

Sören Huwendiek

List of Publications by Year in descending order

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Version: 2024-02-01

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	Measurement precision at the cut score in medical multiple choice exams: Theory matters. Perspectives on Medical Education, 2022, 9, 220-228.	3.5	2
2	How does multisource feedback influence residency training? A qualitative case study. Medical Education, 2022, , .	2.1	4
3	Bottom-up feedback to improve clinical teaching: validation of the Swiss System for Evaluation of Teaching Qualities (SwissSETQ). , 2022, 152, w30137.		0
4	Geriatric medicine learning objectives and entrustable professional activities in undergraduate medical curricula: a scoping review. Age and Ageing, 2022, 51, .	1.6	6
5	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
6	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
7	Entrustment decisions and the clinical team: A case study of early clinical students. Medical Education, 2021, 55, 365-375.	2.1	3
8	Introducing a Psychiatry Clerkship Curriculum Based on Entrustable Professional Activities: an Explorative Pilot Study. Academic Psychiatry, 2021, 45, 354-359.	0.9	3
9	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
10	Working with entrustable professional activities in clinical education in undergraduate medical education: a scoping review. BMC Medical Education, 2021, 21, 172.	2.4	27
11	Workplace-based assessments of entrustable professional activities in a psychiatry core clerkship: an observational study. BMC Medical Education, 2021, 21, 223.	2.4	5
12	Elementary school children as standardized patients in a summative OSCE â€œ A mixed-method study according to the Ottawa criteria for good assessment. Medical Teacher, 2021, 43, 1170-1178.	1.8	2
13	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
14	The effective group size for teaching cardiopulmonary resuscitation skills â€œ A randomized controlled simulation trial. Resuscitation, 2021, 165, 77-82.	3.0	22
15	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
16	Out-of-hospital cardiac arrest: comparing organised groups to individual first responders. European Journal of Anaesthesiology, 2021, 38, 1096-1104.	1.7	9
17	Interesting read. GMS Journal for Medical Education, 2021, 38, Doc85.	0.1	0
18	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

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19	Entrusting students with independent patient care: a question of educational alliances?. Medical Education, 2021, , .	2.1	0
20	Teaching the technical performance of bronchoscopy to residents in a step-wise simulated approach: factors supporting learning and impacts on clinical work – a qualitative analysis. BMC Medical Education, 2021, 21, 597.	2.4	1
21	The authors’s™ 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
22	Entrustable Professional Activities in Psychiatry: A Systematic Review. Academic Psychiatry, 2020, 44, 37-45.	0.9	17
23	A german-language competency-based multisource feedback instrument for residents: development and validity evidence. BMC Medical Education, 2020, 20, 357.	2.4	3
24	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
25	Improving the assessment of communication competencies in a national licensing OSCE: lessons learned from an experts’s™ symposium. BMC Medical Education, 2020, 20, 171.	2.4	8
26	The need for longitudinal clinical reasoning teaching and assessment: Results of an international survey. Medical Teacher, 2020, 42, 457-462.	1.8	28
27	Innovating Pediatric Emergency Care and Learning Through Interprofessional Briefing and Workplace-Based Assessment. Pediatric Emergency Care, 2020, 36, 575-581.	0.9	2
28	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
29	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
30	Acquisition of basic ear surgery skills: a randomized comparison between endoscopic and microscopic techniques. BMC Medical Education, 2019, 19, 357.	2.4	23
31	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
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	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
34	Influences on the implementation of Mini-CEX and DOPS for postgraduate medical trainees’s™ learning: A grounded theory study. Medical Teacher, 2019, 41, 448-456.	1.8	30
35	Design and implementation of virtual patients for learning of clinical reasoning. GMS Journal for Medical Education, 2019, 36, Doc33.	0.1	2
36	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

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37	Multiple true&false items: a comparison of scoring algorithms. <i>Advances in Health Sciences Education</i> , 2018, 23, 455-463.	3.3	15
38	The Authors reply: Factors influencing the educational impact of mini-CEX and DOPS. <i>Medical Teacher</i> , 2018, 40, 868-868.	1.8	1
39	Factors influencing the educational impact of Mini-CEX and DOPS: A qualitative synthesis. <i>Medical Teacher</i> , 2018, 40, 414-420.	1.8	27
40	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. <i>PLoS ONE</i> , 2018, 13, e0198009.	2.5	60
41	Electronic assessment of clinical reasoning in clerkships: A mixed-methods comparison of long-menu key-feature problems with context-rich single best answer questions. <i>Medical Teacher</i> , 2017, 39, 476-485.	1.8	20
42	Applying the Verona coding definitions of emotional sequences (VR-CoDES) to code medical students&TM written responses to written case scenarios: Some methodological and practical considerations. <i>Patient Education and Counseling</i> , 2017, 100, 305-312.	2.2	7
43	Physicians’ attitudes toward, use of, and perceived barriers to clinical guidelines: a survey among Swiss physicians. <i>Advances in Medical Education and Practice</i> , 2016, Volume 7, 673-680.	1.5	30
44	Medical educators: How they define themselves " Results of an international web survey. <i>Medical Teacher</i> , 2016, 38, 715-723.	1.8	17
45	The Role for Virtual Patients in the Future of Medical Education. <i>Academic Medicine</i> , 2016, 91, 1217-1222.	1.6	137
46	Student perceptions of a video-based blended learning approach for improving pediatric physical examination skills. <i>Annals of Anatomy</i> , 2016, 208, 179-182.	1.9	24
47	"Pass, fail" - On Standard Setting Procedures for the Assessment of Practical Skills at Medical Schools in Germany, Austria, and Switzerland. <i>GMS Journal for Medical Education</i> , 2016, 33, Doc50.	0.1	2
48	Cost-effectiveness of peer role play and standardized patients in undergraduate communication training. <i>BMC Medical Education</i> , 2015, 15, 183.	2.4	67
49	The influence of students&TM prior clinical skills and context characteristics on mini-CEX scores in clerkships " a multilevel analysis. <i>BMC Medical Education</i> , 2015, 15, 208.	2.4	15
50	What supports students&TM education in the operating room? A focus group study including students&TM and surgeons&TM views. <i>American Journal of Surgery</i> , 2015, 210, 951-959.	1.8	40
51	Losing connectivity when using EHRs: a technological or an educational problem?. <i>Medical Education</i> , 2015, 49, 449-451.	2.1	1
52	Exploring the validity and reliability of a questionnaire for evaluating virtual patient design with a special emphasis on fostering clinical reasoning. <i>Medical Teacher</i> , 2015, 37, 775-782.	1.8	23
53	Improving Pediatric Basic Life Support Performance Through Blended Learning With Web-Based Virtual Patients: Randomized Controlled Trial. <i>Journal of Medical Internet Research</i> , 2015, 17, e162.	4.3	58
54	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. <i>GMS Zeitschrift F&Auml;r Medizinische Ausbildung</i> , 2015, 32, Doc40.	1.2	17

