SÃ¶ren Huwendiek

List of Publications by Year
in descending order

77 papers	1,760 citations	331670 21 h-index	302126 39 g-index
88 all docs	88 docs citations	88 times ranked	1826 citing authors

#	Article	IF	Citations
1	The effect of using standardized patients or peer role play on ratings of undergraduate communication training: A randomized controlled trial. Patient Education and Counseling, 2012, 87, 300-306.	2.2	138
2	The Role for Virtual Patients in the Future of Medical Education. Academic Medicine, 2016, 91, 1217-1222.	1.6	137
3	Peer role-play and standardised patients in communication training: a comparative study on the student perspective on acceptability, realism, and perceived effect. BMC Medical Education, 2010, 10, 27.	2.4	100
4	Towards a typology of virtual patients. Medical Teacher, 2009, 31, 743-748.	1.8	91
5	Improved Grading of Breast Adenocarcinomas Based on Genomic Instability. Cancer Research, 2004, 64, 904-909.	0.9	86
6	Design principles for virtual patients: a focus group study among students. Medical Education, 2009, 43, 580-588.	2.1	81
7	Polypeptide Expression in Prostate Hyperplasia and Prostate Adenocarcinoma. Analytical Cellular Pathology, 2000, 21, 1-9.	2.1	80
8	Cost-effectiveness of peer role play and standardized patients in undergraduate communication training. BMC Medical Education, 2015, 15, 183.	2.4	67
9	The educational impact of Mini-Clinical Evaluation Exercise (Mini-CEX) and Direct Observation of Procedural Skills (DOPS) and its association with implementation: A systematic review and meta-analysis. PLoS ONE, 2018, 13, e0198009.	2.5	60
10	Improving Pediatric Basic Life Support Performance Through Blended Learning With Web-Based Virtual Patients: Randomized Controlled Trial. Journal of Medical Internet Research, 2015, 17, e162.	4.3	58
11	Expertise, needs and challenges of medical educators: Results of an international web survey. Medical Teacher, 2010, 32, 912-918.	1.8	45
12	New directions in e-learning research in health professions education: Report of two symposia. Medical Teacher, 2012, 34, e15-e20.	1.8	43
13	An innovative blended learning approach using virtual patients as preparation for skills laboratory training: perceptions of students and tutors. BMC Medical Education, 2013, 13, 23.	2.4	40
14	What supports studentsâ€™ education in the operating room? A focus group study including studentsâ€™ and surgeonsâ€™ views. American Journal of Surgery, 2015, 210, 951-959.	1.8	40
15	Learner preferences regarding integrating, sequencing and aligning virtual patients with other activities in the undergraduate medical curriculum: A focus group study. Medical Teacher, 2013, 35, 920-929.	1.8	38
16	Outcome of parentâ€“physician communication skills training for pediatric residents. Patient Education and Counseling, 2011, 82, 94-99.	2.2	36
17	Characterisation of breast fine-needle aspiration biopsies by centrosome aberrations and genomic instability. British Journal of Cancer, 2005, 92, 389-395.	6.4	33
18	Physicians’ attitudes toward, use of, and perceived barriers to clinical guidelines: a survey among Swiss physicians. Advances in Medical Education and Practice, 2016, Volume 7, 673-680.	1.5	30

