

# Jan-Joost Rethans

## List of Publications by Year in descending order

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Version: 2024-02-01

57  
papers

2,135  
citations

279798

23  
h-index

233421

45  
g-index

65  
all docs

65  
docs citations

65  
times ranked

1833  
citing authors

#	ARTICLE	IF	CITATIONS
1	The use of simulated patients in medical education: AMEE Guide No 42. <i>Medical Teacher</i> , 2009, 31, 477-486.	1.8	335
2	Assessment for simulation learning outcomes: A comparison of knowledge and self-reported confidence with observed clinical performance. <i>Nurse Education Today</i> , 2012, 32, e35-e39.	3.3	132
3	Students'™ Views on the Use of Real Patients and Simulated Patients in Undergraduate Medical Education. <i>Academic Medicine</i> , 2009, 84, 958-963.	1.6	127
4	Unannounced standardised patients in real practice: a systematic literature review. <i>Medical Education</i> , 2007, 41, 537-549.	2.1	119
5	Feedback by simulated patients in undergraduate medical education: a systematic review of the literature. <i>Medical Education</i> , 2009, 43, 202-210.	2.1	107
6	Assessing simulated patients in an educational setting: the MaSP (Maastricht Assessment of Simulated) Tj ETQq0 0,0 rgBT /Overlock 10	2.1	106
7	Strengths and Weaknesses of Simulated and Real Patients in the Teaching of Skills to Medical Students: A Review. <i>Simulation in Healthcare</i> , 2008, 3, 161-169.	1.2	104
8	Instructiveness of Real Patients and Simulated Patients in Undergraduate Medical Education: A Randomized Experiment. <i>Academic Medicine</i> , 2010, 85, 148-154.	1.6	71
9	Assessment in general practice: the predictive value of written'knowledge tests and a multiple'station examination for actual medical performance in daily practice. <i>Medical Education</i> , 1999, 33, 197-203.	2.1	60
10	Developing Case-specific Checklists for Standardized-patient'Based Assessments in Internal Medicine. <i>Academic Medicine</i> , 2000, 75, 1130-1137.	1.6	58
11	Rescuing A Patient In Deteriorating Situations (RAPIDS): A simulation-based educational program on recognizing, responding and reporting of physiological signs of deterioration. <i>Resuscitation</i> , 2011, 82, 1224-1230.	3.0	58
12	The impact of simulation on people who act as simulated patients: a focus group study. <i>Medical Education</i> , 2006, 40, 781-786.	2.1	55
13	Competence and Performance: Two Different Concepts in the Assessment of Quality of Medical Care. <i>Family Practice</i> , 1990, 7, 168-174.	1.9	53
14	Effects of Communication Training on Real Practice Performance: A Role-Play Module Versus a Standardized Patient Module. <i>Journal of Nursing Education</i> , 2012, 51, 16-22.	0.9	52
15	Performance-related stress symptoms in simulated patients. <i>Medical Education</i> , 2004, 38, 1089-1094.	2.1	50
16	Methods for quality assessment in general practice. <i>Family Practice</i> , 1996, 13, 468-476.	1.9	49
17	Comparison of standardized patients with high-fidelity simulators for managing stress and improving performance in clinical deterioration: A mixed methods study. <i>Nurse Education Today</i> , 2015, 35, 1161-1168.	3.3	47
18	Simulation in psychiatry for medical doctors: A systematic review and meta'analysis. <i>Medical Education</i> , 2020, 54, 696-708.	2.1	45

