

Pim W Teunissen

List of Publications by Year in descending order

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Version: 2024-02-01

132
papers

4,791
citations

117625

34
h-index

118850

62
g-index

134
all docs

134
docs citations

134
times ranked

3799
citing authors

#	ARTICLE	IF	CITATIONS
1	Experiential learning: AMEE Guide No. 63. <i>Medical Teacher</i> , 2012, 34, e102-e115.	1.8	365
2	Experiential learning: Transforming theory into practice. <i>Medical Teacher</i> , 2012, 34, 161-164.	1.8	254
3	Opportunity or threat: the ambiguity of the consequences of transitions in medical education. <i>Medical Education</i> , 2011, 45, 51-59.	2.1	231
4	Guidelines: the doâ€™s, donâ€™ts and donâ€™t knows of feedback for clinical education. <i>Perspectives on Medical Education</i> , 2022, 4, 284-299.	3.5	226
5	Programmatic assessment of competency-based workplace learning: when theory meets practice. <i>BMC Medical Education</i> , 2013, 13, 123.	2.4	199
6	Introducing competency-based postgraduate medical education in the Netherlands. <i>Medical Teacher</i> , 2008, 30, 248-253.	1.8	178
7	Assessment of competence and progressive independence in postgraduate clinical training. <i>Medical Education</i> , 2009, 43, 1156-1165.	2.1	121
8	Who Wants Feedback? An Investigation of the Variables Influencing Residentsâ€™ Feedback-Seeking Behavior in Relation to Night Shifts. <i>Academic Medicine</i> , 2009, 84, 910-917.	1.6	121
9	Clarifying studentsâ€™ feedbackâ€seeking behaviour in clinical clerkships. <i>Medical Education</i> , 2013, 47, 282-291.	2.1	114
10	Development and analysis of D-RECT, an instrument measuring residentsâ€™ learning climate. <i>Medical Teacher</i> , 2011, 33, 820-827.	1.8	107
11	Effect of early-onset preeclampsia on cardiovascular risk in the fifth decade of life. <i>American Journal of Obstetrics and Gynecology</i> , 2017, 216, 523.e1-523.e7.	1.3	100
12	The use of programmatic assessment in the clinical workplace: A Maastricht case report. <i>Medical Teacher</i> , 2012, 34, 226-231.	1.8	93
13	Understanding the Transition From Resident to Attending Physician: A Transdisciplinary, Qualitative Study. <i>Academic Medicine</i> , 2010, 85, 1914-1919.	1.6	92
14	Development and Validation of a Competency Framework for Veterinarians. <i>Journal of Veterinary Medical Education</i> , 2011, 38, 262-269.	0.6	89
15	Context matters when striving to promote active and lifelong learning in medical education. <i>Medical Education</i> , 2018, 52, 34-44.	2.1	89
16	Beyond the struggles: a scoping review on the transition to undergraduate clinical training. <i>Medical Education</i> , 2019, 53, 559-570.	2.1	82
17	Experiences with EPAs, potential benefits and pitfalls. <i>Medical Teacher</i> , 2014, 36, 698-702.	1.8	77
18	General practitioners as supervisors in postgraduate clinical education: an integrative review. <i>Medical Education</i> , 2012, 46, 1161-1173.	2.1	73

