

# Michelle McLean

## List of Publications by Year in descending order

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Version: 2024-02-01

87  
papers

2,069  
citations

304743

22  
h-index

315739

38  
g-index

88  
all docs

88  
docs citations

88  
times ranked

1997  
citing authors

#	ARTICLE	IF	CITATIONS
1	Faculty development: Yesterday, today and tomorrow. <i>Medical Teacher</i> , 2008, 30, 555-584.	1.8	294
2	Cellular interactions and metabolism of aflatoxin: An update. , 1995, 65, 163-192.		205
3	AMEE Consensus Statement: Planetary health and education for sustainable healthcare. <i>Medical Teacher</i> , 2021, 43, 272-286.	1.8	129
4	In vitro studies on the potential for biological control of <i>Aspergillus flavus</i> and <i>Fusarium moniliforme</i> by <i>Trichoderma</i> species. A study of the production of extracellular metabolites by <i>Trichoderma</i> species. <i>Mycopathologia</i> , 1997, 137, 115-124.	3.1	89
5	Medical professionalism across cultures: A challenge for medicine and medical education. <i>Medical Teacher</i> , 2015, 37, 74-80.	1.8	84
6	Can we Relate Conceptions of Learning to Student Academic Achievement?. <i>Teaching in Higher Education</i> , 2001, 6, 399-413.	2.6	62
7	The phytotoxicity of <i>Fusarium</i> metabolites: An update since 1989. <i>Mycopathologia</i> , 1996, 133, 163-179.	3.1	58
8	Sometimes We Do Get it Right! Early Clinical Contact is a Rewarding Experience. <i>Education for Health: Change in Learning and Practice</i> , 2004, 17, 42-52.	0.3	49
9	The small group in problem-based learning: more than a cognitive "learning"™ experience for first-year medical students in a diverse population. <i>Medical Teacher</i> , 2006, 28, e94-e103.	1.8	46
10	Muslim women and medical students in the clinical encounter. <i>Medical Education</i> , 2010, 44, 306-315.	2.1	44
11	Twelve tips to designing and implementing a learner-centred curriculum: Prevention is better than cure. <i>Medical Teacher</i> , 2010, 32, 225-230.	1.8	42
12	Developing a global health practitioner: Time to act?. <i>Medical Teacher</i> , 2011, 33, 626-631.	1.8	39
13	Rewarding teaching excellence. Can we measure teaching 'excellence'? Who should be the judge?. <i>Medical Teacher</i> , 2001, 23, 6-11.	1.8	37
14	Muslim Women's Physician Preference: Beyond Obstetrics and Gynecology. <i>Health Care for Women International</i> , 2012, 33, 849-876.	1.1	37
15	Qualities attributed to an ideal educator by medical students: should faculty take cognizance?. <i>Medical Teacher</i> , 2001, 23, 367-370.	1.8	34
16	The role of strategy and redundancy in diagnostic reasoning. <i>BMC Medical Education</i> , 2003, 3, 1.	2.4	33
17	Rethinking health professions"™ education leadership: Developing "eco-ethical"™ leaders for a more sustainable world and future. <i>Medical Teacher</i> , 2020, 42, 855-860.	1.8	33
18	In vitro studies on the potential for biological control of <i>Aspergillus flavus</i> and <i>Fusarium moniliforme</i> by <i>Trichoderma</i> species. 1. Macroscopical and microscopical observations of fungal interactions. <i>Mycopathologia</i> , 1997, 139, 115-121.	3.1	32

