Cees P M Van Der Vleuten

List of Publications by Year in Descending Order

183 papers	**9,381** citations
51 h-index	**93** g-index
186 ext. papers	**11,048** ext. citations
3.1 avg, IF	**6.63** L-index

#	Paper	IF	Citations
183	The pursuit of fairness in assessment: Looking beyond the objective.. *Medical Teacher*, **2022**, 1-7	3	2
182	Modeling the effect of social interdependence in interprofessional collaborative learning.. *Journal of Interprofessional Care*, **2022**, 1-8	2.7	
181	The Discourse and Attempt of Student-Centered Assessment in the Context of Cultural Diversity **2022**, 111-139		
180	Locally adapting generic rubrics for the implementation of outcome-based medical education: a mixed-methods approach.. *BMC Medical Education*, **2022**, 22, 262	3.3	
179	Supervisory dyads' communication and alignment regarding the use of workplace-based observations: a qualitative study in general practice residency.. *BMC Medical Education*, **2022**, 22, 330	3.3	
178	Contextual attributes to promote positive social interdependence in problem-based learning: a focus group study. *BMC Medical Education*, **2021**, 21, 222	3.3	1
177	"Prevention Is Better Than Cure": A Plea to Emphasize the Learning Function of Competence Committees in Programmatic Assessment. *Frontiers in Veterinary Science*, **2021**, 8, 638455	3.1	0
176	How pharmacists perceive their professional identity: a scoping review and discursive analysis. *International Journal of Pharmacy Practice*, **2021**, 29, 299-307	1.7	0
175	Entrustment Unpacked: Aligning Purposes, Stakes, and Processes to Enhance Learner Assessment. *Academic Medicine*, **2021**, 96, S56-S63	3.9	2
174	Ottawa 2020 consensus statements for programmatic assessment - 2. Implementation and practice. *Medical Teacher*, **2021**, 43, 1149-1160	3	5
173	Effects of an instructional design based postpartum hemorrhage simulation training on patient outcomes: an uncontrolled before-and-after study. *Journal of Maternal-Fetal and Neonatal Medicine* , **2021**, 34, 245-252	2	6
172	Where the rubber meets the road - An integrative review of programmatic assessment in health care professions education. *Perspectives on Medical Education*, **2021**, 10, 6-13	4.3	18
171	Driving lesson or driving test? : A metaphor to help faculty separate feedback from assessment. *Perspectives on Medical Education*, **2021**, 10, 50-56	4.3	10
170	Ottawa 2020 consensus statement for programmatic assessment - 1. Agreement on the principles. *Medical Teacher*, **2021**, 43, 1139-1148	3	6
169	Professional identity formation-oriented mentoring technique as a method to improve self-regulated learning: A mixed-method study. *Asia Pacific Scholar*, **2021**, 6, 49-64	0.5	0
168	Limited effects from professional identity formation-oriented intervention on self-regulated learning in a preclinical setting: a randomized-controlled study in Japan. *BMC Medical Education*, **2021**, 21, 30	3.3	0
167	An international study on teachers' conceptions of learning and teaching and corresponding teacher profiles. *Medical Teacher*, **2020**, 42, 1000-1004	3	3

