about collaboration?. BMJ: British Medical Journal, 2000, 320, 1022-1023.	2.3	77
56	Examining the nature of interprofessional practice: An initial framework validation and creation of the InterProfessional Activity Classification Tool (InterPACT). Journal of Interprofessional Care, 2018, 32, 416-425.	1.7	76
57	The evidence base and recommendations for interprofessional education in health and social care. Journal of Interprofessional Care, 2006, 20, 75-78.	1.7	75
58	Interprofessional simulated learning: the need for "sociological fidelity". Journal of Interprofessional Care, 2011, 25, 81-83.	1.7	75
59	Beyond the Team. Critical Care Medicine, 2015, 43, 1880-1886.	0.9	74
60	Working Together but Apart: Barriers and Routes to Nurse-Physician Collaboration. The Joint Commission Journal on Quality Improvement, 2002, 28, 242-247.	1.5	73
61	Interprofessional online learning for primary healthcare: findings from a scoping review. BMJ Open, 2017, 7, e016872.	1.9	72
62	The impact of space and time on interprofessional teamwork in Canadian primary health care settings: implications for health care reform. Primary Health Care Research and Development, 2009, 10, 151.	1.2	71
63	The competency movement in the health professions: ensuring consistent standards or reproducing conventional domains of practice?. Advances in Health Sciences Education, 2009, 14, 451-453.	3.3	71
64	Interprofessional education: effects on professional practice and health care outcomes. , 2000, , CD002213.		70
65	Interprofessional collaboration and family member involvement in intensive care units: emerging themes from a multi-sited ethnography. Journal of Interprofessional Care, 2015, 29, 230-237.	1.7	70
66	An Updated Synthesis of Review Evidence of Interprofessional Education. Journal of Allied Health, 2017, 46, 56-61.	0.2	68
67	A systematic review of the effects of interprofessional education on staff involved in the care of adults with mental health problems. Journal of Psychiatric and Mental Health Nursing, 2001, 8, 533-42.	2.1	67
68	Assessment: do we need to broaden our methodological horizons?. Medical Education, 2007, 41, 1121-1123.	2.1	67
69	The future of medical education: a Canadian environmental scan. Medical Education, 2011, 45, 95-106.	2.1	66
70	Interprofessional collaboration in family health teams: An Ontario-based study. Canadian Family Physician, 2010, 56, e368-74.	0.4	66
71	Key factors in planning and implementing interprofessional education in health care settings. Journal of Allied Health, 2007, 36, 231-5.	0.2	65
72	Communication Channels in General Internal Medicine: A Description of Baseline Patterns for Improved Interprofessional Collaboration. Qualitative Health Research, 2009, 19, 943-953.	2.1	63

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73	The use of systems and organizational theories in the interprofessional field: Findings from a scoping review. <i>Journal of Interprofessional Care</i> , 2013, 27, 57-64.	1.7	63
74	Perceptions versus reality: a qualitative study of students'™ expectations and experiences of interprofessional education. <i>Medical Education</i> , 2011, 45, 471-477.	2.1	62
75	Stressful intensive care unit medical crises: How individual responses impact on team performance*. <i>Critical Care Medicine</i> , 2009, 37, 1251-1255.	0.9	60
76	Who am I? Key influences on the formation of academic identity within a faculty development program. <i>Medical Teacher</i> , 2012, 34, e208-e215.	1.8	60
77	The rise and rise of interprofessional competence. <i>Journal of Interprofessional Care</i> , 2012, 26, 253-255.	1.7	59
78	The use of smartphones in general and internal medicine units: A boon or a bane to the promotion of interprofessional collaboration?. <i>Journal of Interprofessional Care</i> , 2012, 26, 276-282.	1.7	57
79	THE DOCTOR'™NURSE GAME IN THE AGE OF INTERPROFESSIONAL CARE: A VIEW FROM CANADA. <i>Nursing Inquiry</i> , 2008, 15, 1-2.	2.1	54
80	Understanding interprofessional relationships by the use of contact theory. <i>Journal of Interprofessional Care</i> , 2012, 26, 370-375.	1.7	54
