

# Richard Hays

## List of Publications by Year in descending order

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Version: 2024-02-01

234  
papers

3,067  
citations

279798

23  
h-index

243625

44  
g-index

238  
all docs

238  
docs citations

238  
times ranked

2385  
citing authors

#	ARTICLE	IF	CITATIONS
1	Criteria for good assessment: Consensus statement and recommendations from the Ottawa 2010 Conference. Medical Teacher, 2011, 33, 206-214.	1.8	382
2	2018 Consensus framework for good assessment. Medical Teacher, 2018, 40, 1102-1109.	1.8	174
3	A review of the evaluation of clinical teaching: new perspectives and challenges *. Medical Education, 2000, 34, 862-870.	2.1	128
4	Is insight important? Measuring capacity to change performance. Medical Education, 2002, 36, 965-971.	2.1	117
5	Evidence regarding the utility of multiple mini-interview (MMI) for selection to undergraduate health programs: A BEME systematic review: BEME Guide No. 37. Medical Teacher, 2016, 38, 443-455.	1.8	106
6	WHY DOCTORS LEAVE RURAL PRACTICE. Australian Journal of Rural Health, 1997, 5, 198-203.	1.5	85
7	The accountability of clinical education: its definition and assessment. Medical Education, 2000, 34, 871-879.	2.1	73
8	Selecting performance assessment methods for experienced physicians. Medical Education, 2002, 36, 910-917.	2.1	70
9	Setting performance standards for medical practice: a theoretical framework. Medical Education, 2001, 35, 474-481.	2.1	52
10	Methods for quality assessment in general practice. Family Practice, 1996, 13, 468-476.	1.9	49
11	Is Australian Rural Practice Changing? Findings from the National Rural General Practice Study. Australian Journal of Rural Health, 2000, 8, 222-226.	1.5	45
12	GETTING THE BALANCE RIGHT? GPS WHO CHOSE TO STAY IN RURAL PRACTICE. Australian Journal of Rural Health, 2003, 11, 193-198.	1.5	34
13	James Cook University MBBS graduate intentions and intern destinations: a comparative study with other Queensland and Australian medical schools. Rural and Remote Health, 0, , .	0.5	34
14	Australian and overseas models of general practice training. Medical Journal of Australia, 2011, 194, S63-4.	1.7	33
15	Is Rural Medicine A Separate Discipline?. Australian Journal of Rural Health, 2004, 12, 67-72.	1.5	32
16	Problems presented by medical students seeking support: A possible intervention framework. Medical Teacher, 2011, 33, 161-164.	1.8	32
17	The practical value of the standard error of measurement in borderline pass/fail decisions. Medical Education, 2008, 42, 810-815.	2.1	30
18	An educational intervention to improve diagnosis and management of suspicious skin lesions. Journal of Continuing Education in the Health Professions, 2000, 20, 39-51.	1.3	29

#	ARTICLE	IF	CITATIONS
19	Where to next for rural general practice policy and research in Australia?. Medical Journal of Australia, 2017, 207, 56-58.	1.7	29
20	In-training assessment in postgraduate training for general practice. Medical Education, 1998, 32, 507-513.	2.1	28
21	Community-oriented medical education. Teaching and Teacher Education, 2007, 23, 286-293.	3.2	28
22	Training for rural general practice. Medical Journal of Australia, 1994, 161, 314-318.	1.7	27
23	Isolation, flexibility and change in vocational training for general practice: personal and educational problems experienced by general practice registrars in Australia. Family Practice, 2004, 21, 559-566.	1.9	27
24	Assessment of general practice consultations: content validity of a rating scale. Medical Education, 1990, 24, 110-116.	2.1	26
25	Country report: Australia. Medical Education, 2001, 35, 495-504.	2.1	25
26	Improving case study research in medical education: a systematised review. Medical Education, 2018, 52, 480-487.	2.1	25
27	Positive impacts on rural and regional workforce from the first seven cohorts of James Cook University medical graduates. Rural and Remote Health, 0, , .	0.5	25
28	Ruralising medical curricula: the importance of context in problem design. Australian Journal of Rural Health, 2003, 11, 15-17.	1.5	24
29	Developing a medical school: Expansion of medical student capacity in new locations: AMEE Guide No. 55. Medical Teacher, 2011, 33, 518-529.	1.8	24
30	Reflection or "pre-reflection": what are we actually measuring in reflective practice?. Medical Education, 2011, 45, 116-118.	2.1	24
31	Authentic early experience in Medical Education: a socio-cultural analysis identifying important variables in learning interactions within workplaces. Advances in Health Sciences Education, 2013, 18, 873-891.	3.3	24
32	Assessment in medical education: roles for clinical teachers. Clinical Teacher, 2008, 5, 23-27.	0.8	23
33	Healthcare systems and the sciences of health professional education. Advances in Health Sciences Education, 2020, 25, 1149-1162.	3.3	23
34	Predictors of rural practice location for James Cook University MBBS graduates at postgraduate year 5. Australian Journal of Rural Health, 2014, 22, 165-171.	1.5	22
35	A new medical school for regional Australia. Medical Journal of Australia, 2000, 172, 362-363.	1.7	21
36	Perceived clinical relevance and retention of basic sciences across the medical education continuum. American Journal of Physiology - Advances in Physiology Education, 2019, 43, 293-299.	1.6	21

