Lynn V Monrouxe

List of Publications by Year
in descending order

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	Promoting inclusivity in health professions education publishing. Medical Education, 2022, 56, 252-256.	2.1	16
2	Understanding Health Care Graduates' Conceptualizations of Transitions: A Longitudinal Qualitative Research Study. Academic Medicine, 2022, 97, 1049-1056.	1.6	2
3	Medical Humanities Education and Its Influence on Students' Outcomes in Taiwan: A Systematic Review. Frontiers in Medicine, 2022, 9, .	2.6	10
4	Exploring emergency physicians' professional identities: a Q-method study. Advances in Health Sciences Education, 2021, 26, 117-138.	3.3	10
5	The applicability of generalisability and bias to health professions education's research. Medical Education, 2021, 55, 167-173.	2.1	35
6	Differing viewpoints around healthcare professions' education research priorities: A Q-methodology approach. Advances in Health Sciences Education, 2021, 26, 975-999.	3.3	4
7	Exploring health care graduates' conceptualisations of preparedness for practice: A longitudinal qualitative research study. Medical Education, 2021, 55, 1078-1090.	2.1	14
8	Developing speed networking in an online environment. Medical Education, 2021, 55, 657-657.	2.1	0
9	<i>â˜Nurses whisper.â™</i> Identities in nurses' patient safety narratives of nurse–trainee doctors' interactions. Medical Education, 2021, 55, 1394-1406.	2.1	8
10	A scoping review of clinical reasoning research with Asian healthcare professionals. Advances in Health Sciences Education, 2021, 26, 1555-1579.	3.3	11
11	Senior medical students as assistants in medicine in COVID-19 crisis: a realist evaluation protocol. BMJ Open, 2021, 11, e045822.	1.9	3
12	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
13	Specialty Grand Challenge: Diversity Matters in Healthcare Professions Education Research. Frontiers in Medicine, 2021, 8, 765443.	2.6	0
14	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
15	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
16	Female victims and female perpetrators: medical students' narratives of gender dynamics and professionalism dilemmas. Advances in Health Sciences Education, 2020, 25, 299-319.	3.3	12
17	When I say … quantification in qualitative research. Medical Education, 2020, 54, 186-187.	2.1	32
18	Re-visioning Academic Medicine Through a Constructionist Lens. Academic Medicine, 2020, 95, 846-850.	1.6	79

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19	A scoping review examining funding trends in health care professions education research from Taiwan (2006–2017). Nursing Outlook, 2020, 68, 417-429.	2.6	7
20	Clinical teachers' motivations for feedback provision in busy emergency departments: a multicentre qualitative study. Emergency Medicine Journal, 2020, 38, emermed-2019-208908.	1.0	0
21	Ethnography, methodology: Striving for clarity. Medical Education, 2020, 54, 284-286.	2.1	5
22	Multi-phase healthcare professions education research priority setting in Taiwan. Medical Education, 2019, 53, 1159-1160.	2.1	1
23	Newly qualified doctors' perceived effects of assistantship alignment with first post: a longitudinal questionnaire study. BMJ Open, 2019, 9, e023992.	1.9	12
24	'I did not check if the teacher gave feedback': a qualitative analysis of Taiwanese postgraduate year 1 trainees' talk around e-portfolio feedback-seeking behaviours. BMJ Open, 2019, 9, e024425.	1.9	6
25	Understanding the healthcare workplace learning culture through safety and dignity narratives: a UK qualitative study of multiple stakeholders' perspectives. BMJ Open, 2019, 9, e025615.	1.9	7
26	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
27	Understanding how to enhance efficacy and effectiveness of feedback via e-portfolio: a realist synthesis protocol. BMJ Open, 2019, 9, e029173.	1.9	9
28	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
29	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
30	The effects of the flipped classroom in teaching evidence based nursing: A quasi-experimental study. PLoS ONE, 2019, 14, e0210606.	2.5	28
31	Remote and onsite scoring of OSCEs using generalisability theory: A three-year cohort study. Medical Teacher, 2019, 41, 578-583.	1.8	15
32	Professional Identity Formation. , 2019, , 69-86.		0
33	'*I did try and point out about his dignity*': a qualitative narrative study of patients and carers' experiences and expectations of junior doctors. BMJ Open, 2018, 8, e017738.	1.9	7
34	'And you'll suddenly realise 'I've not washed my hands': medical students', junior doctors' and medical educators' narratives of hygiene behaviours. BMJ Open, 2018, 8, e018156.	1.9	20
35	"I'd been like freaking out the whole night" exploring emotion regulation based on junior doctors' narratives. Advances in Health Sciences Education, 2018, 23, 7-28.	3.3	33
36	Exploring trainer and trainee emotional talk in narratives about workplace-based feedback processes. Advances in Health Sciences Education, 2018, 23, 75-93.	3.3	14

