

Michelle Ann Kelly

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5449010/publications.pdf>

Version: 2024-02-01

75
papers

1,452
citations

304743

22
h-index

361022

35
g-index

85
all docs

85
docs citations

85
times ranked

1324
citing authors

#	ARTICLE	IF	CITATIONS
1	Cultivating empathy through the development of a virtual empathy museum. <i>Collegian</i> , 2022, 29, 137-140.	1.3	0
2	Molding influences of prematurity: Interviews with adults born preterm. <i>Early Human Development</i> , 2022, 166, 105542.	1.8	3
3	Understanding Nurse Characteristics that Influence Assessment and Intention to Treat Pain in Postoperative Patients: An Integrative Literature Review. <i>Pain Management Nursing</i> , 2022, 23, 663-671.	0.9	2
4	A nine-step pathway to conduct an umbrella review of literature. <i>Nurse Author & Editor</i> , 2022, 32, 31-34.	1.5	12
5	Using Audio-Visual Simulation to Elicit Nursing Students' Noticing and Interpreting Skills to Assess Pain in Culturally Diverse Patients. <i>Clinical Simulation in Nursing</i> , 2022, 71, 31-40.	3.0	2
6	An Evidence-Based Checklist for Improving Scoping Review Quality. <i>Clinical Nursing Research</i> , 2021, 30, 230-240.	1.6	59
7	Learning and Teaching at the Bedside: Expert Commentary from a Nursing Perspective. , 2021, , 1-22.		0
8	The development and evaluation of an integrated virtual patient case study and related online resources for person-centred nursing practice. <i>Nurse Education in Practice</i> , 2021, 51, 102981.	2.6	1
9	Education and training methods for healthcare professionals to lead conversations concerning deceased organ donation: An integrative review. <i>Patient Education and Counseling</i> , 2021, 104, 2650-2660.	2.2	4
10	Designing authentic simulations in ROSE and EBUS for undergraduate laboratory medicine students. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2021, 7, 97-101.	0.7	3
11	Training undergraduate students for rapid on-site evaluation of fine needle aspiration cytology samples using a simulation-based education activity. <i>Cytopathology</i> , 2021, , .	0.7	0
12	Enhancing students' preparedness to care for older people: A mixed methods analysis. <i>Collegian</i> , 2020, 27, 553-560.	1.3	1
13	A Blended Learning Activity to Model Clinical Judgment in Practice: A Multisite Evaluation. <i>Clinical Simulation in Nursing</i> , 2020, 43, 10-16.	3.0	7
14	Progress in the Quest to Improve Patient Safety through Simulation. <i>Clinical Simulation in Nursing</i> , 2020, 44, 1-2.	3.0	1
15	A unified call to action from Australian nursing and midwifery leaders: ensuring that Black lives matter. <i>Contemporary Nurse</i> , 2020, 56, 297-308.	1.0	55
16	Manifesto for healthcare simulation practice. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2020, 6, 365-368.	0.7	25
17	The Impact of Simulation on Graduate Entry Master's Students' Confidence to Provide Safe Patient Care: A Longitudinal Study. <i>Clinical Simulation in Nursing</i> , 2020, 45, 6-15.	3.0	8
18	Midwives' experiences of learning and teaching being with woman: A descriptive phenomenological study. <i>Nurse Education in Practice</i> , 2020, 43, 102699.	2.6	4

