

# Sarah Yardley

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/3183216/publications.pdf>

Version: 2024-02-01

37  
papers

1,476  
citations

516710

16  
h-index

395702

33  
g-index

37  
all docs

37  
docs citations

37  
times ranked

2037  
citing authors

#	ARTICLE	IF	CITATIONS
1	The doctors, don't and don't knows of supporting transition to more independent practice. Perspectives on Medical Education, 2022, 7, 8-22.	3.5	54
2	Palliative care training in undergraduate medical, nursing and allied health: a survey. BMJ Supportive and Palliative Care, 2022, 12, e489-e492.	1.6	20
3	Which human factors design issues are influencing system performance in out-of-hours community palliative care? Integration of realist approaches with an established systems analysis framework to develop mid-range programme theory. BMJ Open, 2022, 12, e048045.	1.9	2
4	Good medicines management: From describing problems to a vision for change. Palliative Medicine, 2022, 36, NP7-NP8.	3.1	0
5	Getting palliative medications right across the contexts of homes, hospitals and hospices: protocol to synthesise scoping review and ethnographic methods in an activity theory analysis. BMJ Open, 2022, 12, e061754.	1.9	1
6	Learning from patient safety incidents involving acutely sick adults in hospital assessment units in England and Wales: a mixed methods analysis for quality improvement. Journal of the Royal Society of Medicine, 2021, 114, 563-574.	2.0	8
7	Mixed-methods study protocol: do national reporting and learning system medication incidents in palliative care reflect patient and carer concerns about medication management and safety?. BMJ Open, 2021, 11, e048696.	1.9	1
8	Multidisciplinary team meetings in palliative care: an ethnographic study. BMJ Supportive and Palliative Care, 2021, , bmjpcare-2021-003267.	1.6	4
9	Understanding the Potential for Pharmacy Expertise in Palliative Care: The Value of Stakeholder Engagement in a Theoretically Driven Mapping Process for Research. Pharmacy (Basel, Switzerland), 2021, 9, 192.	1.6	3
10	Clinical assessors' working conceptualisations of undergraduate consultation skills: a framework analysis of how assessors make expert judgements in practice. Advances in Health Sciences Education, 2020, 25, 845-875.	3.3	3
11	"What do we do, doctor?" Transitions of identity and responsibility: a narrative analysis. Advances in Health Sciences Education, 2020, 25, 825-843.	3.3	21
12	Death and dying during the pandemic. BMJ, The, 2020, 369, m1472.	6.0	43
13	Milestones: a mixed methods study of an educational intervention to improve care of the dying. BMJ Supportive and Palliative Care, 2020, , bmjpcare-2020-002212.	1.6	0
14	Patient safety incidents in advance care planning for serious illness: a mixed-methods analysis. BMJ Supportive and Palliative Care, 2019, , bmjpcare-2019-001824.	1.6	7
15	Editorial. Palliative Medicine, 2018, 32, 1039-1041.	3.1	4
16	Patient safety in palliative care: A mixed-methods study of reports to a national database of serious incidents. Palliative Medicine, 2018, 32, 1353-1362.	3.1	40
17	Qualitative research using realist evaluation to explain preparedness for doctors' memorable "firsts". Medical Education, 2017, 51, 1037-1048.	2.1	29
18	"The nice thing about doctors is that you can sometimes get a day off school": an action research study to bring lived experiences from children, parents and hospice staff into medical students' preparation for practice. BMJ Supportive and Palliative Care, 2016, 6, 459-464.	1.6	10

#	ARTICLE	IF	CITATIONS
19	Preparing to prescribe: How do clerkship students learn in the midst of complexity?. <i>Advances in Health Sciences Education</i> , 2015, 20, 1339-1354.	3.3	19
20	Symptom perceptions and help-seeking behaviour prior to lung and colorectal cancer diagnoses: a qualitative study. <i>Family Practice</i> , 2015, 32, 568-577.	1.9	40
21	Lived experiences of multimorbidity: An interpretative meta-synthesis of patients's™, general practitioners's™ and trainees's™ perceptions. <i>Chronic Illness</i> , 2015, 11, 279-303.	1.5	26
22	Modelling successful primary care for multimorbidity: a realist synthesis of successes and failures in concurrent learning and healthcare delivery. <i>BMC Family Practice</i> , 2015, 16, 23.	2.9	29
23	Embracing complexity theory can clarify best practice frameworks for simulation education. <i>Medical Education</i> , 2015, 49, 344-346.	2.1	5
24	Lost in translation: why medical education research must embrace "real-world"™ complexities. <i>Medical Education</i> , 2014, 48, 225-227.	2.1	12
25	Sense made common: how to add value to early experience. <i>Clinical Teacher</i> , 2014, 11, 5-9.	0.8	6
26	Minding the gap between communication skills simulation and authentic experience. <i>Medical Education</i> , 2013, 47, 495-510.	2.1	29
27	Understanding success and failure in multimorbidity: protocol for using realist synthesis to identify how social learning and workplace practices can be optimised. <i>Systematic Reviews</i> , 2013, 2, 87.	5.3	3
28	Authentic early experience in Medical Education: a socio-cultural analysis identifying important variables in learning interactions within workplaces. <i>Advances in Health Sciences Education</i> , 2013, 18, 873-891.	3.3	24
29	The consequences of authentic early experience for medical students: creation of mÄ"tis. <i>Medical Education</i> , 2013, 47, 109-119.	2.1	31
30	Interpreting educational evidence for practice: are autopsies a missed educational opportunity to learn core palliative care principles?. <i>BMJ Supportive and Palliative Care</i> , 2013, 3, 106-113.	1.6	0
31	Sharing methodology: A worked example of theoretical integration with qualitative data to clarify practical understanding of learning and generate new theoretical development. <i>Medical Teacher</i> , 2013, 35, e1011-e1019.	1.8	2
32	Designing whole-task learning opportunities for integrated end-of-life care: a practitioner-derived enquiry. <i>Education for Primary Care</i> , 2013, 24, 436-443.	0.6	4
33	Experiential learning: AMEE Guide No. 63. <i>Medical Teacher</i> , 2012, 34, e102-e115.	1.8	365
34	Experiential learning: Transforming theory into practice. <i>Medical Teacher</i> , 2012, 34, 161-164.	1.8	254
35	Kirkpatrick's™ levels and education "evidence"™. <i>Medical Education</i> , 2012, 46, 97-106.	2.1	295
36	What has changed in the evidence for early experience? Update of a BEME systematic review. <i>Medical Teacher</i> , 2010, 32, 740-746.	1.8	80

#	ARTICLE	IF	CITATIONS
37	How much information is "reasonable"? A qualitative interview study of the prescribing practices of palliative care professionals. <i>Palliative Medicine</i> , 0, , 026921632211034.	3.1	2