

Lynn V Monrouxe

List of Publications by Year in descending order

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Version: 2024-02-01

113
papers

4,519
citations

109321

35
h-index

118850

62
g-index

135
all docs

135
docs citations

135
times ranked

3405
citing authors

#	ARTICLE	IF	CITATIONS
1	Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. <i>Medical Education</i> , 2017, 51, 40-50.	2.1	487
2	Identity, identification and medical education: why should we care?. <i>Medical Education</i> , 2010, 44, 40-49.	2.1	403
3	Academic outcomes of flipped classroom learning: a meta-analysis. <i>Medical Education</i> , 2018, 52, 910-924.	2.1	197
4	Differences in medical students' explicit discourses of professionalism: acting, representing, becoming. <i>Medical Education</i> , 2011, 45, 585-602.	2.1	153
5	How prepared are UK medical graduates for practice? A rapid review of the literature 2009-2014. <i>BMJ Open</i> , 2017, 7, e013656.	1.9	131
6	The Interplay between Geometry and Function in the Comprehension of Over, Under, Above, and Below. <i>Journal of Memory and Language</i> , 2001, 44, 376-398.	2.1	127
7	Is it me or is it them? Factors that influence the passing of underperforming students. <i>Medical Education</i> , 2008, 42, 800-809.	2.1	124
8	Narrative, emotion and action: analysing 'most memorable' professionalism dilemmas. <i>Medical Education</i> , 2013, 47, 80-96.	2.1	101
9	Professionalism dilemmas, moral distress and the healthcare student: insights from two online UK-wide questionnaire studies. <i>BMJ Open</i> , 2015, 5, e007518-e007518.	1.9	91
10	'When I first came here, I thought medicine was black and white': Making sense of medical students' ways of knowing. <i>Social Science and Medicine</i> , 2006, 63, 1084-1096.	3.8	90
11	'It's just a clash of cultures': emotional talk within medical students' narratives of professionalism dilemmas. <i>Advances in Health Sciences Education</i> , 2012, 17, 671-701.	3.3	89
12	Theory in medical education research: how do we get there?. <i>Medical Education</i> , 2010, 44, 334-339.	2.1	82
13	'Even now it makes me angry': health care students' professionalism dilemma narratives. <i>Medical Education</i> , 2014, 48, 502-517.	2.1	80
14	Re-visioning Academic Medicine Through a Constructionist Lens. <i>Academic Medicine</i> , 2020, 95, 846-850.	1.6	79
15	'User Involvement Is a Sine Qua Non, Almost, in Medical Education': Learning with Rather than Just About Health and Social Care Service Users. <i>Advances in Health Sciences Education</i> , 2007, 12, 359-390.	3.3	77
16	Viewpoint: The Trouble with Assessing Students??? Professionalism: Theoretical Insights from Sociocognitive Psychology. <i>Academic Medicine</i> , 2007, 82, 46-50.	1.6	75
17	Why people apply to medical school: implications for widening participation activities. <i>Medical Education</i> , 2007, 41, 815-821.	2.1	75
18	High-quality learning: harder to achieve than we think?. <i>Medical Education</i> , 2007, 41, 638-644.	2.1	72