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19	Exploring the factors influencing clinical students' self-regulated learning. <i>Medical Education</i> , 2015, 49, 589-600.	2.1	73
20	Experience, trajectories, and reifications: an emerging framework of practice-based learning in healthcare workplaces. <i>Advances in Health Sciences Education</i> , 2015, 20, 843-856.	3.3	71
21	The transition to hospital consultant and the influence of preparedness, social support, and perception: A structural equation modelling approach. <i>Medical Teacher</i> , 2013, 35, 320-327.	1.8	68
22	Believing is seeing: how people's beliefs influence goals, emotions and behaviour. <i>Medical Education</i> , 2013, 47, 1064-1072.	2.1	68
23	How undergraduate clinical learning climates differ: a multi-method case study. <i>Medical Education</i> , 2008, 42, 1029-1036.	2.1	66
24	How clinical medical students perceive others to influence their self-regulated learning. <i>Medical Education</i> , 2017, 51, 269-279.	2.1	66
25	Enhanced Requirements for Assessment in a Competency-Based, Time-Variable Medical Education System. <i>Academic Medicine</i> , 2018, 93, S17-S21.	1.6	64
26	A qualitative study on trainees' and supervisors' perceptions of assessment for learning in postgraduate medical education. <i>Medical Teacher</i> , 2013, 35, e1396-e1402.	1.8	62
27	Learning Conversations: An Analysis of the Theoretical Roots and Their Manifestations of Feedback and Debriefing in Medical Education. <i>Academic Medicine</i> , 2020, 95, 1020-1025.	1.6	60
28	Embracing standardisation and contextualisation in medical education. <i>Medical Education</i> , 2019, 53, 15-24.	2.1	56
29	Broadening the Scope of Feedback to Promote Its Relevance to Workplace Learning. <i>Academic Medicine</i> , 2018, 93, 556-559.	1.6	44
30	Feedback-giving behaviour in performance evaluations during clinical clerkships. <i>Medical Teacher</i> , 2016, 38, 88-95.	1.8	43
31	Residents' perceptions of the ideal clinical teacher: A qualitative study. <i>European Journal of Obstetrics, Gynecology and Reproductive Biology</i> , 2008, 140, 152-157.	1.1	42
32	Junior doctors caught in the clash: the transition from learning to working explored. <i>Medical Education</i> , 2011, 45, 968-970.	2.1	42
33	The Actual Versus Idealized Self: Exploring Responses to Feedback About Implicit Bias in Health Professionals. <i>Academic Medicine</i> , 2018, 93, 623-629.	1.6	42
34	Exploration of perceived effects of innovations in postgraduate medical education. <i>Medical Education</i> , 2013, 47, 271-281.	2.1	41
35	Time-Variable Training in Medicine: Theoretical Considerations. <i>Academic Medicine</i> , 2018, 93, S6-S11.	1.6	36
36	'I'm unworthy of being in this space': The origins of shame in medical students. <i>Medical Education</i> , 2021, 55, 185-197.	2.1	36

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37	Making theory explicit - An analysis of how medical education research(ers) describe how they connect to theory. BMC Medical Education, 2017, 17, 18.	2.4	35
38	Early-onset preeclampsia predisposes to preclinical diastolic left ventricular dysfunction in the fifth decade of life: An observational study. PLoS ONE, 2018, 13, e0198908.	2.5	35
39	Therapeutic reasoning: from hiatus to hypothetical model. Journal of Evaluation in Clinical Practice, 2009, 15, 985-989.	1.8	32
40	Patterns of direct observation and their impact during residency: general practice supervisors's views. Medical Education, 2018, 52, 981-991.	2.1	32
41	Implicit Bias and the Feedback Paradox: Exploring How Health Professionals Engage With Feedback While Questioning Its Credibility. Academic Medicine, 2019, 94, 1204-1210.	1.6	31
42	Perceived Effects of Innovations in Postgraduate Medical Education. Academic Medicine, 2014, 89, 1259-1266.	1.6	28
43	Patterns in clinical students's self-regulated learning behavior: a Q-methodology study. Advances in Health Sciences Education, 2017, 22, 105-121.	3.3	28
44	Contextual Competence: How residents develop competent performance in new settings. Medical Education, 2021, 55, 1100-1109.	2.1	28
45	Longitudinal qualitative research in medical education: Time to conceptualise time. Medical Education, 2021, 55, 1253-1260.	2.1	28
46	Learning in Practice: A Valuation of Context in Time-Variable Medical Training. Academic Medicine, 2018, 93, S22-S26.	1.6	27
47	Interprofessional collaboration among care professionals in obstetrical care: are perceptions aligned?. BMJ Quality and Safety, 2018, 27, 279-286.	3.7	27
48	Understanding context specificity: the effect of contextual factors on clinical reasoning. Diagnosis, 2020, 7, 257-264.	1.9	27
49	The transition to hospital consultant: Denmark and the Netherlands compared on preparedness for practice, perceived intensity and contextual factors. Medical Teacher, 2013, 35, 481-489.	1.8	26
50	What Regulatory Requirements and Existing Structures Must Change If Competency-Based, Time-Variable Training Is Introduced Into the Continuum of Medical Education in the United States?. Academic Medicine, 2018, 93, S27-S31.	1.6	26
51	Why impaired wellness may be inevitable in medicine, and why that may not be a bad thing. Medical Education, 2021, 55, 16-22.	2.1	26
52	Adaptive reinventing: implicit bias and the co-construction of social change. Advances in Health Sciences Education, 2018, 23, 587-599.	3.3	24
53	Striving While Accepting. Academic Medicine, 2018, 93, S82-S88.	1.6	24
54	Learning the Lingo: A Grounded Theory Study of Telephone Talk in Clinical Education. Academic Medicine, 2019, 94, 1033-1039.	1.6	23

