Terese Stenfors-Hayes

List of Publications by Year
in descending order

73 papers	1,611 citations	393982 19 h-index	329751 37 g-index
78 all docs	78 docs citations	78 times ranked	1577 citing authors

#	Article	IF	Citations
1	Choosing a Qualitative Research Approach. Journal of Graduate Medical Education, 2015, 7, 669-670.	0.6	238
2	The â€œHandlingâ€•of power in the physician-patient encounter: perceptions from experienced physicians. BMC Medical Education, 2016, 16, 114.	1.0	123
3	A phenomenographic approach to research in medical education. Medical Education, 2013, 47, 261-270.	1.1	119
4	How clinical supervisors develop trust in their trainees: aÂqualitative study. Medical Education, 2015, 49, 783-795.	1.1	97
5	Being a mentor for undergraduate medical students enhances personal and professional development. Medical Teacher, 2010, 32, 148-153.	1.0	83
6	Using kaizen to improve employee well-being: Results from two organizational intervention studies. Human Relations, 2017, 70, 966-993.	3.8	78
7	How to â€¦ assess the quality of qualitative research. Clinical Teacher, 2020, 17, 596-599.	0.4	77
8	What does it mean to be a good teacher and clinical supervisor in medical education?. Advances in Health Sciences Education, 2011, 16, 197-210.	1.7	66
9	Kaizen practice in healthcare: a qualitative analysis of hospital employees' suggestions for improvement. BMJ Open, 2016, 6, e012256.	0.8	39
10	Mentoring medical students during clinical courses: A way to enhance professional development. Medical Teacher, 2010, 32, e315-e321.	1.0	37
11	Experiences of a student-run clinic in primary care: a mixed-method study with students, patients and supervisors. Scandinavian Journal of Primary Health Care, 2018, 36, 36-46.	0.6	37
12	What does it mean to be a mentor in medical education?. Medical Teacher, 2011, 33, e423-e428.	1.0	34
13	Medical teachers' professional development â€" perceived barriers and opportunities. Teaching in Higher Education, 2010, 15, 399-408.	1.7	32
14	Promoting Employee Health by Integrating Health Protection, Health Promotion, and Continuous Improvement. Journal of Occupational and Environmental Medicine, 2015, 57, 217-225.	0.9	28
15	Investigating Variations in Implementation Fidelity of an Organizational-Level Occupational Health Intervention. International Journal of Behavioral Medicine, 2015, 22, 345-355.	0.8	28
16	Massive Open Online Course Evaluation Methods: Systematic Review. Journal of Medical Internet Research, 2020, 22, e13851.	2.1	28
17	Benefits of Massive Open Online Course Participation: Deductive Thematic Analysis. Journal of Medical Internet Research, 2020, 22, e17318.	2.1	28
18	Developing medical teachersâ€™ thinking and practice: impact of a staff development course. Higher Education Research and Development, 2008, 27, 143-153.	1.9	27

#	ARTICLE	IF	CITATIONS
19	Massive Open Online Courses (MOOC) Evaluation Methods: Protocol for a Systematic Review. JMIR Research Protocols, 2019, 8, e12087.	0.5	26
20	Lifelong learning for all? Policies, barriers and practical reality for a socially excluded group. International Journal of Lifelong Education, 2008, 27, 625-640.	1.3	23
21	Group mentorship for undergraduate medical studentsâ€"a&nbsp;systematic review. Perspectives on Medical Education, 2022, 9, 272-280.	1.8	23
22	Satisfied or Frustrated? A Qualitative Analysis of Need Satisfying and Need Frustrating Experiences of Engaging With Digital Health Technology in Chronic Care. Frontiers in Public Health, 2020, 8, 623773.	1.3	22
23	Medical studentsâ€™ feedback regarding their clinical learning environment in primary healthcare: a qualitative study. BMC Medical Education, 2016, 16, 313.	1.0	21
24	Investigating psychometric properties and dimensional structure of an educational environment measure (DREEM) using Mokken scale analysis â€" a pragmatic approach. BMC Medical Education, 2018, 18, 235.	1.0	21
25	Feeling Well and Having Good Numbers. Qualitative Health Research, 2016, 26, 1591-1602.	1.0	19
26	<p>Health care professionals&rsquo; experiences and enactment of person-centered care at a multidisciplinary outpatient specialty clinic</p>. Journal of Multidisciplinary Healthcare, 2019, Volume 12, 137-148.	1.1	19
27	Development of a framework of medical undergraduate teaching activities. Medical Education, 2008, 42, 915-922.	1.1	17
28	Perspectives on being a mentor for undergraduate dental students. European Journal of Dental Education, 2011, 15, 153-158.	1.0	13
29	The learning environment on a&nbsp;student ward: an observational study. Perspectives on Medical Education, 2022, 8, 276-283.	1.8	13
30	Using Data From Program Evaluations for Qualitative Research. Journal of Graduate Medical Education, 2016, 8, 773-774.	0.6	12
31	What about the supervisor? Clinical supervisorsâ€™ role in student nursesâ€™ peer learning: A phenomenographic study. Medical Education, 2021, 55, 713-723.	1.1	12
32	Selecting Instruments for Measuring the Clinical Learning Environment of Medical Education: A 4-Domain Framework. Academic Medicine, 2021, 96, 218-225.	0.8	12
33	The Ebb and Flow of Educational Change: Change Agents as Negotiators of Change. Teaching and Learning Inquiry, 2016, 4, .	0.5	11
34	Three ways of understanding development as a teacher. European Journal of Dental Education, 2012, 16, e151-7.	1.0	10
35	A champagne tower of influence: An interview study of how corporate boards enact occupational health and safety. Safety Science, 2021, 143, 105416.	2.6	10
36	Conceptions of clinical learning among stakeholders involved in undergraduate nursing education: a phenomenographic study. BMC Medical Education, 2021, 21, 520.	1.0	10

