

Lambert Schuwirth

List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/5401012/publications.pdf>

Version: 2024-02-01

108
papers

6,687
citations

94269

37
h-index

69108

77
g-index

110
all docs

110
docs citations

110
times ranked

3620
citing authors

#	ARTICLE	IF	CITATIONS
1	Assessing professional competence: from methods to programmes. <i>Medical Education</i> , 2005, 39, 309-317.	1.1	927
2	Programmatic assessment: From assessment of learning to assessment for learning. <i>Medical Teacher</i> , 2011, 33, 478-485.	1.0	565
3	A model for programmatic assessment fit for purpose. <i>Medical Teacher</i> , 2012, 34, 205-214.	1.0	564
4	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
5	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
6	Twelve Tips for programmatic assessment. <i>Medical Teacher</i> , 2015, 37, 641-646.	1.0	206
7	Workplace-based assessment: effects of rater expertise. <i>Advances in Health Sciences Education</i> , 2011, 16, 151-165.	1.7	162
8	Context and clinical reasoning: understanding the perspective of the expert's voice. <i>Medical Education</i> , 2011, 45, 927-938.	1.1	161
9	The impact of programmatic assessment on student learning: theory versus practice. <i>Medical Education</i> , 2015, 49, 487-498.	1.1	151
10	Workplace-based assessment: raters' performance theories and constructs. <i>Advances in Health Sciences Education</i> , 2013, 18, 375-396.	1.7	147
11	A plea for new psychometric models in educational assessment. <i>Medical Education</i> , 2006, 40, 296-300.	1.1	141
12	Clarifying Assumptions to Enhance Our Understanding and Assessment of Clinical Reasoning. <i>Academic Medicine</i> , 2013, 88, 442-448.	0.8	132
13	Programmatic assessment and Kane's validity perspective. <i>Medical Education</i> , 2012, 46, 38-48.	1.1	131
14	General overview of the theories used in assessment: AMEE Guide No. 57. <i>Medical Teacher</i> , 2011, 33, 783-797.	1.0	119
15	Changing education, changing assessment, changing research?. <i>Medical Education</i> , 2004, 38, 805-812.	1.1	117
16	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
17	The impact of selected contextual factors on experts' clinical reasoning performance (does context) <i>Tj ETQq1 1 0.784314 rgBT /Ove</i> 65-79.	1.7	111
18	A new framework for designing programmes of assessment. <i>Advances in Health Sciences Education</i> , 2010, 15, 379-393.	1.7	107

#	ARTICLE	IF	CITATIONS
19	A model of the pre-assessment learning effects of summative assessment in medical education. <i>Advances in Health Sciences Education</i> , 2012, 17, 39-53.	1.7	107
20	The use of progress testing. <i>Perspectives on Medical Education</i> , 2022, 1, 24-30.	1.8	100
21	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
22	A closer look at cueing effects in multiple-choice questions. <i>Medical Education</i> , 1996, 30, 44-49.	1.1	91
23	Expertise in performance assessment: assessors' perspectives. <i>Advances in Health Sciences Education</i> , 2013, 18, 559-571.	1.7	86
24	Do short cases elicit different thinking processes than factual knowledge questions do?. <i>Medical Education</i> , 2001, 35, 348-356.	1.1	83
25	Factors influencing students' receptivity to formative feedback emerging from different assessment cultures. <i>Perspectives on Medical Education</i> , 2022, 5, 276-284.	1.8	83
26	Drawing Boundaries: The Difficulty in Defining Clinical Reasoning. <i>Academic Medicine</i> , 2018, 93, 990-995.	0.8	80
27	Assessing tomorrow's learners: In competency-based education only a radically different holistic method of assessment will work. Six things we could forget. <i>Medical Teacher</i> , 2013, 35, 555-559.	1.0	79
28	The feasibility, reliability, and validity of a post-encounter form for evaluating clinical reasoning. <i>Medical Teacher</i> , 2012, 34, 30-37.	1.0	66
29	Cross institutional collaboration in assessment: a case on progress testing. <i>Medical Teacher</i> , 2004, 26, 719-725.	1.0	60
30	Changing the culture of assessment: the dominance of the summative assessment paradigm. <i>BMC Medical Education</i> , 2017, 17, 73.	1.0	60
31	Mapping clinical reasoning literature across the health professions: a scoping review. <i>BMC Medical Education</i> , 2020, 20, 107.	1.0	58
32	Competencies to enable learning-focused clinical supervision: a thematic analysis of the literature. <i>Medical Education</i> , 2016, 50, 485-495.	1.1	46
33	Aging and cognitive performance: Challenges and implications for physicians practicing in the 21st century *. <i>Journal of Continuing Education in the Health Professions</i> , 2010, 30, 153-160.	0.4	45
34	Assessment in the context of problem-based learning. <i>Advances in Health Sciences Education</i> , 2019, 24, 903-914.	1.7	44
35	Expert validation of fit-for-purpose guidelines for designing programmes of assessment. <i>BMC Medical Education</i> , 2012, 12, 20.	1.0	43
36	The terminology of clinical reasoning in health professions education: Implications and considerations. <i>Medical Teacher</i> , 2019, 41, 1277-1284.	1.0	43

