

# Pim W Teunissen

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/2840356/publications.pdf>

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	Guidelines: the doâ€™s, donâ€™ts and donâ€™t knows of feedback for clinical education. Perspectives on Medical Education, 2022, 4, 284-299.	3.5	226
2	A&nbsp;qualitative study on harmonization of postgraduate medical education in Europe: negotiating flexibility is key. Perspectives on Medical Education, 2022, 8, 216-222.	3.5	4
3	Finding your feet: student participation during initiation of international clinical placements: Student participation during initiation. Perspectives on Medical Education, 2022, 9, 41-48.	3.5	5
4	Assessing trainee performance: ensuring learner control, supporting development, and maximizing assessment moments. European Journal of Pediatrics, 2022, 181, 435-439.	2.7	1
5	Advancing the science of health professions education through a&nbsp;shared understanding of terminology: a&nbsp;content analysis of terms for â€œfacultyâ€. Perspectives on Medical Education, 2022, 11, 22-27.	3.5	9
6	â€œIt dependsâ€: The complexity of allowing residents to fail from the perspective of clinical supervisors. Medical Teacher, 2022, 44, 196-205.	1.8	2
7	The conceptualisation of educational supervision in a National Psychiatry Residency Training Program. Asia Pacific Scholar, 2022, 7, 66-75.	0.4	1
8	Strangers in a strange land: The experience of physicians undergoing remediation. Medical Education, 2022, 56, 670-679.	2.1	4
9	Remediation in Practice: A Polarity to be Managed. Journal of Continuing Education in the Health Professions, 2022, 42, 130-134.	1.3	2
10	Overextending: A Qualitative Study of Trainees Learning at the Edge of Evolving Expertise. Journal of Graduate Medical Education, 2022, 14, 295-303.	1.3	2
11	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
12	Appraising the use of smartphones and apps when conducting qualitative medical education research: AMEE Guide No. 130. Medical Teacher, 2021, 43, 68-74.	1.8	6
13	â€œI'm unworthy of being in this spaceâ€: The origins of shame in medical students. Medical Education, 2021, 55, 185-197.	2.1	36
14	Warning bells: How clinicians leverage their discomfort to manage moments of uncertainty. Medical Education, 2021, 55, 233-241.	2.1	23
15	Leadership in interprofessional healthcare teams: Empowering knotworking with followership. Medical Teacher, 2021, 43, 32-37.	1.8	21
16	Students' social networks are diverse, dynamic and deliberate when transitioning to clinical training. Medical Education, 2021, 55, 376-386.	2.1	14
17	Skeptical selfâ€­regulation: Resident experiences of uncertainty about uncertainty. Medical Education, 2021, 55, 749-757.	2.1	9
18	A phenomenological investigation of patientsâ€™ experiences during direct observation in residency: busting the myth of the fly on the wall. Advances in Health Sciences Education, 2021, 26, 1191-1206.	3.3	5

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19	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
20	Contextual Competence: How residents develop competent performance in new settings. <i>Medical Education</i> , 2021, 55, 1100-1109.	2.1	28
21	Longitudinal qualitative research in medical education: Time to conceptualise time. <i>Medical Education</i> , 2021, 55, 1253-1260.	2.1	28
22	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
23	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
24	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
25	Supported Independence: The Role of Supervision to Help Trainees Manage Uncertainty. <i>Academic Medicine</i> , 2021, 96, S81-S86.	1.6	18
26	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
27	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
28	Workplace-Based Assessment in Cross-Border Health Professional Education. <i>Teaching and Learning in Medicine</i> , 2020, 32, 91-103.	2.1	5
29	From prescription to guidance: a European framework for generic competencies. <i>Advances in Health Sciences Education</i> , 2020, 25, 173-187.	3.3	12
30	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
31	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
32	Educator, judge, public defender: Conflicting roles for remediators of practising physicians. <i>Medical Education</i> , 2020, 54, 1171-1179.	2.1	6
33	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
34	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
35	Learning in the workplace: Use of informal feedback cues in doctor-patient communication. <i>Medical Education</i> , 2020, 54, 811-820.	2.1	22
36	"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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37	“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
38	Understanding context specificity: the effect of contextual factors on clinical reasoning. <i>Diagnosis</i> , 2020, 7, 257-264.	1.9	27
39	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
40	Title is missing!. , 2020, 15, e0234252.		0
41	Title is missing!. , 2020, 15, e0234252.		0
42	Title is missing!. , 2020, 15, e0234252.		0
43	Title is missing!. , 2020, 15, e0234252.		0
44	Good educators and orphans: the case of direct observation and feedback. <i>Medical Education</i> , 2019, 53, 421-423.	2.1	6
45	Beyond the struggles: a scoping review on the transition to undergraduate clinical training. <i>Medical Education</i> , 2019, 53, 559-570.	2.1	82
46	“Learning the Lingo”: A Grounded Theory Study of Telephone Talk in Clinical Education. <i>Academic Medicine</i> , 2019, 94, 1033-1039.	1.6	23
47	Implicit Bias and the Feedback Paradox: Exploring How Health Professionals Engage With Feedback While Questioning Its Credibility. <i>Academic Medicine</i> , 2019, 94, 1204-1210.	1.6	31
48	Attitudes Towards Physicians Requiring Remediation. <i>Academic Medicine</i> , 2019, 94, S36-S41.	1.6	9
49	Embracing standardisation and contextualisation in medical education. <i>Medical Education</i> , 2019, 53, 15-24.	2.1	56
50	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
51	Education or regulation? Exploring our underlying conceptualisations of remediation for practising physicians. <i>Medical Education</i> , 2019, 53, 276-284.	2.1	15
52	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
53	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?. <i>Academic Medicine</i> , 2018, 93, S27-S31.	1.6	26
54	Adaptive reinventing: implicit bias and the co-construction of social change. <i>Advances in Health Sciences Education</i> , 2018, 23, 587-599.	3.3	24