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19	Clinical role models are important in the early years of a problem-based learning curriculum. <i>Medical Teacher</i> , 2006, 28, 64-69.	1.8	32
20	Preparing medical graduates for the health effects of climate change: an Australasian collaboration. <i>Medical Journal of Australia</i> , 2018, 208, 291-292.	1.7	27
21	Creating equal opportunities: The social accountability of medical education. <i>Medical Teacher</i> , 2011, 33, 620-625.	1.8	25
22	Supporting Students'™ Transition to University and Problem-Based Learning. <i>Medical Science Educator</i> , 2017, 27, 353-361.	1.5	25
23	What can we learn from facilitator and student perceptions of facilitation skills and roles in the first year of a problem-based learning curriculum?. <i>BMC Medical Education</i> , 2003, 3, 9.	2.4	23
24	Cracks in problem-based learning: What is your action plan?. <i>Medical Teacher</i> , 2013, 35, 806-814.	1.8	23
25	The effects of mycofloral infection on the viability and ultrastructure of wet-stored recalcitrant seeds of <i>Avicennia marina</i> (Forssk.) Vierh.. <i>Seed Science Research</i> , 2000, 10, 341-353.	1.7	22
26	Education for sustainable healthcare: A transdisciplinary approach to transversal environmental threats. <i>Medical Teacher</i> , 2020, 42, 1102-1106.	1.8	22
27	Simulated Patients'™ Perspectives of and Perceived Role in Medical Students'™ Professional Identity Development. <i>Simulation in Healthcare</i> , 2015, 10, 85-91.	1.2	21
28	Is culture important in the choice of role models? Experiences from a culturally diverse medical school. <i>Medical Teacher</i> , 2004, 26, 142-149.	1.8	20
29	Twelve tips for recruiting and retaining facilitators in a problem-based learning programme. <i>Medical Teacher</i> , 2006, 28, 675-679.	1.8	20
30	WebCT: integrating computer-mediated communication and resource delivery into a new problem-based curriculum. <i>The Journal of Audiovisual Media in Medicine</i> , 2002, 25, 8-15.	0.1	19
31	The choice of role models by students at a culturally diverse South African medical school. <i>Medical Teacher</i> , 2004, 26, 133-141.	1.8	19
32	Aflatoxin B <sub>1</sub> '™s effects on an <i>in vitro</i> plant system. <i>Food Additives and Contaminants</i> , 1995, 12, 435-443.	2.0	18
33	The phytotoxicity of selected mycotoxins on mature, germinating <i>Zea mays</i> embryos. <i>Mycopathologia</i> , 1995, 132, 173-183.	3.1	17
34	How we 'breathed life' into problem-based learning cases using a mobile application. <i>Medical Teacher</i> , 2014, 36, 849-852.	1.8	17
35	Poor English language proficiency hinders generic skills development: a qualitative study of the perspectives of first-year medical students. <i>Journal of Further and Higher Education</i> , 2013, 37, 462-481.	2.5	16
36	Poor peak dorsiflexor torque associated with incidence of ankle injury in elite field female hockey players. <i>Journal of Science and Medicine in Sport</i> , 2007, 10, 363-371.	1.3	15

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37	Perceptions of sport science students on the potential applications and limitations of blended learning in their education: a qualitative study. <i>Sports Biomechanics</i> , 2017, 16, 297-312.	1.6	15
38	From being a nurse to becoming a "different" doctor. <i>Advances in Health Sciences Education</i> , 2017, 22, 667-689.	3.3	15
39	Why use indicators to measure and monitor the inclusion of climate change and environmental sustainability in health professions' education?. <i>Medical Teacher</i> , 2020, 42, 1119-1122.	1.8	15
40	Educating for planetary health and environmentally sustainable health care: Responding with urgency. <i>Medical Teacher</i> , 2020, 42, 1082-1084.	1.8	15
41	How prepared are students for the various transitions in their medical studies? An Australian university pilot study. <i>MedEdPublish</i> , 0, 8, 25.	0.3	15
42	The possible contribution of student drawings to evaluation in a new problem-based learning medical programme: a pilot study. <i>Medical Education</i> , 2003, 37, 895-906.	2.1	14
43	Maximizing the value of feedback for individual facilitator and faculty development in a problem-based learning curriculum. <i>Medical Teacher</i> , 2007, 29, e26-e31.	1.8	13
44	Learner-centred medical education: Improved learning or increased stress?. <i>Education for Health: Change in Learning and Practice</i> , 2009, 22, 287.	0.3	13
45	The effects of aflatoxin B1 on immature germinating maize ( <i>Zea mays</i> ) embryos. <i>Mycopathologia</i> , 1992, 119, 181-190.	3.1	12
46	Working in global health: A planning and implementation framework for international electives. <i>Medical Teacher</i> , 2018, 40, 1055-1059.	1.8	12
47	Sustaining problem-based learning reform: advice in hindsight!. <i>Medical Teacher</i> , 2004, 26, 726-728.	1.8	11
48	Applying positioning theory to examine interactions between simulated patients and medical students: a narrative analysis. <i>Advances in Health Sciences Education</i> , 2017, 22, 187-196.	3.3	11
49	Web pages: an effective method of providing CAI resource material in histology. <i>Medical Teacher</i> , 2001, 23, 263-269.	1.8	10
50	A Comparison of Students Who Chose a Traditional or a Problem-Based Learning Curriculum After Failing Year 2 in the Traditional Curriculum: A Unique Case Study at the Nelson R. Mandela School of Medicine. <i>Teaching and Learning in Medicine</i> , 2004, 16, 301-303.	2.1	10
51	Veterinary waste disposal: Practice and policy in Durban, South Africa (2001-2003). <i>Waste Management</i> , 2007, 27, 902-911.	7.4	10
52	Predicting performance at medical school: can we identify at-risk students?. <i>Advances in Medical Education and Practice</i> , 2011, 2, 139.	1.5	10
53	Introducing computer-aided instruction into a traditional histology course: student evaluation of the educational value. <i>The Journal of Audiovisual Media in Medicine</i> , 2000, 23, 153-160.	0.1	9
54	Addressing Code Red for humans and the planet: We are in this together. <i>Medical Teacher</i> , 2022, , 1-4.	1.8	8