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37	Who are you and who do you want to be? Key considerations in developing professional identities in medicine. Medical Journal of Australia, 2018, 209, 202-203.	1.7	44
38	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
39	New graduate doctors' preparedness for practice: a multistakeholder, multicentre narrative study. BMJ Open, 2018, 8, e023146.	1.9	58
40	Academic outcomes of flipped classroom learning: a meta-analysis. Medical Education, 2018, 52, 910-924.	2.1	197
41	Using workplace-learning narratives to explore evaluative judgement in action. , 2018, , 176-185.		1
42	How prepared are UK medical graduates for practice? A rapid review of the literature 2009–2014. BMJ Open, 2017, 7, e013656.	1.9	131
43	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
44	Taiwanese medical students' narratives of intercultural professionalism dilemmas: exploring tensions between Western medicine and Taiwanese culture. Advances in Health Sciences Education, 2017, 22, 429-445.	3.3	17
45	Shedding the cobra effect: problematising thematic emergence, triangulation, saturation and member checking. Medical Education, 2017, 51, 40-50.	2.1	487
46	Challenges of feedback provision in the workplace: A qualitative study of emergency medicine residents and teachers. Medical Teacher, 2017, 39, 1145-1153.	1.8	13
47	Association of professional identity, gender, team understanding, anxiety and workplace learning alignment with burnout in junior doctors: a longitudinal cohort study. BMJ Open, 2017, 7, e017942.	1.9	44
48	Antecedents and Consequences of Medical Students' Moral Decision Making during Professionalism Dilemmas. AMA Journal of Ethics, 2017, 19, 568-577.	0.7	16
49	Taiwanese and Sri Lankan students' dimensions and discourses of professionalism. Medical Education, 2017, 51, 718-731.	2.1	12
50	Hero, Voyeur, Judge. , 2017, , 297-319.		3
51	Student life - Cause for concern. Nursing Standard (Royal College of Nursing (Great Britain): 1987), 2016, 30, 66-66.	0.1	0
52	Theoretical insights into the nature and nurture of professional identities. , 2016, , 37-53.		25
53	Implications of aligning full registration of doctors with medical school graduation: a qualitative study of stakeholder perspectives. BMJ Open, 2016, 6, e010246.	1.9	4
54	'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. BMJ Open, 2016, 6, e011817.	1.9	14

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55	A Rapid Review of the Factors Affecting Healthcare Students' Satisfaction with Small-Group, Active Learning Methods. Teaching and Learning in Medicine, 2016, 28, 15-25.	2.1	56
56	Learning clinical skills during bedside teaching encounters in general practice. Journal of Workplace Learning, 2015, 27, 298-314.	1.7	21
57	Without proper research funding, how can medical education be evidence based?. BMJ, The, 2015, 350, h3445-h3445.	6.0	37
58	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
59	â€˜My mentor kicked a dying woman's bedâ€¦â€™ Analysing UK nursing studentsâ€™ â€˜most memorableâ€™ professionalism dilemmas. Journal of Advanced Nursing, 2015, 71, 169-180.	3.3	62
60	When I sayâ€¦ intersectionality in medical education research. Medical Education, 2015, 49, 21-22.	2.1	27
61	Professionalism dilemmas, moral distress and the healthcare student: insights from two online UK-wide questionnaire studies. BMJ Open, 2015, 5, e007518-e007518.	1.9	91
62	Medical student and junior doctorsâ€™ tolerance of ambiguity: development of a new scale. Advances in Health Sciences Education, 2015, 20, 113-130.	3.3	56
63	Medical education research and the ethics of different publication models. Education in Medicine Journal, 2014, 6, .	0.4	0
64	Supervised learning events in the Foundation Programme: a UK-wide narrative interview study. BMJ Open, 2014, 4, e005980.	1.9	27
65	â€˜Even now it makes me angryâ€™: health care studentsâ€™ professionalism dilemma narratives. Medical Education, 2014, 48, 502-517.	2.1	80
66	â€˜Being sick a lot, often on each other': studentsâ€™ alcohol-related provocation. Medical Education, 2014, 48, 268-279.	2.1	10
67	Feedback in action within bedside teaching encounters: a video ethnographic study. Medical Education, 2014, 48, 902-920.	2.1	39
68	Chapter 3. The reciprocal nature of trust in bedside teaching encounters. Discourse Approaches To Politics, Society and Culture, 2014, , 45-70.	0.2	6
69	Professionalism in workplace learning. , 2014, , 295-310.		9
70	An onion? Conceptualising and researching <i>identity</i>. Medical Education, 2013, 47, 425-429.	2.1	20
71	Narrative, emotion and action: analysing â€˜most memorableâ€™ professionalism dilemmas. Medical Education, 2013, 47, 80-96.	2.1	101
72	The construction of power in family medicine bedside teaching: a video observation study. Medical Education, 2013, 47, 154-165.	2.1	42

