

# Cees P M Van Der Vleuten

## List of Publications by Year in descending order

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Version: 2024-02-01

182  
papers

13,063  
citations

32410

55  
h-index

32181

105  
g-index

186  
all docs

186  
docs citations

186  
times ranked

7313  
citing authors

#	ARTICLE	IF	CITATIONS
1	The use of progress testing. Perspectives on Medical Education, 2022, 1, 24-30.	1.8	100
2	What would happen to education if we take education evidence seriously?. Perspectives on Medical Education, 2022, 3, 222-232.	1.8	75
3	Competency-based education is beneficial for professional development. Perspectives on Medical Education, 2022, 4, 323-325.	1.8	24
4	Factors influencing students' receptivity to formative feedback emerging from different assessment cultures. Perspectives on Medical Education, 2022, 5, 276-284.	1.8	83
5	On the issue of costs in programmatic assessment. Perspectives on Medical Education, 2022, 5, 303-307.	1.8	16
6	Progress test utopia. Perspectives on Medical Education, 2022, 7, 136-138.	1.8	21
7	Exploring perspectives on health professions education scholarship units from sub-Saharan Africa. Perspectives on Medical Education, 2022, 9, 359-366.	1.8	7
8	Where the rubber meets the road " An integrative review of programmatic assessment in health care professions education. Perspectives on Medical Education, 2022, 10, 6-13.	1.8	53
9	Driving lesson or driving test?: A metaphor to help faculty separate feedback from assessment. Perspectives on Medical Education, 2022, 10, 50-56.	1.8	17
10	Exploring typologies of consultation performance using authentic clinical experiences to support learning and assessment in postgraduate medical training. Patient Education and Counseling, 2022, 105, 2276-2284.	1.0	1
11	The pursuit of fairness in assessment: Looking beyond the objective. Medical Teacher, 2022, 44, 353-359.	1.0	13
12	Modeling the effect of social interdependence in interprofessional collaborative learning. Journal of Interprofessional Care, 2022, 36, 820-827.	0.8	2
13	The Discourse and Attempt of Student-Centered Assessment in the Context of Cultural Diversity. , 2022, , 111-139.		1
14	Locally adapting generic rubrics for the implementation of outcome-based medical education: a mixed-methods approach. BMC Medical Education, 2022, 22, 262.	1.0	2
15	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.	1.0	1
16	An international study on the implementation of programmatic assessment: Understanding challenges and exploring solutions. Medical Teacher, 2022, 44, 928-937.	1.0	9
17	Effects of an <i>in situ</i> 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.	0.7	9
18	Contextual attributes to promote positive social interdependence in problem-based learning: a focus group study. BMC Medical Education, 2021, 21, 222.	1.0	6