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55	Introducing a reward system in assessment in histology: A comment on the learning strategies it might engender. <i>BMC Medical Education</i> , 2001, 1, 7.	2.4	7
56	Flipping Histology in an Undergraduate Problem-Based Learning Medical Curriculum: a Blended Learning Approach. <i>Medical Science Educator</i> , 2018, 28, 429-437.	1.5	7
57	Effects of aflatoxin B1 on in vitro cultures of <i>Nicotiana tabacum</i> var. Samsun. <i>Mycopathologia</i> , 1994, 125, 93-105.	3.1	6
58	Transferable skills of incoming medical students and their development over the first academic year: The United Arab Emirates experience. <i>Medical Teacher</i> , 2011, 33, e297-e305.	1.8	6
59	Effects of aflatoxin B1 on in vitro cultures of <i>Nicotiana tabacum</i> var. Samsun. <i>Mycopathologia</i> , 1994, 125, 107-117.	3.1	5
60	A personal profile of some of the informal collectors in central Durban—a case study. <i>South African Review of Sociology</i> , 2000, 31, 1-9.	0.9	5
61	The Beginning of the Research Stream in Family Medicine Residency Program at McMaster University. <i>BMC Medical Education</i> , 2001, 1, 1.	2.4	5
62	Broadening our perceptions of diversity in medical education: using multifocal lenses. <i>Medical Education</i> , 2012, 46, 536-538.	2.1	5
63	Medical educators working abroad: A pilot study of educators' experiences in the Middle East. <i>Medical Teacher</i> , 2014, 36, 757-764.	1.8	5
64	Male and Female Emirati Medical Clerks' Perceptions of the Impact of Gender and Mobility on Their Professional Careers. <i>Social Sciences</i> , 2017, 6, 109.	1.4	5
65	More than just teaching procedural skills: How RN clinical tutors perceive they contribute to medical students' professional identity development. <i>Australasian Medical Journal</i> , 2015, 8, 122-131.	0.1	5
66	Aflatoxin B1-induced ultrastructural alterations in mature <i>Zea mays</i> embryos. <i>Mycopathologia</i> , 1994, 128, 181-192.	3.1	4
67	The Compass Model to plan faculty development programs. <i>Medical Education Development</i> , 2012, 2, 4.	0.1	4
68	Professionalism under fire: Conflict, war and epidemics. <i>Medical Teacher</i> , 2015, 37, 831-836.	1.8	4
69	Air pollution in India: questions of advocacy and ethics. <i>Global Security: Health, Science and Policy</i> , 2017, 2, 76-83.	1.6	4
70	Sharing stories about medical education in difficult circumstances: Conceptualizing issues, strategies, and solutions. <i>Medical Teacher</i> , 2019, 41, 83-90.	1.8	4
71	Paving the way to achieving the United Nations Sustainable Development Goals for women from Indigenous communities: lessons from Attappady, India. <i>Discover Sustainability</i> , 2021, 2, 1.	2.8	4
72	Preparing Australasian medical students for environmentally sustainable health care. <i>Medical Journal of Australia</i> , 2022, 216, 225-229.	1.7	4

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73	A preliminary investigation of extracellular enzyme production toy some species of Aspergillus. South African Journal of Botany, 1985, 51, 425-431.	2.5	3
74	Pioneer students. Medical Education, 2004, 38, 1014-1014.	2.1	3
75	Medical Students' Views on the White Coat: A South African Perspective on Ethical Issues. Ethics and Behavior, 2007, 17, 387-402.	1.8	3
76	How to professionalise your practice as a health professions educator. Medical Teacher, 2010, 32, 953-955.	1.8	3
77	Conscientious objection by Muslim students startling. Journal of Medical Ethics, 2013, 39, 708-708.	1.8	3
78	Medical education in difficult circumstances: A global responsibility to contribute. Medical Teacher, 2017, 39, 4-6.	1.8	3
79	Scholarship, publication and career advancement in the health professions education: Guide Supplement 43.1â€“Viewpoint. Medical Teacher, 2010, 32, 526-529.	1.8	2
80	On becoming and being an international medical educator. International Journal of Medical Education, 0, 4, 66-67.	1.2	2
81	How we capitalised on casual PBL facilitatorsâ€™ expertise and experience to add value to our medical programme. Medical Teacher, 2016, 38, 1-4.	1.8	2
82	Developing future medical educators in an Australian medical program: supervisorsâ€™ reflections on the first four years of MD Professional Project implementation. Medical Education Online, 2020, 25, 1819113.	2.6	2
83	The pioneer cohort of curriculum reform: Guinea pigs or trail-blazers?. BMC Medical Education, 2005, 5, 26.	2.4	1
84	The Compass Model to plan faculty development programs. Medical Education Development, 2012, 2, .	0.1	1
85	Evaluation of Faculty: Are medical students and faculty on the same page?. Sultan Qaboos University Medical Journal, 2014, 14, e361-8.	1.0	1
86	Preparedness of clinical supervisors to supervise podiatry students in Australia: A qualitative study. Australian Journal of Clinical Education, 2022, 11, .	0.4	1
87	Health Care Practitioners â€“Becomingâ€™ Doctors: Changing Roles and Identities. , 2021, , 1-20.		0