

Fedde Scheele

List of Publications by Year in descending order

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Version: 2024-02-01

64
papers

2,029
citations

566801

15
h-index

253896

43
g-index

70
all docs

70
docs citations

70
times ranked

1932
citing authors

#	ARTICLE	IF	CITATIONS
1	Viewpoint: Competency-Based Postgraduate Training: Can We Bridge the Gap between Theory and Clinical Practice?. <i>Academic Medicine</i> , 2007, 82, 542-547.	0.8	903
2	How residents learn: qualitative evidence for the pivotal role of clinical activities. <i>Medical Education</i> , 2007, 41, 763-770.	1.1	229
3	Training Physicians to Provide High-Value, Cost-Conscious Care. <i>JAMA - Journal of the American Medical Association</i> , 2015, 314, 2384.	3.8	155
4	Understanding the Transition From Resident to Attending Physician: A Transdisciplinary, Qualitative Study. <i>Academic Medicine</i> , 2010, 85, 1914-1919.	0.8	92
5	Experiences with EPAs, potential benefits and pitfalls. <i>Medical Teacher</i> , 2014, 36, 698-702.	1.0	77
6	Quality specifications in postgraduate medical e-learning: an integrative literature review leading to a postgraduate medical e-learning model. <i>BMC Medical Education</i> , 2016, 16, 168.	1.0	41
7	How We Evaluate Postgraduate Medical E-Learning: Systematic Review. <i>JMIR Medical Education</i> , 2019, 5, e13128.	1.2	33
8	Five teacher profiles in student-centred curricula based on their conceptions of learning and teaching. <i>BMC Medical Education</i> , 2014, 14, 220.	1.0	31
9	Intercultural doctor-patient communication in daily outpatient care: relevant communication skills. <i>Perspectives on Medical Education</i> , 2022, 5, 268-275.	1.8	29
10	Intercultural communication through the eyes of patients: experiences and preferences. <i>International Journal of Medical Education</i> , 2017, 8, 170-175.	0.6	25
11	Development of an instrument (the COLT) to measure conceptions on learning and teaching of teachers, in student-centred medical education. <i>Medical Teacher</i> , 2012, 34, e483-e491.	1.0	24
12	Teachers'™ conceptions of learning and teaching in student-centred medical curricula: the impact of context and personal characteristics. <i>BMC Medical Education</i> , 2016, 16, 244.	1.0	19
13	Living in a World of Change: Bridging the Gap From Competency-Based Medical Education Theory to Practice in Canada. <i>Academic Medicine</i> , 2020, 95, 1643-1646.	0.8	19
14	Are they ready? Organizational readiness for change among clinical teaching teams. <i>Advances in Medical Education and Practice</i> , 2017, Volume 8, 807-815.	0.7	17
15	Knowing what the patient wants: a hospital ethnography studying physician culture in shared decision making in the Netherlands. <i>BMJ Open</i> , 2020, 10, e032921.	0.8	16
16	Consensus on Quality Indicators of Postgraduate Medical E-Learning: Delphi Study. <i>JMIR Medical Education</i> , 2018, 4, e13.	1.2	16
17	Patterns of LH and FSH in men during high-frequency blood sampling. <i>Journal of Endocrinology</i> , 1987, 114, 153-160.	1.2	15
18	Flexible competency based medical education: More time efficient, higher costs. <i>Medical Teacher</i> , 2018, 40, 315-317.	1.0	15