166	Between trust and control: Teachers' assessment conceptualisations within programmatic assessment. *Medical Education*, **2020**, 54, 528-537	3.7	13
165	Understanding medical student evidence-based medicine information seeking in an authentic clinical simulation. *Journal of the Medical Library Association: JMLA*, **2020**, 108, 219-228	1.4	4
164	Understanding Medical Students' Attitudes Toward Learning eHealth: Questionnaire Study. *JMIR Medical Education*, **2020**, 6, e17030	5	5
163	A Historical Discourse Analysis of Pharmacist Identity in Pharmacy Education. *American Journal of Pharmaceutical Education*, **2020**, 84, ajpe7864	2.5	16
162	Use of Resident-Sensitive Quality Measure Data in Entrustment Decision Making: A Qualitative Study of Clinical Competency Committee Members at One Pediatric Residency. *Academic Medicine*, **2020**, 95, 1726-1735	3.9	5
161	Social Accountability Frameworks and Their Implications for Medical Education and Program Evaluation: A Narrative Review. *Academic Medicine*, **2020**, 95, 1945-1954	3.9	7
160	Understanding the influence of teacher-learner relationships on learners' assessment perception. *Advances in Health Sciences Education*, **2020**, 25, 441-456	3.7	12
159	Students' perceptions towards self-directed learning in Ethiopian medical schools with new innovative curriculum: a mixed-method study. *BMC Medical Education*, **2020**, 20, 7	3.3	10
158	Resident-Sensitive Quality Measures in the Pediatric Emergency Department: Exploring Relationships With Supervisor Entrustment and Patient Acuity and Complexity. *Academic Medicine*, **2020**, 95, 1256-1264	3.9	8
157	Initial Implementation of Resident-Sensitive Quality Measures in the Pediatric Emergency Department: A Wide Range of Performance. *Academic Medicine*, **2020**, 95, 1248-1255	3.9	14
156	Exploring perspectives on health professions education scholarship units from sub-Saharan Africa. *Perspectives on Medical Education*, **2020**, 9, 359-366	4.3	2
155	Measuring social interdependence in collaborative learning: instrument development and validation. *BMC Medical Education*, **2020**, 20, 177	3.3	4
154	COVID-19 and programmatic assessment. *Clinical Teacher*, **2020**, 17, 420-422	1.1	5
153	COSMIN Risk of Bias tool to assess the quality of studies on reliability or measurement error of outcome measurement instruments: a Delphi study. *BMC Medical Research Methodology*, **2020**, 20, 293	4.7	48
152	How doctors recognise that their patients are worried: A qualitative study of patient cues. *Patient Education and Counseling*, **2020**, 103, 220-225	3.1	2
151	Theoretical considerations on programmatic assessment. *Medical Teacher*, **2020**, 42, 213-220	3	16
150	Meaningful feedback through a sociocultural lens. *Medical Teacher*, **2019**, 41, 1342-1352	3	6
149	Yes, but does medical education produce better doctors?. *Education for Primary Care*, **2019**, 30, 333-336	0.9	2

148	Assessment in the context of problem-based learning. *Advances in Health Sciences Education*, **2019**, 24, 903-914	3.7	11
147	Reliability of narrative assessment data on communication skills in a summative OSCE. *Patient Education and Counseling*, **2019**, 102, 1164-1169	3.1	3
146	Programmatic assessment: Can we provide evidence for saturation of information?. *Medical Teacher*, **2019**, 41, 678-682	3	9
145	Validity of the scan of postgraduate educational environment domains (SPEED) questionnaire in a rural general practice training setting. *BMC Medical Education*, **2019**, 19, 25	3.3	2
144	Does changing from a teacher-centered to a learner-centered context promote self-regulated learning: a qualitative study in a Japanese undergraduate setting. *BMC Medical Education*, **2019**, 19, 152	3.3	16
143	Community-based educational design for undergraduate medical education: a grounded theory study. *BMC Medical Education*, **2019**, 19, 258	3.3	15
142	Assessment of communication skills. *Patient Education and Counseling*, **2019**, 102, 2110-2113	3.1	10
141	Programmatic Assessment: An Avenue to a Different Assessment Culture **2019**, 245-256		5
140	Investigating possible causes of bias in a progress test translation: an one-edged sword. *Korean Journal of Medical Education*, **2019**, 31, 193-204	1.8	2
139	Exploring how educators at the workplace inform their judgement of students professional performance. *Journal of Education and Work*, **2019**, 32, 693-706	0.8	3
138	Developing Resident-Sensitive Quality Measures: Engaging Stakeholders to Inform Next Steps. *Academic Pediatrics*, **2019**, 19, 177-185	2.7	10
137	Managing tensions in assessment: moving beyond either-or thinking. *Medical Education*, **2019**, 53, 64-75	3.7	30
136	Twelve tips to promote a feedback culture with a growth mind-set: Swinging the feedback pendulum from recipes to relationships. *Medical Teacher*, **2019**, 41, 625-631	3	62
135	Assessment in a global context: An international perspective on dental education. *European Journal of Dental Education*, **2018**, 22 Suppl 1, 21-27	2.5	16
134	Stakes in the eye of the beholder: an international study of learners' perceptions within programmatic assessment. *Medical Education*, **2018**, 52, 654-663	3.7	53
133	Self-perceived long-term transfer of learning after postpartum hemorrhage simulation training. *International Journal of Gynecology and Obstetrics*, **2018**, 141, 261-267	4	6
132	About Politeness, Face, and Feedback: Exploring Resident and Faculty Perceptions of How Institutional Feedback Culture Influences Feedback Practices. *Academic Medicine*, **2018**, 93, 1348-1358	3.9	47
131	Progress test utopia. *Perspectives on Medical Education*, **2018**, 7, 136-138	4.3	11

