

# Wendy Hu

## List of Publications by Year in descending order

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Version: 2024-02-01

103  
papers

2,057  
citations

257450

24  
h-index

315739

38  
g-index

105  
all docs

105  
docs citations

105  
times ranked

2143  
citing authors

#	ARTICLE	IF	CITATIONS
1	Becoming Agents of Change: Contextual Influences on Medical Educator Professionalization and Practice in a LMIC Context. <i>Teaching and Learning in Medicine</i> , 2023, 35, 323-334.	2.1	3
2	Advancing the science of health professions education through a&nbsp;shared understanding of terminology: a&nbsp;content analysis of terms for "faculty". <i>Perspectives on Medical Education</i> , 2022, 11, 22-27.	3.5	9
3	Welcomeness for people with substance use disorders to general practice: a qualitative study. <i>Family Practice</i> , 2022, 39, 257-263.	1.9	2
4	The socioemotional challenges and consequences for caregivers of Aboriginal and Torres Strait Islander children with otitis media: A qualitative study. <i>Health Expectations</i> , 2022, 25, 1374-1383.	2.6	9
5	Educators as Judges: Applying Judicial Decision-Making Principles to High-Stakes Education Assessment Decisions. <i>Teaching and Learning in Medicine</i> , 2022, , 1-12.	2.1	0
6	General Practitioners' Roles in Disaster Health Management: Perspectives of Disaster Managers. <i>Prehospital and Disaster Medicine</i> , 2022, 37, 124-131.	1.3	6
7	INFLATE: a protocol for a randomised controlled trial comparing nasal balloon autoinflation to no nasal balloon autoinflation for otitis media with effusion in Aboriginal and Torres Strait Islander children. <i>Trials</i> , 2022, 23, 309.	1.6	2
8	Supporting medical students to support peers: a qualitative interview study. <i>BMC Medical Education</i> , 2022, 22, 300.	2.4	4
9	Social Inclusion and Medical Practitioners. , 2022, , 2123-2140.		1
10	Appraising the use of smartphones and apps when conducting qualitative medical education research: AMEE Guide No. 130. <i>Medical Teacher</i> , 2021, 43, 68-74.	1.8	6
11	The change from UMAT to UCAT for undergraduate medical school applicants: impact on selection outcomes. <i>Medical Journal of Australia</i> , 2021, 214, 84-89.	1.7	10
12	Students' social networks are diverse, dynamic and deliberate when transitioning to clinical training. <i>Medical Education</i> , 2021, 55, 376-386.	2.1	14
13	Response to: Comment on: "Determining expected research skills of medical students on graduation: a systematic review"; to <i>Medical Science Educator</i> . <i>Medical Science Educator</i> , 2021, 31, 993-994.	1.5	1
14	"Replacing" professional practice. <i>Australian Journal of Rural Health</i> , 2021, 29, 301-305.	1.5	15
15	A patient expectations questionnaire for determining criteria for entrustment decisions. <i>Medical Teacher</i> , 2021, 43, 1031-1038.	1.8	2
16	Advancing careers in medical education: "Practice architectures" for success in a resource-constrained setting. <i>Medical Teacher</i> , 2021, 43, 884-888.	1.8	2
17	Social Inclusion and Medical Practitioners. , 2021, , 1-18.		0
18	Randomised clinical trial research within Aboriginal and Torres Strait Islander primary health services: a qualitative study. <i>BMJ Open</i> , 2021, 11, e050839.	1.9	4