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55	Learning in Practice: A Valuation of Context in Time-Variable Medical Training. <i>Academic Medicine</i> , 2018, 93, S22-S26.	1.6	27
56	Remediation in Practicing Physicians. <i>Academic Medicine</i> , 2018, 93, 1638-1644.	1.6	17
57	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
58	Enhanced Requirements for Assessment in a Competency-Based, Time-Variable Medical Education System. <i>Academic Medicine</i> , 2018, 93, S17-S21.	1.6	64
59	Interprofessional collaboration among care professionals in obstetrical care: are perceptions aligned?. <i>BMJ Quality and Safety</i> , 2018, 27, 279-286.	3.7	27
60	Context matters when striving to promote active and lifelong learning in medical education. <i>Medical Education</i> , 2018, 52, 34-44.	2.1	89
61	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
62	Broadening the Scope of Feedback to Promote Its Relevance to Workplace Learning. <i>Academic Medicine</i> , 2018, 93, 556-559.	1.6	44
63	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
64	Striving While Accepting. <i>Academic Medicine</i> , 2018, 93, S82-S88.	1.6	24
65	An inconvenient discussion. <i>Medical Education</i> , 2018, 52, 1104-1106.	2.1	2
66	Decision-making during trial of labour after caesarean; a qualitative study with gynaecologists. <i>PLoS ONE</i> , 2018, 13, e0199887.	2.5	1
67	Time-Variable Training in Medicine: Theoretical Considerations. <i>Academic Medicine</i> , 2018, 93, S6-S11.	1.6	36
68	Expanding our understanding regarding residents'™ participation in the workplace. <i>Medical Education</i> , 2018, 52, 582-584.	2.1	2
69	Early-onset preeclampsia predisposes to preclinical diastolic left ventricular dysfunction in the fifth decade of life: An observational study. <i>PLoS ONE</i> , 2018, 13, e0198908.	2.5	35
70	Patterns of direct observation and their impact during residency: general practice supervisors'™ views. <i>Medical Education</i> , 2018, 52, 981-991.	2.1	32
71	Unravelling residents'™ and supervisors'™ workplace interactions: an intersubjectivity study. <i>Medical Education</i> , 2018, 52, 725-735.	2.1	12
72	Making theory explicit - An analysis of how medical education research(ers) describe how they connect to theory. <i>BMC Medical Education</i> , 2017, 17, 18.	2.4	35

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73	How clinical medical students perceive others to influence their self-regulated learning. <i>Medical Education</i> , 2017, 51, 269-279.	2.1	66
74	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
75	Ecological theories of systems and contextual change in medical education. <i>Medical Education</i> , 2017, 51, 1250-1259.	2.1	22
76	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
77	Fatigue in Residency Education: Understanding the Influence of Work Hours Regulations in Europe. <i>Academic Medicine</i> , 2017, 92, 1733-1739.	1.6	10
78	Patterns in clinical students' self-regulated learning behavior: a Q-methodology study. <i>Advances in Health Sciences Education</i> , 2017, 22, 105-121.	3.3	28
79	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
80	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
81	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
82	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
83	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
84	Learning to Work Together Through Talk: Continuing Professional Development in Medicine. <i>Professional and Practice-based Learning</i> , 2016, , 47-73.	0.4	10
85	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
86	Education and the island of misfit toys. <i>Perspectives on Medical Education</i> , 2016, 5, 317-319.	3.5	0
87	Principles of fatigue in residency education: a qualitative study. <i>CMAJ Open</i> , 2016, 4, E200-E204.	2.4	14
88	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
89	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
90	Trust your struggle. <i>Perspectives on Medical Education</i> , 2016, 5, 69-70.	3.5	5