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19	Hidden curriculum in continuing medical education. <i>Journal of Continuing Education in the Health Professions</i> , 2004, 24, 145-152.	1.3	37
20	Recognizing, responding to and reporting patient deterioration: Transferring simulation learning to patient care settings. <i>Resuscitation</i> , 2012, 83, 395-398.	3.0	34
21	Reproducibility of clinical performance assessment in practice using incognito standardized patients. <i>Medical Education</i> , 2002, 36, 827-832.	2.1	27
22	Six formats in simulated and standardized patients use, based on experiences of 13 undergraduate medical curricula in Belgium and the Netherlands. <i>Medical Teacher</i> , 2012, 34, 710-716.	1.8	27
23	Manifesto for healthcare simulation practice. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2020, 6, 365-368.	0.7	25
24	Needs assessment in continuing medical education through standardized patients. <i>Journal of Continuing Education in the Health Professions</i> , 1998, 18, 172-178.	1.3	24
25	Rescuing A Patient In Deteriorating Situations (RAPIDS): An evaluation tool for assessing simulation performance on clinical deterioration. <i>Resuscitation</i> , 2011, 82, 1434-1439.	3.0	24
26	Standardized Patients' Perspectives on Workplace Satisfaction and Work-Related Relationships. <i>Simulation in Healthcare</i> , 2016, 11, 278-285.	1.2	23
27	“Learning the Lingo”: A Grounded Theory Study of Telephone Talk in Clinical Education. <i>Academic Medicine</i> , 2019, 94, 1033-1039.	1.6	23
28	Simulated patient programmes in Europe: Collegiality or separate development?. <i>Medical Teacher</i> , 2010, 32, e106-e110.	1.8	21
29	Effectiveness of simulation in psychiatry for nursing students, nurses and nurse practitioners: A systematic review and meta-analysis. <i>Journal of Advanced Nursing</i> , 2022, 78, 332-347.	3.3	20
30	The Case of “Miss Jacobs”: Adolescent Simulated Patients and the Quality of Their Role Playing, Feedback, and Personal Impact. <i>Simulation in Healthcare</i> , 2010, 5, 315-319.	1.2	17
31	Simulation-based education for novices: complex learning tasks promote reflective practice. <i>Medical Education</i> , 2019, 53, 380-389.	2.1	17
32	Stress and anxiety management strategies in health professions' simulation training: a review of the literature. <i>BMJ Simulation and Technology Enhanced Learning</i> , 2016, 2, 42-46.	0.7	15
33	Understanding Medical Students' Attitudes Toward Learning eHealth: Questionnaire Study. <i>JMIR Medical Education</i> , 2020, 6, e17030.	2.6	15
34	Development, implementation, and evaluation of a mental rehearsal strategy to improve clinical performance and reduce stress: A mixed methods study. <i>Nurse Education Today</i> , 2016, 37, 27-32.	3.3	14
35	Simulating the longitudinal doctor-patient relationship: experiences of simulated patients in successive consultations. <i>Medical Education</i> , 2007, 41, 873-878.	2.1	12
36	Mental Rehearsal Strategy for Stress Management and Performance in Simulations. <i>Clinical Simulation in Nursing</i> , 2017, 13, 295-302.	3.0	12

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37	Learning how to learn using simulation: Unpacking disguised feedback using a qualitative analysis of doctors' telephone talk. <i>Medical Teacher</i> , 2018, 40, 661-667.	1.8	12
38	Simulation Training in Psychiatry for Medical Education: A Review. <i>Frontiers in Psychiatry</i> , 2021, 12, 658967.	2.6	12
39	Doctor-patient interaction: standardized patients' reflections from inside the rheumatological office. <i>Journal of Rheumatology</i> , 2002, 29, 1496-500.	2.0	12
40	Inconsistent prescribing behaviour by physicians: Its effect on the validity of written case simulations. <i>European Journal of General Practice</i> , 1996, 2, 153-156.	2.0	11
41	Lessons learned from an adolescent simulated patient educational program: Five years of experience. <i>Medical Teacher</i> , 2009, 31, 605-612.	1.8	11
42	Validity of case simulations. <i>Journal of Clinical Epidemiology</i> , 1991, 44, 1119-1120.	5.0	9
43	Are presentations of abstracts at EGPRN meetings followed by publication?. <i>European Journal of General Practice</i> , 2010, 16, 100-105.	2.0	8
44	Training of the gynaecological examination in the Netherlands. <i>Medical Teacher</i> , 2007, 29, e93-e99.	1.8	7
45	Failure of Feedback to Enhance Self-Assessment Skills of General Practitioners. <i>Teaching and Learning in Medicine</i> , 1998, 10, 145-151.	2.1	6
46	The contribution of simulated patients to meaningful student learning. <i>Perspectives on Medical Education</i> , 2022, 10, 341-346.	3.5	6
47	Fifteen simulated patient working formats to use in communication skills training: Report of a survey. <i>Medical Teacher</i> , 2021, 43, 1391-1397.	1.8	5
48	Expressive instructions: ethnographic insights into the creativity and improvisation entailed in teaching physical skills to medical students. <i>Perspectives on Medical Education</i> , 2022, 7, 238-238.	3.5	4
49	Assessing the validity of an OSCE developed to assess rare, emergent or complex clinical conditions in endocrinology & metabolism. <i>BMC Medical Education</i> , 2021, 21, 288.	2.4	4
50	Return visits by simulated patients. <i>Medical Education</i> , 2008, 42, 536-536.	2.1	3
51	The longitudinal simulated patient program: evaluations by teachers and students and feasibility. <i>Medical Teacher</i> , 2009, 31, 613-620.	1.8	3
52	Training Residents in Advance Care Planning: A Task-Based Needs Assessment Using the 4-Component Instructional Design. <i>Journal of Graduate Medical Education</i> , 2021, 13, 534-547.	1.3	2
53	Learning in Pediatric Emergency Situations: A Qualitative Study of Residents' Perspectives*. <i>Pediatric Critical Care Medicine</i> , 2020, 21, 886-892.	0.5	1
54	EGPRW. <i>European Journal of General Practice</i> , 1995, 1, 90-93.	2.0	0

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55	EGPRW: European General Practice Research Workshop Meeting in Växjö (Sweden). European Journal of General Practice, 1996, 2, 135-137.	2.0	0
56	EGPRW: European General Practice Research Workshop. European Journal of General Practice, 1997, 3, 33-35.	2.0	0
57	EGPRW. European Journal of General Practice, 1997, 3, 111-113.	2.0	0