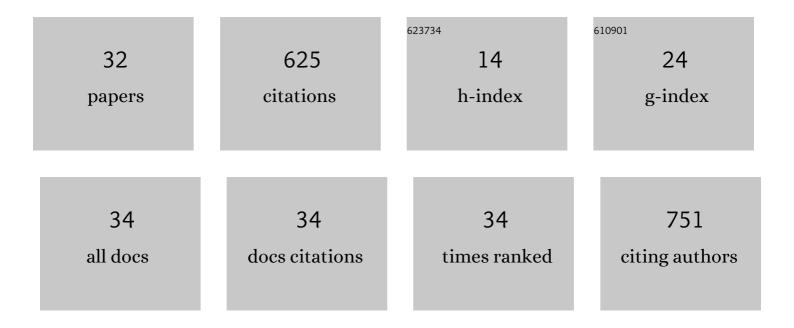
## Pirashanthie Vivekananda-Schmidt

List of Publications by Year in descending order

Source: https://exaly.com/author-pdf/7961134/publications.pdf Version: 2024-02-01



Pirashanthie

#	Article	IF	CITATIONS
1	Teaching clinical reasoning and decision-making skills to nursing students: Design, development, and usability evaluation of a serious game. International Journal of Medical Informatics, 2016, 94, 39-48.	3.3	86
2	The development and evaluation of a Professional Self Identity Questionnaire to measure evolving professional self-identity in health and social care students. Medical Teacher, 2009, 31, e603-e607.	1.8	74
3	Lessons from medical students' perceptions of learning reflective skills: A multi-institutional study. Medical Teacher, 2011, 33, 846-850.	1.8	52
4	Exploring the use of videotaped objective structured clinical examination in the assessment of joint examination skills of medical students. Arthritis and Rheumatism, 2007, 57, 869-876.	6.7	44
5	Validation of MSAT: an instrument to measure medical students' self-assessed confidence in musculoskeletal examination skills. Medical Education, 2007, 41, 402-410.	2.1	38
6	Developing a Serious Game for Nurse Education. Journal of Gerontological Nursing, 2018, 44, 15-19.	0.6	38
7	A model of professional self-identity formation in student doctors and dentists: a mixed method study. BMC Medical Education, 2015, 15, 83.	2.4	33
8	Cluster randomized controlled trial of the impact of a computer-assisted learning package on the learning of musculoskeletal examination skills by undergraduate medical students. Arthritis and Rheumatism, 2005, 53, 764-771.	6.7	30
9	Learning decision making through serious games. Clinical Teacher, 2016, 13, 277-282.	0.8	29
10	Student assistantships: bridging the gap between student and doctor. Advances in Medical Education and Practice, 2015, 6, 447.	1.5	28
11	Nursing students' perceptions of a video-based serious game's educational value: A pilot study. Nurse Education Today, 2018, 62, 62-68.	3.3	26
12	Belongingness and its implications for undergraduate health professions education: a scoping review. Education for Primary Care, 2018, 29, 268-275.	0.6	23
13	A single generic multi-source feedback tool for revalidation of all UK career-grade doctors: Does one size fit all?. Medical Teacher, 2011, 33, e75-e83.	1.8	19
14	FY1 doctors' ethicolegal challenges in their first year of clinical practice: an interview study. Journal of Medical Ethics, 2014, 40, 277-281.	1.8	16
15	Do assessor comments on a multi-source feedback instrument provide learner-centred feedback?. Medical Education, 2013, 47, 1080-1088.	2.1	12
16	Differing perceptions among ethnic minority and Caucasian medical students which may affect their relative academic performance. Education for Primary Care, 2015, 26, 11-15.	0.6	12
17	The evaluation of multimedia learning packages in the education of health professionals: experience of a musculoskeletal examination package. Nurse Researcher, 2004, 11, 43-55.	0.5	10
18	A Serious Game for Teaching Nursing Students Clinical Reasoning and Decision-Making Skills. Studies in Health Technology and Informatics, 2016, 225, 905-6.	0.3	10

Pirashanthie

#	Article	IF	CITATIONS
19	Simulated Impairment of Contrast Sensitivity: Performance and Gaze Behavior during Locomotion through a Built Environment. Optometry and Vision Science, 2004, 81, 844-852.	1.2	9
20	Developing and implementing a patient safety curriculum. Clinical Teacher, 2016, 13, 91-97.	0.8	8
21	Challenges to Ethically Managing Parkinson Disease. Journal of Patient Experience, 2017, 4, 191-196.	0.9	8
22	Student doctors taking responsibility. Clinical Teacher, 2011, 8, 267-271.	0.8	6
23	Introducing quality improvement teaching into general practice undergraduate placements. Education for Primary Care, 2018, 29, 1-4.	0.6	5
24	Validating an adapted questionnaire to measure belongingness of medical students in clinical settings. Cogent Medicine, 2019, 6, 1620087.	0.7	5
25	Clinicians' perspectives on the duty of candour: Implications for medical ethics education. Clinical Ethics, 2017, 12, 167-173.	0.7	1
26	Developing good practice by understanding how UK medical schools address low level concerns: a survey study. Education for Primary Care, 2022, 33, 6-12.	0.6	1
27	Ethics in the Design of Serious Games for Healthcare and Medicine. Advances in Healthcare Information Systems and Administration Book Series, 0, , 91-106.	0.2	1
28	Case-based learning: integrating medical ethics and law into clinical practice. Education for Primary Care, 2014, 25, 283-7.	0.6	1
29	Reflection on developing an undergraduate course: the value of an action research approach. Education for Primary Care, 2011, 22, 152-158.	0.6	0
30	Teaching exchange. Education for Primary Care, 2014, 25, 281-293.	0.6	0
31	Letter to Editor of <i>Medico-Legal Journal</i> . Medico-Legal Journal, 2017, 85, 167-167.	0.5	0
32	Ethics in the Design of Serious Games for Healthcare and Medicine. , 2015, , 245-260.		0