

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	Co-creating scholarship through collaborative writing in health professions education: AMEE Guide No. 143. <i>Medical Teacher</i> , 2022, 44, 342-352.	1.8	4
2	Why patients attend emergency department for primary care type problems: views of healthcare providers working in a remote community. <i>Rural and Remote Health</i> , 2022, 22, 7054.	0.5	0
3	“Could You Work in My Team?” Exploring How Professional Clinical Role Expectations Influence Decision-Making of Assessors During Exit-Level Medical School OSCEs. <i>Frontiers in Medicine</i> , 2022, 9, .	2.6	2
4	Twelve tips for developing a global community of scholars in health professions education. <i>Medical Teacher</i> , 2021, 43, 966-971.	1.8	14
5	Examiners’ decision-making processes in observation-based clinical examinations. <i>Medical Education</i> , 2021, 55, 344-353.	2.1	11
6	'Stability' of Assessment: Extending the Utility Equation. <i>MedEdPublish</i> , 2021, 10, .	0.3	0
7	Models of remote professional supervision for psychologists in rural and remote locations: A systematic review. <i>Australian Journal of Rural Health</i> , 2021, 29, 211-225.	1.5	4
8	Drivers of general practice-type presentations to the emergency department in a remote outback community. <i>Australian Journal of Rural Health</i> , 2021, 29, 391-398.	1.5	2
9	What’s in a name? Research learning outcomes in primary medical education. <i>Asia Pacific Scholar</i> , 2021, 6, 99-103.	0.4	1
10	Twelve tips for establishing a new medical school. <i>Medical Teacher</i> , 2020, 42, 398-402.	1.8	5
11	Minimal effects of reduced teaching hours on undergraduate medical student learning outcomes and course evaluations. <i>Medical Teacher</i> , 2020, 42, 58-65.	1.8	15
12	Capturing the wisdom of the crowd: health professions educators meet at a virtual world café. <i>Perspectives on Medical Education</i> , 2020, 9, 385-390.	3.5	14
13	How does GP training impact rural and remote underserved communities? Exploring community and professional perceptions. <i>BMC Health Services Research</i> , 2020, 20, 812.	2.2	2
14	Healthcare systems and the sciences of health professional education. <i>Advances in Health Sciences Education</i> , 2020, 25, 1149-1162.	3.3	23
15	Increasing interest of students from underrepresented groups in medicine? A systematised review. <i>Australian Journal of Rural Health</i> , 2020, 28, 236-244.	1.5	3
16	To stay or go? Unpacking the decision-making process and coping strategies of International Medical Graduates practising in rural, remote, and regional Queensland, Australia. <i>PLoS ONE</i> , 2020, 15, e0234620.	2.5	4
17	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
18	From clinical educators to educational scholars and leaders: strategies for developing and advancing a career in health professions education. <i>Clinical Teacher</i> , 2020, 17, 477-482.	0.8	13

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19	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
20	Publishing ethics in medical education: guidance for authors and reviewers in a changing world. MedEdPublish, 2020, 9, .	0.3	5
21	Impact of the COVID-19 pandemic: The perceptions of health professions educators [Version 2]. MedEdPublish, 2020, 9, .	0.3	3
22	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
23	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
24	Building a medical workforce in Tasmania: A profile of medical student intake. Australian Journal of Rural Health, 2019, 27, 28-33.	1.5	7
25	Twelve tips for expanding undergraduate clinical teaching capacity. Medical Teacher, 2019, 41, 271-274.	1.8	6
26	Transition from an MBBS to an MD program – Using innovation and thinking outside the square. MedEdPublish, 2019, 8, .	0.3	0
27	Growth of the James Cook University Medical Program: Maintaining quality, continuing the vision, developing postgraduate pathways. Medical Teacher, 2018, 40, 495-500.	1.8	17
28	Including health promotion and illness prevention in medical education: a progress report. Medical Education, 2018, 52, 68-77.	2.1	6
29	Establishing a new medical school: A contemporary approach to personalizing medical education. Medical Teacher, 2018, 40, 990-995.	1.8	5
30	2018 Consensus framework for good assessment. Medical Teacher, 2018, 40, 1102-1109.	1.8	174
31	Improving case study research in medical education: a systematised review. Medical Education, 2018, 52, 480-487.	2.1	25
32	Developing a general practice workforce for the future. , 2018, 47, 502-505.		10
33	Developing a general practice workforce for the future. Australian Journal of General Practice, 2018, 47, 502-505.	0.8	2
34	Interpreting rural career intention in medical workforce research. Education for Primary Care, 2017, 28, 7-9.	0.6	12
35	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
36	Preferencias de carrera en médicos que eligen rotaciones rurales de mayor duración. Investigación En Educación Médica, 2017, 6, 3-7.	0.2	1