81	'™Real life'™ clinical learning on an interprofessional training ward. <i>Nurse Education Today</i> , 2001, 21, 366-372.	3.3	52
82	Twelve tips for undertaking a systematic review. <i>Medical Teacher</i> , 2002, 24, 358-363.	1.8	52
83	Emerging themes: an exploratory research project of an interprofessional education module for medical, dental and nursing students. <i>Nurse Education Today</i> , 1998, 18, 534-541.	3.3	51
84	Interprofessional simulated learning: short-term associations between simulation and interprofessional collaboration. <i>BMC Medicine</i> , 2011, 9, 29.	5.5	51
85	Interprofessional intensive care unit team interactions and medical crises: A qualitative study. <i>Journal of Interprofessional Care</i> , 2009, 23, 273-285.	1.7	48
86	Neophyte facilitator experiences of interprofessional education: implications for faculty development. <i>Journal of Interprofessional Care</i> , 2011, 25, 333-338.	1.7	48
87	Key trends in interprofessional research: A macrosociological analysis from 1970 to 2010. <i>Journal of Interprofessional Care</i> , 2013, 27, 113-122.	1.7	48
88	Improving the clarity of the interprofessional field: Implications for research and continuing interprofessional education. <i>Journal of Continuing Education in the Health Professions</i> , 2009, 29, 151-156.	1.3	46
89	Using a meta-ethnographic approach to explore the nature of facilitation and teaching approaches employed in interprofessional education. <i>Medical Teacher</i> , 2016, 38, 1221-1228.	1.8	45
90	Examining the nature of interprofessional interventions designed to promote patient safety: a narrative review. <i>International Journal for Quality in Health Care</i> , 2017, 29, 144-150.	1.8	45

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91	Meanings and perceptions of patient-centeredness in social work, nursing and medicine: A comparative study. <i>Journal of Interprofessional Care</i> , 2012, 26, 484-490.	1.7	44
92	Teaching and learning in morbidity and mortality rounds: an ethnographic study. <i>Medical Education</i> , 2010, 44, 559-569.	2.1	43
93	Training for impact: the socio-economic impact of a fit for purpose health workforce on communities. <i>Human Resources for Health</i> , 2016, 14, 49.	3.1	42
94	Re-examining the evaluation of interprofessional education for community mental health teams with a different lens: understanding presage, process and product factors. <i>Journal of Psychiatric and Mental Health Nursing</i> , 2006, 13, 765-770.	2.1	41
95	The disconnections between space, place and learning in interprofessional education: an overview of key issues. <i>Journal of Interprofessional Care</i> , 2013, 27, 5-8.	1.7	41
96	Delivering Interprofessional Care in Intensive Care: A Scoping Review of Ethnographic Studies. <i>American Journal of Critical Care</i> , 2014, 23, 230-238.	1.6	41
97	Understanding the Needs of Department Chairs in Academic Medicine. <i>Academic Medicine</i> , 2013, 88, 960-966.	1.6	39
98	Ideas for the development of the interprofessional education and practice field: An update. <i>Journal of Interprofessional Care</i> , 2016, 30, 405-407.	1.7	39
99	Development of consensus-based national antimicrobial stewardship competencies for UK undergraduate healthcare professional education. <i>Journal of Hospital Infection</i> , 2018, 100, 245-256.	2.9	39
100	An introduction to teamwork: findings from an evaluation of an interprofessional education experience for 1000 first-year health science students. <i>Journal of Allied Health</i> , 2009, 38, 220-6.	0.2	39
101	Ideas for the development of the interprofessional field. <i>Journal of Interprofessional Care</i> , 2010, 24, 217-219.	1.7	38
102	Towards a sociology of knowledge translation: the importance of being dis-interested in knowledge translation. <i>Advances in Health Sciences Education</i> , 2012, 17, 289-299.	3.3	38
103	The role of nurse practitioners in hospital settings: implications for interprofessional practice. <i>Journal of Interprofessional Care</i> , 2011, 25, 245-251.	1.7	37
104	A critical examination of the role of appreciative inquiry within an interprofessional education initiative. <i>Journal of Interprofessional Care</i> , 2011, 25, 203-208.	1.7	36