#	ARTICLE	IF	CITATIONS
37	Heart Rate and Heart Rate Variability Correlate with Clinical Reasoning Performance and Self-Reported Measures of Cognitive Load. <i>Scientific Reports</i> , 2019, 9, 14668.	1.6	43
38	Functional Neuroimaging Correlates of Burnout among Internal Medicine Residents and Faculty Members. <i>Frontiers in Psychiatry</i> , 2013, 4, 131.	1.3	42
39	A history of assessment in medical education. <i>Advances in Health Sciences Education</i> , 2020, 25, 1045-1056.	1.7	42
40	Authenticity of instruction and student performance: a prospective randomised trial. <i>Medical Education</i> , 2011, 45, 807-817.	1.1	40
41	Theoretical considerations on programmatic assessment. <i>Medical Teacher</i> , 2020, 42, 213-220.	1.0	40
42	Is assessment of clinical reasoning still the Holy Grail?. <i>Medical Education</i> , 2009, 43, 298-300.	1.1	38
43	Collaboration on progress testing in medical schools in the Netherlands. <i>Medical Teacher</i> , 2010, 32, 476-479.	1.0	38
44	Research in assessment: Consensus statement and recommendations from the Ottawa 2010 Conference. <i>Medical Teacher</i> , 2011, 33, 224-233.	1.0	38
45	Consequences of contextual factors on clinical reasoning in resident physicians. <i>Advances in Health Sciences Education</i> , 2015, 20, 1225-1236.	1.7	38
46	Differences in knowledge development exposed by multi-curricular progress test data. <i>Advances in Health Sciences Education</i> , 2008, 13, 593-605.	1.7	36
47	Contextual factors and clinical reasoning: differences in diagnostic and therapeutic reasoning in board certified versus resident physicians. <i>BMC Medical Education</i> , 2017, 17, 211.	1.0	33
48	Clinical Reasoning Tasks and Resident Physicians: What Do They Reason About?. <i>Academic Medicine</i> , 2016, 91, 1022-1028.	0.8	32
49	Using Functional Neuroimaging Combined With a Think-Aloud Protocol to Explore Clinical Reasoning Expertise in Internal Medicine. <i>Military Medicine</i> , 2012, 177, 72-78.	0.4	31
50	Dual processing theory and experts' reasoning: exploring thinking on national multiple-choice questions. <i>Perspectives on Medical Education</i> , 2022, 4, 168-175.	1.8	31
51	Workplace-based assessments in postgraduate medical education: A hermeneutic review. <i>Medical Education</i> , 2020, 54, 981-992.	1.1	30
52	Is an Angoff Standard an Indication of Minimal Competence of Examinees or of Judges?. <i>Advances in Health Sciences Education</i> , 2008, 13, 203-211.	1.7	27
53	Immersive high fidelity simulation of critically ill patients to study cognitive errors: a pilot study. <i>BMC Medical Education</i> , 2017, 17, 36.	1.0	27
54	Context and clinical reasoning: Understanding the medical student perspective. <i>Perspectives on Medical Education</i> , 2022, 7, 256-263.	1.8	25