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37	Where to next for rural general practice policy and research in Australia?. Medical Journal of Australia, 2017, 207, 56-58.	1.7	29
38	Developing a medical workforce for an Australian regional, island state. Rural and Remote Health, 2017, 17, 4026.	0.5	1
39	Building a local medical workforce in Tasmania: where are international fee-paying medical graduates likely to work?. Rural and Remote Health, 2017, 17, 4292.	0.5	7
40	Is access to medical education improving?. MedEdPublish, 2017, 6, .	0.3	0
41	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
42	Standard setting is complex. Clinical Teacher, 2016, 13, 83-83.	0.8	0
43	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
44	Research knowledge and skills in primary medical training – a cross-sectional audit. MedEdPublish, 2016, 5, .	0.3	0
45	A new outlet for medical education scholarship. MedEdPublish, 2016, 5, .	0.3	1
46	How to review a medical curriculum. Asia Pacific Scholar, 2016, 1, 23-25.	0.4	3
47	Teaching undergraduate students in rural general practice: an evaluation of a new rural campus in England. Rural and Remote Health, 2016, 16, 3694.	0.5	7
48	Healthcare apps. Australian Family Physician, 2016, 45, 849-850.	0.5	0
49	Standard setting. Clinical Teacher, 2015, 12, 226-230.	0.8	7
50	Full medical program fees and medical student career intention. Medical Journal of Australia, 2015, 202, 46-49.	1.7	12
51	Innovations and developments. Education for Primary Care, 2015, 26, 189-200.	0.6	6
52	Twelve tips for increasing the defensibility of assessment decisions. Medical Teacher, 2015, 37, 433-436.	1.8	17
53	A successful longitudinal graduate tracking system for monitoring Australian medical school graduate outcomes. Rural and Remote Health, 2015, 15, 3542.	0.5	4
54	Evaluando el perfil de la Ética, el derecho y el profesionalismo en la educación médica básica. Investigación En Educación Médica, 2014, 3, 209-2013.	0.2	1

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55	The potential impact of the revision of the Basic World Federation Medical Education Standards. Medical Teacher, 2014, 36, 459-462.	1.8	14
56	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
57	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
58	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
59	Developing professionalism in health professional learners. Clinical Teacher, 2013, 10, 64-66.	0.8	4
60	Learning and teaching about teamwork. Clinical Teacher, 2013, 10, 269-271.	0.8	1
61	Blueprinting. Clinical Teacher, 2013, 10, 413-416.	0.8	2
62	A new curriculum: buy and adapt, or design from scratch. Clinical Teacher, 2013, 10, 131-133.	0.8	1
63	The role of clinical electives. Clinical Teacher, 2013, 10, 199-201.	0.8	4
64	Interprofessional education. Clinical Teacher, 2013, 10, 339-341.	0.8	6
65	Integration in medical education: what do we mean?. Education for Primary Care, 2013, 24, 151-152.	0.6	17
66	Utilisation of the healthcare system for authentic early experience placements. Rural and Remote Health, 2013, 13, 2328.	0.5	4
67	James Cook University MBBS graduate intentions and intern destinations: a comparative study with other Queensland and Australian medical schools. Rural and Remote Health, 2013, 13, 2313.	0.5	21
68	Leadership. Clinical Teacher, 2012, 9, 345-347.	0.8	0
69	Remediation and re-assessment in undergraduate medical school examinations. Medical Teacher, 2012, 34, 91-92.	1.8	10
70	Primary care in the Asia-Pacific region: challenges and solutions. Asia Pacific Family Medicine, 2012, 11, 8.	0.4	6
71	Responding to unprofessional behaviours. Clinical Teacher, 2012, 9, 71-74.	0.8	3
72	Clinical teaching. Clinical Teacher, 2012, 9, 190-192.	0.8	2