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19	The Construction of Patients' Involvement in Hospital Bedside Teaching Encounters. <i>Qualitative Health Research</i> , 2009, 19, 918-930.	2.1	72
20	Doctors being up there and we being down here: A metaphorical analysis of talk about student/doctor-patient relationships. <i>Social Science and Medicine</i> , 2007, 65, 725-737.	3.8	69
21	â€œA Morning Since Eight of Just Pure Grillâ€ A Multischool Qualitative Study of Student Abuse. <i>Academic Medicine</i> , 2011, 86, 1374-1382.	1.6	69
22	Gender, identities and intersectionality in medical education research. <i>Medical Education</i> , 2011, 45, 213-216.	2.1	63
23	â€˜My mentor kicked a dying woman's bedâ€™ â€™ Analysing UK nursing studentsâ€™ â€™ most memorableâ€™ professionalism dilemmas. <i>Journal of Advanced Nursing</i> , 2015, 71, 169-180.	3.3	62
24	New graduate doctorsâ€™ preparedness for practice: a multistakeholder, multicentre narrative study. <i>BMJ Open</i> , 2018, 8, e023146.	1.9	58
25	Picking up the gauntlet: constructing medical education as a social science. <i>Medical Education</i> , 2009, 43, 196-198.	2.1	56
26	Medical student and junior doctorsâ€™ tolerance of ambiguity: development of a new scale. <i>Advances in Health Sciences Education</i> , 2015, 20, 113-130.	3.3	56
27	A Rapid Review of the Factors Affecting Healthcare Students' Satisfaction with Small-Group, Active Learning Methods. <i>Teaching and Learning in Medicine</i> , 2016, 28, 15-25.	2.1	56
28	â€œI should be lucky ha ha ha haâ€ The construction of power, identity and gender through laughter within medical workplace learning encounters. <i>Journal of Pragmatics</i> , 2010, 42, 3384-3399.	1.5	52
29	Spatial language, visual attention, and perceptual simulation. <i>Brain and Language</i> , 2010, 112, 202-213.	1.6	46
30	Medical students learning intimate examinations without valid consent: a multicentre study. <i>Medical Education</i> , 2011, 45, 261-272.	2.1	46
31	Association of professional identity, gender, team understanding, anxiety and workplace learning alignment with burnout in junior doctors: a longitudinal cohort study. <i>BMJ Open</i> , 2017, 7, e017942.	1.9	44
32	Who are you and who do you want to be? Key considerations in developing professional identities in medicine. <i>Medical Journal of Australia</i> , 2018, 209, 202-203.	1.7	44
33	Medical educatorsâ€™ metaphoric talk about their assessment relationships with students: â€˜you donâ€™t want to sort of be the one who sticks the knife in themâ€™. <i>Assessment and Evaluation in Higher Education</i> , 2009, 34, 455-467.	5.6	43
34	The construction of power in family medicine bedside teaching: a video observation study. <i>Medical Education</i> , 2013, 47, 154-165.	2.1	42
35	â€œFrom the Heart of My Bottomâ€ Negotiating Humor in Focus Group Discussions. <i>Qualitative Health Research</i> , 2007, 17, 411-422.	2.1	39
36	Feedback in action within bedside teaching encounters: a video ethnographic study. <i>Medical Education</i> , 2014, 48, 902-920.	2.1	39

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37	Without proper research funding, how can medical education be evidence based?. BMJ, The, 2015, 350, h3445-h3445.	6.0	37
38	The applicability of generalisability and bias to health professions education's research. Medical Education, 2021, 55, 167-173.	2.1	35
39	â€œIâ€™d been like freaking out the whole nightâ€ exploring emotion regulation based on junior doctorsâ€™ narratives. Advances in Health Sciences Education, 2018, 23, 7-28.	3.3	33
40	When I say â€ quantification in qualitative research. Medical Education, 2020, 54, 186-187.	2.1	32
41	Professionalism lapses and hierarchies: A qualitative analysis of medical students' narrated acts of resistance. Social Science and Medicine, 2018, 219, 45-53.	3.8	29
42	The effects of the flipped classroom in teaching evidence based nursing: A quasi-experimental study. PLoS ONE, 2019, 14, e0210606.	2.5	28
43	â€Is it alright if I-um-we unbutton your pyjama top now?â€™ Pronominal use in bedside teaching encounters. Communication and Medicine, 2009, 5, 171-182.	0.2	28
44	Supervised learning events in the Foundation Programme: a UK-wide narrative interview study. BMJ Open, 2014, 4, e005980.	1.9	27
45	When I sayâ€ intersectionality in medical education research. Medical Education, 2015, 49, 21-22.	2.1	27
46	Theoretical insights into the nature and nurture of professional identities. , 2016, , 37-53.		25
47	Workplace abuse narratives from dentistry, nursing, pharmacy and physiotherapy students: a multiâ€school qualitative study. European Journal of Dental Education, 2015, 19, 95-106.	2.0	22
48	Physiciansâ€™ Perceptions of Clinical Teaching: A Qualitative Analysis in the Context of Change. Advances in Health Sciences Education, 2006, 11, 221-234.	3.3	21
49	Learning clinical skills during bedside teaching encounters in general practice. Journal of Workplace Learning, 2015, 27, 298-314.	1.7	21
50	An onion? Conceptualising and researching <i>identity</i>. Medical Education, 2013, 47, 425-429.	2.1	20
51	â€And youâ€™ll suddenly realise â€Iâ€™ve not washed my handsâ€™: medical studentsâ€™, junior doctorsâ€™ and medical educatorsâ€™ narratives of hygiene behaviours. BMJ Open, 2018, 8, e018156.	1.9	20
52	The importance of vocational and social aspects of approaches to learning for medical students. Advances in Health Sciences Education, 2009, 14, 629-644.	3.3	19
53	Patients embodied and as-a-body within bedside teaching encounters: a video ethnographic study. Advances in Health Sciences Education, 2017, 22, 123-146.	3.3	18
54	Medical educatorsâ€™ social acts of explaining passing underperformance in students: a qualitative study. Advances in Health Sciences Education, 2011, 16, 239-252.	3.3	17