105	Online interprofessional education facilitation: A scoping review. <i>Medical Teacher</i> , 2019, 41, 215-222.	1.8	36
106	Assessment of interprofessional learning: the design of an interprofessional objective structured clinical examination (iOSCE) approach. <i>Journal of Interprofessional Care</i> , 2011, 25, 73-74.	1.7	35
107	Leading team learning: what makes interprofessional teams learn to work well?. <i>Journal of Interprofessional Care</i> , 2014, 28, 513-518.	1.7	35
108	Interprofessional communication with hospitalist and consultant physicians in general internal medicine: a qualitative study. <i>BMC Health Services Research</i> , 2012, 12, 437.	2.2	34

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109	Implementing an interprofessional patient safety learning initiative: insights from participants, project leads and steering committee members. <i>BMJ Quality and Safety</i> , 2013, 22, 923-930.	3.7	34
110	Milestones and entrustable professional activities: The key to practically translating competencies for interprofessional education?. <i>Journal of Interprofessional Care</i> , 2015, 29, 507-508.	1.7	34
111	Interprofessional education in the care of people diagnosed with dementia and their carers: a systematic review. <i>BMJ Open</i> , 2016, 6, e010948.	1.9	34
112	A sociological exploration of the tensions related to interprofessional collaboration in acute-care discharge planning. <i>Journal of Interprofessional Care</i> , 2016, 30, 217-225.	1.7	34
113	An Interprofessional Education Session for First-Year Health Science Students. <i>American Journal of Pharmaceutical Education</i> , 2009, 73, 62.	2.1	33
114	The Prato Statement on cost and value in professional and interprofessional education. <i>Journal of Interprofessional Care</i> , 2017, 31, 1-4.	1.7	33
115	Structuring communication relationships for interprofessional teamwork (SCRIPT): A Canadian initiative aimed at improving patient-centred care. <i>Journal of Interprofessional Care</i> , 2007, 21, 111-114.	1.7	32
116	Interprofessional primary care protocols: A strategy to promote an evidence-based approach to teamwork and the delivery of care. <i>Journal of Interprofessional Care</i> , 2010, 24, 653-665.	1.7	32
117	Simulation: A Panacea for interprofessional learning?. <i>Journal of Interprofessional Care</i> , 2012, 26, 167-169.	1.7	32
118	Positioning continuing education: boundaries and intersections between the domains continuing education, knowledge translation, patient safety and quality improvement. <i>Advances in Health Sciences Education</i> , 2013, 18, 141-156.	3.3	32
119	Steering the development of interprofessional education. <i>Journal of Interprofessional Care</i> , 2016, 30, 549-552.	1.7	32
120	(Mis)perceptions of Continuing Education: Insights From Knowledge Translation, Quality Improvement, and Patient Safety Leaders. <i>Journal of Continuing Education in the Health Professions</i> , 2013, 33, 81-88.	1.3	31
121	Using qualitative interviews within medical education research: why we must raise the 'quality bar'. <i>Medical Education</i> , 2006, 40, 291-292.	2.1	30
122	Family health teams: A new Canadian interprofessional initiative. <i>Journal of Interprofessional Care</i> , 2006, 20, 436-438.	1.7	30
123	Flying blind: The experience of online interprofessional facilitation. <i>Journal of Interprofessional Care</i> , 2013, 27, 298-304.	1.7	30
124	Development of a Measure to Assess Healthcare Providersâ€™ Implementation of Patientâ€™Centered Care. <i>Worldviews on Evidence-Based Nursing</i> , 2014, 11, 248-257.	2.9	30
125	Quality Improvement, Patient Safety, and Continuing Education. <i>Academic Medicine</i> , 2015, 90, 240-245.	1.6	28
126	Case-based interprofessional learning for undergraduate healthcare professionals in the clinical setting. <i>Journal of Interprofessional Care</i> , 2017, 31, 125-128.	1.7	28

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127	Structuring communication relationships for interprofessional teamwork (SCRIPT): a cluster randomized controlled trial. <i>Trials</i> , 2007, 8, 23.	1.6	27
