

Stephen Maloney

List of Publications by Year in descending order

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Version: 2024-02-01

81
papers

1,612
citations

304743

22
h-index

345221

36
g-index

82
all docs

82
docs citations

82
times ranked

2045
citing authors

#	ARTICLE	IF	CITATIONS
1	online fitness to practise specific module alters physiotherapy students' health knowledge, perceptions and intentions. <i>New Zealand Journal of Physiotherapy</i> , 2023, 46, .	0.1	1
2	Costs and Economic Impacts of Physician Continuous Professional Development: A Systematic Scoping Review. <i>Academic Medicine</i> , 2022, 97, 152-161.	1.6	9
3	Why do students plagiarise? Informing higher education teaching and learning policy and practice. <i>Studies in Higher Education</i> , 2022, 47, 1921-1934.	4.5	2
4	Unpacking economic programme theory for supervision training: Preliminary steps towards realist economic evaluation. <i>Medical Education</i> , 2022, 56, 407-417.	2.1	4
5	Cost-effectiveness and Economic Benefit of Continuous Professional Development for Drug Prescribing. <i>JAMA Network Open</i> , 2022, 5, e2144973.	5.9	2
6	Balancing the effectiveness and cost of online education: A preliminary realist economic evaluation. <i>Medical Teacher</i> , 2022, , 1-9.	1.8	2
7	“Important but risky” attitudes of global thought leaders towards cost and value research in health professions education. <i>Advances in Health Sciences Education</i> , 2022, 27, 989-1001.	3.3	2
8	How to conduct cost and value analyses in health professions education: AMEE Guide No. 139. <i>Medical Teacher</i> , 2021, 43, 984-998.	1.8	18
9	Supervisors' experiences in supervising higher education students from culturally and linguistically diverse backgrounds during work-integrated learning of health and non-health courses. <i>Higher Education</i> , 2021, 81, 665-683.	4.4	3
10	Spending Wisely: The Role of Cost and Value Research in the Pursuit of Advancing Anatomical Sciences Education. <i>Anatomical Sciences Education</i> , 2021, 14, 263-269.	3.7	7
11	Funding models for clinical education in allied health. <i>Australian Health Review</i> , 2021, 45, 523.	1.1	0
12	“Why have you done it that way?” Educator perceptions of student-initiated conversations about perceived deviations from evidence-based clinical practice. <i>Nurse Education Today</i> , 2021, 98, 104768.	3.3	1
13	The Effectiveness of Multicomponent Functional Maintenance Initiatives for Acutely Hospitalized Older Adults. <i>Journal of Geriatric Physical Therapy</i> , 2021, Publish Ahead of Print, .	1.1	1
14	Exploring the Cost of eLearning in Health Professions Education: Scoping Review. <i>JMIR Medical Education</i> , 2021, 7, e13681.	2.6	13
15	Cognitive Dissonance of Students Between Falls Prevention Evidence and Strategies. <i>Clinical Simulation in Nursing</i> , 2021, 54, 45-53.	3.0	0
16	Impact of the COVID-19 pandemic on teaching and learning in health professional education: a mixed methods study protocol. <i>BMC Medical Education</i> , 2021, 21, 439.	2.4	49
17	Barriers and facilitators to adopting functional maintenance initiatives for acutely hospitalised older adults. <i>Disability and Rehabilitation</i> , 2020, 42, 3808-3815.	1.8	6
18	“You can't always get what you want” economic thinking, constrained optimization and health professions education. <i>Advances in Health Sciences Education</i> , 2020, 25, 1163-1175.	3.3	8

