

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	Preparing Australasian medical students for environmentally sustainable health care. Medical Journal of Australia, 2022, 216, 225-229.	1.7	4
2	Addressing Code Red for humans and the planet: We are in this together. Medical Teacher, 2022, , 1-4.	1.8	8
3	Preparedness of clinical supervisors to supervise podiatry students in Australia: A qualitative study. Australian Journal of Clinical Education, 2022, 11, .	0.4	1
4	Health Care Practitioners â€™Becomingâ€™ Doctors: Changing Roles and Identities. , 2021, , 1-20.		0
5	Paving the way to achieving the United Nations Sustainable Development Goals for women from Indigenous communities: lessons from Attappady, India. Discover Sustainability, 2021, 2, 1.	2.8	4
6	AMEE Consensus Statement: Planetary health and education for sustainable healthcare. Medical Teacher, 2021, 43, 272-286.	1.8	129
7	Why use indicators to measure and monitor the inclusion of climate change and environmental sustainability in health professionsâ€™ education?. Medical Teacher, 2020, 42, 1119-1122.	1.8	15
8	Educating for planetary health and environmentally sustainable health care: Responding with urgency. Medical Teacher, 2020, 42, 1082-1084.	1.8	15
9	Education for sustainable healthcare: A transdisciplinary approach to transversal environmental threats. Medical Teacher, 2020, 42, 1102-1106.	1.8	22
10	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
11	Rethinking health professionsâ€™ education leadership: Developing â€™eco-ethicalâ€™ leaders for a more sustainable world and future. Medical Teacher, 2020, 42, 855-860.	1.8	33
12	Sharing stories about medical education in difficult circumstances: Conceptualizing issues, strategies, and solutions. Medical Teacher, 2019, 41, 83-90.	1.8	4
13	Flipping Histology in an Undergraduate Problem-Based Learning Medical Curriculum: a Blended Learning Approach. Medical Science Educator, 2018, 28, 429-437.	1.5	7
14	Working in global health: A planning and implementation framework for international electives. Medical Teacher, 2018, 40, 1055-1059.	1.8	12
15	Preparing medical graduates for the health effects of climate change: an Australasian collaboration. Medical Journal of Australia, 2018, 208, 291-292.	1.7	27
16	Medical education in difficult circumstances: A global responsibility to contribute. Medical Teacher, 2017, 39, 4-6.	1.8	3
17	Perceptions of sport science students on the potential applications and limitations of blended learning in their education: a qualitative study. Sports Biomechanics, 2017, 16, 297-312.	1.6	15
18	Supporting Studentsâ€™ Transition to University and Problem-Based Learning. Medical Science Educator, 2017, 27, 353-361.	1.5	25

#	ARTICLE	IF	CITATIONS
19	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
20	From being a nurse to becoming a "different" doctor. <i>Advances in Health Sciences Education</i> , 2017, 22, 667-689.	3.3	15
21	Air pollution in India: questions of advocacy and ethics. <i>Global Security: Health, Science and Policy</i> , 2017, 2, 76-83.	1.6	4
22	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
23	How we capitalised on casual PBL facilitators' expertise and experience to add value to our medical programme. <i>Medical Teacher</i> , 2016, 38, 1-4.	1.8	2
24	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
25	Professionalism under fire: Conflict, war and epidemics. <i>Medical Teacher</i> , 2015, 37, 831-836.	1.8	4
26	Medical professionalism across cultures: A challenge for medicine and medical education. <i>Medical Teacher</i> , 2015, 37, 74-80.	1.8	84
27	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
28	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
29	How we "breathed life" into problem-based learning cases using a mobile application. <i>Medical Teacher</i> , 2014, 36, 849-852.	1.8	17
30	Evaluation of Faculty: Are medical students and faculty on the same page?. <i>Sultan Qaboos University Medical Journal</i> , 2014, 14, e361-8.	1.0	1
31	Cracks in problem-based learning: What is your action plan?. <i>Medical Teacher</i> , 2013, 35, 806-814.	1.8	23
32	Conscientious objection by Muslim students startling. <i>Journal of Medical Ethics</i> , 2013, 39, 708-708.	1.8	3
33	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
34	Muslim Women's Physician Preference: Beyond Obstetrics and Gynecology. <i>Health Care for Women International</i> , 2012, 33, 849-876.	1.1	37
35	The Compass Model to plan faculty development programs. <i>Medical Education Development</i> , 2012, 2, .	0.1	1
36	The Compass Model to plan faculty development programs. <i>Medical Education Development</i> , 2012, 2, 4.	0.1	4