128	A design thinking approach to evaluating interprofessional education. <i>Journal of Interprofessional Care</i> , 2016, 30, 378-380.	1.7	27
129	Delivering practice-based interprofessional education to community mental health teams: Understanding some key lessons. <i>Nurse Education in Practice</i> , 2006, 6, 246-253.	2.6	26
130	Examining the effects of interprofessional education on mental health providers: Findings from an updated systematic review. <i>Journal of Mental Health</i> , 2010, 19, 258-271.	1.9	26
131	A nursing perspective of interprofessional work in critical care: Findings from a secondary analysis. <i>Journal of Critical Care</i> , 2017, 38, 20-26.	2.2	26
132	Developing interprofessional education in the pre-registration curricula: mission impossible?. <i>Nurse Education in Practice</i> , 2004, 4, 45-52.	2.6	25
133	Affordances of Knowledge Translation in Medical Education. <i>Academic Medicine</i> , 2015, 90, 518-524.	1.6	25
134	Labour saver or building a cohesive interprofessional team? The role of the nurse practitioner within hospitals. <i>Journal of Interprofessional Care</i> , 2014, 28, 260-266.	1.7	24
135	Focusing on future learning environments: Exploring the role of space and place for interprofessional education. <i>Journal of Interprofessional Care</i> , 2011, 25, 391-393.	1.7	23
136	Exploring issues of cost and value in professional and interprofessional education. <i>Journal of Interprofessional Care</i> , 2014, 28, 493-494.	1.7	23
137	Interprofessional team debriefings with or without an instructor after a simulated crisis scenario: An exploratory case study. <i>Journal of Interprofessional Care</i> , 2016, 30, 717-725.	1.7	22
138	Power and resistance: leading change in medical education. <i>Studies in Higher Education</i> , 2017, 42, 445-462.	4.5	22
139	Interprofessional education as an approach for reforming health professions education in Brazil: emerging findings. <i>Journal of Interprofessional Care</i> , 2014, 28, 379-380.	1.7	21
140	The importance of realist synthesis for the interprofessional field. <i>Journal of Interprofessional Care</i> , 2015, 29, 1-2.	1.7	21
141	A qualitative study of nurse practitioner promotion of interprofessional care across institutional settings: Perspectives from different healthcare professionals. <i>International Journal of Nursing Sciences</i> , 2016, 3, 3-10.	1.3	21
142	Examining the implementation of collaborative competencies in a critical care setting: Key challenges for enacting competency-based education. <i>Journal of Interprofessional Care</i> , 2018, 32, 407-415.	1.7	21
143	Interprofessional information work: Innovations in the use of the chart on internal medicine teams. <i>Journal of Interprofessional Care</i> , 2007, 21, 657-667.	1.7	20
144	The value of the hospital-based nurse practitioner role: development of a team perspective framework. <i>Journal of Interprofessional Care</i> , 2013, 27, 501-508.	1.7	20

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145	The ties that bind: a network approach to creating a programme in faculty development. <i>Medical Education</i> , 2010, 44, 132-139.	2.1	19
146	Interprofessional care in intensive care settings and the factors that impact it: Results from a scoping review of ethnographic studies. <i>Journal of Critical Care</i> , 2013, 28, 1062-1067.	2.2	19
147	The intersection of informatics and interprofessional collaboration. <i>Journal of Interprofessional Care</i> , 2012, 26, 437-439.	1.7	18
148	Medicine and nursing: a social contract to improve collaboration and patient-centred care?. <i>Journal of Interprofessional Care</i> , 2013, 27, 441-442.	1.7	18
149	Framework development for the assessment of interprofessional teamwork in mental health settings. <i>Journal of Interprofessional Care</i> , 2017, 31, 43-50.	1.7	18
150	Interprofessional care co-ordinators: the benefits and tensions associated with a new role in UK acute health care. <i>International Journal of Nursing Studies</i> , 2003, 40, 599-607.	5.6	17