#	ARTICLE	IF	CITATIONS
19	Reflections on Career Pathways of Simulation-Focused Experts in the Field. <i>Simulation in Healthcare</i> , 2020, 15, 432-437.	1.2	1
20	Considerations for Continuing Simulation Training During Infectious Outbreaks. <i>Simulation in Healthcare</i> , 2020, 15, 422-426.	1.2	1
21	Exploring the extent to which simulation-based education addresses contemporary patient safety priorities: A scoping review. <i>Collegian</i> , 2019, 26, 194-203.	1.3	31
22	The power of identity: midwives â€™with womanâ€™™. <i>Women and Birth</i> , 2019, 32, S17.	2.0	0
23	â€™œltâ€™™s what midwifery is all aboutâ€™; Western Australian midwivesâ€™™ experiences of being â€™with womanâ€™™ during labour and birth in the known midwife model. <i>BMC Pregnancy and Childbirth</i> , 2019, 19, 29.	2.4	49
24	Do prelicensure nursing students' backgrounds impact what they notice and interpret about patients?. <i>Nurse Education Today</i> , 2019, 78, 37-43.	3.3	14
25	Video Reflection in Discharge Communication Skills Training With Simulated Patients: A Qualitative Study of Nursing Students' Perceptions. <i>Clinical Simulation in Nursing</i> , 2019, 28, 15-24.	3.0	19
26	Midwivesâ€™™ perceptions of being â€™with womanâ€™™: a phenomenological study. <i>BMC Pregnancy and Childbirth</i> , 2019, 19, 363.	2.4	28
27	Midwives â€™with womanâ€™™ in the private obstetric model: Where divergent philosophies meet. <i>Women and Birth</i> , 2019, 32, 157-167.	2.0	27
28	Urgency to build a connection: Midwivesâ€™™ experiences of being â€™with womanâ€™™ in a model where midwives are unknown. <i>Midwifery</i> , 2019, 69, 150-157.	2.3	16
29	Understanding Interprofessional Simulation Practice. <i>Professional and Practice-based Learning</i> , 2019, , 9-30.	0.4	5
30	Preparing for Team Work Training in Simulation. <i>Professional and Practice-based Learning</i> , 2019, , 59-89.	0.4	2
31	Realism and Presence in Simulation: Nursing Student Perceptions and Learning Outcomes. <i>Journal of Nursing Education</i> , 2019, 58, 330-338.	0.9	36
32	Observing Interprofessional Simulation. <i>Professional and Practice-based Learning</i> , 2019, , 115-137.	0.4	1
33	Survey and Other Textual Data. , 2019, , 113-120.		0
34	Simulated patient training: Using inter-rater reliability to evaluate simulated patient consistency in nursing education. <i>Nurse Education Today</i> , 2018, 62, 85-90.	3.3	19
35	Best practice in clinical simulation education â€™ are we there yet? A cross-sectional survey of simulation in Australian and New Zealand pre-registration nursing education. <i>Collegian</i> , 2018, 25, 327-334.	1.3	48
36	Midwives being â€™with womanâ€™™: An integrative review. <i>Women and Birth</i> , 2018, 31, 143-152.	2.0	47

#	ARTICLE	IF	CITATIONS
37	Evaluating the Use of Teach-Back in Simulation Training to Improve Discharge Communication Practices of Undergraduate Nursing Students. <i>Clinical Simulation in Nursing</i> , 2018, 22, 13-21.	3.0	13
38	Can scholarship in nursing/midwifery education result in a successful research career?. <i>Journal of Advanced Nursing</i> , 2018, 74, 2703-2705.	3.3	3
39	Cultural considerations in simulation-based education. <i>Asia Pacific Scholar</i> , 2018, 3, 1-4.	0.4	4
40	Need a Simulation Technician? Try Your University's Engineering Internship Program. <i>Clinical Simulation in Nursing</i> , 2017, 13, 245-248.	3.0	4
41	Nurseâ€œphysician communication â€œ An integrated review. <i>Journal of Clinical Nursing</i> , 2017, 26, 3974-3989.	3.0	83
42	Simulation-Based Communication Skills Training for Experienced Clinicians to Improve Family Conversations About Organ and Tissue Donation. <i>Progress in Transplantation</i> , 2017, 27, 339-345.	0.7	12
43	Use of simulated patients to develop communication skills in nursing education: An integrative review. <i>Nurse Education Today</i> , 2017, 48, 90-98.	3.3	131
44	Comparison of instructorâ€œled versus peerâ€œled debriefing in nursing students. <i>Australian Journal of Cancer Nursing</i> , 2016, 18, 238-245.	1.6	31
45	The use of simulation as a novel experiential learning module in undergraduate science pathophysiology education. <i>American Journal of Physiology - Advances in Physiology Education</i> , 2016, 40, 335-341.	1.6	17
46	Plastic with personality: Increasing student engagement with manikins. <i>Nurse Education Today</i> , 2016, 38, 126-131.	3.3	20
47	Simulation workshops with first year midwifery students. <i>Nurse Education in Practice</i> , 2016, 17, 109-115.	2.6	19
48	OSCE best practice guidelinesâ€œapplicability for nursing simulations. <i>Advances in Simulation</i> , 2016, 1, 10.	2.3	30
49	Simulation in Nursing Educationâ€œInternational Perspectives and Contemporary Scope of Practice. <i>Journal of Nursing Scholarship</i> , 2016, 48, 312-321.	2.4	48
50	Simulation in Higher Education: A sociomaterial view. <i>Educational Philosophy and Theory</i> , 2016, 48, 165-178.	1.8	50
51	Enhancing Students' Learning Through Simulation: Dealing With Diverse, Large Cohorts. <i>Clinical Simulation in Nursing</i> , 2016, 12, 171-176.	3.0	34
52	The Role of Simulation in Pedagogies of Higher Education for the Health Professions: Through a Practice-Based Lens. <i>Vocations and Learning</i> , 2015, 8, 269-285.	1.9	51
53	Critical factors about feedback: â€œThey told me what I did wrong; but didn't give me any feedbackâ€œ™. <i>Journal of Clinical Nursing</i> , 2015, 24, 1737-1739.	3.0	13
54	Opportunities for Nurses to Increase Parental Health Literacy: A Discussion Paper. <i>Issues in Comprehensive Pediatric Nursing</i> , 2015, 38, 266-281.	0.6	10