#	ARTICLE	IF	CITATIONS
19	Influences on the implementation of Mini-CEX and DOPS for postgraduate medical traineesâ€™ learning: A grounded theory study. Medical Teacher, 2019, 41, 448-456.	1.8	30
20	The need for longitudinal clinical reasoning teaching and assessment: Results of an international survey. Medical Teacher, 2020, 42, 457-462.	1.8	28
21	Factors influencing the educational impact of Mini-CEX and DOPS: A qualitative synthesis. Medical Teacher, 2018, 40, 414-420.	1.8	27
22	Working with entrustable professional activities in clinical education in undergraduate medical education: a scoping review. BMC Medical Education, 2021, 21, 172.	2.4	27
23	Student perceptions of a video-based blended learning approach for improving pediatric physical examination skills. Annals of Anatomy, 2016, 208, 179-182.	1.9	24
24	Exploring the validity and reliability of a questionnaire for evaluating virtual patient design with a special emphasis on fostering clinical reasoning. Medical Teacher, 2015, 37, 775-782.	1.8	23
25	Acquisition of basic ear surgery skills: a randomized comparison between endoscopic and microscopic techniques. BMC Medical Education, 2019, 19, 357.	2.4	23
26	The effective group size for teaching cardiopulmonary resuscitation skills â€“ A randomized controlled simulation trial. Resuscitation, 2021, 165, 77-82.	3.0	22
27	Virtual patient design and curricular integration evaluation toolkit. Medical Education, 2010, 44, 519-519.	2.1	20
28	Electronic assessment of clinical reasoning in clerkships: A mixed-methods comparison of long-menu key-feature problems with context-rich single best answer questions. Medical Teacher, 2017, 39, 476-485.	1.8	20
29	Medical educators: How they define themselves â€“ Results of an international web survey. Medical Teacher, 2016, 38, 715-723.	1.8	17
30	Entrustable Professional Activities in Psychiatry: A Systematic Review. Academic Psychiatry, 2020, 44, 37-45.	0.9	17
31	The new final Clinical Skills examination in human medicine in Switzerland: Essential steps of exam development, implementation and evaluation, and central insights from the perspective of the national Working Group. GMS Zeitschrift FÃ¼r Medizinische Ausbildung, 2015, 32, Doc40.	1.2	17
32	Assessment of Middle Ear Anatomy Teaching Methodologies Using Microscopy versus Endoscopy: A Randomized Comparative Study. Anatomical Sciences Education, 2019, 12, 507-517.	3.7	16
33	The influence of studentsâ€™ prior clinical skills and context characteristics on mini-CEX scores in clerkships â€“ a multilevel analysis. BMC Medical Education, 2015, 15, 208.	2.4	15
34	Multiple trueâ€“false items: a comparison of scoring algorithms. Advances in Health Sciences Education, 2018, 23, 455-463.	3.3	15
35	Why is it so difficult to implement a longitudinal clinical reasoning curriculum? A multicenter interview study on the barriers perceived by European health professions educators. BMC Medical Education, 2021, 21, 575.	2.4	13
36	Pediatric in-hospital emergencies: real life experiences, previous training and the need for training among physicians and nurses. BMC Research Notes, 2019, 12, 19.	1.4	12

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37	Animation and interactivity facilitate acquisition of pediatric life support skills: a randomized controlled trial using virtual patients versus video instruction. BMC Medical Education, 2019, 19, 7.	2.4	10
38	Out-of-hospital cardiac arrest: comparing organised groups to individual first responders. European Journal of Anaesthesiology, 2021, 38, 1096-1104.	1.7	9
39	Master's degrees in medical education. Medical Teacher, 2006, 28, 664-664.	1.8	8
40	Teaching Middle Ear Anatomy and Basic Ear Surgery Skills: A Qualitative Study Comparing Endoscopic and Microscopic Techniques. Otolaryngology - Head and Neck Surgery, 2021, 165, 174-181.	1.9	8
41	Improving the assessment of communication competencies in a national licensing OSCE: lessons learned from an expertsâ€™ symposium. BMC Medical Education, 2020, 20, 171.	2.4	8
42	Challenges for medical educators: results of a survey among members of the German Association for Medical Education. GMS Zeitschrift FÃ¼r Medizinische Ausbildung, 2013, 30, Doc38.	1.2	8
43	Blended learning using virtual patients and skills laboratory training. Medical Education, 2010, 44, 521-522.	2.1	7
44	Applying the Verona coding definitions of emotional sequences (VR-CoDES) to code medical studentsâ€™ written responses to written case scenarios: Some methodological and practical considerations. Patient Education and Counseling, 2017, 100, 305-312.	2.2	7
45	If we could turn back time: Imagining time-variable, competency-based medical education in the context of COVID-19. Medical Teacher, 2021, 43, 774-779.	1.8	6
46	Geriatric medicine learning objectives and entrustable professional activities in undergraduate medical curricula: a scoping review. Age and Ageing, 2022, 51, .	1.6	6
47	Medical Education after the Flexner Report. New England Journal of Medicine, 2007, 356, 90-91.	27.0	5
48	Workplace-based assessments of entrustable professional activities in a psychiatry core clerkship: an observational study. BMC Medical Education, 2021, 21, 223.	2.4	5
49	An overview of and approach to selecting appropriate patient representations in teaching and summative assessment in medical education. Swiss Medical Weekly, 2020, 150, w20382.	1.6	5
50	Self-directed e-learning at a tertiary hospital in Malawi--a qualitative evaluation and lessons learnt. GMS Zeitschrift FÃ¼r Medizinische Ausbildung, 2015, 32, Doc7.	1.2	5
51	The introduction of a standardised national licensing exam as a driver of change in medical education: A qualitative study from Switzerland. Medical Teacher, 2020, 42, 1163-1170.	1.8	4
52	Prize winner of the "GMA - Prize for young medical educators 2010" announced. GMS Zeitschrift FÃ¼r Medizinische Ausbildung, 2011, 28, Doc05.	1.2	4
53	How does multisource feedback influence residency training? A qualitative case study. Medical Education, 2022, , .	2.1	4
54	The Virtual Patient for Education and Training: A Critical Review of the Literature. IT - Information Technology, 2010, 52, 281-287.	0.9	3