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19	“Prevention Is Better Than Cure” A Plea to Emphasize the Learning Function of Competence Committees in Programmatic Assessment. <i>Frontiers in Veterinary Science</i> , 2021, 8, 638455.	0.9	5
20	How pharmacists perceive their professional identity: a scoping review and discursive analysis. <i>International Journal of Pharmacy Practice</i> , 2021, 29, 299-307.	0.3	18
21	Entrustment Unpacked: Aligning Purposes, Stakes, and Processes to Enhance Learner Assessment. <i>Academic Medicine</i> , 2021, 96, S56-S63.	0.8	11
22	Ottawa 2020 consensus statements for programmatic assessment “ 2. Implementation and practice. <i>Medical Teacher</i> , 2021, 43, 1149-1160.	1.0	22
23	Ottawa 2020 consensus statement for programmatic assessment “ 1. Agreement on the principles. <i>Medical Teacher</i> , 2021, 43, 1139-1148.	1.0	47
24	Professional identity formation-oriented mentoring technique as a method to improve self-regulated learning: A mixed-method study. <i>Asia Pacific Scholar</i> , 2021, 6, 49-64.	0.2	1
25	Limited effects from professional identity formation-oriented intervention on self-regulated learning in a preclinical setting: a randomized-controlled study in Japan. <i>BMC Medical Education</i> , 2021, 21, 30.	1.0	12
26	How doctors recognise that their patients are worried: A qualitative study of patient cues. <i>Patient Education and Counseling</i> , 2020, 103, 220-225.	1.0	3
27	Theoretical considerations on programmatic assessment. <i>Medical Teacher</i> , 2020, 42, 213-220.	1.0	40
28	Understanding the influence of teacher“learner relationships on learners“ assessment perception. <i>Advances in Health Sciences Education</i> , 2020, 25, 441-456.	1.7	24
29	Students“ perceptions towards self-directed learning in Ethiopian medical schools with new innovative curriculum: a mixed-method study. <i>BMC Medical Education</i> , 2020, 20, 7.	1.0	29
30	Resident-Sensitive Quality Measures in the Pediatric Emergency Department: Exploring Relationships With Supervisor Entrustment and Patient Acuity and Complexity. <i>Academic Medicine</i> , 2020, 95, 1256-1264.	0.8	15
31	Initial Implementation of Resident-Sensitive Quality Measures in the Pediatric Emergency Department: A Wide Range of Performance. <i>Academic Medicine</i> , 2020, 95, 1248-1255.	0.8	18
32	Measuring social interdependence in collaborative learning: instrument development and validation. <i>BMC Medical Education</i> , 2020, 20, 177.	1.0	12
33	COVID“19 and programmatic assessment. <i>Clinical Teacher</i> , 2020, 17, 420-422.	0.4	9
34	COSMIN Risk of Bias tool to assess the quality of studies on reliability or measurement error of outcome measurement instruments: a Delphi study. <i>BMC Medical Research Methodology</i> , 2020, 20, 293.	1.4	205
35	An international study on teachers“ conceptions of learning and teaching and corresponding teacher profiles. <i>Medical Teacher</i> , 2020, 42, 1000-1004.	1.0	7
36	Between trust and control: Teachers' assessment conceptualisations within programmatic assessment. <i>Medical Education</i> , 2020, 54, 528-537.	1.1	26

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37	Use of Resident-Sensitive Quality Measure Data in Entrustment Decision Making: A Qualitative Study of Clinical Competency Committee Members at One Pediatric Residency. <i>Academic Medicine</i> , 2020, 95, 1726-1735.	0.8	10
38	Social Accountability Frameworks and Their Implications for Medical Education and Program Evaluation: A Narrative Review. <i>Academic Medicine</i> , 2020, 95, 1945-1954.	0.8	33
39	Understanding Medical Students' Attitudes Toward Learning eHealth: Questionnaire Study. <i>JMIR Medical Education</i> , 2020, 6, e17030.	1.2	15
40	A Historical Discourse Analysis of Pharmacist Identity in Pharmacy Education. <i>American Journal of Pharmaceutical Education</i> , 2020, 84, ajpe7864.	0.7	44
41	Understanding medical student evidence-based medicine information seeking in an authentic clinical simulation. <i>Journal of the Medical Library Association: JMLA</i> , 2020, 108, 219-228.	0.6	8
42	Community-based educational design for undergraduate medical education: a grounded theory study. <i>BMC Medical Education</i> , 2019, 19, 258.	1.0	37
43	Assessment of communication skills. <i>Patient Education and Counseling</i> , 2019, 102, 2110-2113.	1.0	30
44	Meaningful feedback through a sociocultural lens. <i>Medical Teacher</i> , 2019, 41, 1342-1352.	1.0	24
45	Yes, but does medical education produce better doctors?. <i>Education for Primary Care</i> , 2019, 30, 333-336.	0.2	3
46	Assessment in the context of problem-based learning. <i>Advances in Health Sciences Education</i> , 2019, 24, 903-914.	1.7	44
47	Reliability of narrative assessment data on communication skills in a summative OSCE. <i>Patient Education and Counseling</i> , 2019, 102, 1164-1169.	1.0	7
48	Programmatic assessment: Can we provide evidence for saturation of information?. <i>Medical Teacher</i> , 2019, 41, 678-682.	1.0	17
49	Validity of the scan of postgraduate educational environment domains (SPEED) questionnaire in a rural general practice training setting. <i>BMC Medical Education</i> , 2019, 19, 25.	1.0	3
50	Does changing from a teacher-centered to a learner-centered context promote self-regulated learning: a qualitative study in a Japanese undergraduate setting. <i>BMC Medical Education</i> , 2019, 19, 152.	1.0	40
51	Exploring how educators at the workplace inform their judgement of students' professional performance. <i>Journal of Education and Work</i> , 2019, 32, 693-706.	0.8	7
52	Developing Resident-Sensitive Quality Measures: Engaging Stakeholders to Inform Next Steps. <i>Academic Pediatrics</i> , 2019, 19, 177-185.	1.0	13
53	Managing tensions in assessment: moving beyond either/or thinking. <i>Medical Education</i> , 2019, 53, 64-75.	1.1	57
54	Twelve tips to promote a feedback culture with a growth mind-set: Swinging the feedback pendulum from recipes to relationships. <i>Medical Teacher</i> , 2019, 41, 625-631.	1.0	111