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19	The economic costs of selecting medical students: An Australian case study. <i>Medical Education</i> , 2020, 54, 643-651.	2.1	13
20	On the Effects of Student Physical Therapists on Clinical Instructor Productivity Across Settings in an Academic Medical Center. Apke TL, Whalen M, Buford J. <i>Phys Ther.</i> 2020;100:209-216. <i>Physical Therapy</i> , 2020, 100, 1231-1232.	2.4	0
21	Design, delivery and evaluation of a simulation-based workshop for health professional students on falls prevention in acute care settings. <i>Nursing Open</i> , 2019, 6, 1150-1162.	2.4	8
22	Cost evaluations in health professions education: a systematic review of methods and reporting quality. <i>Medical Education</i> , 2019, 53, 1196-1208.	2.1	29
23	These may not be the courses you are seeking: a systematic review of open online courses in health professions education. <i>BMC Medical Education</i> , 2019, 19, 356.	2.4	16
24	Video strategies improved health professional knowledge across different contexts: a helix counterbalanced randomized controlled study. <i>Journal of Clinical Epidemiology</i> , 2019, 112, 1-11.	5.0	11
25	AMEE Guide No. 123 – How to read studies of educational costs. <i>Medical Teacher</i> , 2019, 41, 497-504.	1.8	21
26	Cost and value in health professions education: Key underlying theoretical perspectives. <i>Education in the Health Professions</i> , 2019, 2, 42.	0.2	5
27	Efficiency in health care professional education. <i>Medical Education</i> , 2018, 52, 347-347.	2.1	0
28	Preparing Physiotherapy Students for Clinical Placement. <i>Simulation in Healthcare</i> , 2018, 13, 181-187.	1.2	18
29	Cost, Value, and the Sustainability of Our Choices Concerning Simulation. <i>Academic Medicine</i> , 2018, 93, 342-343.	1.6	1
30	Using cost-analyses to inform health professions education – The economic cost of pre-clinical failure. <i>Medical Teacher</i> , 2018, 40, 1221-1230.	1.8	14
31	How do professional Australian Football League (AFL) players utilise social media during periods of injury? A mixed methods analysis. <i>Journal of Science and Medicine in Sport</i> , 2018, 21, 681-685.	1.3	8
32	Physiotherapy clinical educators' perspectives on a fitness to practice initiative. <i>Physiotherapy Theory and Practice</i> , 2018, 34, 41-53.	1.3	4
33	What impact do students have on clinical educators and the way they practise?. <i>Advances in Health Sciences Education</i> , 2018, 23, 611-631.	3.3	23
34	Implementing a podiatry prescribing mentoring program in a public health service: a cost-description study. <i>Journal of Foot and Ankle Research</i> , 2018, 11, 40.	1.9	5
35	Self-directed learning using clinical decision support: costs and outcomes. <i>British Journal of Hospital Medicine (London, England: 2005)</i> , 2018, 79, 408-409.	0.5	3
36	Cost-benefit analysis of healthcare professional education: report of a conference workshop. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2018, 4, 95-96.	0.7	0

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37	Translating evidence to practice in the health professions: a randomized trial of Twitter vs Facebook. <i>Journal of the American Medical Informatics Association: JAMIA</i> , 2017, 24, 403-408.	4.4	24
38	The economic cost of failure in clinical education: a multi-perspective analysis. <i>Medical Education</i> , 2017, 51, 740-754.	2.1	28
39	Medical education research: The realm of the rich. <i>Medical Teacher</i> , 2017, 39, 225-226.	1.8	2
40	Costs of training health professionals â€“ a cost to whom? Response to: The real cost of training health professionals in Australia: it costs as much to build a dietician workforce as a dental workforce DOI: 10.1177/1355819616668202. <i>Journal of Health Services Research and Policy</i> , 2017, , 135581961771566.	1.7	0
41	Reply to Theilen et al 2017: Economic evaluations of clinician training â€“ Make your research meaningful to decision makers. <i>Resuscitation</i> , 2017, 119, e1.	3.0	1
42	Understanding the impact of simulated patients on health care learnersâ€™ communication skills: a systematic review. <i>Medical Education</i> , 2017, 51, 1209-1219.	2.1	113
43	The Prato Statement on cost and value in professional and interprofessional education. <i>Journal of Interprofessional Care</i> , 2017, 31, 1-4.	1.7	33
44	The Prato Method: A Guide to the Application of Economic Evaluations in Health Professions Education Research. <i>Journal of Continuing Education in the Health Professions</i> , 2017, 37, 230-238.	1.3	4
45	When I say â€“ cost and value. <i>Medical Education</i> , 2017, 51, 246-247.	2.1	6
46	Continuing Professional Development via Social Media or Conference Attendance: A Cost Analysis. <i>JMIR Medical Education</i> , 2017, 3, e5.	2.6	15
47	Open online courses in health professions education: a scoping review. <i>Physiotherapy</i> , 2016, 102, e29.	0.4	0
48	Issues of cost-benefit and cost-effectiveness for simulation in health professions education. <i>Advances in Simulation</i> , 2016, 1, 13.	2.3	87
49	Cost and Sustainability of Respiratory Medicine Education in Low-Income Countries. <i>Annals of the American Thoracic Society</i> , 2016, 13, 1664-1665.	3.2	3
50	Establishing the effectiveness, cost-effectiveness and student experience of a Simulation-based education Training program On the Prevention of Falls (STOP-Falls) among hospitalised inpatients: a protocol for a randomised controlled trial. <i>BMJ Open</i> , 2016, 6, e010192.	1.9	9
51	Registration factors that limit international mobility of people holding physiotherapy qualifications: A systematic review. <i>Health Policy</i> , 2016, 120, 665-673.	3.0	12
52	Predicting Marathon Time Using Exhaustive Graded Exercise Test in Marathon Runners. <i>Journal of Strength and Conditioning Research</i> , 2016, 30, 512-517.	2.1	8
53	Studentâ€™ clinician agreement in clinical competence as a predictor of clinical placement performance in Australian undergraduate physiotherapy students. <i>Physiotherapy Theory and Practice</i> , 2016, 32, 63-68.	1.3	3
54	Re: Admission interview scores are associated with clinical performance in an undergraduate physiotherapy course: an observational study. <i>Physiotherapy</i> , 2016, 102, 119-120.	0.4	2