151	Improving Hospital Care and Collaborative Communications for the 21st Century: Key Recommendations for General Internal Medicine. <i>Interactive Journal of Medical Research</i> , 2012, 1, e9.	1.4	17
152	An emerging framework for understanding the nature of interprofessional interventions. <i>Journal of Interprofessional Care</i> , 2009, 23, 539-542.	1.7	16
153	The moving target: outcomes of interprofessional education. <i>Journal of Interprofessional Care</i> , 2013, 27, 353-355.	1.7	16
154	Medical Residents and Interprofessional Interactions in Discharge: An Ethnographic Exploration of Factors That Affect Negotiation. <i>Journal of General Internal Medicine</i> , 2015, 30, 1454-1460.	2.6	16
155	May I see your ID, please? An explorative study of the professional identity of undergraduate medical education leaders. <i>BMC Medical Education</i> , 2017, 17, 29.	2.4	16
156	An Ethnographic Study of Health Information Technology Use in Three Intensive Care Units. <i>Health Services Research</i> , 2017, 52, 1330-1348.	2.0	16
157	New national curricula guidelines that support the use of interprofessional education in the Brazilian context: An analysis of key documents. <i>Journal of Interprofessional Care</i> , 2017, 31, 754-760.	1.7	16
158	Challenges of information exchange between nurses and physicians in multidisciplinary team meetings. <i>Journal of Interprofessional Care</i> , 2008, 22, 664-667.	1.7	15
159	“Living museums” is it time to reconsider the learning landscape for professional and interprofessional education?. <i>Journal of Interprofessional Care</i> , 2013, 27, 2-4.	1.7	15
160	Interprofessional education for collaborative practice: views from a global forum workshop. <i>Journal of Interprofessional Care</i> , 2014, 28, 2-4.	1.7	15
161	Interprofessional training for nursing and medical students in Norway: Exploring different professional perspectives. <i>Journal of Interprofessional Care</i> , 2016, 30, 109-115.	1.7	15
162	Exploring Differences in Patient-Centered Practices among Healthcare Professionals in Acute Care Settings. <i>Health Communication</i> , 2018, 33, 716-723.	3.1	15

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163	Planning and implementing a collaborative clinical placement for medical, nursing and allied health students: A qualitative study. <i>Medical Teacher</i> , 2008, 30, 699-704.	1.8	14
164	Introducing first year students to interprofessionalism: Exploring professional identity in the "enterprise culture" A Foucauldian analysis. <i>Journal of Interprofessional Care</i> , 2013, 27, 27-33.	1.7	14
165	"Bumping along": a qualitative metasynthesis of challenges to interprofessional placements. <i>Medical Education</i> , 2019, 53, 903-915.	2.1	14
166	Exploring an IPE faculty development program using the 3-P model. <i>Journal of Interprofessional Care</i> , 2010, 24, 597-600.	1.7	13
167	Using the sociological imagination in the interprofessional field. <i>Journal of Interprofessional Care</i> , 2011, 25, 317-318.	1.7	13
168	Exploring the nature of interprofessional collaboration and family member involvement in an intensive care context. <i>Journal of Interprofessional Care</i> , 2014, 28, 74-75.	1.7	13
169	Sociological fidelity: keeping the patient at the heart of interprofessional learning. <i>Journal of Interprofessional Care</i> , 2015, 29, 177-178.	1.7	13
170	Expanding pharmacy roles and the interprofessional experience in primary healthcare: A qualitative study. <i>Journal of Interprofessional Care</i> , 2017, 31, 110-111.	1.7	13
171	An exploration of teaching presence in online interprofessional education facilitation. <i>Medical Teacher</i> , 2017, 39, 773-779.	1.8	13
172	Health Care as a Team Sport? "Studying Athletics to Improve Interprofessional Collaboration. <i>Sports</i> , 2017, 5, 62.	1.7	13
173	Pre-entry perceptions of students entering five health professions: implications for interprofessional education and collaboration. <i>Journal of Interprofessional Care</i> , 2021, 35, 83-91.	1.7	13
174	New forms of technology, new forms of collaboration? , 0 , 79-92.		13
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