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37	James Cook University MBBS graduate intentions and intern destinations: a comparative study with other Queensland and Australian medical schools. <i>Rural and Remote Health</i> , 2013, 13, 2313.	0.5	21
38	Applying global standards across national boundaries: lessons learned from an Asia-Pacific example. <i>Medical Education</i> , 2004, 38, 582-584.	2.1	20
39	Resuscitating the teaching of anatomical pathology in undergraduate medical education: Web-based innovative clinicopathological cases. <i>Pathology</i> , 2005, 37, 360-363.	0.6	20
40	Self-evaluation of videotaped consultations. <i>Teaching and Learning in Medicine</i> , 1990, 2, 232-236.	2.1	19
41	COMMON INTERNATIONAL THEMES IN RURAL MEDICINE. <i>Australian Journal of Rural Health</i> , 1999, 7, 191-194.	1.5	19
42	COMMUNITY PARTICIPATION IN THE RECRUITMENT AND RETENTION OF RURAL DOCTORS: METHODOLOGICAL AND LOGISTICAL CONSIDERATIONS. <i>Australian Journal of Rural Health</i> , 1999, 7, 206-211.	1.5	18
43	Interpractitioner Communication: Telephone Consultations Between Rural General Practitioners and Specialists. <i>Australian Journal of Rural Health</i> , 2000, 8, 227-231.	1.5	18
44	Foundation programme for newly qualified doctors. <i>BMJ: British Medical Journal</i> , 2005, 331, 465-466.	2.3	18
45	Choosing a career in general practice: the influence of medical schools. <i>Medical Education</i> , 1993, 27, 254-258.	2.1	17
46	Rural Obstetrics in NSW. <i>Australian and New Zealand Journal of Obstetrics and Gynaecology</i> , 1993, 33, 240-242.	1.0	17
47	ONE APPROACH TO IMPROVING INDIGENOUS HEALTH CARE THROUGH MEDICAL EDUCATION. <i>Australian Journal of Rural Health</i> , 2002, 10, 285-287.	1.5	17
48	A sampling framework for rural and remote doctors. <i>Australian Journal of Public Health</i> , 2010, 18, 273-276.	0.2	17
49	Integration in medical education: what do we mean?. <i>Education for Primary Care</i> , 2013, 24, 151-152.	0.6	17
50	Twelve tips for increasing the defensibility of assessment decisions. <i>Medical Teacher</i> , 2015, 37, 433-436.	1.8	17
51	Growth of the James Cook University Medical Program: Maintaining quality, continuing the vision, developing postgraduate pathways. <i>Medical Teacher</i> , 2018, 40, 495-500.	1.8	17
52	CHOOSING A CAREER IN RURAL PRACTICE IN QUEENSLAND. <i>Australian Journal of Rural Health</i> , 1995, 3, 171-174.	1.5	16
53	Longitudinal reliability of the Royal Australian College of General Practitioners Certification Examination. <i>Medical Education</i> , 1995, 29, 317-321.	2.1	16
54	Reflecting on learning portfolios. <i>Medical Education</i> , 2004, 38, 801-803.	2.1	16