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19	Impact of institute and person variables on teachers's™ conceptions of learning and teaching. <i>Medical Teacher</i> , 2015, 37, 738-746.	1.0	13
20	The Struggle Is Real: How Residents Learn to Provide High-Value, Cost-Conscious Care. <i>Teaching and Learning in Medicine</i> , 2019, 31, 402-411.	1.3	13
21	How do medical specialists value their own intercultural communication behaviour? A reflective practice study. <i>BMC Medical Education</i> , 2016, 16, 222.	1.0	12
22	From prescription to guidance: a European framework for generic competencies. <i>Advances in Health Sciences Education</i> , 2020, 25, 173-187.	1.7	12
23	Quality indicators for learner-centered postgraduate medical e-learning. <i>International Journal of Medical Education</i> , 2017, 8, 153-162.	0.6	12
24	Postmenopausal hormone replacement in the woman with a reproductive risk factor for breast cancer. <i>Maturitas</i> , 1999, 33, 191-196.	1.0	11
25	What European gynaecologists need to master: Consensus on medical expertise outcomes of pan-European postgraduate training in obstetrics & gynaecology. <i>European Journal of Obstetrics, Gynecology and Reproductive Biology</i> , 2017, 216, 143-152.	0.5	11
26	Do "physicians in the lead"™ support a holistic healthcare delivery approach? A qualitative analysis of stakeholders's™ perspectives. <i>BMJ Open</i> , 2018, 8, e020739.	0.8	11
27	Paving the road for a European postgraduate training curriculum. <i>European Journal of Obstetrics, Gynecology and Reproductive Biology</i> , 2016, 203, 229-231.	0.5	10
28	Twelve tips for assessing surgical performance and use of technical assessment scales. <i>Medical Teacher</i> , 2017, 39, 32-37.	1.0	10
29	What do we really assess with organisational culture tools in healthcare? An interpretive systematic umbrella review of tools in healthcare. <i>BMJ Open Quality</i> , 2020, 9, e000826.	0.4	10
30	How Do Attending Physicians Prepare Residents to Deliver High-Value, Cost-Conscious Care?. <i>Academic Medicine</i> , 2020, 95, 764-770.	0.8	9
31	Improving Graduate Medical Education Through Faculty Empowerment Instead of Detailed Guidelines. <i>Academic Medicine</i> , 2021, 96, 173-175.	0.8	9
32	What do we need to know about anatomy in gynaecology: A Delphi consensus study. <i>European Journal of Obstetrics, Gynecology and Reproductive Biology</i> , 2020, 245, 56-63.	0.5	8
33	What can regulatory bodies do to help implement competency-based medical education?. <i>Medical Teacher</i> , 2020, 42, 1369-1373.	1.0	8
34	Specialty Training's Organizational Readiness for curriculum Change (STORC): validation of a questionnaire. <i>Advances in Medical Education and Practice</i> , 2018, Volume 9, 75-83.	0.7	7
35	An international study on teachers's™ conceptions of learning and teaching and corresponding teacher profiles. <i>Medical Teacher</i> , 2020, 42, 1000-1004.	1.0	7
36	Anatomy (knowledge) in postgraduate obstetrics and gynaecology training: Is it sufficient enough?. <i>Annals of Anatomy</i> , 2022, 239, 151826.	1.0	7

