

Samuel Edelbring

List of Publications by Year in descending order

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Version: 2024-02-01

30
papers

777
citations

840776

11
h-index

552781

26
g-index

34
all docs

34
docs citations

34
times ranked

811
citing authors

#	ARTICLE	IF	CITATIONS
1	Technology-Enhanced Learning of Human Trauma Biomechanics in an Interprofessional Student Context. <i>Teaching and Learning in Medicine</i> , 2022, 34, 135-144.	2.1	6
2	Flexible interprofessional student encounters based on virtual patients: a contribution to an interprofessional strategy. <i>Journal of Interprofessional Care</i> , 2022, 36, 310-317.	1.7	4
3	Understanding clinical reasoning: A phenomenographic study with entry-level physiotherapy students. <i>Physiotherapy Theory and Practice</i> , 2022, 38, 2817-2826.	1.3	2
4	Survey-based experiential learning as a new approach to strengthening non-technical skills in LMIC health care settings. <i>BMC Medical Education</i> , 2021, 21, 240.	2.4	0
5	Prehospital major incident management: how do training and real-life situations relate? A qualitative study. <i>BMJ Open</i> , 2021, 11, e048792.	1.9	3
6	Clinical Reasoning Needs to Be Explicitly Addressed in Health Professions Curricula: Recommendations from a European Consortium. <i>International Journal of Environmental Research and Public Health</i> , 2021, 18, 11202.	2.6	14
7	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. <i>BMC Medical Education</i> , 2021, 21, 575.	2.4	13
8	Using interviews and observations in clinical practice to enhance authenticity in virtual patients for interprofessional education. <i>BMC Medical Education</i> , 2020, 20, 467.	2.4	0
9	General practitioners' knowledge of leg ulcer treatment in primary healthcare: an interview study. <i>Primary Health Care Research and Development</i> , 2020, 21, e34.	1.2	4
10	Assessment of interprofessional competence in undergraduate health professions education: protocol for a systematic review of self-report instruments. <i>Systematic Reviews</i> , 2020, 9, 142.	5.3	5
11	The need for longitudinal clinical reasoning teaching and assessment: Results of an international survey. <i>Medical Teacher</i> , 2020, 42, 457-462.	1.8	28
12	Should the PBL tutor be present? A cross-sectional study of group effectiveness in synchronous and asynchronous settings. <i>BMC Medical Education</i> , 2020, 20, 103.	2.4	9
13	General practitioners' perceptions of their role and their collaboration with district nurses in wound care. <i>Primary Health Care Research and Development</i> , 2019, 20, e39.	1.2	3
14	Why Medical Students Choose to Use or Not to Use a Web-Based Electrocardiogram Learning Resource: Mixed Methods Study. <i>JMIR Medical Education</i> , 2019, 5, e12791.	2.6	3
15	Virtual Patient Simulations in Health Professions Education: Systematic Review and Meta-Analysis by the Digital Health Education Collaboration. <i>Journal of Medical Internet Research</i> , 2019, 21, e14676.	4.3	202
16	Characteristics of two questionnaires used to assess interprofessional learning: psychometrics and expert panel evaluations. <i>BMC Medical Education</i> , 2018, 18, 40.	2.4	8
17	Increasing Reasoning Awareness: Video Analysis of Students' Two-Party Virtual Patient Interactions. <i>JMIR Medical Education</i> , 2018, 4, e4.	2.6	8
18	Attitudes and perceptions from nursing and medical students towards the other profession in relation to wound care. <i>Journal of Interprofessional Care</i> , 2017, 31, 620-627.	1.7	16

#	ARTICLE	IF	CITATIONS
19	Continuing professional development: pedagogical practices of interprofessional simulation in health care. <i>Studies in Continuing Education</i> , 2017, 39, 303-319.	1.9	11
20	Method matters: impact of in-scenario instruction on simulation-based teamwork training. <i>Advances in Simulation</i> , 2017, 2, 25.	2.3	15
21	Confident but not theoretically grounded – experienced simulation educators’ perceptions of their own professional development. <i>Advances in Medical Education and Practice</i> , 2017, Volume 8, 99-108.	1.5	9
22	A qualitative analysis of virtual patient descriptions in healthcare education based on a systematic literature review. <i>BMC Medical Education</i> , 2016, 16, 146.	2.4	37
23	Debriefing practices in interprofessional simulation with students: a sociomaterial perspective. <i>BMC Medical Education</i> , 2016, 16, 148.	2.4	48
24	Virtual patient simulations for health professional education. <i>The Cochrane Library</i> , 2016, , .	2.8	15
25	Dynamics of study strategies and teacher regulation in virtual patient learning activities: a cross sectional survey. <i>BMC Medical Education</i> , 2016, 16, 122.	2.4	19
26	Virtual patients - what are we talking about? A framework to classify the meanings of the term in healthcare education. <i>BMC Medical Education</i> , 2015, 15, 11.	2.4	122
27	Measuring strategies for learning regulation in medical education: Scale reliability and dimensionality in a Swedish sample. <i>BMC Medical Education</i> , 2012, 12, 76.	2.4	9
28	Integrating virtual patients into courses: follow&sup seminars and perceived benefit. <i>Medical Education</i> , 2012, 46, 417-425.	2.1	42
29	Experiencing virtual patients in clinical learning: a phenomenological study. <i>Advances in Health Sciences Education</i> , 2011, 16, 331-345.	3.3	54
30	Evaluation of an interactive case simulation system in dermatology and venereology for medical students. <i>BMC Medical Education</i> , 2006, 6, 40.	2.4	68