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55	Programmatic Assessment: An Avenue to a Different Assessment Culture. , 2019, , 245-256.		5
56	Investigating possible causes of bias in a progress test translation: an one-edged sword. Korean Journal of Medical Education, 2019, 31, 193-204.	0.6	3
57	Assessment in a global context: An international perspective on dental education. European Journal of Dental Education, 2018, 22, 21-27.	1.0	31
58	Stakes in the eye of the beholder: an international study of learnersâ€™ perceptions within programmatic assessment. Medical Education, 2018, 52, 654-663.	1.1	88
59	Self-perceived long-term transfer of learning after postpartum hemorrhage simulation training. International Journal of Gynecology and Obstetrics, 2018, 141, 261-267.	1.0	10
60	About Politeness, Face, and Feedback: Exploring Resident and Faculty Perceptions of How Institutional Feedback Culture Influences Feedback Practices. Academic Medicine, 2018, 93, 1348-1358.	0.8	85
61	Context matters when striving to promote active and lifelong learning in medical education. Medical Education, 2018, 52, 34-44.	1.1	89
62	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.	1.0	11
63	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.	0.3	11
64	Programmatic assessment: the process, rationale and evidence for modern evaluation approaches in medical education. Medical Journal of Australia, 2018, 209, 386-388.	0.8	21
65	The pattern of social media use and its association with academic performance among medical students. Medical Teacher, 2018, 40, S77-S82.	1.0	67
66	Development and validation of the TOCOâ€“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.	1.3	13
67	The use of instructional design guidelines to increase effectiveness of postpartum hemorrhage simulation training. International Journal of Gynecology and Obstetrics, 2017, 137, 99-105.	1.0	17
68	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.	1.0	8
69	How clinical medical students perceive others to influence their self-regulated learning. Medical Education, 2017, 51, 269-279.	1.1	66
70	Feasibility of peer assessment and clinical audit to self-regulate the quality of physiotherapy services: a mixed methods study. BMJ Open, 2017, 7, e013726.	0.8	13
71	Exploring the institutional logics of health professions education scholarship units. Medical Education, 2017, 51, 755-767.	1.1	30
72	Studentsâ€™ motivation toward feedback-seeking in the clinical workplace. Medical Teacher, 2017, 39, 1-5.	1.0	18