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73	Taking on a role in the assessment of learning. <i>Clinical Teacher</i> , 2012, 9, 262-264.	0.8	0
74	Holistic medical education. <i>Medical Journal of Australia</i> , 2012, 196, 143-143.	1.7	0
75	Remote supervision of health professionals in areas of workforce need: time to extend the model?. <i>Rural and Remote Health</i> , 2012, 12, 2322.	0.5	3
76	Developing a medical school: Expansion of medical student capacity in new locations: AMEE Guide No. 55. <i>Medical Teacher</i> , 2011, 33, 518-529.	1.8	24
77	Problems presented by medical students seeking support: A possible intervention framework. <i>Medical Teacher</i> , 2011, 33, 161-164.	1.8	32
78	Criteria for good assessment: Consensus statement and recommendations from the Ottawa 2010 Conference. <i>Medical Teacher</i> , 2011, 33, 206-214.	1.8	382
79	Australian and overseas models of general practice training. <i>Medical Journal of Australia</i> , 2011, 194, S63-4.	1.7	33
80	Challenges with maintaining clinical teaching capacity in regional hospitals. <i>Medical Journal of Australia</i> , 2011, 195, 584-585.	1.7	4
81	Rural maternity care and health policy: Parents' experiences. <i>Australian Journal of Rural Health</i> , 2011, 19, 306-311.	1.5	15
82	Reflection or "pre-reflection": what are we actually measuring in reflective practice?. <i>Medical Education</i> , 2011, 45, 116-118.	2.1	24
83	Undergraduate learning. <i>Education for Primary Care</i> , 2011, 22, 54-56.	0.6	2
84	A rural undergraduate campus in England: virtue from opportunity and necessity. <i>Rural and Remote Health</i> , 2011, 11, 1841.	0.5	4
85	Undergraduate Learning. <i>Education for Primary Care</i> , 2010, 21, 208-211.	0.6	3
86	A sampling framework for rural and remote doctors. <i>Australian Journal of Public Health</i> , 2010, 18, 273-276.	0.2	17
87	Adult Self-Directed Learning: Setting Your Own Agenda. <i>InnovAiT</i> , 2009, 2, 434-438.	0.0	3
88	A Radical Proposal for an Integrated Junior-Senior-Year Clerkship. <i>Academic Medicine</i> , 2009, 84, 1171.	1.6	1
89	Self-directed learning of clinical skills. <i>Medical Education</i> , 2009, 43, 505-506.	2.1	3
90	Being an external examiner: what you need to know and do. <i>Clinical Teacher</i> , 2009, 6, 160-163.	0.8	3

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91	Aligning clinical resources to curriculum needs: The utility of a group of teaching hospitals. <i>Medical Teacher</i> , 2009, 31, 1081-1085.	1.8	8
92	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
93	Preparing the Practice for an Education QA Visit. <i>Education for Primary Care</i> , 2009, 20, 425-428.	0.6	1
94	Assessing Learning in Primary Care. <i>Education for Primary Care</i> , 2009, 20, 4-7.	0.6	3
95	Learning from UK primary care. <i>Australian Family Physician</i> , 2009, 38, 87.	0.5	0
96	Quality of care in two health systems: can the United Kingdom and Australia learn from each other?. <i>Quality in Primary Care</i> , 2009, 17, 247-9.	0.8	0
97	Assessment in medical education: roles for clinical teachers. <i>Clinical Teacher</i> , 2008, 5, 23-27.	0.8	23
98	A practical guide to curriculum design: problem-based, case-based or traditional?. <i>Clinical Teacher</i> , 2008, 5, 73-77.	0.8	9
99	IS AUSTRALIAN RURAL PRACTICE CHANGING? FINDINGS FROM THE NATIONAL RURAL GENERAL PRACTICE STUDY. <i>Australian Journal of Rural Health</i> , 2008, 8, 222-226.	1.5	0
100	IS RURAL MEDICINE A SEPARATE DISCIPLINE?. <i>Australian Journal of Rural Health</i> , 2008, 12, 67-72.	1.5	1
101	The practical value of the standard error of measurement in borderline pass/fail decisions. <i>Medical Education</i> , 2008, 42, 810-815.	2.1	30
102	Different Internet service providers produce different search results. <i>Medical Education</i> , 2008, 42, 945-945.	2.1	0
103	Evolving Community-Based Medical Education: Integrating Undergraduate and Postgraduate Education. <i>Education for Primary Care</i> , 2008, 19, 235-240.	0.6	11
104	Measuring professionalism. , 2008, , 13-25.		0
105	Interprofessional education in rural practice: how, when and where?. <i>Rural and Remote Health</i> , 2008, 8, 939.	0.5	12
106	Leadership, medical education and the quality of care. <i>Quality in Primary Care</i> , 2008, 16, 139-40.	0.8	1
107	Community-oriented medical education. <i>Teaching and Teacher Education</i> , 2007, 23, 286-293.	3.2	28
108	Balancing academic medicine. <i>Medical Journal of Australia</i> , 2007, 186, 110-111.	1.7	1