#	ARTICLE	IF	CITATIONS
19	Transferability of faculty development resources. <i>Clinical Teacher</i> , 2020, 17, 86-91.	0.8	6
20	14 Years Later. <i>Academic Medicine</i> , 2020, 95, 629-636.	1.6	8
21	Motivations of assessment item writers in medical programs: a qualitative study. <i>BMC Medical Education</i> , 2020, 20, 334.	2.4	2
22	Understanding Patient Expectations of Health Care: A Qualitative Study. <i>Journal of Patient Experience</i> , 2020, 7, 1724-1731.	0.9	48
23	Determining Expected Research Skills of Medical Students on Graduation: a Systematic Review. <i>Medical Science Educator</i> , 2020, 30, 1465-1479.	1.5	17
24	Medical student perceptions of curricular influences on their wellbeing: a qualitative study. <i>BMC Medical Education</i> , 2020, 20, 288.	2.4	13
25	Differences between medical school and PGY1 learning outcomes: An explanation for new graduates not being "work ready". <i>Medical Teacher</i> , 2020, 42, 1043-1050.	1.8	3
26	"I Just Had No Idea What It Was Like to Be in Prison and What Might Be Helpful" Educator and Learner Views on Clinical Placements in Correctional Health. <i>Teaching and Learning in Medicine</i> , 2020, 32, 259-270.	2.1	3
27	General practitioners in the field: A qualitative study of general practitioners' experiences in disaster healthcare. , 2020, 49, 132-138.		7
28	"A doctor who really knows" a survey of community perspectives on medical students and practitioners with disability. <i>BMC Medical Education</i> , 2019, 19, 288.	2.4	12
29	Good clinical support transforms the experience of new graduates and promotes quality care: A qualitative study. <i>Journal of Nursing Management</i> , 2019, 27, 1809-1817.	3.4	10
30	Barriers and facilitators to writing quality items for medical school assessments – a scoping review. <i>BMC Medical Education</i> , 2019, 19, 123.	2.4	13
31	Primary care in disasters: opportunity to address a hidden burden of health care. <i>Medical Journal of Australia</i> , 2019, 210, 297.	1.7	17
32	Educator as Diagnostician, Judge and Confidant: a positioning analysis of medical student support encounters. <i>Advances in Health Sciences Education</i> , 2019, 24, 707-724.	3.3	7
33	Beyond the struggles: a scoping review on the transition to undergraduate clinical training. <i>Medical Education</i> , 2019, 53, 559-570.	2.1	82
34	Medical student wellbeing – a consensus statement from Australia and New Zealand. <i>BMC Medical Education</i> , 2019, 19, 69.	2.4	44
35	Parental career expectations: effect on medical students' career attitudes over time. <i>Medical Education</i> , 2019, 53, 584-592.	2.1	33
36	Boyer and Beyond. <i>Academic Medicine</i> , 2019, 94, 893-901.	1.6	8

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37	Linguistically diverse general practice teaching. <i>Clinical Teacher</i> , 2019, 16, 468-473.	0.8	0
38	Applicants to medical school: if at first they don't succeed, who tries again and are they successful?. <i>Advances in Health Sciences Education</i> , 2019, 24, 33-43.	3.3	7
39	Retest effects in medical selection interviews. <i>Medical Education</i> , 2019, 53, 175-183.	2.1	1
40	Clinical supervision and ward orientation predict new graduate nurses' intention to work in critical care: Findings from a prospective observational study. <i>Australian Critical Care</i> , 2019, 32, 397-402.	1.3	18
41	Predicting patterns of change and stability in student performance across a medical degree. <i>Medical Education</i> , 2018, 52, 438-446.	2.1	11
42	The experience of patients admitted to hospital with acute low back pain: a qualitative study. <i>International Journal of Rheumatic Diseases</i> , 2018, 21, 796-803.	1.9	11
43	Advice for authors from the editors of <i>Perspectives on Medical Education</i> . <i>Perspectives on Medical Education</i> , 2018, 7, 343-347.	3.5	7
44	"Imagine if I'm not here, what they're going to do?" Health care access and culturally and linguistically diverse women in prison. <i>Health Expectations</i> , 2018, 21, 1159-1170.	2.6	10
45	Multiple mini interviews: revealing similarities across institutions. <i>BMC Medical Education</i> , 2018, 18, 190.	2.4	6
46	A Scoping Review of Qualitative Research Methods Used With People in Prison. <i>International Journal of Qualitative Methods</i> , The, 2018, 17, 160940691880382.	2.8	30
47	Changing medical student attitudes to patient safety: a multicentre study. <i>BMC Medical Education</i> , 2018, 18, 205.	2.4	12
48	Medical student experiences in prison health services and social cognitive career choice: a qualitative study. <i>BMC Medical Education</i> , 2018, 18, 3.	2.4	22
49	Exploring the institutional logics of health professions education scholarship units. <i>Medical Education</i> , 2017, 51, 755-767.	2.1	30
50	Who do you think you are? Medical student socioeconomic status and intention to work in underserved areas. <i>Advances in Health Sciences Education</i> , 2017, 22, 491-504.	3.3	11
51	Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship. <i>Academic Medicine</i> , 2017, 92, 205-208.	1.6	29
52	A Patient-Centered Approach to Developing Entrustable Professional Activities. <i>Academic Medicine</i> , 2017, 92, 800-808.	1.6	20
53	From paperwork to parenting: experiences of professional staff in student support. <i>Medical Education</i> , 2017, 51, 290-301.	2.1	14
54	Health Professions Education Scholarship Unit Leaders as Institutional Entrepreneurs. <i>Academic Medicine</i> , 2017, 92, 1189-1195.	1.6	16