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37	Development of an Instructional Design Evaluation Survey for Postgraduate Medical E-Learning: Content Validation Study. <i>Journal of Medical Internet Research</i> , 2019, 21, e13921.	2.1	7
38	Influencing factors in the implementation of postgraduate medical e-learning: a thematic analysis. <i>BMC Medical Education</i> , 2019, 19, 300.	1.0	6
39	Validation of Dutch Obstetric Telephone Triage System: A Prospective Validation Study. <i>Risk Management and Healthcare Policy</i> , 2021, Volume 14, 1907-1915.	1.2	6
40	<p>Obstetric Telephone Triage</p>. <i>Risk Management and Healthcare Policy</i> , 2020, Volume 13, 2497-2506.	1.2	6
41	How clinical teaching teams deal with educational change: â€we just do itâ€™. <i>BMC Medical Education</i> , 2019, 19, 377.	1.0	5
42	Workplace-Based Assessment in Cross-Border Health Professional Education. <i>Teaching and Learning in Medicine</i> , 2020, 32, 91-103.	1.3	5
43	A phenomenological investigation of patientsâ€™ experiences during direct observation in residency: busting the myth of the fly on the wall. <i>Advances in Health Sciences Education</i> , 2021, 26, 1191-1206.	1.7	5
44	Reliability of Dutch Obstetric Telephone Triage. <i>Risk Management and Healthcare Policy</i> , 2021, Volume 14, 3247-3254.	1.2	5
45	Open organisational culture: what does it entail? Healthcare stakeholders reaching consensus by means of a Delphi technique. <i>BMJ Open</i> , 2021, 11, e045515.	0.8	5
46	A qualitative study on harmonization of postgraduate medical education in Europe: negotiating flexibility is key. <i>Perspectives on Medical Education</i> , 2022, 8, 216-222.	1.8	4
47	What happens under the flag of direct observation, and how that matters: A qualitative study in general practice residency. <i>Medical Teacher</i> , 2021, 43, 937-944.	1.0	4
48	Roses and Balances: A Paradigm for Constructive Ethical Review of Health Professions Education Research. <i>Advances in Medical Education and Practice</i> , 2021, Volume 12, 529-535.	0.7	4
49	A 9-Step Theory- and Evidence-Based Postgraduate Medical Digital Education Development Model: Empirical Development and Validation. <i>JMIR Medical Education</i> , 2019, 5, e13004.	1.2	4
50	Measuring cyber secure behavior of elementary and high school students in the Netherlands. <i>Computers and Education</i> , 2022, 186, 104536.	5.1	4
51	Evaluation of Normalization After Implementation of the Digital Dutch Obstetric Telephone Triage System: Mixed Methods Study With a Questionnaire Survey and Focus Group Discussion. <i>JMIR Formative Research</i> , 2022, 6, e33709.	0.7	4
52	Developing a Pictorial Sisterhood Method in collaboration with illiterate Maasai traditional birth attendants in northern Tanzania. <i>International Journal of Gynecology and Obstetrics</i> , 2016, 135, 65-68.	1.0	3
53	<p>How To Get Your Clinical Teaching Team Ready For Curriculum Change: A Practical Guide</p>. <i>Advances in Medical Education and Practice</i> , 2019, Volume 10, 979-986.	0.7	3
54	The Process Leading to Physician Activism for Sustainable Change. <i>Sustainability</i> , 2021, 13, 10003.	1.6	3

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55	A Health Professions Education Research-Specific Ethical Review Board. <i>Academic Medicine</i> , 2016, 91, 1590-1591.	0.8	2
56	Benefits of EPAs at risk? The influence of the workplace environment on the uptake of EPAs in EPA-based curricula. <i>Perspectives on Medical Education</i> , 2022, 10, 200-206.	1.8	2
57	Structurally collecting patient feedback on trainee skills: A pilot study in Obstetrics and Gynaecology. <i>Patient Education and Counseling</i> , 2022, 105, 1276-1282.	1.0	2
58	Team member expectations of trainee communicator and collaborator competencies – so shines a good deed in a weary world?. <i>Medical Teacher</i> , 2021, 43, 531-537.	1.0	2
59	Accreditation as a quality improvement tool: is it still relevant?. <i>Medical Journal of Australia</i> , 2018, 209, 249-252.	0.8	1
60	Using Gamification to Understand Accreditation in Postgraduate Medical Education. <i>Journal of Graduate Medical Education</i> , 2019, 11, 207-210.	0.6	1
61	Epaology and the importance of context. <i>Perspectives on Medical Education</i> , 2020, 9, 331-332.	1.8	0
62	Improving the training of the future gynaecologist: development of a European curriculum in Obstetrics and Gynaecology (EBCOG-PACT). <i>Facts, Views & Vision in ObGyn</i> , 2018, 10, 1-2.	0.5	0
63	The Level of Anatomical Knowledge, Hard to Establish: a Systematic Narrative Review. <i>Medical Science Educator</i> , 2022, 32, 569-581.	0.7	0
64	Complications and Healthcare Consumption of Pregnant Women with a Migrant Background: Could There be an Association with Psychological Distress?. <i>Maternal and Child Health Journal</i> , 0, , .	0.7	0