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73	Working Definitions of the Roles and an Organizational Structure in Health Professions Education Scholarship. <i>Academic Medicine</i> , 2017, 92, 205-208.	0.8	29
74	Design of simulation-based medical education and advantages and disadvantages of in situ simulation versus off-site simulation. <i>BMC Medical Education</i> , 2017, 17, 20.	1.0	147
75	â€œIt's Just Not the Cultureâ€: A Qualitative Study Exploring Residents' Perceptions of the Impact of Institutional Culture on Feedback. <i>Teaching and Learning in Medicine</i> , 2017, 29, 153-161.	1.3	90
76	A collaborative comparison of objective structured clinical examination (OSCE) standard setting methods at Australian medical schools. <i>Medical Teacher</i> , 2017, 39, 1261-1267.	1.0	10
77	The Hidden Value of Narrative Comments for Assessment: A Quantitative Reliability Analysis of Qualitative Data. <i>Academic Medicine</i> , 2017, 92, 1617-1621.	0.8	85
78	How characteristic routines of clinical departments influence studentsâ€™ self-regulated learning: A grounded theory study. <i>Medical Teacher</i> , 2017, 39, 1174-1181.	1.0	11
79	Developing skilled doctorâ€“patient communication in the workplace: a qualitative study of the experiences of trainees and clinical supervisors. <i>Advances in Health Sciences Education</i> , 2017, 22, 1263-1278.	1.7	22
80	Changing the culture of assessment: the dominance of the summative assessment paradigm. <i>BMC Medical Education</i> , 2017, 17, 73.	1.0	60
81	Embedding of the progress test in an assessment program designed according to the principles of programmatic assessment. <i>Medical Teacher</i> , 2017, 39, 44-52.	1.0	41
82	Inter-rater variability as mutual disagreement: identifying ratersâ€™ divergent points of view. <i>Advances in Health Sciences Education</i> , 2017, 22, 819-838.	1.7	32
83	Patterns in clinical studentsâ€™ self-regulated learning behavior: a Q-methodology study. <i>Advances in Health Sciences Education</i> , 2017, 22, 105-121.	1.7	28
84	Uncovering the unknown: A grounded theory study exploring the impact of self-awareness on the culture of feedback in residency education. <i>Medical Teacher</i> , 2017, 39, 1065-1073.	1.0	32
85	How Entrustment Is Informed by Holistic Judgments Across Time in a Family Medicine Residency Program: An Ethnographic Nonparticipant Observational Study. <i>Academic Medicine</i> , 2017, 92, 792-799.	0.8	28
86	How innovative and conventional curricula prepare medical students for practice in Sub-Saharan Africa: A comparative study from Mozambique. <i>Education for Health: Change in Learning and Practice</i> , 2017, 30, 3.	0.1	2
87	Using a Smartphone App and Coaching Group Sessions to Promote Residentsâ€™ Reflection in the Workplace. <i>Academic Medicine</i> , 2016, 91, 365-370.	0.8	31
88	Revisiting â€œAssessing professional competence: from methods to programmesâ€. <i>Medical Education</i> , 2016, 50, 885-888.	1.1	33
89	Health professionsâ€™ students have an alarming prevalence of depressive symptoms: exploration of the associated factors. <i>BMC Medical Education</i> , 2016, 16, 279.	1.0	70
90	The Future of High-Quality Care Depends on Better Assessment of Physician Performance. <i>JAMA Pediatrics</i> , 2016, 170, 1131.	3.3	7

