

# Terese Stenfors-Hayes

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2804150/publications.pdf>

Version: 2024-02-01

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	The learning environment on a&nbsp;student ward: an observational study. Perspectives on Medical Education, 2022, 8, 276-283.	1.8	13
2	Group mentorship for undergraduate medical students&nbsp;systematic review. Perspectives on Medical Education, 2022, 9, 272-280.	1.8	23
3	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
4	Learning from patients' written feedback: medical students' experiences. International Journal of Medical Education, 2022, 13, 19-27.	0.6	1
5	What about the supervisor? Clinical supervisors&TM role in student nurses&TM peer learning: A phenomenographic study. Medical Education, 2021, 55, 713-723.	1.1	12
6	Migrant physicians&TM choice of employment and the medical specialty general practice: a mixed-methods study. Human Resources for Health, 2021, 19, 63.	1.1	1
7	Let&TM's ask the patient &quot; composition and validation of a questionnaire for patients&TM feedback to medical students. BMC Medical Education, 2021, 21, 269.	1.0	5
8	What&TM's the Name of the Game? The Impact of eHealth on Productive Interactions in Chronic Care Management. Sustainability, 2021, 13, 5221.	1.6	5
9	Personal responsibility for health? A phenomenographic analysis of general practitioners&TM conceptions. Scandinavian Journal of Primary Health Care, 2021, 39, 322-331.	0.6	4
10	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
11	Selecting Instruments for Measuring the Clinical Learning Environment of Medical Education: A 4-Domain Framework. Academic Medicine, 2021, 96, 218-225.	0.8	12
12	Conceptions of clinical learning among stakeholders involved in undergraduate nursing education: a phenomenographic study. BMC Medical Education, 2021, 21, 520.	1.0	10
13	How to &#x2013; assess the quality of qualitative research. Clinical Teacher, 2020, 17, 596-599.	0.4	77
14	&quot;Did I pass the licensing exam?&quot; aspects influencing migrant physicians&TM results: a mixed methods study. BMJ Open, 2020, 10, e038670.	0.8	2
15	Epilogue: Celebrating the completion of the &quot;How to&quot; series on qualitative research. Clinical Teacher, 2020, 17, 593-595.	0.4	1
16	A Piece of the Boardroom Pie&quot; An Interview Study Exploring What Drives Swedish Corporate Boards&TM Engagement in Occupational Health and Safety. Journal of Occupational and Environmental Medicine, 2020, 62, 389-397.	0.9	7
17	How to &#x2013; synthesise qualitative data. Clinical Teacher, 2020, 17, 378-381.	0.4	5
18	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

#	ARTICLE	IF	CITATIONS
19	Massive Open Online Course Evaluation Methods: Systematic Review. <i>Journal of Medical Internet Research</i> , 2020, 22, e13851.	2.1	28
20	Development of an Innovative Real-World Evidence Registry for the Herpes Simplex Virus: Case Study. <i>JMIR Dermatology</i> , 2020, 3, e16933.	0.4	5
21	Benefits of Massive Open Online Course Participation: Deductive Thematic Analysis. <i>Journal of Medical Internet Research</i> , 2020, 22, e17318.	2.1	28
22	Migrant physicians' conceptions of working in rural and remote areas in Sweden: A qualitative study. <i>PLoS ONE</i> , 2019, 14, e0210598.	1.1	5
23	Virtual patients designed for training against medical error: Exploring the impact of decision-making on learner motivation. <i>PLoS ONE</i> , 2019, 14, e0215597.	1.1	5
24	Defining and measuring quality in acute paediatric trauma stabilisation: a phenomenographic study. <i>Advances in Simulation</i> , 2019, 4, 4.	1.0	1
25	&lt;p&gt;Health care professionals&rsquo; experiences and enactment of person-centered care at a multidisciplinary outpatient specialty clinic&lt;/p&gt;. <i>Journal of Multidisciplinary Healthcare</i> , 2019, Volume 12, 137-148.	1.1	19
26	Perceptions about trust: a phenomenographic study of clinical supervisors in occupational therapy. <i>BMC Medical Education</i> , 2019, 19, 404.	1.0	5
27	Migrant physicians' entrance and advancement in the Swedish medical labour market: a cross-sectional study. <i>Human Resources for Health</i> , 2019, 17, 71.	1.1	9
28	Professional Responsibilities and Personal Impacts: Residents' Experiences as Participants in Education Research. <i>Academic Medicine</i> , 2019, 94, 115-121.	0.8	4
29	Massive Open Online Courses (MOOC) Evaluation Methods: Protocol for a Systematic Review. <i>JMIR Research Protocols</i> , 2019, 8, e12087.	0.5	26
30	Experiences of a student-run clinic in primary care: a mixed-method study with students, patients and supervisors. <i>Scandinavian Journal of Primary Health Care</i> , 2018, 36, 36-46.	0.6	37
31	Investigating psychometric properties and dimensional structure of an educational environment measure (DREEM) using Mokken scale analysis – a pragmatic approach. <i>BMC Medical Education</i> , 2018, 18, 235.	1.0	21
32	How to choose between different types of data. <i>Clinical Teacher</i> , 2018, 15, 366-369.	0.4	0
33	How to do research interviews in different ways. <i>Clinical Teacher</i> , 2018, 15, 451-456.	0.4	9
34	Using kaizen to improve employee well-being: Results from two organizational intervention studies. <i>Human Relations</i> , 2017, 70, 966-993.	3.8	78
35	Exploring dimensions of change: the case of MOOC conceptions. <i>International Journal for Academic Development</i> , 2017, 22, 257-269.	0.8	9
36	Using Data From Program Evaluations for Qualitative Research. <i>Journal of Graduate Medical Education</i> , 2016, 8, 773-774.	0.6	12

