

Susan C Van Schalkwyk

List of Publications by Year in descending order

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Version: 2024-02-01

58
papers

980
citations

516215
16
h-index

525886
27
g-index

58
all docs

58
docs citations

58
times ranked

938
citing authors

#	ARTICLE	IF	CITATIONS
1	Decolonizing Global Health Education: Rethinking Institutional Partnerships and Approaches. Academic Medicine, 2021, 96, 329-335.	0.8	150
2	Transformative learning as pedagogy for the health professions: a scoping review. Medical Education, 2019, 53, 547-558.	1.1	117
3	Institutional context matters: the professional development of academics as teachers in South African higher education. Higher Education, 2015, 69, 315-330.	2.8	54
4	Decentralised training for medical students: a scoping review. BMC Medical Education, 2017, 17, 196.	1.0	46
5	Quality of life in patients on chronic dialysis in South Africa: a comparative mixed methods study. BMC Nephrology, 2017, 18, 4.	0.8	45
6	Effective or just practical? An evaluation of an online postgraduate module on evidence-based medicine (EBM). BMC Medical Education, 2013, 13, 77.	1.0	32
7	Reflections on professional learning: Choices, context and culture. Studies in Educational Evaluation, 2015, 46, 4-10.	1.2	31
8	Understanding rural clinical learning spaces: Being and becoming a doctor. Medical Teacher, 2015, 37, 589-594.	1.0	28
9	The learning environment in remediation: a review. Clinical Teacher, 2018, 15, 13-18.	0.4	26
10	“It’s been a wonderful life” accounts of the interplay between structure and agency by “good” university teachers. Higher Education, 2012, 63, 353-365.	2.8	25
11	Redefining scholarship for health professions education: AMEE Guide No. 142. Medical Teacher, 2021, 43, 824-838.	1.0	24
12	'Going rural': driving change through a rural medical education innovation. Rural and Remote Health, 2010, 10, 1962.	0.4	24
13	Reframing undergraduate medical education in global health: Rationale and key principles from the Bellagio Global Health Education Initiative. Medical Teacher, 2017, 39, 639-645.	1.0	22
14	Medical Education in Decentralized Settings. Academic Medicine, 2017, 92, 1723-1732.	0.8	20
15	Research involvement among undergraduate health sciences students: a cross-sectional study. BMC Medical Education, 2017, 17, 186.	1.0	20
16	Journeys of growth towards the professional learning of academics: understanding the role of educational development. International Journal for Academic Development, 2013, 18, 139-151.	0.8	19
17	Patience, Persistence and Pragmatism: Experiences and Lessons Learnt from the Implementation of Clinically Integrated Teaching and Learning of Evidence-Based Health Care – A Qualitative Study. PLoS ONE, 2015, 10, e0131121.	1.1	17
18	Excellence in doctoral supervision: an examination of authoritative sources across four countries in search of performance higher than competence. Quality in Higher Education, 2016, 22, 64-77.	0.6	17

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19	Acquiring academic literacy: a case of first-year extended degree programme students. Southern African Linguistics and Applied Language Studies, 2009, 27, 189-201.	0.2	16
20	Medical education departments: a study of four medical schools in Sub-Saharan Africa. BMC Medical Education, 2015, 15, 109.	1.0	16
21	Perceived enablers and constraints of motivation to conduct undergraduate research in a Faculty of Medicine and Health Sciences: What role does choice play?. PLoS ONE, 2019, 14, e0212873.	1.1	16
22	The operating room as a clinical learning environment: An exploratory study. Nurse Education in Practice, 2016, 18, 60-72.	1.0	15
23	Utilizing students' experiences and opinions of feedback during problem based learning tutorials to develop a facilitator feedback guide: an exploratory qualitative study. BMC Medical Education, 2016, 16, 6.	1.0	13
24	Decentralised training for medical students: Towards a South African consensus. African Journal of Primary Health Care and Family Medicine, 2017, 9, e1-e6.	0.3	13
25	A Comparison of the Expectations and Experiences of Medical Students From High-, Middle-, and Low-Income Countries Participating in Global Health Clinical Electives. Teaching and Learning in Medicine, 2018, 30, 45-56.	1.3	13
26	Developing an educational research framework for evaluating rural training of health professionals: A case for innovation. Medical Teacher, 2012, 34, 1064-1069.	1.0	11
27	Teaching Medical Students in a New Rural Longitudinal Clerkship: Opportunities and Constraints. Annals of Global Health, 2018, 84, 58.	0.8	11
28	Early assessment: using a university-wide student support initiative to effect real change. Teaching in Higher Education, 2010, 15, 299-310.	1.7	10
29	Consequences, conditions and caveats: a qualitative exploration of the influence of undergraduate health professions students at distributed clinical training sites. BMC Medical Education, 2018, 18, 311.	1.0	10
30	The supervisor's toolkit: A framework for doctoral supervision in health professions education: AMEE Guide No. 104. Medical Teacher, 2016, 38, 429-442.	1.0	9
31	Effective Research Mentorship for Residents: Meeting the Needs of Early Career Physicians. Academic Psychiatry, 2017, 41, 326-332.	0.4	9
32	Advancing the science of health professions education through a shared understanding of terminology: a content analysis of terms for 'faculty'. Perspectives on Medical Education, 2022, 11, 22-27.	1.8	9
33	Designing faculty development: lessons learnt from a qualitative interpretivist study exploring students' expectations and experiences of clinical teaching. BMC Medical Education, 2019, 19, 49.	1.0	8
34	Implications for faculty development for emerging clinical teachers at distributed sites: a qualitative interpretivist study. Rural and Remote Health, 2018, 18, 4482.	0.4	8
35	Identifying research priorities for health professions education research in sub-Saharan Africa using a modified Delphi method. BMC Medical Education, 2020, 20, 443.	1.0	7
36	Exploring perspectives on health professions education scholarship units from sub-Saharan Africa. Perspectives on Medical Education, 2022, 9, 359-366.	1.8	7