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37	Exploring dimensions of change: the case of MOOC conceptions. International Journal for Academic Development, 2017, 22, 257-269.	0.8	9
38	How toâ€¦ do research interviews in different ways. Clinical Teacher, 2018, 15, 451-456.	0.4	9
39	Migrant physiciansâ€™ entrance and advancement in the Swedish medical labour market: a cross-sectional study. Human Resources for Health, 2019, 17, 71.	1.1	9
40	A Piece of the Boardroom Pieâ€"An Interview Study Exploring What Drives Swedish Corporate Boardsâ€™ Engagement in Occupational Health and Safety. Journal of Occupational and Environmental Medicine, 2020, 62, 389-397.	0.9	7
41	Adaptations to practice and resilience in a paediatric major trauma centre during a mass casualty incident. British Journal of Anaesthesia, 2022, 128, e120-e126.	1.5	6
42	Boundaries, gaps, and overlaps: defining roles in a multidisciplinary nephrology clinic. Journal of Multidisciplinary Healthcare, 2014, 7, 471.	1.1	5
43	Migrant physiciansâ€™ conceptions of working in rural and remote areas in Sweden: A qualitative study. PLoS ONE, 2019, 14, e0210598.	1.1	5
44	Virtual patients designed for training against medical error: Exploring the impact of decision-making on learner motivation. PLoS ONE, 2019, 14, e0215597.	1.1	5
45	Perceptions about trust: a phenomenographic study of clinical supervisors in occupational therapy. BMC Medical Education, 2019, 19, 404.	1.0	5
46	How to â€¦ synthesise qualitative data. Clinical Teacher, 2020, 17, 378-381.	0.4	5
47	Letâ€™s ask the patient â€“ composition and validation of a questionnaire for patientsâ€™ feedback to medical students. BMC Medical Education, 2021, 21, 269.	1.0	5
48	Whatâ€™s the Name of the Game? The Impact of eHealth on Productive Interactions in Chronic Care Management. Sustainability, 2021, 13, 5221.	1.6	5
49	Development of an Innovative Real-World Evidence Registry for the Herpes Simplex Virus: Case Study. JMIR Dermatology, 2020, 3, e16933.	0.4	5
50	Integrating health promotion with quality improvement in a Swedish hospital. Health Promotion International, 2016, 31, 495-504.	0.9	4
51	Professional Responsibilities and Personal Impacts: Residentsâ€™ Experiences as Participants in Education Research. Academic Medicine, 2019, 94, 115-121.	0.8	4
52	Personal responsibility for health? A phenomenographic analysis of general practitionersâ€™ conceptions. Scandinavian Journal of Primary Health Care, 2021, 39, 322-331.	0.6	4
53	An efficient coordination of active learning via a knowledge network. Learning, Media and Technology, 2003, 3, 347-360.	0.4	3
54	How do medical students learn to teach?. Clinical Teacher, 2015, 12, 140-141.	0.4	3

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55	Fitness for purpose study of the Field Assessment Conditioning Tool (FACT): a research protocol. BMJ Open, 2015, 5, e006386-e006386.	0.8	3
56	What do medical teachers do?. Clinical Teacher, 2008, 5, 159-162.	0.4	2
57	Letter to the editor. Medical Teacher, 2010, 32, 441-444.	1.0	2
58	Common concepts in separate domains? Family physicians' ways of understanding teaching patients and trainees, a qualitative study. BMC Medical Education, 2015, 15, 108.	1.0	2
59	'Did I pass the licensing exam?' aspects influencing migrant physicians' results: a mixed methods study. BMJ Open, 2020, 10, e038670.	0.8	2
60	Introduction. Medical Education, 2014, 48, 520-521.	1.1	1
61	Defining and measuring quality in acute paediatric trauma stabilisation: a phenomenographic study. Advances in Simulation, 2019, 4, 4.	1.0	1
62	Epilogue: Celebrating the completion of the 'How to…' series on qualitative research. Clinical Teacher, 2020, 17, 593-595.	0.4	1
63	Migrant physicians' choice of employment and the medical specialty general practice: a mixed-methods study. Human Resources for Health, 2021, 19, 63.	1.1	1
64	A Process for Acquiring Knowledge while Sharing Knowledge. Lecture Notes in Computer Science, 2002, , 268-280.	1.0	1
65	Perceptions of medical students and their mentors in a specialised programme designed to provide insight into non-traditional career paths. International Journal of Medical Education, 0, 2, 64-69.	0.6	1
66	Learning from patients' written feedback: medical students' experiences. International Journal of Medical Education, 2022, 13, 19-27.	0.6	1
67	Progress tests: A valid assessment with a new scope. Clinical Teacher, 2015, 12, 436-436.	0.4	0
68	Help trainees by showing mistakes. Clinical Teacher, 2015, 12, 138-139.	0.4	0
69	Student-run clinics: an unused setting for early clinical experience?. Clinical Teacher, 2015, 12, 139-140.	0.4	0
70	What do we mean when we rate a resident as 'good'?. Clinical Teacher, 2015, 12, 141-141.	0.4	0
71	How to… choose between different types of data. Clinical Teacher, 2018, 15, 366-369.	0.4	0
72	Mental Health Service Users as Trainers in the Context of the EMILIA Project. , 2012, , 217-231.		0

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73	Students learning to teach. , 2013, , 300-310.		0