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37	Kaizen practice in healthcare: a qualitative analysis of hospital employees' suggestions for improvement. <i>BMJ Open</i> , 2016, 6, e012256.	0.8	39
38	The "Handling" of power in the physician-patient encounter: perceptions from experienced physicians. <i>BMC Medical Education</i> , 2016, 16, 114.	1.0	123
39	Medical students'™ feedback regarding their clinical learning environment in primary healthcare: a qualitative study. <i>BMC Medical Education</i> , 2016, 16, 313.	1.0	21
40	Integrating health promotion with quality improvement in a Swedish hospital. <i>Health Promotion International</i> , 2016, 31, 495-504.	0.9	4
41	Feeling Well and Having Good Numbers. <i>Qualitative Health Research</i> , 2016, 26, 1591-1602.	1.0	19
42	The Ebb and Flow of Educational Change: Change Agents as Negotiators of Change. <i>Teaching and Learning Inquiry</i> , 2016, 4, .	0.5	11
43	Common concepts in separate domains? Family physicians'™ ways of understanding teaching patients and trainees, a qualitative study. <i>BMC Medical Education</i> , 2015, 15, 108.	1.0	2
44	How do medical students learn to teach?. <i>Clinical Teacher</i> , 2015, 12, 140-141.	0.4	3
45	How clinical supervisors develop trust in their trainees: a qualitative study. <i>Medical Education</i> , 2015, 49, 783-795.	1.1	97
46	Progress tests: A valid assessment with a new scope. <i>Clinical Teacher</i> , 2015, 12, 436-436.	0.4	0
47	Choosing a Qualitative Research Approach. <i>Journal of Graduate Medical Education</i> , 2015, 7, 669-670.	0.6	238
48	Fitness for purpose study of the Field Assessment Conditioning Tool (FACT): a research protocol. <i>BMJ Open</i> , 2015, 5, e006386-e006386.	0.8	3
49	Promoting Employee Health by Integrating Health Protection, Health Promotion, and Continuous Improvement. <i>Journal of Occupational and Environmental Medicine</i> , 2015, 57, 217-225.	0.9	28
50	Help trainees by showing mistakes. <i>Clinical Teacher</i> , 2015, 12, 138-139.	0.4	0
51	Student-run clinics: an unused setting for early clinical experience?. <i>Clinical Teacher</i> , 2015, 12, 139-140.	0.4	0
52	What do we mean when we rate a resident as "good"™?. <i>Clinical Teacher</i> , 2015, 12, 141-141.	0.4	0
53	Investigating Variations in Implementation Fidelity of an Organizational-Level Occupational Health Intervention. <i>International Journal of Behavioral Medicine</i> , 2015, 22, 345-355.	0.8	28
54	Boundaries, gaps, and overlaps: defining roles in a multidisciplinary nephrology clinic. <i>Journal of Multidisciplinary Healthcare</i> , 2014, 7, 471.	1.1	5

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55	Introduction. Medical Education, 2014, 48, 520-521.	1.1	1
56	A phenomenographic approach to research in medical education. Medical Education, 2013, 47, 261-270.	1.1	119
57	Students learning to teach. , 2013, , 300-310.		0
58	Three ways of understanding development as a teacher. European Journal of Dental Education, 2012, 16, e151-7.	1.0	10
59	Mental Health Service Users as Trainers in the Context of the EMILIA Project. , 2012, , 217-231.		0
60	Perspectives on being a mentor for undergraduate dental students. European Journal of Dental Education, 2011, 15, 153-158.	1.0	13
61	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
62	What does it mean to be a mentor in medical education?. Medical Teacher, 2011, 33, e423-e428.	1.0	34
63	Medical teachers' professional development – perceived barriers and opportunities. Teaching in Higher Education, 2010, 15, 399-408.	1.7	32
64	Letter to the editor. Medical Teacher, 2010, 32, 441-444.	1.0	2
65	Being a mentor for undergraduate medical students enhances personal and professional development. Medical Teacher, 2010, 32, 148-153.	1.0	83
66	Mentoring medical students during clinical courses: A way to enhance professional development. Medical Teacher, 2010, 32, e315-e321.	1.0	37
67	What do medical teachers do?. Clinical Teacher, 2008, 5, 159-162.	0.4	2
68	Development of a framework of medical undergraduate teaching activities. Medical Education, 2008, 42, 915-922.	1.1	17
69	Developing medical teachers'™ thinking and practice: impact of a staff development course. Higher Education Research and Development, 2008, 27, 143-153.	1.9	27
70	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
71	An efficient coordination of active learning via a knowledge network. Learning, Media and Technology, 2003, 3, 347-360.	0.4	3
72	A Process for Acquiring Knowledge while Sharing Knowledge. Lecture Notes in Computer Science, 2002, , 268-280.	1.0	1

#	ARTICLE	IF	CITATIONS
73	Perceptions of medical students and their mentors in a specialised programme designed to provide insight into non-traditional career paths. <i>International Journal of Medical Education</i> , 0, 2, 64-69.	0.6	1