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55	Medical student changes in self-regulated learning during the transition to the clinical environment. BMC Medical Education, 2017, 17, 59.	2.4	57
56	Supporting continuity of care between prison and the community for women in prison: a medical record review. Australian Health Review, 2017, 41, 268.	1.1	19
57	New graduate nurses'™ experiences in a clinical specialty: a follow up study of newcomer perceptions of transitional support. BMC Nursing, 2017, 16, 42.	2.5	83
58	Medical homelessness and candidacy: women transiting between prison and community health care. International Journal for Equity in Health, 2017, 16, 130.	3.5	33
59	The self-regulated learning of medical students in the clinical environment – a scoping review. BMC Medical Education, 2017, 17, 112.	2.4	61
60	When Disaster Strikes what is the Role of the Local Primary Healthcare Doctor?. Prehospital and Disaster Medicine, 2017, 32, S70-S71.	1.3	1
61	Predictors of new graduate nurses'™ satisfaction with their transitional support programme. Journal of Nursing Management, 2016, 24, 319-326.	3.4	20
62	Healthcare delivery for women in prison: a medical record review. Australian Journal of Primary Health, 2016, 22, 523.	0.9	59
63	Training for staff who support students. Clinical Teacher, 2016, 13, 63-68.	0.8	12
64	Coaching early-career educators in the health professions. Clinical Teacher, 2016, 13, 251-256.	0.8	12
65	The ABCs of entrustable professional activities: an overview of 'entrustable professional activities'™ in medical education. Internal Medicine Journal, 2016, 46, 1006-1010.	0.8	44
66	Perceptions of preparedness for the first medical clerkship: a systematic review and synthesis. BMC Medical Education, 2016, 16, 89.	2.4	61
67	Assessing knowledge, perceptions and attitudes to pain management among medical and nursing students: a review of the literature. British Journal of Pain, 2016, 10, 8-21.	1.5	63
68	Bridging the gap: a five stage approach for developing specialty-specific entrustable professional activities. BMC Medical Education, 2016, 16, 117.	2.4	36
69	A multi-centre open-label randomised non-inferiority trial comparing watchful waiting to antibiotic treatment for acute otitis media without perforation in low-risk urban Aboriginal and Torres Strait Islander children (the WATCH trial): study protocol for a randomised controlled trial. Trials, 2016, 17, 119.	1.6	16
70	More on Promoting Medical Student Scholarly Research. Academic Medicine, 2016, 91, 159-160.	1.6	2
71	Academic Guidance in Medical Student Research: How Well Do Supervisors and Students Understand the Ethics of Human Research?. Journal of Academic Ethics, 2016, 14, 87-102.	2.2	6
72	'If they're your doctor, they should care about you': Women on release from prison and general practitioners. Australian Family Physician, 2016, 45, 728-732.	0.5	8