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55	Reforming medical education in the United Kingdom: lessons for Australia and New Zealand. Medical Journal of Australia, 2007, 187, 400-403.	1.7	16
56	Analysis by training status of performance in the certification examination for Australian family doctors. Medical Education, 1999, 33, 612-615.	2.1	15
57	Rural maternity care and health policy: Parents' experiences. Australian Journal of Rural Health, 2011, 19, 306-311.	1.5	15
58	Minimal effects of reduced teaching hours on undergraduate medical student learning outcomes and course evaluations. Medical Teacher, 2020, 42, 58-65.	1.8	15
59	The career aspirations and location intentions of James Cook University's first cohort of medical students: a longitudinal study at course entry and graduation. Rural and Remote Health, 2006, 6, 537.	0.5	15
60	Analysis of videotaped consultations to certify competence. Medical Journal of Australia, 1990, 152, 609-611.	1.7	14
61	Integrating general practice medical education. Medical Journal of Australia, 1994, 160, 388-389.	1.7	14
62	METHODOLOGICAL ISSUES IN MEDICAL WORKFORCE ANALYSIS: IMPLICATIONS FOR REGIONAL AUSTRALIA. Australian Journal of Rural Health, 1998, 6, 32-35.	1.5	14
63	Interprofessional education in the community: where to begin. Clinical Teacher, 2007, 4, 141-145.	0.8	14
64	The potential impact of the revision of the Basic World Federation Medical Education Standards. Medical Teacher, 2014, 36, 459-462.	1.8	14
65	Capturing the wisdom of the crowd: health professions'™ educators meet at a virtual world café. Perspectives on Medical Education, 2020, 9, 385-390.	3.5	14
66	Twelve tips for developing a global community of scholars in health professions education. Medical Teacher, 2021, 43, 966-971.	1.8	14
67	From clinical educators to educational scholars and leaders: strategies for developing and advancing a career in health professions education. Clinical Teacher, 2020, 17, 477-482.	0.8	13
68	Establishing successful distributed clinical teaching. Australian Journal of Rural Health, 2005, 13, 366-367.	1.5	12
69	Full medical program fees and medical student career intention. Medical Journal of Australia, 2015, 202, 46-49.	1.7	12
70	Interpreting rural career intention in medical workforce research. Education for Primary Care, 2017, 28, 7-9.	0.6	12
71	Interprofessional education in rural practice: how, when and where?. Rural and Remote Health, 2008, 8, 939.	0.5	12
72	The University of Sydney Rural Careers Project. Australian Journal of Rural Health, 1993, 1, 23-25.	1.5	11

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73	Reliability of the fellowship examination of the royal Australian college of general practitioners. Teaching and Learning in Medicine, 1995, 7, 43-50.	2.1	11
74	Evolving Community-Based Medical Education: Integrating Undergraduate and Postgraduate Education. Education for Primary Care, 2008, 19, 235-240.	0.6	11
75	Workplace immersion in the final year of an undergraduate medicine course: The views of final year students and recent graduates. Medical Teacher, 2014, 36, 518-526.	1.8	11
76	Examinersâ€™ decisionâ€™making processes in observationâ€™based clinical examinations. Medical Education, 2021, 55, 344-353.	2.1	11
77	A New Socially Responsible Medical School for Regional Australia. Education for Health: Change in Learning and Practice, 2003, 16, 14-21.	0.3	11
78	Teaching and Learning in Clinical Settings. , 0, , .		11
79	Perceptions of UK medical students on rural clinical placements. Rural and Remote Health, 0, , .	0.5	11
80	A training programme for rural general practice. Medical Journal of Australia, 1990, 153, 546-548.	1.7	10
81	Language background and communication skills of medical students. Ethnicity and Health, 1996, 1, 383-388.	2.5	10
82	Remediation and re-assessment in undergraduate medical school examinations. Medical Teacher, 2012, 34, 91-92.	1.8	10
83	GETTING THE BALANCE RIGHT? GPS WHO CHOSE TO STAY IN RURAL PRACTICE. Australian Journal of Rural Health, 2003, 11, 193-198.	1.5	10
84	Developing a general practice workforce for the future. , 2018, 47, 502-505.		10
85	Interprofessional education in rural practice: how, when and where?. Rural and Remote Health, 0, , .	0.5	10
86	A performance assessment module for experienced general practitioners. Medical Education, 2002, 36, 258-260.	2.1	9
87	A practical guide to curriculum design: problem-based, case-based or traditional?. Clinical Teacher, 2008, 5, 73-77.	0.8	9
88	Impact of the COVID-19 pandemic: The perceptions of health professions educators. MedEdPublish, 0, 9, 142.	0.3	9
89	Letter to the Editor. Australian Journal of Rural Health, 2001, 9, 319-319.	1.5	8
90	Aligning clinical resources to curriculum needs: The utility of a group of teaching hospitals. Medical Teacher, 2009, 31, 1081-1085.	1.8	8