130	Context matters when striving to promote active and lifelong learning in medical education. *Medical Education*, **2018**, 52, 34-44	3.7	51
129	The pattern of social media use and its association with academic performance among medical students. *Medical Teacher*, **2018**, 40, S77-S82	3	31
128	Development and validation of the TOCO-TURBT tool: a summative assessment tool that measures surgical competency in transurethral resection of bladder tumour. *Surgical Endoscopy and Other Interventional Techniques*, **2018**, 32, 4923-4931	5.2	10
127	Contextual attributes promote or hinder self-regulated learning: A qualitative study contrasting rural physicians with undergraduate learners in Japan. *Medical Teacher*, **2018**, 40, 285-295	3	9
126	Impact of Self- and Peer Assessment on the Clinical Performance of Physiotherapists in Primary Care: A Cohort Study. *Physiotherapy Canada Physiotherapie Canada*, **2018**, 70, 393-401	0.8	3
125	How to Design a Useful Test **2018**, 275-289		2
124	Programmatic assessment: the process, rationale and evidence for modern evaluation approaches in medical education. *Medical Journal of Australia*, **2018**, 209, 386-388	4	8
123	The use of instructional design guidelines to increase effectiveness of postpartum hemorrhage simulation training. *International Journal of Gynecology and Obstetrics*, **2017**, 137, 99-105	4	9
122	Should we assess clinical performance in single patient encounters or consistent behaviors of clinical performance over a series of encounters? A qualitative exploration of narrative trainee profiles. *Medical Teacher*, **2017**, 39, 300-307	3	5
121	How clinical medical students perceive others to influence their self-regulated learning. *Medical Education*, **2017**, 51, 269-279	3.7	39
120	Feasibility of peer assessment and clinical audit to self-regulate the quality of physiotherapy services: a mixed methods study. *BMJ Open*, **2017**, 7, e013726	3	7
119	Exploring the institutional logics of health professions education scholarship units. *Medical Education*, **2017**, 51, 755-767	3.7	22
118	Students' motivation toward feedback-seeking in the clinical workplace. *Medical Teacher*, **2017**, 39, 954-958	3	10
117	Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship: Initiating an International Conversation. *Academic Medicine*, **2017**, 92, 205-208	3.9	23
116	"It's Just Not the Culture": A Qualitative Study Exploring Residents' Perceptions of the Impact of Institutional Culture on Feedback. *Teaching and Learning in Medicine*, **2017**, 29, 153-161	3.4	68
115	A collaborative comparison of objective structured clinical examination (OSCE) standard setting methods at Australian medical schools. *Medical Teacher*, **2017**, 39, 1261-1267	3	7
114	The Hidden Value of Narrative Comments for Assessment: A Quantitative Reliability Analysis of Qualitative Data. *Academic Medicine*, **2017**, 92, 1617-1621	3.9	54
113	How characteristic routines of clinical departments influence students' self-regulated learning: A grounded theory study. *Medical Teacher*, **2017**, 39, 1174-1181	3	4