#	ARTICLE	IF	CITATIONS
55	Interventions to improve diagnostic decision making: A systematic review and meta-analysis on reflective strategies. <i>Medical Teacher</i> , 2019, 41, 517-524.	1.0	25
56	Medical Students Perceive Better Group Learning Processes when Large Classes Are Made to Seem Small. <i>PLoS ONE</i> , 2014, 9, e93328.	1.1	24
57	Does the Authenticity of Preclinical Teaching Format Affect Subsequent Clinical Clerkship Outcomes? A Prospective Randomized Crossover Trial. <i>Teaching and Learning in Medicine</i> , 2012, 24, 177-182.	1.3	20
58	Neural basis of nonanalytical reasoning expertise during clinical evaluation. <i>Brain and Behavior</i> , 2015, 5, e00309.	1.0	20
59	Fairness in human judgement in assessment: a hermeneutic literature review and conceptual framework. <i>Advances in Health Sciences Education</i> , 2021, 26, 713-738.	1.7	20
60	Functional neuroimaging correlates of thinking flexibility and knowledge structure in memory: Exploring the relationships between clinical reasoning and diagnostic thinking. <i>Medical Teacher</i> , 2016, 38, 570-577.	1.0	18
61	Assuring the quality of programmatic assessment: Moving beyond psychometrics. <i>Perspectives on Medical Education</i> , 2022, 7, 350-351.	1.8	18
62	How Is Clinical Reasoning Developed, Maintained, and Objectively Assessed? Views from Expert Internists and Internal Medicine Interns. <i>Journal of Continuing Education in the Health Professions</i> , 2013, 33, 215-223.	0.4	17
63	Impact of Increased Authenticity in Instructional Format on Preclerkship Students'™ Performance. <i>Academic Medicine</i> , 2012, 87, 1341-1347.	0.8	15
64	Clinical reasoning performance assessment: using situated cognition theory as a conceptual framework. <i>Diagnosis</i> , 2020, 7, 241-249.	1.2	15
65	Computerized case-based testing: A modern method to assess clinical decision making. <i>Medical Teacher</i> , 1996, 18, 294-299.	1.0	13
66	Making use of contrasting participant views of the same encounter. <i>Medical Education</i> , 2010, 44, 953-961.	1.1	13
67	A pilot study exploring the relationship between internists'™ self-reported sleepiness, performance on multiple-choice exam items and prefrontal cortex activity. <i>Medical Teacher</i> , 2014, 36, 434-440.	1.0	13
68	Clinical Reasoning and Diagnostic Error: A Call to Merge Two Worlds to Improve Patient Care. <i>Academic Medicine</i> , 2020, 95, 1159-1161.	0.8	13
69	The pursuit of fairness in assessment: Looking beyond the objective. <i>Medical Teacher</i> , 2022, 44, 353-359.	1.0	13
70	Exploring complexities in the reform of assessment practice: a critical realist perspective. <i>Advances in Health Sciences Education</i> , 2021, 26, 1641-1657.	1.7	12
71	Prospective Randomized Controlled Trial of Video- Versus Recall-Assisted Reflection in Simulation-Based Teaching on Acquisition and Retention of Airway Skills Among Trainees Intubating Critically Ill Patients*. <i>Critical Care Medicine</i> , 2020, 48, 1265-1270.	0.4	10
72	Assessment of clinical reasoning: three evolutions of thought. <i>Diagnosis</i> , 2020, 7, 191-196.	1.2	10