#	ARTICLE	IF	CITATIONS
55	Informal Learning: Relevance and Application to Health Care Simulation. <i>Clinical Simulation in Nursing</i> , 2015, 11, 376-382.	3.0	18
56	Application of best practice guidelines for OSCEs—An Australian evaluation of their feasibility and value. <i>Nurse Education Today</i> , 2015, 35, 700-705.	3.3	26
57	Board #128 - Research Abstract Comparison of Instructor-led versus Peer-led Debriefing among Nursing Students (Submission #8781). <i>Simulation in Healthcare</i> , 2014, 9, 413.	1.2	0
58	Empowering the registered nurses of tomorrow: Students' perspectives of a simulation experience for recognising and managing a deteriorating patient. <i>Nurse Education Today</i> , 2014, 34, 724-729.	3.3	38
59	Using an Objective Structured Clinical Examination for Bachelor of Midwifery students—™ preparation for practice. <i>Women and Birth</i> , 2014, 27, 108-113.	2.0	10
60	What Matters Most? Students—™ Rankings of Simulation Components That Contribute to Clinical Judgment. <i>Journal of Nursing Education</i> , 2014, 53, 97-101.	0.9	59
61	The value of best-practice guidelines for OSCEs in a postgraduate program in an Australian remote area setting. <i>Rural and Remote Health</i> , 2014, 14, 2469.	0.5	8
62	An implementation framework for using OSCEs in nursing curricula. <i>Nurse Education Today</i> , 2013, 33, 1459-1461.	3.3	12
63	Masters Nursing Students' Perceptions of an Innovative Simulation Education Experience. <i>Clinical Simulation in Nursing</i> , 2013, 9, e127-e133.	3.0	9
64	Delivering a large cohort simulation - beginning nursing students—™ experience: A pre-post survey. <i>Journal of Nursing Education and Practice</i> , 2013, 3, .	0.2	7
65	Extending Patient Simulation. <i>Simulation in Healthcare</i> , 2012, 7, 192-195.	1.2	5
66	Clinical simulation in Australia and New Zealand: Through the lens of an advisory group. <i>Collegian</i> , 2012, 19, 177-186.	1.3	16
67	Providing simulation experiences for large cohorts of 1st year nursing students: Evaluating quality and impact. <i>Collegian</i> , 2012, 19, 117-124.	1.3	41
68	Clinical simulation in health care—™ Contemporary learning for safety and practice. <i>Collegian</i> , 2012, 19, 115-116.	1.3	9
69	Patients—™ recovery after critical illness at early follow—™up. <i>Journal of Clinical Nursing</i> , 2010, 19, 691-700.	3.0	32
70	The emergency department nursing workforce: Local solutions for local issues. <i>International Emergency Nursing</i> , 2010, 18, 181-187.	1.5	10
71	Trends and developments in the use of health care simulation. <i>Collegian</i> , 2010, 17, 101-102.	1.3	3
72	International Collaboration to Advance Simulation in Nursing. <i>Clinical Simulation in Nursing</i> , 2009, 5, e201-e202.	3.0	0

#	ARTICLE	IF	CITATIONS
73	Creating simulation communities of practice: an international perspective. <i>Nursing Education Perspectives</i> , 2009, 30, 121-5.	0.7	10
74	Assessing psychometric properties of scales: a case study. <i>Journal of Advanced Nursing</i> , 2007, 59, 398-406.	3.3	19
75	The value of best-practice guidelines for OSCEs in a postgraduate program in an Australian remote area setting. <i>Rural and Remote Health</i> , 0, , .	0.5	5