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73	Between two Worlds. , 2013, , 44-66.		6
74	Laughter for Coping. , 2013, , 67-87.		6
75	Identities, self and medical education. , 2013, , 113-123.		9
76	Interactional Activities of Patient-Centredness and Trust within Bedside Teaching Encounters. HealthÂand Social Care Education, 2013, 2, 11-17.	0.1	0
77	Teaching postgraduates about managing drug and alcohol misuse. BMJ, The, 2012, 345, e5816-e5816.	6.0	3
78	â€œItâ€™s just a clash of culturesâ€ emotional talk within medical studentsâ€™ narratives of professionalism dilemmas. Advances in Health Sciences Education, 2012, 17, 671-701.	3.3	89
79	International medical education research: highlights, hitches and handy hints. Medical Education, 2012, 46, 728-730.	2.1	3
80	Amelioration, regeneration, acquiescent and discordant: an exploration of narrative types and metaphor use in people with aphasia. Disability and Society, 2011, 26, 321-335.	2.2	6
81	â€œA Morning Since Eight of Just Pure Grillâ€ A Multischool Qualitative Study of Student Abuse. Academic Medicine, 2011, 86, 1374-1382.	1.6	69
82	Differences in medical studentsâ€™ explicit discourses of professionalism: acting, representing, becoming. Medical Education, 2011, 45, 585-602.	2.1	153
83	Gender, identities and intersectionality in medical education research. Medical Education, 2011, 45, 213-216.	2.1	63
84	Medical students learning intimate examinations without valid consent: a multicentre study. Medical Education, 2011, 45, 261-272.	2.1	46
85	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
86	Spatial language, visual attention, and perceptual simulation. Brain and Language, 2010, 112, 202-213.	1.6	46
87	Identity, identification and medical education: why should we care?. Medical Education, 2010, 44, 40-49.	2.1	403
88	Theory in medical education research: how do we get there?. Medical Education, 2010, 44, 334-339.	2.1	82
89	Contesting medical hierarchies: nursing studentsâ€™ narratives as acts of resistance. Medical Education, 2010, 44, 433-435.	2.1	8
90	â€œI should be lucky ha ha ha haâ€ The construction of power, identity and gender through laughter within medical workplace learning encounters. Journal of Pragmatics, 2010, 42, 3384-3399.	1.5	52

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91	The Construction of Patients' Involvement in Hospital Bedside Teaching Encounters. Qualitative Health Research, 2009, 19, 918-930.	2.1	72
92	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
93	Picking up the gauntlet: constructing medical education as a social science. Medical Education, 2009, 43, 196-198.	2.1	56
94	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€™. Assessment and Evaluation in Higher Education, 2009, 34, 455-467.	5.6	43
95	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
96	â€œEnough is enough, I donâ€™t want any audienceâ€ exploring medical studentsâ€™ explanations of consent-related behaviours. Advances in Health Sciences Education, 2008, 13, 407-426.	3.3	12
97	Is it me or is it them? Factors that influence the passing of underperforming students. Medical Education, 2008, 42, 800-809.	2.1	124
98	Thinking â€˜noâ€™ but saying â€˜yesâ€™ to student presence in general practice consultations: politeness theory insights. Medical Education, 2008, 42, 1152-1154.	2.1	12
99	â€œFrom the Heart of My Bottomâ€ Negotiating Humor in Focus Group Discussions. Qualitative Health Research, 2007, 17, 411-422.	2.1	39
100	Viewpoint: The Trouble with Assessing Students??? Professionalism: Theoretical Insights from Sociocognitive Psychology. Academic Medicine, 2007, 82, 46-50.	1.6	75
101	High-quality learning: harder to achieve than we think?. Medical Education, 2007, 41, 638-644.	2.1	72
102	Why people apply to medical school: implications for widening participation activities. Medical Education, 2007, 41, 815-821.	2.1	75
103	Banning, detection, attribution and reaction: the role of assessors in constructing studentsâ€™ unprofessional behaviours. Medical Education, 2007, 42, 125-127.	2.1	10
104	Revealing implicit understanding through enthymemes: a rhetorical method for the analysis of talk. Medical Education, 2007, 41, 226-233.	2.1	8
105	Doctors being up there and we being down here: A metaphorical analysis of talk about student/doctorâ€“patient relationships. Social Science and Medicine, 2007, 65, 725-737.	3.8	69
106	â€œUser Involvement Is a Sine Qua Non, Almost, in Medical Educationâ€ Learning with Rather than Just About Health and Social Care Service Users. Advances in Health Sciences Education, 2007, 12, 359-390.	3.3	77
107	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
108	â€˜When I first came here, I thought medicine was black and whiteâ€™: Making sense of medical studentsâ€™ ways of knowing. Social Science and Medicine, 2006, 63, 1084-1096.	3.8	90

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109	Outcomes-based education versus coping with complexity: should we be educating for capability?. Medical Education, 2004, 38, 1203-1203.	2.1	13
110	Evaluation in medical education: moving forward. Medical Education, 2003, 37, 1062-1063.	2.1	6
111	The Interplay between Geometry and Function in the Comprehension of Over, Under, Above, and Below. Journal of Memory and Language, 2001, 44, 376-398.	2.1	127
112	Professionalism in workplace learning:. , 0, , 295-310.		2
113	Evaluating Clinical Educators' Competence in an East Asian Context: Who Values What?. Frontiers in Medicine, 0, 9, .	2.6	1