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91	Teachersâ€™ conceptions of learning and teaching in student-centred medical curricula: the impact of context and personal characteristics. <i>BMC Medical Education</i> , 2016, 16, 244.	1.0	19
92	Bridging the gap: a five stage approach for developing specialty-specific entrustable professional activities. <i>BMC Medical Education</i> , 2016, 16, 117.	1.0	36
93	How to gather information from talkative patients in a respectful and efficient manner: a qualitative study of GPsâ€™ communication strategies. <i>Family Practice</i> , 2016, 33, 100-106.	0.8	8
94	Team communication amongst clinical teachers in a formal meeting of post graduate medical training. <i>Advances in Health Sciences Education</i> , 2016, 21, 207-219.	1.7	6
95	Hedging to save face: a linguistic analysis of written comments on in-training evaluation reports. <i>Advances in Health Sciences Education</i> , 2016, 21, 175-188.	1.7	112
96	Feedback-giving behaviour in performance evaluations during clinical clerkships. <i>Medical Teacher</i> , 2016, 38, 88-95.	1.0	43
97	Designing Assessment Programmes for the Model Curriculum for Emergency Medicine Specialists. <i>Canadian Journal of Emergency Medicine</i> , 2015, 17, 462-467.	0.5	2
98	Clarifying the learning experiences of healthcare professionals with in situ and off-site simulation-based medical education: a qualitative study: Table A1. <i>BMJ Open</i> , 2015, 5, e008345.	0.8	48
99	Simulation-based multiprofessional obstetric anaesthesia training conducted in situ versus off-site leads to similar individual and team outcomes: a randomised educational trial. <i>BMJ Open</i> , 2015, 5, e008344.	0.8	67
100	Critical features of peer assessment of clinical performance to enhance adherence to a low back pain guideline for physical therapists: a mixed methods design. <i>BMC Medical Education</i> , 2015, 15, 203.	1.0	19
101	A One-Day Dental Faculty Workshop in Writing Multiple-Choice Questions: An Impact Evaluation. <i>Journal of Dental Education</i> , 2015, 79, 1305-1313.	0.7	17
102	Effect of Comprehensive Oncogenetics Training Interventions for General Practitioners, Evaluated at Multiple Performance Levels. <i>PLoS ONE</i> , 2015, 10, e0122648.	1.1	29
103	Exploring Residentsâ€™ Communication Learning Process in the Workplace: A Five-Phase Model. <i>PLoS ONE</i> , 2015, 10, e0125958.	1.1	38
104	Integrating learning assessment and supervision in a competency framework for clinical workplace education. <i>Nurse Education Today</i> , 2015, 35, 341-346.	1.4	35
105	Twelve Tips for programmatic assessment. <i>Medical Teacher</i> , 2015, 37, 641-646.	1.0	206
106	â€˜I still have no idea why this patient was hereâ€™: An exploration of the difficulties GP trainees experience when gathering information. <i>Patient Education and Counseling</i> , 2015, 98, 837-842.	1.0	7
107	An Innovative Peer Assessment Approach to Enhance Guideline Adherence in Physical Therapy: Single-Masked, Cluster-Randomized Controlled Trial. <i>Physical Therapy</i> , 2015, 95, 600-612.	1.1	28
108	Effects of learning content in context on knowledge acquisition and recall: a pretest-posttest control group design. <i>BMC Medical Education</i> , 2015, 15, 133.	1.0	31

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109	The impact of programmatic assessment on student learning: theory versus practice. <i>Medical Education</i> , 2015, 49, 487-498.	1.1	151
110	Enhancing students' learning in problem based learning: validation of a self-assessment scale for active learning and critical thinking. <i>BMC Medical Education</i> , 2015, 15, 140.	1.0	36
111	Exploring the factors influencing clinical students' self-regulated learning. <i>Medical Education</i> , 2015, 49, 589-600.	1.1	73
112	Impact of institute and person variables on teachers' conceptions of learning and teaching. <i>Medical Teacher</i> , 2015, 37, 738-746.	1.0	13
113	Relationship between reflection ability and clinical performance: A cross-sectional and retrospective-longitudinal correlational cohort study in midwifery. <i>Midwifery</i> , 2015, 31, 90-94.	1.0	22
114	Barriers to the uptake and use of feedback in the context of summative assessment. <i>Advances in Health Sciences Education</i> , 2015, 20, 229-245.	1.7	94
115	Five teacher profiles in student-centred curricula based on their conceptions of learning and teaching. <i>BMC Medical Education</i> , 2014, 14, 220.	1.0	31
116	Sustained effects of online genetics education: a randomized controlled trial on oncogenetics. <i>European Journal of Human Genetics</i> , 2014, 22, 310-316.	1.4	40
117	Effectiveness of oncogenetics training on general practitioners' consultation skills: a randomized controlled trial. <i>Genetics in Medicine</i> , 2014, 16, 45-52.	1.1	32
118	Unannounced in situ simulation of obstetric emergencies: staff perceptions and organisational impact. <i>Postgraduate Medical Journal</i> , 2014, 90, 622-629.	0.9	22
119	A framework to facilitate self-directed learning, assessment and supervision in midwifery practice: A qualitative study of supervisors' perceptions. <i>Nurse Education in Practice</i> , 2014, 14, 441-446.	1.0	11
120	When I say 'context specificity'. <i>Medical Education</i> , 2014, 48, 234-235.	1.1	34
121	Learning culture and feedback: an international study of medical athletes and musicians. <i>Medical Education</i> , 2014, 48, 713-723.	1.1	115
122	'No need to worry': an exploration of general practitioners' reassuring strategies. <i>BMC Family Practice</i> , 2014, 15, 133.	2.9	16
123	Medical education research: a vibrant community of research and education practice. <i>Medical Education</i> , 2014, 48, 761-767.	1.1	24
124	'Doctor, please tell me it's nothing serious': an exploration of patients' worrying and reassuring cognitions using stimulated recall interviews. <i>BMC Family Practice</i> , 2014, 15, 73.	2.9	23
125	Residents' perceived barriers to communication skills learning: Comparing two medical working contexts in postgraduate training. <i>Patient Education and Counseling</i> , 2014, 95, 91-97.	1.0	74
126	More Consensus Than Idiosyncrasy. <i>Academic Medicine</i> , 2014, 89, 1510-1519.	0.8	38