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91	Twelve tips for organising speed mentoring events for healthcare professionals at small or large-scale venues. <i>Medical Teacher</i> , 2020, 42, 1322-1329.	1.8	8
92	Getting the balance right? GPs who chose to stay in rural practice. <i>Australian Journal of Rural Health</i> , 2003, 11, 193-8.	1.5	8
93	The quality of procedural rural medical practice in Australia. <i>Rural and Remote Health</i> , 2005, 5, 474.	0.5	8
94	Modifying academic ranking of rural and remote medical school applicants. <i>Medical Journal of Australia</i> , 2001, 174, 371-372.	1.7	7
95	Teaching clinical pathology by flexible delivery in rural sites. <i>Australian Journal of Rural Health</i> , 2005, 13, 232-235.	1.5	7
96	Short and Long Multiple-Choice Question Stems in a Primary Care Oriented Undergraduate Medical Curriculum. <i>Education for Primary Care</i> , 2009, 20, 173-177.	0.6	7
97	Standard setting. <i>Clinical Teacher</i> , 2015, 12, 226-230.	0.8	7
98	Building a medical workforce in Tasmania: A profile of medical student intake. <i>Australian Journal of Rural Health</i> , 2019, 27, 28-33.	1.5	7
99	Building a local medical workforce in Tasmania: where are international fee-paying medical graduates likely to work?. <i>Rural and Remote Health</i> , 2017, 17, 4292.	0.5	7
100	Teaching undergraduate students in rural general practice: an evaluation of a new rural campus in England. <i>Rural and Remote Health</i> , 0, , .	0.5	7
101	Teaching undergraduate students in rural general practice: an evaluation of a new rural campus in England. <i>Rural and Remote Health</i> , 2016, 16, 3694.	0.5	7
102	Quality assurance in general practice. <i>Medical Education</i> , 1993, 27, 175-180.	2.1	6
103	RURALISING THE UNDERGRADUATE MEDICAL CURRICULUM THROUGH CONSULTATION WITH KEY STAKE HOLDERS. <i>Australian Journal of Rural Health</i> , 1996, 4, 43-47.	1.5	6
104	Primary care in the Asia-Pacific region: challenges and solutions. <i>Asia Pacific Family Medicine</i> , 2012, 11, 8.	0.4	6
105	Interprofessional education. <i>Clinical Teacher</i> , 2013, 10, 339-341.	0.8	6
106	Innovations and developments. <i>Education for Primary Care</i> , 2015, 26, 189-200.	0.6	6
107	Including health promotion and illness prevention in medical education: a progress report. <i>Medical Education</i> , 2018, 52, 68-77.	2.1	6
108	Twelve tips for expanding undergraduate clinical teaching capacity. <i>Medical Teacher</i> , 2019, 41, 271-274.	1.8	6