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55	Taiwanese medical students' narratives of intercultural professionalism dilemmas: exploring tensions between Western medicine and Taiwanese culture. <i>Advances in Health Sciences Education</i> , 2017, 22, 429-445.	3.3	17
56	Antecedents and Consequences of Medical Students' Moral Decision Making during Professionalism Dilemmas. <i>AMA Journal of Ethics</i> , 2017, 19, 568-577.	0.7	16
57	Promoting inclusivity in health professions education publishing. <i>Medical Education</i> , 2022, 56, 252-256.	2.1	16
58	Remote and onsite scoring of OSCEs using generalisability theory: A three-year cohort study. <i>Medical Teacher</i> , 2019, 41, 578-583.	1.8	15
59	'He's going to be a doctor in August': a narrative interview study of medical students' and their educators' experiences of aligned and misaligned assistantships. <i>BMJ Open</i> , 2016, 6, e011817.	1.9	14
60	Exploring trainer and trainee emotional talk in narratives about workplace-based feedback processes. <i>Advances in Health Sciences Education</i> , 2018, 23, 75-93.	3.3	14
61	Exploring health care graduates' conceptualisations of preparedness for practice: A longitudinal qualitative research study. <i>Medical Education</i> , 2021, 55, 1078-1090.	2.1	14
62	Outcomes-based education versus coping with complexity: should we be educating for capability?. <i>Medical Education</i> , 2004, 38, 1203-1203.	2.1	13
63	Challenges of feedback provision in the workplace: A qualitative study of emergency medicine residents and teachers. <i>Medical Teacher</i> , 2017, 39, 1145-1153.	1.8	13
64	'Enough is enough, I don't want any audience': exploring medical students' explanations of consent-related behaviours. <i>Advances in Health Sciences Education</i> , 2008, 13, 407-426.	3.3	12
65	Thinking 'no' but saying 'yes' to student presence in general practice consultations: politeness theory insights. <i>Medical Education</i> , 2008, 42, 1152-1154.	2.1	12
66	Newly qualified doctors' perceived effects of assistantship alignment with first post: a longitudinal questionnaire study. <i>BMJ Open</i> , 2019, 9, e023992.	1.9	12
67	Female victims and female perpetrators: medical students' narratives of gender dynamics and professionalism dilemmas. <i>Advances in Health Sciences Education</i> , 2020, 25, 299-319.	3.3	12
68	Taiwanese and Sri Lankan students' dimensions and discourses of professionalism. <i>Medical Education</i> , 2017, 51, 718-731.	2.1	12
69	A scoping review of clinical reasoning research with Asian healthcare professionals. <i>Advances in Health Sciences Education</i> , 2021, 26, 1555-1579.	3.3	11
70	Banning, detection, attribution and reaction: the role of assessors in constructing students' unprofessional behaviours. <i>Medical Education</i> , 2007, 42, 125-127.	2.1	10
71	'Being sick a lot, often on each other': students' alcohol-related provocation. <i>Medical Education</i> , 2014, 48, 268-279.	2.1	10
72	Exploring emergency physicians' professional identities: a Q-method study. <i>Advances in Health Sciences Education</i> , 2021, 26, 117-138.	3.3	10

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73	Medical Humanities Education and Its Influence on Students' Outcomes in Taiwan: A Systematic Review. <i>Frontiers in Medicine</i> , 2022, 9, .	2.6	10
74	Understanding how to enhance efficacy and effectiveness of feedback via e-portfolio: a realist synthesis protocol. <i>BMJ Open</i> , 2019, 9, e029173.	1.9	9
75	Identities, self and medical education. , 2013, , 113-123.		9
76	Professionalism in workplace learning. , 2014, , 295-310.		9
77	Revealing implicit understanding through enthymemes: a rhetorical method for the analysis of talk. <i>Medical Education</i> , 2007, 41, 226-233.	2.1	8
78	Contesting medical hierarchies: nursing studentsâ€™ narratives as acts of resistance. <i>Medical Education</i> , 2010, 44, 433-435.	2.1	8
79	<i>â€˜Nurses whisper.â€™</i> Identities in nursesâ€™ patient safety narratives of nurseâ€™trainee doctorsâ€™ interactions. <i>Medical Education</i> , 2021, 55, 1394-1406.	2.1	8
80	â€˜I did try and point out about his dignityâ€™: a qualitative narrative study of patients and carersâ€™ experiences and expectations of junior doctors. <i>BMJ Open</i> , 2018, 8, e017738.	1.9	7
81	Understanding the healthcare workplace learning culture through safety and dignity narratives: a UK qualitative study of multiple stakeholdersâ€™ perspectives. <i>BMJ Open</i> , 2019, 9, e025615.	1.9	7
82	A scoping review examining funding trends in health care professions education research from Taiwan (2006â€“2017). <i>Nursing Outlook</i> , 2020, 68, 417-429.	2.6	7
83	Evaluation in medical education: moving forward. <i>Medical Education</i> , 2003, 37, 1062-1063.	2.1	6
84	Amelioration, regeneration, acquiescent and discordant: an exploration of narrative types and metaphor use in people with aphasia. <i>Disability and Society</i> , 2011, 26, 321-335.	2.2	6
85	â€˜I did not check if the teacher gave feedbackâ€™: a qualitative analysis of Taiwanese postgraduate year 1 traineesâ€™ talk around e-portfolio feedback-seeking behaviours. <i>BMJ Open</i> , 2019, 9, e024425.	1.9	6
86	Chapter 3. The reciprocal nature of trust in bedside teaching encounters. <i>Discourse Approaches To Politics, Society and Culture</i> , 2014, , 45-70.	0.2	6
87	Between two Worlds. , 2013, , 44-66.		6
88	Laughter for Coping. , 2013, , 67-87.		6
89	Ethnography, methodology: Striving for clarity. <i>Medical Education</i> , 2020, 54, 284-286.	2.1	5
90	Implications of aligning full registration of doctors with medical school graduation: a qualitative study of stakeholder perspectives. <i>BMJ Open</i> , 2016, 6, e010246.	1.9	4