112	Developing skilled doctor-patient communication in the workplace: a qualitative study of the experiences of trainees and clinical supervisors. *Advances in Health Sciences Education*, **2017**, 22, 1263-1278	3.7	14
111	Changing the culture of assessment: the dominance of the summative assessment paradigm. *BMC Medical Education*, **2017**, 17, 73	3.3	41
110	Embedding of the progress test in an assessment program designed according to the principles of programmatic assessment. *Medical Teacher*, **2017**, 39, 44-52	3	27
109	Inter-rater variability as mutual disagreement: identifying raters' divergent points of view. *Advances in Health Sciences Education*, **2017**, 22, 819-838	3.7	25
108	Patterns in clinical students' self-regulated learning behavior: a Q-methodology study. *Advances in Health Sciences Education*, **2017**, 22, 105-121	3.7	20
107	Uncovering the unknown: A grounded theory study exploring the impact of self-awareness on the culture of feedback in residency education. *Medical Teacher*, **2017**, 39, 1065-1073	3	22
106	How Entrustment Is Informed by Holistic Judgments Across Time in a Family Medicine Residency Program: An Ethnographic Nonparticipant Observational Study. *Academic Medicine*, **2017**, 92, 792-799	3.9	23
105	How innovative and conventional curricula prepare medical students for practice in Sub-Saharan Africa: A comparative study from Mozambique. *Education for Health: Change in Learning and Practice*, **2017**, 30, 3-10	0.4	0
104	Hedging to save face: a linguistic analysis of written comments on in-training evaluation reports. *Advances in Health Sciences Education*, **2016**, 21, 175-88	3.7	69
103	Feedback-giving behaviour in performance evaluations during clinical clerkships. *Medical Teacher*, **2016**, 38, 88-95	3	32
102	On the issue of costs in programmatic assessment. *Perspectives on Medical Education*, **2016**, 5, 303-7	4.3	8
101	Health professions' students have an alarming prevalence of depressive symptoms: exploration of the associated factors. *BMC Medical Education*, **2016**, 16, 279	3.3	46
100	The Future of High-Quality Care Depends on Better Assessment of Physician Performance. *JAMA Pediatrics*, **2016**, 170, 1131-1132	8.3	6
99	De toetsing van medische competentie. *Tijdschrift Voor Urologie*, **2016**, 6, 137-143	0.2	
98	Teachers' conceptions of learning and teaching in student-centred medical curricula: the impact of context and personal characteristics. *BMC Medical Education*, **2016**, 16, 244	3.3	8
97	Bridging the gap: a five stage approach for developing specialty-specific entrustable professional activities. *BMC Medical Education*, **2016**, 16, 117	3.3	30
96	How to gather information from talkative patients in a respectful and efficient manner: a qualitative study of GPs' communication strategies. *Family Practice*, **2016**, 33, 100-6	1.9	7
95	Team communication amongst clinical teachers in a formal meeting of post graduate medical training. *Advances in Health Sciences Education*, **2016**, 21, 207-19	3.7	6

94	Using a Smartphone App and Coaching Group Sessions to Promote Residents' Reflection in the Workplace. *Academic Medicine*, **2016**, 91, 365-70	3.9	28
93	Revisiting 'Assessing professional competence: from methods to programmes'. *Medical Education*, **2016**, 50, 885-8	3.7	24
92	Factors influencing students' receptivity to formative feedback emerging from different assessment cultures. *Perspectives on Medical Education*, **2016**, 5, 276-84	4.3	55
91	Twelve Tips for programmatic assessment. *Medical Teacher*, **2015**, 37, 641-646	3	149
90	'I still have no idea why this patient was here': An exploration of the difficulties GP trainees experience when gathering information. *Patient Education and Counseling*, **2015**, 98, 837-42	3.1	6
89	An innovative peer assessment approach to enhance guideline adherence in physical therapy: single-masked, cluster-randomized controlled trial. *Physical Therapy*, **2015**, 95, 600-12	3.3	20
88	Effects of learning content in context on knowledge acquisition and recall: a pretest-posttest control group design. *BMC Medical Education*, **2015**, 15, 133	3.3	19
87	The impact of programmatic assessment on student learning: theory versus practice. *Medical Education*, **2015**, 49, 487-98	3.7	107
86	Enhancing students' learning in problem based learning: validation of a self-assessment scale for active learning and critical thinking. *BMC Medical Education*, **2015**, 15, 140	3.3	17
85	Exploring the factors influencing clinical students' self-regulated learning. *Medical Education*, **2015**, 49, 589-600	3.7	48
84	Impact of institute and person variables on teachers' conceptions of learning and teaching. *Medical Teacher*, **2015**, 37, 738-746	3	6
83	Relationship between reflection ability and clinical performance: a cross-sectional and retrospective-longitudinal correlational cohort study in midwifery. *Midwifery*, **2015**, 31, 90-4	2.8	18
82	Barriers to the uptake and use of feedback in the context of summative assessment. *Advances in Health Sciences Education*, **2015**, 20, 229-45	3.7	71
81	Designing Assessment Programmes for the Model Curriculum for Emergency Medicine Specialists. *Canadian Journal of Emergency Medicine*, **2015**, 17, 462-7	0.6	2
80	Clarifying the learning experiences of healthcare professionals with in situ and off-site simulation-based medical education: a qualitative study. *BMJ Open*, **2015**, 5, e008345	3	32
79	Simulation-based multiprofessional obstetric anaesthesia training conducted in situ versus off-site leads to similar individual and team outcomes: a randomised educational trial. *BMJ Open*, **2015**, 5, e008344	3	47
78	Competency-based education is beneficial for professional development. *Perspectives on Medical Education*, **2015**, 4, 323-5	4.3	10
77	Critical features of peer assessment of clinical performance to enhance adherence to a low back pain guideline for physical therapists: a mixed methods design. *BMC Medical Education*, **2015**, 15, 203	3.3	12