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109	The impact of localised general practice training on Queensland's rural and remote general practice workforce. BMC Medical Education, 2020, 20, 119.	2.4	6
110	Forming large group practices: is it worth it?. Medical Journal of Australia, 1994, 161, 494-496.	1.7	5
111	The development of general practice standards in Australia. Medical Education, 1998, 32, 199-204.	2.1	5
112	Rural medical education: how different is it?. Medical Education, 2003, 37, 4-5.	2.1	5
113	International accreditation of medical schools. Medical Education, 2003, 37, 662-662.	2.1	5
114	Intern choices for the first graduates of James Cook University. Medical Journal of Australia, 2006, 184, 94-94.	1.7	5
115	Intern choices for James Cook University graduates. Medical Journal of Australia, 2007, 187, 197-197.	1.7	5
116	Establishing a new medical school: A contemporary approach to personalizing medical education. Medical Teacher, 2018, 40, 990-995.	1.8	5
117	Twelve tips for establishing a new medical school. Medical Teacher, 2020, 42, 398-402.	1.8	5
118	Publishing ethics in medical education: guidance for authors and reviewers in a changing world. MedEdPublish, 2020, 9, .	0.3	5
119	Rural medical education in Europe: the relevance of the Australian experience. Rural and Remote Health, 2007, 7, 683.	0.5	5
120	Teaching health promotion and illness prevention to trainee general practitioners. Medical Teacher, 1991, 13, 223-226.	1.8	4
121	Challenges with maintaining clinical teaching capacity in regional hospitals. Medical Journal of Australia, 2011, 195, 584-585.	1.7	4
122	Developing professionalism in health professional learners. Clinical Teacher, 2013, 10, 64-66.	0.8	4
123	The role of clinical electives. Clinical Teacher, 2013, 10, 199-201.	0.8	4
124	The Ethics of Medical Practitioner Migration From Low-Resourced Countries to the Developed World: A Call for Action by Health Systems and Individual Doctors. Journal of Bioethical Inquiry, 2016, 13, 395-406.	1.5	4
125	To stay or go? Unpacking the decision-making process and coping strategies of International Medical Graduates practising in rural, remote, and regional Queensland, Australia. PLoS ONE, 2020, 15, e0234620.	2.5	4
126	Models of remote professional supervision for psychologists in rural and remote locations: A systematic review. Australian Journal of Rural Health, 2021, 29, 211-225.	1.5	4



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127	Rural medical education in Europe: the relevance of the Australian experience; Rural and Remote Health, 0, , .	0.5	4
128	Developing the accredited postgraduate assessment program for Fellowship of the Australian College of Rural and Remote Medicine. Rural and Remote Health, 0, , .	0.5	4
129	A rural undergraduate campus in England: virtue from opportunity and necessity. Rural and Remote Health, 0, , .	0.5	4
130	How to review a paper on medical education. MedEdPublish, 0, 8, 158.	0.3	4
131	Co-creating scholarship through collaborative writing in health professions education: AMEE Guide No. 143. Medical Teacher, 2022, 44, 342-352.	1.8	4
132	The determinants of quality in procedural rural medical care. Rural and Remote Health, 2005, 5, 473.	0.5	4
133	Developing the accredited postgraduate assessment program for Fellowship of the Australian College of Rural and Remote Medicine. Rural and Remote Health, 2007, 7, 805.	0.5	4
134	A rural undergraduate campus in England: virtue from opportunity and necessity. Rural and Remote Health, 2011, 11, 1841.	0.5	4
135	Utilisation of the healthcare system for authentic early experience placements. Rural and Remote Health, 2013, 13, 2328.	0.5	4
136	A successful longitudinal graduate tracking system for monitoring Australian medical school graduate outcomes. Rural and Remote Health, 2015, 15, 3542.	0.5	4
137	Obstetric Training for Rural General Practice. Australian and New Zealand Journal of Obstetrics and Gynaecology, 1991, 31, 52-54.	1.0	3
138	ARGPUs "academic rural general practice units. Medical Journal of Australia, 1992, 157, 473-474.	1.7	3
139	Teaching ethics in the context of general practice. Medical Journal of Australia, 1993, 159, 33-36.	1.7	3
140	Training for rural family practice in australia. Teaching and Learning in Medicine, 1997, 9, 80-83.	2.1	3
141	The Tropical Triangle: A Health Education Alliance for the Southwest Pacific. Education for Health: Change in Learning and Practice, 2002, 15, 346-352.	0.3	3
142	Problems with problems in problem-based curricula. Medical Education, 2002, 36, 790-790.	2.1	3
143	An invisible workforce?. Medical Journal of Australia, 2004, 181, 385-385.	1.7	3
144	Developing as a health professional educator: pathways and choices. Clinical Teacher, 2007, 4, 46-50.	0.8	3