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91	The complex relationship between student, context and learning outcomes. <i>Medical Education</i> , 2016, 50, 164-166.	2.1	4
92	Counselling and management of cardiovascular risk factors after preeclampsia. <i>Hypertension in Pregnancy</i> , 2016, 35, 55-61.	1.1	8
93	Feedback-giving behaviour in performance evaluations during clinical clerkships. <i>Medical Teacher</i> , 2016, 38, 88-95.	1.8	43
94	Supervisor Continuity or Co-Location. <i>Academic Medicine</i> , 2015, 90, 525-531.	1.6	16
95	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
96	Essentials in Cardiac Arrest during Cesarean Section. <i>Clinics and Practice</i> , 2015, 5, 668.	1.4	7
97	Physical isolation with virtual support: Registrars' learning via remote supervision. <i>Medical Teacher</i> , 2015, 37, 670-676.	1.8	14
98	Exploring the factors influencing clinical students' self-regulated learning. <i>Medical Education</i> , 2015, 49, 589-600.	2.1	73
99	Experiences with EPAs, potential benefits and pitfalls. <i>Medical Teacher</i> , 2014, 36, 698-702.	1.8	77
100	Perceived Effects of Innovations in Postgraduate Medical Education. <i>Academic Medicine</i> , 2014, 89, 1259-1266.	1.6	28
101	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
102	The power of questions: a discourse analysis about doctor-student interaction. <i>Medical Education</i> , 2014, 48, 806-819.	2.1	16
103	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
104	Exploration of perceived effects of innovations in postgraduate medical education. <i>Medical Education</i> , 2013, 47, 271-281.	2.1	41
105	Clarifying students' feedback-seeking behaviour in clinical clerkships. <i>Medical Education</i> , 2013, 47, 282-291.	2.1	114
106	The transition to hospital consultant: Denmark and the Netherlands compared on preparedness for practice, perceived intensity and contextual factors. <i>Medical Teacher</i> , 2013, 35, 481-489.	1.8	26
107	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
108	Programmatic assessment of competency-based workplace learning: when theory meets practice. <i>BMC Medical Education</i> , 2013, 13, 123.	2.4	199

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109	Believing is seeing: how people's beliefs influence goals, emotions and behaviour. <i>Medical Education</i> , 2013, 47, 1064-1072.	2.1	68
110	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
111	Twelve tips on how to set up postgraduate training via remote clinical supervision. <i>Medical Teacher</i> , 2013, 35, 891-894.	1.8	12
112	Assessing the assessment of interventions: we're not there yet. <i>Medical Education</i> , 2013, 47, 954-956.	2.1	2
113	New consultants mastering the role of on-call supervisor: a longitudinal qualitative study. <i>Medical Education</i> , 2013, 47, 408-416.	2.1	15
114	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
115	The use of programmatic assessment in the clinical workplace: A Maastricht case report. <i>Medical Teacher</i> , 2012, 34, 226-231.	1.8	93
116	Experiential learning: AMEE Guide No. 63. <i>Medical Teacher</i> , 2012, 34, e102-e115.	1.8	365
117	Experiential learning: Transforming theory into practice. <i>Medical Teacher</i> , 2012, 34, 161-164.	1.8	254
118	General practitioners as supervisors in postgraduate clinical education: an integrative review. <i>Medical Education</i> , 2012, 46, 1161-1173.	2.1	73
119	How lead consultants approach educational change in postgraduate medical education. <i>Medical Education</i> , 2012, 46, 390-398.	2.1	22
120	Development and analysis of D-RECT, an instrument measuring residents' learning climate. <i>Medical Teacher</i> , 2011, 33, 820-827.	1.8	107
121	Development and Validation of a Competency Framework for Veterinarians. <i>Journal of Veterinary Medical Education</i> , 2011, 38, 262-269.	0.6	89
122	The Need for a Uniform Use of the Construct of Burnout. <i>Academic Medicine</i> , 2011, 86, 661.	1.6	5
123	Opportunity or threat: the ambiguity of the consequences of transitions in medical education. <i>Medical Education</i> , 2011, 45, 51-59.	2.1	231
124	Junior doctors caught in the clash: the transition from learning to working explored. <i>Medical Education</i> , 2011, 45, 968-970.	2.1	42
125	On the transfer of theory to the practice of research and education. <i>Medical Education</i> , 2010, 44, 534-535.	2.1	15
126	Understanding the Transition From Resident to Attending Physician: A Transdisciplinary, Qualitative Study. <i>Academic Medicine</i> , 2010, 85, 1914-1919.	1.6	92



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127	Therapeutic reasoning: from hiatus to hypothetical model. <i>Journal of Evaluation in Clinical Practice</i> , 2009, 15, 985-989.	1.8	32
128	Assessment of competence and progressive independence in postgraduate clinical training. <i>Medical Education</i> , 2009, 43, 1156-1165.	2.1	121
129	Who Wants Feedback? An Investigation of the Variables Influencing Residents'™ Feedback-Seeking Behavior in Relation to Night Shifts. <i>Academic Medicine</i> , 2009, 84, 910-917.	1.6	121
130	How undergraduate clinical learning climates differ: a multi-method case study. <i>Medical Education</i> , 2008, 42, 1029-1036.	2.1	66
131	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
132	Introducing competency-based postgraduate medical education in the Netherlands. <i>Medical Teacher</i> , 2008, 30, 248-253.	1.8	178