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91	Clinical learning in the context of uncertainty: a multi-center survey of emergency department residents' and attending physicians' perceptions of clinical feedback. BMC Medical Education, 2019, 19, 174.	2.4	4
92	Differing viewpoints around healthcare professions' education research priorities: A Q-methodology approach. Advances in Health Sciences Education, 2021, 26, 975-999.	3.3	4
93	Teaching postgraduates about managing drug and alcohol misuse. BMJ, The, 2012, 345, e5816-e5816.	6.0	3
94	International medical education research: highlights, hitches and handy hints. Medical Education, 2012, 46, 728-730.	2.1	3
95	The influence of narrative medicine on medical students' readiness for holistic care practice: a realist synthesis protocol. BMJ Open, 2019, 9, e029588.	1.9	3
96	Senior medical students as assistants in medicine in COVID-19 crisis: a realist evaluation protocol. BMJ Open, 2021, 11, e045822.	1.9	3
97	Hero, Voyeur, Judge. , 2017, , 297-319.		3
98	Safety net, gateway, market, sport, and war: Exploring how emergency physicians conceptualize and ascribe meaning to emergency care. Social Science and Medicine, 2021, 287, 114338.	3.8	2
99	Professionalism in workplace learning:.. , 0, , 295-310.		2
100	Digitizing Scoring Systems With Extended Online Feedback: A Novel Approach to Interactive Teaching and Learning in Formative OSCE. Frontiers in Medicine, 2021, 8, 762810.	2.6	2
101	Medical Students' and Trainees' Country-By-Gender Profiles: Hofstede's Cultural Dimensions Across Sixteen Diverse Countries. Frontiers in Medicine, 2021, 8, 746288.	2.6	2
102	Understanding Health Care Graduates' Conceptualizations of Transitions: A Longitudinal Qualitative Research Study. Academic Medicine, 2022, 97, 1049-1056.	1.6	2
103	Multi-phase healthcare professions education research priority setting in Taiwan. Medical Education, 2019, 53, 1159-1160.	2.1	1
104	Using workplace-learning narratives to explore evaluative judgement in action. , 2018, , 176-185.		1
105	Evaluating Clinical Educators' Competence in an East Asian Context: Who Values What?. Frontiers in Medicine, 0, 9, .	2.6	1
106	Medical education research and the ethics of different publication models. Education in Medicine Journal, 2014, 6, .	0.4	0
107	Student life - Cause for concern. Nursing Standard (Royal College of Nursing (Great Britain): 1987), 2016, 30, 66-66.	0.1	0
108	Healthcare professionals', students', patients' and donors' perceptions of stem cell research and therapy: a systematic review protocol. BMJ Open, 2019, 9, e025801.	1.9	0

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109	Clinical teachers'™ motivations for feedback provision in busy emergency departments: a multicentre qualitative study. <i>Emergency Medicine Journal</i> , 2020, 38, emermed-2019-208908.	1.0	0
110	Developing speed networking in an online environment. <i>Medical Education</i> , 2021, 55, 657-657.	2.1	0
111	Interactional Activities of Patient-Centredness and Trust within Bedside Teaching Encounters. <i>Health and Social Care Education</i> , 2013, 2, 11-17.	0.1	0
112	Professional Identity Formation. , 2019, , 69-86.		0
113	Specialty Grand Challenge: Diversity Matters in Healthcare Professions Education Research. <i>Frontiers in Medicine</i> , 2021, 8, 765443.	2.6	0