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145	Adult Self-Directed Learning: Setting Your Own Agenda. InnovAiT, 2009, 2, 434-438.	0.0	3
146	Self-directed learning of clinical skills. Medical Education, 2009, 43, 505-506.	2.1	3
147	Being an external examiner: what you need to know and do. Clinical Teacher, 2009, 6, 160-163.	0.8	3
148	Assessing Learning in Primary Care. Education for Primary Care, 2009, 20, 4-7.	0.6	3
149	Undergraduate Learning. Education for Primary Care, 2010, 21, 208-211.	0.6	3
150	Responding to unprofessional behaviours. Clinical Teacher, 2012, 9, 71-74.	0.8	3
151	Lessons Learnt from the Development and Implementation of an Online Assessment System for Medical Science Programmes. Medical Science Educator, 2019, 29, 1103-1108.	1.5	3
152	Increasing interest of students from underrepresented groups in medicine – A systematised review. Australian Journal of Rural Health, 2020, 28, 236-244.	1.5	3
153	Impact of the COVID-19 pandemic: The perceptions of health professions educators [Version 2]. MedEdPublish, 2020, 9, .	0.3	3
154	Are medical student results affected by allocation to different sites in a dispersed rural medical school?. Rural and Remote Health, 0, , .	0.5	3
155	How to review a medical curriculum. Asia Pacific Scholar, 2016, 1, 23-25.	0.4	3
156	Options in education for advanced trainees in isolated general practice. Australian Family Physician, 1996, 25, 362-6.	0.5	3
157	Expanding medical education in general practice. Australian Family Physician, 2003, 32, 1036-7.	0.5	3
158	Remote supervision of health professionals in areas of workforce need: time to extend the model?. Rural and Remote Health, 2012, 12, 2322.	0.5	3
159	Drug abuse in general practice. Medical Journal of Australia, 1992, 156, 782-788.	1.7	2
160	Developing group practices: a management challenge. Australian Veterinary Journal, 1995, 72, 145-147.	1.1	2
161	CLINICAL PRIVILEGES FOR RURAL GENERAL PRACTITIONERS. Australian Journal of Rural Health, 1997, 5, 94-96.	1.5	2
162	The Cambridge Conference: background. Medical Education, 2000, 34, 782-784.	2.1	2

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163	Training for rural general practice in north Queensland. Medical Journal of Australia, 2000, 172, 459-459.	1.7	2
164	Improving efficiency in medical education: the next big challenge?. Medical Education, 2005, 39, 641-641.	2.1	2
165	Medical migration: a global and personal perspective. Clinical Teacher, 2007, 4, 213-217.	0.8	2
166	Undergraduate learning. Education for Primary Care, 2011, 22, 54-56.	0.6	2
167	Clinical teaching. Clinical Teacher, 2012, 9, 190-192.	0.8	2
168	Blueprinting. Clinical Teacher, 2013, 10, 413-416.	0.8	2
169	How does GP training impact rural and remote underserved communities? Exploring community and professional perceptions. BMC Health Services Research, 2020, 20, 812.	2.2	2
170	Drivers of general practice "type presentations to the emergency department in a remote outback community. Australian Journal of Rural Health, 2021, 29, 391-398.	1.5	2
171	The 'tropical triangle': a health education partnership in the south-west Pacific. Medical Education, 2001, 35, 193-194.	2.1	2
172	Emergencies in general practice. Medical Journal of Australia, 1992, 156, 541-548.	1.7	2
173	Rural practice: is the correct message getting through?. Medical Journal of Australia, 1996, 164, 190-190.	1.7	2
174	Improving educational needs assessment for general practitioners. Australian Family Physician, 1999, 28, 1196-200.	0.5	2
175	Developing a general practice workforce for the future. Australian Journal of General Practice, 2018, 47, 502-505.	0.8	2
176	"Could You Work in My Team?" Exploring How Professional Clinical Role Expectations Influence Decision-Making of Assessors During Exit-Level Medical School OSCEs. Frontiers in Medicine, 2022, 9, .	2.6	2
177	Pulling rural training initiatives together. Medical Journal of Australia, 2001, 174, 428-428.	1.7	1
178	The central hemisphere: The potential of academic family medicine in the Asia Pacific region. Asia Pacific Family Medicine, 2003, 2, 5-7.	0.4	1
179	Balancing academic medicine. Medical Journal of Australia, 2007, 186, 110-111.	1.7	1
180	INTERPRACTITIONER COMMUNICATION: TELEPHONE CONSULTATIONS BETWEEN RURAL GENERAL PRACTITIONERS AND SPECIALISTS. Australian Journal of Rural Health, 2000, 8, 227-231.	1.5	1