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109	Intern choices for James Cook University graduates. Medical Journal of Australia, 2007, 187, 197-197.	1.7	5
110	Reforming medical education in the United Kingdom: lessons for Australia and New Zealand. Medical Journal of Australia, 2007, 187, 400-403.	1.7	16
111	Developing as a health professional educator: pathways and choices. Clinical Teacher, 2007, 4, 46-50.	0.8	3
112	Interprofessional education in the community: where to begin. Clinical Teacher, 2007, 4, 141-145.	0.8	14
113	Medical migration: a global and personal perspective. Clinical Teacher, 2007, 4, 213-217.	0.8	2
114	Rural medical education in Europe: the relevance of the Australian experience. Rural and Remote Health, 2007, 7, 683.	0.5	5
115	Moving to the UK as a GP—the process explained. Australian Family Physician, 2007, 36, 757-9.	0.5	0
116	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
117	Admission to new medical schools. Medical Teacher, 2007, 29, 996-7.	1.8	0
118	Intern choices for the first graduates of James Cook University. Medical Journal of Australia, 2006, 184, 94-94.	1.7	5
119	Guiding principles for successful innovation in regional medical education development. Rural and Remote Health, 2006, 6, 516.	0.5	1
120	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
121	Resuscitating the teaching of anatomical pathology in undergraduate medical education: Web-based innovative clinicopathological cases. Pathology, 2005, 37, 360-363.	0.6	20
122	Teaching clinical pathology by flexible delivery in rural sites. Australian Journal of Rural Health, 2005, 13, 232-235.	1.5	7
123	Establishing successful distributed clinical teaching. Australian Journal of Rural Health, 2005, 13, 366-367.	1.5	12
124	Improving efficiency in medical education: the next big challenge?. Medical Education, 2005, 39, 641-641.	2.1	2
125	Foundation programme for newly qualified doctors. BMJ: British Medical Journal, 2005, 331, 465-466.	2.3	18
126	Self assessed learning needs of rurally based IMGs. Australian Family Physician, 2005, 34, 295.	0.5	0

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127	The quality of procedural rural medical practice in Australia. Rural and Remote Health, 2005, 5, 474.	0.5	8
128	The determinants of quality in procedural rural medical care. Rural and Remote Health, 2005, 5, 473.	0.5	4
129	An invisible workforce?. Medical Journal of Australia, 2004, 181, 385-385.	1.7	3
130	Timing of health assessments. Medical Journal of Australia, 2004, 181, 582-582.	1.7	0
131	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
132	Australia's Rural and Remote Health. A social justice perspective. Australian Journal of Rural Health, 2004, 12, 176-176.	1.5	0
133	Reflecting on learning portfolios. Medical Education, 2004, 38, 801-803.	2.1	16
134	Is Rural Medicine A Separate Discipline?. Australian Journal of Rural Health, 2004, 12, 67-72.	1.5	32
135	Applying global standards across national boundaries: lessons learned from an Asia-Pacific example. Medical Education, 2004, 38, 582-584.	2.1	20
136	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
137	m2 BOOK REVIEWS. Asia Pacific Family Medicine, 2003, 2, 130-130.	0.4	0
138	Ruralising medical curricula: the importance of context in problem design. Australian Journal of Rural Health, 2003, 11, 15-17.	1.5	24
139	Letter to the Editor.. Medical Education, 2003, 37, 841-841.	2.1	0
140	Rural medical education: how different is it?. Medical Education, 2003, 37, 4-5.	2.1	5
141	Non-medical electives in a medical curriculum. Medical Education, 2003, 37, 471-471.	2.1	0
142	International accreditation of medical schools. Medical Education, 2003, 37, 662-662.	2.1	5
143	GETTING THE BALANCE RIGHT? GPS WHO CHOSE TO STAY IN RURAL PRACTICE. Australian Journal of Rural Health, 2003, 11, 193-198.	1.5	34
144	GETTING THE BALANCE RIGHT? GPS WHO CHOSE TO STAY IN RURAL PRACTICE. Australian Journal of Rural Health, 2003, 11, 193-198.	1.5	10