#	ARTICLE	IF	CITATIONS
73	A situated cognition model for clinical reasoning performance assessment: a narrative review. <i>Diagnosis</i> , 2020, 7, 227-240.	1.2	10
74	Using Functional Magnetic Resonance Imaging to Improve How We Understand, Teach, and Assess Clinical Reasoning. <i>Journal of Continuing Education in the Health Professions</i> , 2014, 34, 76-82.	0.4	9
75	Advancing the science of health professions education through a shared understanding of terminology: a content analysis of terms for â€œfacultyâ€. <i>Perspectives on Medical Education</i> , 2022, 11, 22-27.	1.8	9
76	An international study on the implementation of programmatic assessment: Understanding challenges and exploring solutions. <i>Medical Teacher</i> , 2022, 44, 928-937.	1.0	9
77	Comparison of formula and number-right scoring in undergraduate medical training: a Rasch model analysis. <i>BMC Medical Education</i> , 2017, 17, 192.	1.0	8
78	An application of programmatic assessment for learning (PAL) system for general practice training. <i>GMS Journal for Medical Education</i> , 2017, 34, Doc56.	0.1	8
79	Making the horse drink: use of mini-CEX in an assessment for learning view. <i>Advances in Health Sciences Education</i> , 2013, 18, 1-4.	1.7	7
80	National licensing examinations, not without dilemmas. <i>Medical Education</i> , 2016, 50, 15-17.	1.1	7
81	Ethics approval for health professions education research: are we going too far down the barrel?. <i>Medical Education</i> , 2019, 53, 956-958.	1.1	7
82	Ten steps to conducting health professional education research. <i>Clinical Teacher</i> , 2015, 12, 272-276.	0.4	6
83	Development of culture-sensitive clinical teacher evaluation sheet in the Japanese context. <i>Medical Teacher</i> , 2017, 39, 844-850.	1.0	6
84	Identifying the narrative used by educators in articulating judgement of performance. <i>Perspectives on Medical Education</i> , 2019, 8, 83-89.	1.8	6
85	Knowledge to action: a scoping review of approaches to educate primary care providers in the identification and management of routine sleep disorders. <i>Journal of Clinical Sleep Medicine</i> , 2021, 17, 2307-2324.	1.4	6
86	Making it fair: Learnersâ€™ and assessorsâ€™ perspectives of the attributes of fair judgement. <i>Medical Education</i> , 2021, 55, 1056-1066.	1.1	6
87	When I say â€ dual-processing theory. <i>Medical Education</i> , 2017, 51, 888-889.	1.1	5
88	Conflict between clinician teachers and their students: the clinician perspective. <i>Advances in Health Sciences Education</i> , 2020, 25, 401-414.	1.7	5
89	Relationship of Neuroimaging to Typical Sleep Times During a Clinical Reasoning Task: A Pilot Study. <i>Military Medicine</i> , 2015, 180, 129-135.	0.4	4
90	Response to: Functional neuroimaging and diagnostic reasoning. <i>Medical Teacher</i> , 2016, 38, 753-754.	1.0	4

#	ARTICLE	IF	CITATIONS
91	Supporting divergent and convergent production of test items for teachers in higher education. <i>Thinking Skills and Creativity</i> , 2016, 20, 1-16.	1.9	4
92	Use of clinical reasoning tasks by medical students. <i>Diagnosis</i> , 2019, 6, 127-135.	1.2	4
93	“Emotions in learning” is more than merely “learning of emotions”. <i>Medical Education</i> , 2013, 47, 14-15.1		3
94	Yes, but does medical education produce better doctors?. <i>Education for Primary Care</i> , 2019, 30, 333-336.	0.2	3
95	Identifying the at-risk General Practice trainee: a retrospective cohort meta-analysis of General Practice registrar flagging. <i>Advances in Health Sciences Education</i> , 2021, 26, 1001-1025.	1.7	3
96	Personal resilience and rural doctors retention: a study in Indonesia. <i>Rural and Remote Health</i> , 2020, 20, 6097.	0.4	3
97	Embedding a Coaching Culture into Programmatic Assessment. <i>Education Sciences</i> , 2022, 12, 273.	1.4	3
98	Standardised versus individualised assessment: related problems divided by a common language. <i>Medical Education</i> , 2013, 47, 627-631.	1.1	2
99	Opinion versus value; local versus global: what determines our future research agenda?. <i>Medical Education</i> , 2014, 48, 1040-1042.	1.1	2
100	Dual Process Theory and Intermediate Effect: Are Faculty and Residents' Performance on Multiple-Choice, Licensing Exam Questions Different?. <i>Military Medicine</i> , 2015, 180, 92-96.	0.4	2
101	In Reply to Ma et al. <i>Academic Medicine</i> , 2017, 92, 426-427.	0.8	1
102	How culture affects validity: understanding Japanese residents’ sense-making of evaluating clinical teachers. <i>BMJ Open</i> , 2021, 11, e047602.	0.8	1
103	Developing Personal Resilience Questionnaire for rural doctors: an indigenous approach study in Indonesia. <i>BMC Psychology</i> , 2021, 9, 158.	0.9	1
104	Exploring unlearning in the process of Professional Identity Formation (PIF). <i>Asia Pacific Scholar</i> , 2022, 7, 106-108.	0.2	1
105	Yes, But Does It Produce Better Doctors?. <i>Military Medicine</i> , 2015, 180, 161-162.	0.4	0
106	Response to Ten steps to health professional education research. <i>Clinical Teacher</i> , 2016, 13, 167-167.	0.4	0
107	Never waste a good crisis: Resilient health professions education. <i>Asia Pacific Scholar</i> , 2021, 6, 1-4.	0.2	0
108	Even a little sleepiness influences neural activation and clinical reasoning in novices. <i>Health Science Reports</i> , 2021, 4, e406.	0.6	0