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73	“It was serendipity”: a qualitative study of academic careers in medical education. <i>Medical Education</i> , 2015, 49, 1124-1136.	2.1	75
74	So what's the problem? Reflection and reflexivity as agents of change. <i>Medical Education</i> , 2015, 49, 1181-1183.	2.1	4
75	Reducing the impact of coaching on selection into medicine. <i>Medical Journal of Australia</i> , 2015, 203, 363-363.	1.7	1
76	Medical school benchmarking “From tools to programmes. <i>Medical Teacher</i> , 2015, 37, 146-152.	1.8	8
77	The interaction of socio-economic status and gender in widening participation in medicine. <i>Medical Education</i> , 2015, 49, 103-113.	2.1	64
78	Motivating medical students to do research: a mixed methods study using Self-Determination Theory. <i>BMC Medical Education</i> , 2015, 15, 95.	2.4	62
79	Improving sexual healthcare in general practice. <i>British Journal of Health Care Management</i> , 2014, 20, 344-349.	0.2	2
80	The effect and acceptability of tympanometry and pneumatic otoscopy in general practitioner diagnosis and management of childhood ear disease. <i>BMC Family Practice</i> , 2014, 15, 181.	2.9	31
81	General Practitioner Supervisor assessment and teaching of Registrars consulting with Aboriginal patients “is cultural competence adequately considered?. <i>BMC Medical Education</i> , 2014, 14, 167.	2.4	10
82	Patient-initiated camera phone images in general practice: a qualitative study of illustrated narratives. <i>British Journal of General Practice</i> , 2014, 64, e290-e294.	1.4	14
83	Where is the next generation of medical educators?. <i>Medical Journal of Australia</i> , 2013, 198, 8-9.	1.7	26
84	Where is the next generation of medical educators?. <i>Medical Journal of Australia</i> , 2013, 198, 535-535.	1.7	0
85	Managing dental emergencies: A descriptive study of the effects of a multimodal educational intervention for primary care providers at six months. <i>BMC Medical Education</i> , 2012, 12, 103.	2.4	13
86	Can a four-hour interactive workshop on the management of dental emergencies be effective in improving self reported levels of clinician proficiency?. <i>Australasian Emergency Nursing Journal</i> , 2012, 15, 14-22.	1.9	6
87	Promoting diagnostic accuracy in general practitioner management of otitis media in children: findings from a multimodal, interactive workshop on tympanometry and pneumatic otoscopy. <i>Quality in Primary Care</i> , 2012, 20, 275-85.	0.8	9
88	Differences in medical students’ explicit discourses of professionalism: acting, representing, becoming. <i>Medical Education</i> , 2011, 45, 585-602.	2.1	153
89	Review article: Management of dental emergencies by medical practitioners: Recommendations for Australian education and training. <i>EMA - Emergency Medicine Australasia</i> , 2011, 23, 142-152.	1.1	28
90	Beliefs and beyond: what can we learn from qualitative studies of lay people’s understandings of cancer risk?. <i>Health Expectations</i> , 2010, 13, 113-124.	2.6	64

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91	Parental satisfaction with oral peanut food challenges; perception of outcomes and impact on management of peanut allergy. <i>Pediatric Allergy and Immunology</i> , 2010, 21, 1119-1126.	2.6	14
92	When doctors disagree: a qualitative study of doctors' and parents' views on the risks of childhood food allergy. <i>Health Expectations</i> , 2008, 11, 208-219.	2.6	27
93	Attributes and views of families with food allergic children recruited from allergy clinics and from a consumer organization. <i>Pediatric Allergy and Immunology</i> , 2008, 19, 264-269.	2.6	14
94	Food allergy and anaphylaxis "dealing with uncertainty. <i>Medical Journal of Australia</i> , 2008, 188, 503-504.	1.7	10
95	Parental food allergy information needs: a qualitative study. <i>Archives of Disease in Childhood</i> , 2007, 92, 771-775.	1.9	64
96	Recurrent egg allergy in adulthood. <i>Allergy: European Journal of Allergy and Clinical Immunology</i> , 2007, 62, 709-709.	5.7	11
97	Developments in Australian general practice 2000-2002: what did these contribute to a well functioning and comprehensive Primary Health Care System?. <i>Australia and New Zealand Health Policy</i> , 2006, 3, 1.	2.2	19
98	Risk, rationality, and regret: responding to the uncertainty of childhood food anaphylaxis. <i>Medical Humanities</i> , 2005, 31, 12-16.	1.2	17
99	Managing childhood food allergies and anaphylaxis. <i>Australian Family Physician</i> , 2005, 34, 35-8.	0.5	1
100	Making clinical decisions when the stakes are high and the evidence unclear. <i>BMJ: British Medical Journal</i> , 2004, 329, 852-854.	2.3	14
101	Reducing the risks for food allergic children in schools and preschools. <i>Journal of Paediatrics and Child Health</i> , 2004, 40, 672-673.	0.8	4
102	Problematizing medical students with disabilities: A critical policy analysis. <i>MedEdPublish</i> , 0, 7, 45.	0.3	14
103	Cultures of Success: How elite students develop and realise aspirations to study Medicine. <i>Australian Educational Researcher</i> , 0, , .	2.3	6