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37	A framework for distributed health professions training: using participatory action research to build consensus. BMC Medical Education, 2020, 20, 154.	1.0	7
38	Collaborative research in contexts of inequality: the role of social reflexivity. Higher Education, 2017, 74, 65-80.	2.8	6
39	Cognitive and Social Factors Influencing Students ^{x3} Response and Utilization of Facilitator Feedback in a Problem Based Learning Context. Health Professions Education, 2017, 3, 85-98.	1.4	6
40	Re-imagining health professions education in the coronavirus disease 2019 era: Perspectives from South Africa. African Journal of Primary Health Care and Family Medicine, 2021, 13, e1-e5.	0.3	6
41	“Going the extra mile”: Supervisors’ perspectives on what makes a “good” intern. South African Medical Journal, 2018, 108, 852.	0.2	5
42	Twelve tips for distributed health professions training. Medical Teacher, 2020, 42, 30-35.	1.0	5
43	Global perspectives on Covid-19 from the editorial board. Clinical Teacher, 2020, 17, 234-237.	0.4	4
44	Cutting to the chase: Participation factors, behavioral effects, and cultural perspectives of participants in an adult circumcision campaign. AIDS Care - Psychological and Socio-Medical Aspects of AIDS/HIV, 2013, 25, 1278-1283.	0.6	3
45	Best Evidence Medical Education (BEME) review process redesigned for methodological rigor, shorter timeline and author support. Medical Teacher, 2017, 39, 898-898.	1.0	3
46	Students shooting videos to learn pharmacology. Clinical Teacher, 2019, 16, 490-496.	0.4	3
47	A systematic analysis of doctoral publication trends in South Africa. South African Journal of Science, 2020, 116, .	0.3	3
48	Small victories over time: the impact of an academic development intervention at Stellenbosch University. Education As Change, 2006, 10, 149-169.	0.5	2
49	Scholarship for Africa: Are we taking it seriously enough?. African Journal of Health Professions Education, 2017, 9, 161.	0.1	2
50	Enhancing learning in longitudinal clinical placements in community primary care clinics: undergraduate medical students’ voices. Education for Primary Care, 2019, 30, 301-308.	0.2	2
51	What sparks a guide on the side? A qualitative study to explore motivations and approaches of mentors in health professions education. Medical Teacher, 2022, 44, 737-743.	1.0	2
52	Mapping undergraduate exit-level assessment in a medical programme: A blueprint for clinical competence?. African Journal of Health Professions Education, 2016, 8, 45.	0.1	1
53	Home-based rehabilitation: Physiotherapy student and client perspectives. African Journal of Health Professions Education, 2016, 8, 59.	0.1	1
54	Self-regulated learning: A key learning effect of feedback in a problem-based learning context. African Journal of Health Professions Education, 2017, 9, 34.	0.1	1

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55	Building a research agenda in health professions education at a Faculty of Medicine and Health Sciences: Current research profile and future considerations. African Journal of Health Professions Education, 2014, 6, 169.	0.1	0
56	Teaching clinical reasoning: a new playbook. Clinical Teacher, 2020, 17, 541-543.	0.4	0
57	Affordances of funding for enhancing scholarship of teaching and learning: gifts for growth?. Teaching in Higher Education, 2020, , 1-15.	1.7	0
58	Longitudinal integrated clerkships: Reframing assessment conventions. Medical Education, 2021, 55, 636-636.	1.1	0