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55	Warning bells: How clinicians leverage their discomfort to manage moments of uncertainty. <i>Medical Education</i> , 2021, 55, 233-241.	2.1	23
56	How lead consultants approach educational change in postgraduate medical education. <i>Medical Education</i> , 2012, 46, 390-398.	2.1	22
57	Ecological theories of systems and contextual change in medical education. <i>Medical Education</i> , 2017, 51, 1250-1259.	2.1	22
58	Learning in the workplace: Use of informal feedback cues in doctor-patient communication. <i>Medical Education</i> , 2020, 54, 811-820.	2.1	22
59	"I Was Worried About the Patient, but I Wasn't Feeling Worried": How Physicians Judge Their Comfort in Settings of Uncertainty. <i>Academic Medicine</i> , 2020, 95, S67-S72.	1.6	22
60	Is the learning value of workplace-based assessment being realised? A qualitative study of trainer and trainee perceptions and experiences. <i>Postgraduate Medical Journal</i> , 2017, 93, 138-142.	1.8	22
61	Leadership in interprofessional healthcare teams: Empowering knotworking with followership. <i>Medical Teacher</i> , 2021, 43, 32-37.	1.8	21
62	International survey of veterinarians to assess the importance of competencies in professional practice and education. <i>Journal of the American Veterinary Medical Association</i> , 2014, 245, 906-913.	0.5	19
63	The Role of Generic Competencies in the Entrustment of Professional Activities: A Nationwide Competency-Based Curriculum Assessed. <i>Journal of Graduate Medical Education</i> , 2016, 8, 546-552.	1.3	18
64	Supported Independence: The Role of Supervision to Help Trainees Manage Uncertainty. <i>Academic Medicine</i> , 2021, 96, S81-S86.	1.6	18
65	Remediation in Practicing Physicians. <i>Academic Medicine</i> , 2018, 93, 1638-1644.	1.6	17
66	In the "Shadow of Shame": A Phenomenological Exploration of the Nature of Shame Experiences in Medical Students. <i>Academic Medicine</i> , 2021, 96, S23-S30.	1.6	17
67	The power of questions: a discourse analysis about doctor-student interaction. <i>Medical Education</i> , 2014, 48, 806-819.	2.1	16
68	Supervisor Continuity or Co-Location. <i>Academic Medicine</i> , 2015, 90, 525-531.	1.6	16
69	On the transfer of theory to the practice of research and education. <i>Medical Education</i> , 2010, 44, 534-535.	2.1	15
70	New consultants mastering the role of on-call supervisor: a longitudinal qualitative study. <i>Medical Education</i> , 2013, 47, 408-416.	2.1	15
71	Education or regulation? Exploring our underlying conceptualisations of remediation for practising physicians. <i>Medical Education</i> , 2019, 53, 276-284.	2.1	15
72	"Whatever you cut, I can fix it": clinical supervisors' interview accounts of allowing trainee failure while guarding patient safety. <i>BMJ Quality and Safety</i> , 2020, 29, 727-734.	3.7	15