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55	An Approach for Calculating Student-Centered Value in Education – A Link between Quality, Efficiency, and the Learning Experience in the Health Professions. PLoS ONE, 2016, 11, e0162941.	2.5	5
56	Student Response to Remote-Online Case-Based Learning: A Qualitative Study. JMIR Medical Education, 2016, 2, e3.	2.6	10
57	Remote-online case-based learning: A comparison of remote-online and face-to-face, case-based learning - a randomized controlled trial. Education for Health: Change in Learning and Practice, 2016, 29, 195-202.	0.3	18
58	Exploring Student Preconceptions of Readiness for Remote-Online Case-Based Learning: A Case Study. JMIR Medical Education, 2016, 2, e5.	2.6	5
59	Compression Socks and Functional Recovery Following Marathon Running. Journal of Strength and Conditioning Research, 2015, 29, 528-533.	2.1	23
60	The economic value of an investment in physiotherapy education: a net present value analysis. Journal of Physiotherapy, 2015, 61, 148-154.	1.7	11
61	Clinical incidents involving students on placement: an analysis of incident reports to identify potential risk factors. Physiotherapy, 2015, 101, 219-225.	0.4	5
62	A Cost-Effectiveness Analysis of Blended Versus Face-to-Face Delivery of Evidence-Based Medicine to Medical Students. Journal of Medical Internet Research, 2015, 17, e182.	4.3	90
63	The Acceptability Among Health Researchers and Clinicians of Social Media to Translate Research Evidence to Clinical Practice: Mixed-Methods Survey and Interview Study. Journal of Medical Internet Research, 2015, 17, e119.	4.3	57
64	Translating Evidence Into Practice via Social Media: A Mixed-Methods Study. Journal of Medical Internet Research, 2015, 17, e242.	4.3	45
65	Proactive Student Engagement with Fitness to Practise. Journal of Biomedical Education, 2014, 2014, 1-8.	0.6	1
66	Exploring issues of cost and value in professional and interprofessional education. Journal of Interprofessional Care, 2014, 28, 493-494.	1.7	23
67	Educators and students prefer traditional clinical education to a peer-assisted learning model, despite similar student performance outcomes: a randomised trial. Journal of Physiotherapy, 2014, 60, 209-216.	1.7	38
68	Methods of teaching medical trainees evidence-based medicine: a systematic review. Medical Education, 2014, 48, 124-135.	2.1	122
69	Social media in health professional education: a student perspective on user levels and prospective applications. Advances in Health Sciences Education, 2014, 19, 687-697.	3.3	51
70	Sharing teaching and learning resources: perceptions of a university's faculty members. Medical Education, 2013, 47, 811-819.	2.1	22
71	Investigating the efficacy of practical skill teaching: a pilot-study comparing three educational methods. Advances in Health Sciences Education, 2013, 18, 71-80.	3.3	44
72	The effect of student self-video of performance on clinical skill competency: a randomised controlled trial. Advances in Health Sciences Education, 2013, 18, 81-89.	3.3	37

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73	Honesty in critically reflective essays: an analysis of student practice. <i>Advances in Health Sciences Education</i> , 2013, 18, 617-626.	3.3	34
74	Implementing student self-video of performance. <i>Clinical Teacher</i> , 2013, 10, 323-327.	0.8	11
75	Self-Directed Online Learning Modules: Students' Behaviours and Experiences. <i>Pharmacy (Basel)</i> , 2013, 10, 1-10.	1.6	3
76	Health Professional Learner Attitudes and Use of Digital Learning Resources. <i>Journal of Medical Internet Research</i> , 2013, 15, e7.	4.3	43
77	Clinical Decision Making in Exercise Prescription for Fall Prevention. <i>Physical Therapy</i> , 2012, 92, 666-679.	2.4	50
78	Breakeven, Cost Benefit, Cost Effectiveness, and Willingness to Pay for Web-Based Versus Face-to-Face Education Delivery for Health Professionals. <i>Journal of Medical Internet Research</i> , 2012, 14, e47.	4.3	80
79	Effectiveness of Web-Based Versus Face-To-Face Delivery of Education in Prescription of Falls-Prevention Exercise to Health Professionals: Randomized Trial. <i>Journal of Medical Internet Research</i> , 2011, 13, e116.	4.3	41
80	Accessibility, nature and quality of health information on the Internet: a survey on osteoarthritis. <i>British Journal of Rheumatology</i> , 2005, 44, 382-385.	2.3	78
81	Guiding Users to Quality Information about Osteoarthritis on the Internet: A Pilot Study. <i>Telemedicine Journal and E-Health</i> , 2005, 11, 703-706.	2.8	8