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55	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. <i>GMS Zeitschrift FÄ¼r Medizinische Ausbildung</i> , 2015, 32, Doc51.	1.2	3
56	Self-directed e-learning at a tertiary hospital in Malawi—a qualitative evaluation and lessons learnt. <i>GMS Zeitschrift FÄ¼r Medizinische Ausbildung</i> , 2015, 32, Doc7.	1.2	5
57	An innovative blended learning approach using virtual patients as preparation for skills laboratory training: perceptions of students and tutors. <i>BMC Medical Education</i> , 2013, 13, 23.	2.4	40
58	Learner preferences regarding integrating, sequencing and aligning virtual patients with other activities in the undergraduate medical curriculum: A focus group study. <i>Medical Teacher</i> , 2013, 35, 920-929.	1.8	38
59	Challenges for medical educators: results of a survey among members of the German Association for Medical Education. <i>GMS Zeitschrift FÄ¼r Medizinische Ausbildung</i> , 2013, 30, Doc38.	1.2	8
60	New directions in e-learning research in health professions education: Report of two symposia. <i>Medical Teacher</i> , 2012, 34, e15-e20.	1.8	43
61	The effect of using standardized patients or peer role play on ratings of undergraduate communication training: A randomized controlled trial. <i>Patient Education and Counseling</i> , 2012, 87, 300-306.	2.2	138
62	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. <i>GMS Zeitschrift FÄ¼r Medizinische Ausbildung</i> , 2012, 29, Doc61.	1.2	0
63	Outcome of parentâ€“physician communication skills training for pediatric residents. <i>Patient Education and Counseling</i> , 2011, 82, 94-99.	2.2	36
64	Prize winner of the "GMA - Prize for young medical educators 2010" announced. <i>GMS Zeitschrift FÄ¼r Medizinische Ausbildung</i> , 2011, 28, Doc05.	1.2	4
65	Peer role-play and standardised patients in communication training: a comparative study on the student perspective on acceptability, realism, and perceived effect. <i>BMC Medical Education</i> , 2010, 10, 27.	2.4	100
66	Blended learning using virtual patients and skills laboratory training. <i>Medical Education</i> , 2010, 44, 521-522.	2.1	7
67	Virtual patient design and curricular integration evaluation toolkit. <i>Medical Education</i> , 2010, 44, 519-519.	2.1	20
68	The Virtual Patient for Education and Training: A Critical Review of the Literature. <i>IT - Information Technology</i> , 2010, 52, 281-287.	0.9	3
69	Expertise, needs and challenges of medical educators: Results of an international web survey. <i>Medical Teacher</i> , 2010, 32, 912-918.	1.8	45
70	Design principles for virtual patients: a focus group study among students. <i>Medical Education</i> , 2009, 43, 580-588.	2.1	81
71	Towards a typology of virtual patients. <i>Medical Teacher</i> , 2009, 31, 743-748.	1.8	91
72	Medical Education after the Flexner Report. <i>New England Journal of Medicine</i> , 2007, 356, 90-91.	27.0	5

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73	Master's degrees in medical education. <i>Medical Teacher</i> , 2006, 28, 664-664.	1.8	8
74	Characterisation of breast fine-needle aspiration biopsies by centrosome aberrations and genomic instability. <i>British Journal of Cancer</i> , 2005, 92, 389-395.	6.4	33
75	Improved Grading of Breast Adenocarcinomas Based on Genomic Instability. <i>Cancer Research</i> , 2004, 64, 904-909.	0.9	86
76	Polypeptide Expression in Prostate Hyperplasia and Prostate Adenocarcinoma. <i>Analytical Cellular Pathology</i> , 2000, 21, 1-9.	2.1	80
77	Assessment of Human Factors After Advanced Life Support Courses Comparing Simulated Team and Real Team Assessment: A Randomized Controlled Cohort Trial. <i>Frontiers in Cardiovascular Medicine</i> , 0, 9, .	2.4	1