76	A One-Day Dental Faculty Workshop in Writing Multiple-Choice Questions: An Impact Evaluation. *Journal of Dental Education*, **2015**, 79, 1305-1313	1.6	10
75	Effect of comprehensive oncogenetics training interventions for general practitioners, evaluated at multiple performance levels. *PLoS ONE*, **2015**, 10, e0122648	3.7	24
74	Exploring residents' communication learning process in the workplace: a five-phase model. *PLoS ONE*, **2015**, 10, e0125958	3.7	28
73	Integrating learning assessment and supervision in a competency framework for clinical workplace education. *Nurse Education Today*, **2015**, 35, 341-6	3.7	25
72	When I say context specificity. *Medical Education*, **2014**, 48, 234-5	3.7	27
71	Learning culture and feedback: an international study of medical athletes and musicians. *Medical Education*, **2014**, 48, 713-23	3.7	89
70	Effectiviteit van nascholing over (onco)genetica. *Huisarts En Wetenschap*, **2014**, 57, 294-297	0.1	
69	'No need to worry': an exploration of general practitioners' reassuring strategies. *BMC Family Practice*, **2014**, 15, 133	2.6	13
68	Medical education research: a vibrant community of research and education practice. *Medical Education*, **2014**, 48, 761-7	3.7	18
67	What would happen to education if we take education evidence seriously?. *Perspectives on Medical Education*, **2014**, 3, 222-32	4.3	59
66	"Doctor, please tell me it's nothing serious": an exploration of patients' worrying and reassuring cognitions using stimulated recall interviews. *BMC Family Practice*, **2014**, 15, 73	2.6	19
65	Residents' perceived barriers to communication skills learning: comparing two medical working contexts in postgraduate training. *Patient Education and Counseling*, **2014**, 95, 91-7	3.1	58
64	More consensus than idiosyncrasy: Categorizing social judgments to examine variability in Mini-CEX ratings. *Academic Medicine*, **2014**, 89, 1510-9	3.9	31
63	Five teacher profiles in student-centred curricula based on their conceptions of learning and teaching. *BMC Medical Education*, **2014**, 14, 220	3.3	18
62	Sustained effects of online genetics education: a randomized controlled trial on oncogenetics. *European Journal of Human Genetics*, **2014**, 22, 310-6	5.3	32
61	Effectiveness of oncogenetics training on general practitioners' consultation skills: a randomized controlled trial. *Genetics in Medicine*, **2014**, 16, 45-52	8.1	29
60	Unannounced in situ simulation of obstetric emergencies: staff perceptions and organisational impact. *Postgraduate Medical Journal*, **2014**, 90, 622-9	2	13
59	A framework to facilitate self-directed learning, assessment and supervision in midwifery practice: a qualitative study of supervisors' perceptions. *Nurse Education in Practice*, **2014**, 14, 441-6	3.2	10