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127	Learning in context: Identifying gaps in research on the transfer of medical communication skills to the clinical workplace. Patient Education and Counseling, 2013, 90, 184-192.	1.0	78
128	Context factors in general practitioner - patient encounters and their impact on assessing communication skills - an exploratory study. BMC Family Practice, 2013, 14, 65.	2.9	19
129	Workplace-based assessment: raters' performance theories and constructs. Advances in Health Sciences Education, 2013, 18, 375-396.	1.7	147
130	Clarifying students' feedback-seeking behaviour in clinical clerkships. Medical Education, 2013, 47, 282-291.	1.1	114
131	Beyond individualism: professional culture and its influence on feedback. Medical Education, 2013, 47, 585-594.	1.1	124
132	Web-based feedback after summative assessment: how do students engage?. Medical Education, 2013, 47, 734-744.	1.1	69
133	Music lessons: revealing medicine's learning culture through a comparison with that of music. Medical Education, 2013, 47, 842-850.	1.1	53
134	Programmatic assessment of competency-based workplace learning: when theory meets practice. BMC Medical Education, 2013, 13, 123.	1.0	199
135	In-training assessment developments in postgraduate education in Europe. ANZ Journal of Surgery, 2013, 83, 454-459.	0.3	37
136	How doctors move from generic goals to specific communicative behavior in real practice consultations. Patient Education and Counseling, 2013, 90, 170-176.	1.0	26
137	Clarifying Assumptions to Enhance Our Understanding and Assessment of Clinical Reasoning. Academic Medicine, 2013, 88, 442-448.	0.8	132
138	Validity in work-based assessment: expanding our horizons. Medical Education, 2013, 47, 1164-1174.	1.1	178
139	AM Last Page. Academic Medicine, 2013, 88, 737.	0.8	132
140	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.	0.4	20
141	Towards a systems approach to assessment. Medical Teacher, 2012, 34, 185-186.	1.0	26
142	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-e491.	1.0	24
143	The use of programmatic assessment in the clinical workplace: A Maastricht case report. Medical Teacher, 2012, 34, 226-231.	1.0	93
144	A systemic framework for the progress test: Strengths, constraints and issues: AMEE Guide No. 71. Medical Teacher, 2012, 34, 683-697.	1.0	115