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145	A New Socially Responsible Medical School for Regional Australia. Education for Health: Change in Learning and Practice, 2003, 16, 14-21.	0.3	11
146	Getting the balance right? GPs who chose to stay in rural practice. Australian Journal of Rural Health, 2003, 11, 193-8.	1.5	8
147	Expanding medical education in general practice. Australian Family Physician, 2003, 32, 1036-7.	0.5	3
148	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
149	Medical workforce data: who do we believe?. Medical Journal of Australia, 2002, 177, 92-92.	1.7	0
150	Fragility of academic general practice in Australia. Asia Pacific Family Medicine, 2002, 1, 52-52.	0.4	0
151	A performance assessment module for experienced general practitioners. Medical Education, 2002, 36, 258-260.	2.1	9
152	Selecting performance assessment methods for experienced physicians. Medical Education, 2002, 36, 910-917.	2.1	70
153	Is insight important? Measuring capacity to change performance. Medical Education, 2002, 36, 965-971.	2.1	117
154	Problems with problems in problem-based curricula. Medical Education, 2002, 36, 790-790.	2.1	3
155	ONE APPROACH TO IMPROVING INDIGENOUS HEALTH CARE THROUGH MEDICAL EDUCATION. Australian Journal of Rural Health, 2002, 10, 285-287.	1.5	17
156	Modifying academic ranking of rural and remote medical school applicants. Medical Journal of Australia, 2001, 174, 371-372.	1.7	7
157	Pulling rural training initiatives together. Medical Journal of Australia, 2001, 174, 428-428.	1.7	1
158	Letter to the Editor. Australian Journal of Rural Health, 2001, 9, 319-319.	1.5	8
159	Setting performance standards for medical practice: a theoretical framework. Medical Education, 2001, 35, 474-481.	2.1	52
160	Country report: Australia. Medical Education, 2001, 35, 495-504.	2.1	25
161	The 'tropical triangle': a health education partnership in the south-west Pacific. Medical Education, 2001, 35, 193-194.	2.1	0
162	The 'tropical triangle': a health education partnership in the south-west Pacific. Medical Education, 2001, 35, 193-194.	2.1	2

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163	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
164	A review of the evaluation of clinical teaching: new perspectives and challenges *. Medical Education, 2000, 34, 862-870.	2.1	128
165	The accountability of clinical education: its definition and assessment. Medical Education, 2000, 34, 871-879.	2.1	73
166	The Cambridge Conference: background. Medical Education, 2000, 34, 782-784.	2.1	2
167	Interpractitioner Communication: Telephone Consultations Between Rural General Practitioners and Specialists. Australian Journal of Rural Health, 2000, 8, 227-231.	1.5	18
168	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
169	Training for rural general practice in north Queensland. Medical Journal of Australia, 2000, 172, 459-459.	1.7	2
170	A new medical school for regional Australia. Medical Journal of Australia, 2000, 172, 362-363.	1.7	21
171	INTERPRACTITIONER COMMUNICATION: TELEPHONE CONSULTATIONS BETWEEN RURAL GENERAL PRACTITIONERS AND SPECIALISTS. Australian Journal of Rural Health, 2000, 8, 227-231.	1.5	1
172	COMMON INTERNATIONAL THEMES IN RURAL MEDICINE. Australian Journal of Rural Health, 1999, 7, 191-194.	1.5	19
173	COMMUNITY PARTICIPATION IN THE RECRUITMENT AND RETENTION OF RURAL DOCTORS: METHODOLOGICAL AND LOGISTICAL CONSIDERATIONS. Australian Journal of Rural Health, 1999, 7, 206-211.	1.5	18
174	Analysis by training status of performance in the certification examination for Australian family doctors. Medical Education, 1999, 33, 612-615.	2.1	15
175	Attention deficit hyperactivity disorder in children. The role of the general practitioner. Australian Family Physician, 1999, 28, 101-2.	0.5	0
176	Improving educational needs assessment for general practitioners. Australian Family Physician, 1999, 28, 1196-200.	0.5	2
177	METHODOLOGICAL ISSUES IN MEDICAL WORKFORCE ANALYSIS: IMPLICATIONS FOR REGIONAL AUSTRALIA. Australian Journal of Rural Health, 1998, 6, 32-35.	1.5	14
178	The development of general practice standards in Australia. Medical Education, 1998, 32, 199-204.	2.1	5
179	In-training assessment in postgraduate training for general practice. Medical Education, 1998, 32, 507-513.	2.1	28
180	Resource implications of shifting medical school education to the community. Medical Journal of Australia, 1998, 169, 63-64.	1.7	0