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73	Physical isolation with virtual support: Registrars'™ learning via remote supervision. <i>Medical Teacher</i> , 2015, 37, 670-676.	1.8	14
74	Principles of fatigue in residency education: a qualitative study. <i>CMAJ Open</i> , 2016, 4, E200-E204.	2.4	14
75	Association between infection and fever in terminations of pregnancy using misoprostol: a retrospective cohort study. <i>BMC Pregnancy and Childbirth</i> , 2017, 17, 7.	2.4	14
76	Students' social networks are diverse, dynamic and deliberate when transitioning to clinical training. <i>Medical Education</i> , 2021, 55, 376-386.	2.1	14
77	Effect of Uterine Rupture on a Hospital's Future Rate of Vaginal Birth After Cesarean Delivery. <i>Obstetrics and Gynecology</i> , 2014, 124, 1175-1181.	2.4	13
78	Twelve tips on how to set up postgraduate training via remote clinical supervision. <i>Medical Teacher</i> , 2013, 35, 891-894.	1.8	12
79	Unravelling residents'™ and supervisors'™ workplace interactions: an intersubjectivity study. <i>Medical Education</i> , 2018, 52, 725-735.	2.1	12
80	From prescription to guidance: a European framework for generic competencies. <i>Advances in Health Sciences Education</i> , 2020, 25, 173-187.	3.3	12
81	Recovery of Sleep or Recovery of Self? A Grounded Theory Study of Residents'™ Decision Making Regarding How to Spend Their Nonclinical Postcall Time. <i>Academic Medicine</i> , 2016, 91, 395-400.	1.6	11
82	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.	1.1	11
83	Learning to Work Together Through Talk: Continuing Professional Development in Medicine. <i>Professional and Practice-based Learning</i> , 2016, , 47-73.	0.4	10
84	Paving the road for a European postgraduate training curriculum. <i>European Journal of Obstetrics, Gynecology and Reproductive Biology</i> , 2016, 203, 229-231.	1.1	10
85	Fatigue in Residency Education: Understanding the Influence of Work Hours Regulations in Europe. <i>Academic Medicine</i> , 2017, 92, 1733-1739.	1.6	10
86	An international study of trainee-trained transitions: Introducing the transition-to-trained-doctor (T3D) model. <i>Medical Teacher</i> , 2020, 42, 679-688.	1.8	10
87	Attitudes Towards Physicians Requiring Remediation. <i>Academic Medicine</i> , 2019, 94, S36-S41.	1.6	9
88	Skeptical self-regulation: Resident experiences of uncertainty about uncertainty. <i>Medical Education</i> , 2021, 55, 749-757.	2.1	9
89	Advancing the science of health professions education through a shared understanding of terminology: a content analysis of terms for 'faculty'. <i>Perspectives on Medical Education</i> , 2022, 11, 22-27.	3.5	9
90	Counselling and management of cardiovascular risk factors after preeclampsia. <i>Hypertension in Pregnancy</i> , 2016, 35, 55-61.	1.1	8

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91	Cardiovascular risk after preeclampsia: The effect of communicating risk factors on intended healthy behavior. <i>Hypertension in Pregnancy</i> , 2018, 37, 98-103.	1.1	8
92	Effect of a cluster randomised team training intervention on adverse perinatal and maternal outcomes: a stepped wedge study. <i>BJOG: an International Journal of Obstetrics and Gynaecology</i> , 2019, 126, 907-914.	2.3	8
93	Maternal recall of a history of early-onset preeclampsia, late-onset preeclampsia, or gestational hypertension: a validation study. <i>Hypertension in Pregnancy</i> , 2020, 39, 444-450.	1.1	8
94	Stability and Change in the Journeys of Medical Trainees: A 9-Year, Longitudinal Qualitative Study. <i>Academic Medicine</i> , 2021, 96, 906-912.	1.6	8
95	Essentials in Cardiac Arrest during Cesarean Section. <i>Clinics and Practice</i> , 2015, 5, 668.	1.4	7
96	Complex social intervention for multidisciplinary teams to improve patient referrals in obstetrical care: protocol for a stepped wedge study design. <i>BMJ Open</i> , 2016, 6, e011443.	1.9	7
97	Giving birth after caesarean: Identifying shared preferences among pregnant women using Q methodology. <i>Women and Birth</i> , 2020, 33, 273-279.	2.0	7
98	What is normal progress in the first stage of labour? A vignette study of similarities and differences between midwives and obstetricians. <i>Midwifery</i> , 2016, 41, 104-109.	2.3	6
99	Good educators and orphans: the case of direct observation and feedback. <i>Medical Education</i> , 2019, 53, 421-423.	2.1	6
100	Educator, judge, public defender: Conflicting roles for remediators of practising physicians. <i>Medical Education</i> , 2020, 54, 1171-1179.	2.1	6
101	Appraising the use of smartphones and apps when conducting qualitative medical education research: AMEE Guide No. 130. <i>Medical Teacher</i> , 2021, 43, 68-74.	1.8	6
102	The Need for a Uniform Use of the Construct of Burnout. <i>Academic Medicine</i> , 2011, 86, 661.	1.6	5
103	Patients and learners: time for a re-evaluation of our goals in bringing them together. <i>Medical Education</i> , 2013, 47, 1157-1159.	2.1	5
104	Trust your struggle. <i>Perspectives on Medical Education</i> , 2016, 5, 69-70.	3.5	5
105	Workplace-Based Assessment in Cross-Border Health Professional Education. <i>Teaching and Learning in Medicine</i> , 2020, 32, 91-103.	2.1	5
106	Finding your feet: student participation during initiation of international clinical placements: Student participation during initiation. <i>Perspectives on Medical Education</i> , 2022, 9, 41-48.	3.5	5
107	A phenomenological investigation of patients'™ 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.	3.3	5
108	The complex relationship between student, context and learning outcomes. <i>Medical Education</i> , 2016, 50, 164-166.	2.1	4