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145	Poor professionalism identified through investigation of unsolicited healthcare complaints. Postgraduate Medical Journal, 2012, 88, 443-450.	0.9	30
146	Expert validation of fit-for-purpose guidelines for designing programmes of assessment. BMC Medical Education, 2012, 12, 20.	1.0	43
147	A model of the pre-assessment learning effects of assessment is operational in an undergraduate clinical context. BMC Medical Education, 2012, 12, 9.	1.0	30
148	Modelling the pre-assessment learning effects of assessment: evidence in the validity chain. Medical Education, 2012, 46, 1087-1098.	1.1	24
149	A model for programmatic assessment fit for purpose. Medical Teacher, 2012, 34, 205-214.	1.0	564
150	Using Functional Neuroimaging Combined With a Think-Aloud Protocol to Explore Clinical Reasoning Expertise in Internal Medicine. Military Medicine, 2012, 177, 72-78.	0.4	31
151	Programmatic assessment and Kane's validity perspective. Medical Education, 2012, 46, 38-48.	1.1	131
152	Learning from clinical work: the roles of learning cues and credibility judgements. Medical Education, 2012, 46, 192-200.	1.1	183
153	Understanding responses to feedback: the potential and limitations of regulatory focus theory. Medical Education, 2012, 46, 593-603.	1.1	62
154	Rethinking the globalisation of problem-based learning: how culture challenges self-directed learning. Medical Education, 2012, 46, 738-747.	1.1	139
155	A model of the pre-assessment learning effects of summative assessment in medical education. Advances in Health Sciences Education, 2012, 17, 39-53.	1.7	107
156	Programmatic assessment: From assessment of learning to assessment for learning. Medical Teacher, 2011, 33, 478-485.	1.0	565
157	Exploring Task- and Student-Related Factors in the Method of Propositional Manipulation (MPM). Journal of Statistics Education, 2011, 19, .	1.4	10
158	Tensions in Informed Self-Assessment: How the Desire for Feedback and Reticence to Collect and Use It Can Conflict. Academic Medicine, 2011, 86, 1120-1127.	0.8	159
159	Script concordance testing: a review of published validity evidence. Medical Education, 2011, 45, 329-338.	1.1	118
160	Context and clinical reasoning: understanding the perspective of the expert's voice. Medical Education, 2011, 45, 927-938.	1.1	161
161	Workplace-based assessment: effects of rater expertise. Advances in Health Sciences Education, 2011, 16, 151-165.	1.7	162
162	Identifying context factors explaining physician's low performance in communication assessment: an explorative study in general practice. BMC Family Practice, 2011, 12, 138.	2.9	33

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163	Perspective: Redefining Context in the Clinical Encounter: Implications for Research and Training in Medical Education. <i>Academic Medicine</i> , 2010, 85, 894-901.	0.8	112
164	A new framework for designing programmes of assessment. <i>Advances in Health Sciences Education</i> , 2010, 15, 379-393.	1.7	107
165	The assessment of professional competence: building blocks for theory development. <i>Best Practice and Research in Clinical Obstetrics and Gynaecology</i> , 2010, 24, 703-719.	1.4	260
166	Making use of contrasting participant views of the same encounter. <i>Medical Education</i> , 2010, 44, 953-961.	1.1	13
167	The Processes and Dimensions of Informed Self-Assessment: A Conceptual Model. <i>Academic Medicine</i> , 2010, 85, 1212-1220.	0.8	257
168	Students' and teachers' perceptions of clinical assessment program: A qualitative study in a PBL curriculum. <i>BMC Research Notes</i> , 2009, 2, 263.	0.6	31
169	Approaches to professional behaviour assessment: Tools in the professionalism toolbox. <i>European Journal of Internal Medicine</i> , 2009, 20, e153-e157.	1.0	34
170	Understanding the influence of emotions and reflection upon multi-source feedback acceptance and use. <i>Advances in Health Sciences Education</i> , 2008, 13, 275-288.	1.7	201
171	Directed self-assessment: Practice and feedback within a social context. <i>Journal of Continuing Education in the Health Professions</i> , 2008, 28, 47-54.	0.4	133
172	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.	0.7	104
173	Challenges in multisource feedback: intended and unintended outcomes. <i>Medical Education</i> , 2007, 41, 583-591.	1.1	120
174	Broadening Perspectives on Clinical Performance Assessment: Rethinking the Nature of In-training Assessment. <i>Advances in Health Sciences Education</i> , 2007, 12, 239-260.	1.7	221
175	Competence indicators in academic education and early labour market success of graduates in health sciences. <i>Journal of Education and Work</i> , 2006, 19, 383-413.	0.8	21
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