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37	Broadening our perceptions of diversity in medical education: using multifocal lenses. <i>Medical Education</i> , 2012, 46, 536-538.	2.1	5
38	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
39	Developing a global health practitioner: Time to act?. <i>Medical Teacher</i> , 2011, 33, 626-631.	1.8	39
40	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
41	Creating equal opportunities: The social accountability of medical education. <i>Medical Teacher</i> , 2011, 33, 620-625.	1.8	25
42	Muslim women and medical students in the clinical encounter. <i>Medical Education</i> , 2010, 44, 306-315.	2.1	44
43	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
44	How to professionalise your practice as a health professions educator. <i>Medical Teacher</i> , 2010, 32, 953-955.	1.8	3
45	Scholarship, publication and career advancement in the health professions education: Guide Supplement 43.1â€“Viewpoint. <i>Medical Teacher</i> , 2010, 32, 526-529.	1.8	2
46	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
47	Faculty development: Yesterday, today and tomorrow. <i>Medical Teacher</i> , 2008, 30, 555-584.	1.8	294
48	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
49	Medical Students' Views on the White Coat: A South African Perspective on Ethical Issues. <i>Ethics and Behavior</i> , 2007, 17, 387-402.	1.8	3
50	Veterinary waste disposal: Practice and policy in Durban, South Africa (2001â€“2003). <i>Waste Management</i> , 2007, 27, 902-911.	7.4	10
51	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
52	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
53	Twelve tips for recruiting and retaining facilitators in a problem-based learning programme. <i>Medical Teacher</i> , 2006, 28, 675-679.	1.8	20
54	The small group in problem-based learning: more than a cognitive â€“learningâ€“™ experience for first-year medical students in a diverse population. <i>Medical Teacher</i> , 2006, 28, e94-e103.	1.8	46

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55	The pioneer cohort of curriculum reform: Guinea pigs or trail-blazers?. BMC Medical Education, 2005, 5, 26.	2.4	1
56	Pioneer students. Medical Education, 2004, 38, 1014-1014.	2.1	3
57	The choice of role models by students at a culturally diverse South African medical school. Medical Teacher, 2004, 26, 133-141.	1.8	19
58	Is culture important in the choice of role models? Experiences from a culturally diverse medical school. Medical Teacher, 2004, 26, 142-149.	1.8	20
59	Sustaining problem-based learning reform: advice in hindsight!. Medical Teacher, 2004, 26, 726-728.	1.8	11
60	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. Teaching and Learning in Medicine, 2004, 16, 301-303.	2.1	10
61	Sometimes We Do Get it Right! Early Clinical Contact is a Rewarding Experience. Education for Health: Change in Learning and Practice, 2004, 17, 42-52.	0.3	49
62	The role of strategy and redundancy in diagnostic reasoning. BMC Medical Education, 2003, 3, 1.	2.4	33
63	What can we learn from facilitator and student perceptions of facilitation skills and roles in the first year of a problem-based learning curriculum?. BMC Medical Education, 2003, 3, 9.	2.4	23
64	The possible contribution of student drawings to evaluation in a new problem-based learning medical programme: a pilot study. Medical Education, 2003, 37, 895-906.	2.1	14
65	WebCT: integrating computer-mediated communication and resource delivery into a new problem-based curriculum. The Journal of Audiovisual Media in Medicine, 2002, 25, 8-15.	0.1	19
66	Rewarding teaching excellence. Can we measure teaching 'excellence'? Who should be the judge?. Medical Teacher, 2001, 23, 6-11.	1.8	37
67	The Beginning of the Research Stream in Family Medicine Residency Program at McMaster University. BMC Medical Education, 2001, 1, 1.	2.4	5
68	Introducing a reward system in assessment in histology: A comment on the learning strategies it might engender. BMC Medical Education, 2001, 1, 7.	2.4	7
69	Can we Relate Conceptions of Learning to Student Academic Achievement?. Teaching in Higher Education, 2001, 6, 399-413.	2.6	62
70	Web pages: an effective method of providing CAI resource material in histology. Medical Teacher, 2001, 23, 263-269.	1.8	10
71	Qualities attributed to an ideal educator by medical students: should faculty take cognizance?. Medical Teacher, 2001, 23, 367-370.	1.8	34
72	A personal profile of some of the informal collectors in central Durban—a case study. South African Review of Sociology, 2000, 31, 1-9.	0.9	5

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73	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
74	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
75	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
76	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
77	The phytotoxicity of <i>Fusarium</i> metabolites: An update since 1989. <i>Mycopathologia</i> , 1996, 133, 163-179.	3.1	58
78	The phytotoxicity of selected mycotoxins on mature, germinating <i>Zea mays</i> embryos. <i>Mycopathologia</i> , 1995, 132, 173-183.	3.1	17
79	Cellular interactions and metabolism of aflatoxin: An update. , 1995, 65, 163-192.		205
80	Aflatoxin B ₁ ’s effects on an <i>in vitro</i> plant system. <i>Food Additives and Contaminants</i> , 1995, 12, 435-443.	2.0	18
81	Effects of aflatoxin B ₁ on <i>in vitro</i> cultures of <i>Nicotiana tabacum</i> var. Samsun. <i>Mycopathologia</i> , 1994, 125, 93-105.	3.1	6
82	Effects of aflatoxin B ₁ on <i>in vitro</i> cultures of <i>Nicotiana tabacum</i> var. Samsun. <i>Mycopathologia</i> , 1994, 125, 107-117.	3.1	5
83	Aflatoxin B ₁ -induced ultrastructural alterations in mature <i>Zea mays</i> embryos. <i>Mycopathologia</i> , 1994, 128, 181-192.	3.1	4
84	The effects of aflatoxin B ₁ on immature germinating maize (<i>Zea mays</i>) embryos. <i>Mycopathologia</i> , 1992, 119, 181-190.	3.1	12
85	A preliminary investigation of extracellular enzyme production toy some species of <i>Aspergillus</i> . <i>South African Journal of Botany</i> , 1985, 51, 425-431.	2.5	3
86	On becoming and being an international medical educator. <i>International Journal of Medical Education</i> , 0, 4, 66-67.	1.2	2
87	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