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181	Training for rural family practice in australia. Teaching and Learning in Medicine, 1997, 9, 80-83.	2.1	3
182	CLINICAL PRIVILEGES FOR RURAL GENERAL PRACTITIONERS. Australian Journal of Rural Health, 1997, 5, 94-96.	1.5	2
183	WHY DOCTORS LEAVE RURAL PRACTICE. Australian Journal of Rural Health, 1997, 5, 198-203.	1.5	85
184	RURALISING THE UNDERGRADUATE MEDICAL CURRICULUM THROUGH CONSULTATION WITH KEY STAKE HOLDERS. Australian Journal of Rural Health, 1996, 4, 43-47.	1.5	6
185	Methods for quality assessment in general practice. Family Practice, 1996, 13, 468-476.	1.9	49
186	Language background and communication skills of medical students. Ethnicity and Health, 1996, 1, 383-388.	2.5	10
187	Rural practice: is the correct message getting through?. Medical Journal of Australia, 1996, 164, 190-190.	1.7	2
188	Options in education for advanced trainees in isolated general practice. Australian Family Physician, 1996, 25, 362-6.	0.5	3
189	Developing group practices: a management challenge. Australian Veterinary Journal, 1995, 72, 145-147.	1.1	2
190	CHOOSING A CAREER IN RURAL PRACTICE IN QUEENSLAND. Australian Journal of Rural Health, 1995, 3, 171-174.	1.5	16
191	Longitudinal reliability of the Royal Australian College of General Practitioners Certification Examination. Medical Education, 1995, 29, 317-321.	2.1	16
192	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
193	Rural practice "time to teach. Medical Journal of Australia, 1995, 162, 616-616.	1.7	0
194	Missionaries, misfits, martyrs or mad?. Medical Journal of Australia, 1995, 163, 553-553.	1.7	0
195	Forming large group practices: is it worth it?. Medical Journal of Australia, 1994, 161, 494-496.	1.7	5
196	Integrating general practice medical education. Medical Journal of Australia, 1994, 160, 388-389.	1.7	14
197	Training for rural general practice. Medical Journal of Australia, 1994, 161, 314-318.	1.7	27
198	Medicolegal postmortem examinations in rural New South Wales. Another rural health problem. Medical Journal of Australia, 1994, 161, 635-635.	1.7	0

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199	Integrating general practice medical education. The North Queensland model. Medical Journal of Australia, 1994, 160, 388-9.	1.7	1
200	The University of Sydney Rural Careers Project. Australian Journal of Rural Health, 1993, 1, 23-25.	1.5	11
201	Quality assurance in general practice. Medical Education, 1993, 27, 175-180.	2.1	6
202	Choosing a career in general practice: the influence of medical schools. Medical Education, 1993, 27, 254-258.	2.1	17
203	Rural Obstetrics in NSW. Australian and New Zealand Journal of Obstetrics and Gynaecology, 1993, 33, 240-242.	1.0	17
204	Teaching ethics in the context of general practice. Medical Journal of Australia, 1993, 159, 33-36.	1.7	3
205	Donation and retrieval of cadaveric organs in Australia. Medical Journal of Australia, 1993, 158, 504-505.	1.7	0
206	ARGPUs "academic rural general practice units. Medical Journal of Australia, 1992, 157, 473-474.	1.7	3
207	Drug abuse in general practice. Medical Journal of Australia, 1992, 156, 782-788.	1.7	2
208	Emergencies in general practice. Medical Journal of Australia, 1992, 156, 541-548.	1.7	2
209	Depression in general practice. Medical Journal of Australia, 1992, 157, 38-41.	1.7	0
210	Obstetric Training for Rural General Practice. Australian and New Zealand Journal of Obstetrics and Gynaecology, 1991, 31, 52-54.	1.0	3
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