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109	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.	3.5	4
110	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.	1.8	4
111	Strangers in a strange land: The experience of physicians undergoing remediation. <i>Medical Education</i> , 2022, 56, 670-679.	2.1	4
112	Reduction of cardiovascular risk after preeclampsia: the role of framing and perceived probability in modifying behavior. <i>Hypertension in Pregnancy</i> , 2016, 35, 470-473.	1.1	3
113	Formal Versus Informal Judgments: Faculty Experiences With Entrustment in Graduate Medical Education. <i>Journal of Graduate Medical Education</i> , 2018, 10, 537-542.	1.3	3
114	Towards a better understanding of risk selection in maternal and newborn care: A systematic scoping review. <i>PLoS ONE</i> , 2020, 15, e0234252.	2.5	3
115	Assessing the assessment of interventions: we're not there yet. <i>Medical Education</i> , 2013, 47, 954-956.	2.1	2
116	An inconvenient discussion. <i>Medical Education</i> , 2018, 52, 1104-1106.	2.1	2
117	Expanding our understanding regarding residents' participation in the workplace. <i>Medical Education</i> , 2018, 52, 582-584.	2.1	2
118	Women with a Preterm Cesarean Have High Rates of Successful Trial of Labor in a Subsequent Term Pregnancy. <i>American Journal of Perinatology</i> , 2019, 36, 709-714.	1.4	2
119	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.	1.8	2
120	"It depends": The complexity of allowing residents to fail from the perspective of clinical supervisors. <i>Medical Teacher</i> , 2022, 44, 196-205.	1.8	2
121	Creating togetherness in a historically divided maternity care system / Zusammengehörigkeit in einem historisch gespaltenen geburtshilflichen Versorgungssystem herstellen. <i>International Journal of Health Professions</i> , 2020, 7, 33-44.	0.4	2
122	Remediation in Practice: A Polarity to be Managed. <i>Journal of Continuing Education in the Health Professions</i> , 2022, 42, 130-134.	1.3	2
123	Overextending: A Qualitative Study of Trainees Learning at the Edge of Evolving Expertise. <i>Journal of Graduate Medical Education</i> , 2022, 14, 295-303.	1.3	2
124	Decision-making during trial of labour after caesarean; a qualitative study with gynaecologists. <i>PLoS ONE</i> , 2018, 13, e0199887.	2.5	1
125	Initiation of student participation in practice: An audio diary study of international clinical placements. <i>Medical Teacher</i> , 2021, 43, 1179-1185.	1.8	1
126	Assessing trainee performance: ensuring learner control, supporting development, and maximizing assessment moments. <i>European Journal of Pediatrics</i> , 2022, 181, 435-439.	2.7	1

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127	The conceptualisation of educational supervision in a National Psychiatry Residency Training Program. <i>Asia Pacific Scholar</i> , 2022, 7, 66-75.	0.4	1
128	Education and the island of misfit toys. <i>Perspectives on Medical Education</i> , 2016, 5, 317-319.	3.5	0
129	Title is missing!., 2020, 15, e0234252.		0
130	Title is missing!., 2020, 15, e0234252.		0
131	Title is missing!., 2020, 15, e0234252.		0
132	Title is missing!., 2020, 15, e0234252.		0