58	Learning in context: identifying gaps in research on the transfer of medical communication skills to the clinical workplace. *Patient Education and Counseling*, **2013**, 90, 184-92	3.1	62
57	Context factors in general practitioner-patient encounters and their impact on assessing communication skills--an exploratory study. *BMC Family Practice*, **2013**, 14, 65	2.6	15
56	Workplace-based assessment: raters' performance theories and constructs. *Advances in Health Sciences Education*, **2013**, 18, 375-96	3.7	119
55	Clarifying students' feedback-seeking behaviour in clinical clerkships. *Medical Education*, **2013**, 47, 282-91	3.7	93
54	Beyond individualism: professional culture and its influence on feedback. *Medical Education*, **2013**, 47, 585-94	3.7	91
53	Web-based feedback after summative assessment: how do students engage?. *Medical Education*, **2013**, 47, 734-44	3.7	55
52	Music lessons: revealing medicine's learning culture through a comparison with that of music. *Medical Education*, **2013**, 47, 842-50	3.7	46
51	Programmatic assessment of competency-based workplace learning: when theory meets practice. *BMC Medical Education*, **2013**, 13, 123	3.3	142
50	In-training assessment developments in postgraduate education in Europe. *ANZ Journal of Surgery*, **2013**, 83, 454-9	1	28
49	How doctors move from generic goals to specific communicative behavior in real practice consultations. *Patient Education and Counseling*, **2013**, 90, 170-6	3.1	21
48	Clarifying assumptions to enhance our understanding and assessment of clinical reasoning. *Academic Medicine*, **2013**, 88, 442-8	3.9	100
47	Validity in work-based assessment: expanding our horizons. *Medical Education*, **2013**, 47, 1164-74	3.7	133
46	AM last page. Quality criteria in qualitative and quantitative research. *Academic Medicine*, **2013**, 88, 552	3.9	90
45	Assessing the reliability of the borderline regression method as a standard setting procedure for objective structured clinical examination. *Journal of Research in Medical Sciences*, **2013**, 18, 887-91	1.6	17
44	Understanding responses to feedback: the potential and limitations of regulatory focus theory. *Medical Education*, **2012**, 46, 593-603	3.7	49
43	Rethinking the globalisation of problem-based learning: how culture challenges self-directed learning. *Medical Education*, **2012**, 46, 738-47	3.7	108
42	A model of the pre-assessment learning effects of summative assessment in medical education. *Advances in Health Sciences Education*, **2012**, 17, 39-53	3.7	76
41	Expert validation of fit-for-purpose guidelines for designing programmes of assessment. *BMC Medical Education*, **2012**, 12, 20	3.3	33

40	A model of the pre-assessment learning effects of assessment is operational in an undergraduate clinical context. *BMC Medical Education*, **2012**, 12, 9	3.3	26
39	Modelling the pre-assessment learning effects of assessment: evidence in the validity chain. *Medical Education*, **2012**, 46, 1087-98	3.7	17
38	A model for programmatic assessment fit for purpose. *Medical Teacher*, **2012**, 34, 205-14	3	416
37	Using functional neuroimaging combined with a think-aloud protocol to explore clinical reasoning expertise in internal medicine. *Military Medicine*, **2012**, 177, 72-8	1.3	26
36	The use of progress testing. *Perspectives on Medical Education*, **2012**, 1, 24-30	4.3	75
35	Programmatic assessment and Kane's validity perspective. *Medical Education*, **2012**, 46, 38-48	3.7	104
34	Learning from clinical work: the roles of learning cues and credibility judgements. *Medical Education*, **2012**, 46, 192-200	3.7	146
33	Towards a systems approach to assessment. *Medical Teacher*, **2012**, 34, 185-6	3	19
32	Development of an instrument (the COLT) to measure conceptions on learning and teaching of teachers, in student-centred medical education. *Medical Teacher*, **2012**, 34, e483-91	3	18
31	The use of programmatic assessment in the clinical workplace: a Maastricht case report. *Medical Teacher*, **2012**, 34, 226-31	3	67
30	A systemic framework for the progress test: strengths, constraints and issues: AMEE Guide No. 71. *Medical Teacher*, **2012**, 34, 683-97	3	87
29	Poor professionalism identified through investigation of unsolicited healthcare complaints. *Postgraduate Medical Journal*, **2012**, 88, 443-50	2	23
28	Exploring Task- and Student-Related Factors in the Method of Propositional Manipulation (MPM). *Journal of Statistics Education*, **2011**, 19,	1	6
27	Tensions in informed self-assessment: how the desire for feedback and reticence to collect and use it can conflict. *Academic Medicine*, **2011**, 86, 1120-7	3.9	133
26	Script concordance testing: a review of published validity evidence. *Medical Education*, **2011**, 45, 329-38	3.7	103
25	Context and clinical reasoning: understanding the perspective of the expert's voice. *Medical Education*, **2011**, 45, 927-38	3.7	121
24	Workplace-based assessment: effects of rater expertise. *Advances in Health Sciences Education*, **2011**, 16, 151-65	3.7	134
23	Identifying context factors explaining physician's low performance in communication assessment: an explorative study in general practice. *BMC Family Practice*, **2011**, 12, 138	2.6	28