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181	IS RURAL MEDICINE A SEPARATE DISCIPLINE?. Australian Journal of Rural Health, 2008, 12, 67-72.	1.5	1
182	A Radical Proposal for an Integrated Junior-Senior-Year Clerkship. Academic Medicine, 2009, 84, 1171.	1.6	1
183	Preparing the Practice for an Education QA Visit. Education for Primary Care, 2009, 20, 425-428.	0.6	1
184	Learning and teaching about teamwork. Clinical Teacher, 2013, 10, 269-271.	0.8	1
185	A new curriculum: buy and adapt, or design from scratch. Clinical Teacher, 2013, 10, 131-133.	0.8	1
186	Evaluando el perfil de la Ética, el derecho y el profesionalismo en la educación médica básica. Investigación En Educación Médica, 2014, 3, 209-213.	0.2	1
187	The impact after 50 years of a new medical education programme with a regional workforce mission. Australian Journal of Rural Health, 2017, 25, 332-337.	1.5	1
188	Preferencias de carrera en médicos que eligen rotaciones rurales de mayor duración. Investigación En Educación Médica, 2017, 6, 3-7.	0.2	1
189	What's in a name? Research learning outcomes in primary medical education. Asia Pacific Scholar, 2021, 6, 99-103.	0.4	1
190	Developing a medical workforce for an Australian regional, island state. Rural and Remote Health, 2017, 17, 4026.	0.5	1
191	Guiding principles for successful innovation in regional medical education development. Rural and Remote Health, 0, , .	0.5	1
192	Utilisation of the healthcare system for authentic early experience placements. Rural and Remote Health, 0, , .	0.5	1
193	A successful longitudinal graduate tracking system for monitoring Australian medical school graduate outcomes. Rural and Remote Health, 0, , .	0.5	1
194	A new outlet for medical education scholarship. MedEdPublish, 2016, 5, .	0.3	1
195	Choosing a medical school: Advice for applicants. MedEdPublish, 0, 9, 156.	0.3	1
196	Integrating general practice medical education. The North Queensland model. Medical Journal of Australia, 1994, 160, 388-9.	1.7	1
197	Guiding principles for successful innovation in regional medical education development. Rural and Remote Health, 2006, 6, 516.	0.5	1
198	Leadership, medical education and the quality of care. Quality in Primary Care, 2008, 16, 139-40.	0.8	1

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199	Resource implications of shifting medical school education to the community. Medical Journal of Australia, 1998, 169, 63-64.	1.7	0
200	Medical workforce data: who do we believe?. Medical Journal of Australia, 2002, 177, 92-92.	1.7	0
201	Fragility of academic general practice in Australia. Asia Pacific Family Medicine, 2002, 1, 52-52.	0.4	0
202	m2 BOOK REVIEWS. Asia Pacific Family Medicine, 2003, 2, 130-130.	0.4	0
203	Letter to the Editor.. Medical Education, 2003, 37, 841-841.	2.1	0
204	Non-medical electives in a medical curriculum. Medical Education, 2003, 37, 471-471.	2.1	0
205	Timing of health assessments. Medical Journal of Australia, 2004, 181, 582-582.	1.7	0
206	Australia's Rural and Remote Health. A social justice perspective. Australian Journal of Rural Health, 2004, 12, 176-176.	1.5	0
207	IS AUSTRALIAN RURAL PRACTICE CHANGING? FINDINGS FROM THE NATIONAL RURAL GENERAL PRACTICE STUDY. Australian Journal of Rural Health, 2008, 8, 222-226.	1.5	0
208	The "tropical triangle"™: a health education partnership in the south-west Pacific. Medical Education, 2001, 35, 193-194.	2.1	0
209	Different Internet service providers produce different search results. Medical Education, 2008, 42, 945-945.	2.1	0
210	Leadership. Clinical Teacher, 2012, 9, 345-347.	0.8	0
211	Taking on a role in the assessment of learning. Clinical Teacher, 2012, 9, 262-264.	0.8	0
212	Standard setting is complex. Clinical Teacher, 2016, 13, 83-83.	0.8	0
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