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55	A german-language competency-based multisource feedback instrument for residents: development and validity evidence. BMC Medical Education, 2020, 20, 357.	2.4	3
56	Completing the picture on student performances in OSCEs: A mixed-methods study on integration of a standardized patient rating. Patient Education and Counseling, 2021, 104, 85-91.	2.2	3
57	Entrustment decisions and the clinical team: A case study of early clinical students. Medical Education, 2021, 55, 365-375.	2.1	3
58	Introducing a Psychiatry Clerkship Curriculum Based on Entrustable Professional Activities: an Explorative Pilot Study. Academic Psychiatry, 2021, 45, 354-359.	0.9	3
59	Curriculum Development with the Implementation of an Open-Source Learning Management System for Training Early Clinical Students: An Educational Design Research Study. Advances in Medical Education and Practice, 2021, Volume 12, 53-61.	1.5	3
60	Virtual patients in continuing medical education and residency training: a pilot project for acceptance analysis in the framework of a residency revision course in pediatrics. GMS Zeitschrift FÃ¼r Medizinische Ausbildung, 2015, 32, Doc51.	1.2	3
61	Measurement precision at the cut score in medical multiple choice exams: Theory matters. Perspectives on Medical Education, 2022, 9, 220-228.	3.5	2
62	Elementary school children as standardized patients in a summative OSCE â€“ A mixed-method study according to the Ottawa criteria for good assessment. Medical Teacher, 2021, 43, 1170-1178.	1.8	2
63	Innovating Pediatric Emergency Care and Learning Through Interprofessional Briefing and Workplace-Based Assessment. Pediatric Emergency Care, 2020, 36, 575-581.	0.9	2
64	"Pass, fail" - On Standard Setting Procedures for the Assessment of Practical Skills at Medical Schools in Germany, Austria, and Switzerland. GMS Journal for Medical Education, 2016, 33, Doc50.	0.1	2
65	Design and implementation of virtual patients for learning of clinical reasoning. GMS Journal for Medical Education, 2019, 36, Doc33.	0.1	2
66	Losingconnectivitywhen using EHRs: a technological or an educational problem?. Medical Education, 2015, 49, 449-451.	2.1	1
67	The Authors reply: Factors influencing the educational impact of mini-CEX and DOPS. Medical Teacher, 2018, 40, 868-868.	1.8	1
68	Predictive power of high school educational attainment and the medical aptitude test for performance during the Bachelor program in human medicine at the University of Bern: a cohort study. Swiss Medical Weekly, 2020, 150, w20389.	1.6	1
69	Looking back: twenty years of reforming undergraduate medical training and curriculum frameworks in Switzerland. GMS Journal for Medical Education, 2019, 36, Doc64.	0.1	1
70	Teaching the technical performance of bronchoscopy to residents in a step-wise simulated approach: factors supporting learning and impacts on clinical work â€“ a qualitative analysis. BMC Medical Education, 2021, 21, 597.	2.4	1
71	Assessment of Human Factors After Advanced Life Support Courses Comparing Simulated Team and Real Team Assessment: A Randomized Controlled Cohort Trial. Frontiers in Cardiovascular Medicine, 0, 9, .	2.4	1
72	Suggestions for Improving the Assessment of a Learning Management System Used for Clinical Curriculum Development [Response to Letter]. Advances in Medical Education and Practice, 2021, Volume 12, 285-286.	1.5	0

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73	Appraisal of the 2012 winners of the "GMA Award for Young Medical Educators" and call for submissions for the 2013 GMA Award for Young Medical Educators. GMS Zeitschrift FÃ¼r Medizinische Ausbildung, 2012, 29, Doc61.	1.2	0
74	Interesting read. GMS Journal for Medical Education, 2021, 38, Doc85.	0.1	0
75	Entrusting students with independent patient care: a question of educational alliances?. Medical Education, 2021, , .	2.1	0
76	The authorsâ€™ reply: Completing the picture on student performances in OSCEs: A mixed-methods study on integration of a standardized patient rating. Patient Education and Counseling, 2021, , .	2.2	0
77	Bottom-up feedback to improve clinical teaching: validation of the Swiss System for Evaluation of Teaching Qualities (SwissSETQ). , 2022, 152, w30137.		0