22	Programmatic assessment: From assessment of learning to assessment for learning. *Medical Teacher*, **2011**, 33, 478-85	3	412
21	Making use of contrasting participant views of the same encounter. *Medical Education*, **2010**, 44, 953-61	3.7	13
20	The processes and dimensions of informed self-assessment: a conceptual model. *Academic Medicine*, **2010**, 85, 1212-20	3.9	217
19	Perspective: redefining context in the clinical encounter: implications for research and training in medical education. *Academic Medicine*, **2010**, 85, 894-901	3.9	89
18	A new framework for designing programmes of assessment. *Advances in Health Sciences Education*, **2010**, 15, 379-93	3.7	89
17	The assessment of professional competence: building blocks for theory development. *Best Practice and Research in Clinical Obstetrics and Gynaecology*, **2010**, 24, 703-19	4.6	200
16	Students' and teachers' perceptions of clinical assessment program: A qualitative study in a PBL curriculum. *BMC Research Notes*, **2009**, 2, 263	2.3	20
15	Approaches to professional behaviour assessment: tools in the professionalism toolbox. *European Journal of Internal Medicine*, **2009**, 20, e153-7	3.9	30
14	Strengths and weaknesses of simulated and real patients in the teaching of skills to medical students: a review. *Simulation in Healthcare*, **2008**, 3, 161-9	2.8	77
13	Understanding the influence of emotions and reflection upon multi-source feedback acceptance and use. *Advances in Health Sciences Education*, **2008**, 13, 275-88	3.7	166
12	"Directed" self-assessment: practice and feedback within a social context. *Journal of Continuing Education in the Health Professions*, **2008**, 28, 47-54	2.1	110
11	Challenges in multisource feedback: intended and unintended outcomes. *Medical Education*, **2007**, 41, 583-91	3.7	100
10	Broadening perspectives on clinical performance assessment: rethinking the nature of in-training assessment. *Advances in Health Sciences Education*, **2007**, 12, 239-60	3.7	178
9	Competence indicators in academic education and early labour market success of graduates in health sciences. *Journal of Education and Work*, **2006**, 19, 383-413	0.8	16
8	A plea for new psychometric models in educational assessment. *Medical Education*, **2006**, 40, 296-300	3.7	120
7	Assessing professional competence: from methods to programmes. *Medical Education*, **2005**, 39, 309-17	3.7	743
6	Problem-based learning: future challenges for educational practice and research. *Medical Education*, **2005**, 39, 732-41	3.7	423
5	Longitudinal and concentrated communication skills programmes: two dutch medical schools compared. *Advances in Health Sciences Education*, **2002**, 7, 29-40	3.7	71

4	The assessment of professional competence: Developments, research and practical implications. *Advances in Health Sciences Education*, **1996**, 1, 41-67	3.7	731
3	Pitfalls in the pursuit of objectivity: issues of reliability. *Medical Education*, **1991**, 25, 110-8	3.7	203
2	Health behaviour theories: a conceptual lens to explore behaviour change141-154		1
1	Unravelling workplace educators judgment processes when assessing students performance at the workplace. *Journal of Vocational Education and Training*,1-20	0.8	