

# Susan C Van Schalkwyk

## List of Publications by Year in descending order

Source: <https://exaly.com/author-pdf/7945492/publications.pdf>

Version: 2024-02-01

58  
papers

980  
citations

516561

16  
h-index

526166

27  
g-index

58  
all docs

58  
docs citations

58  
times ranked

938  
citing authors

#	ARTICLE	IF	CITATIONS
1	Exploring perspectives on health professions education scholarship units from sub-Saharan Africa. <i>Perspectives on Medical Education</i> , 2022, 9, 359-366.	1.8	7
2	Advancing the science of health professions education through a&nbsp;shared understanding of terminology: a&nbsp;content analysis of terms for ‘‘faculty’’. <i>Perspectives on Medical Education</i> , 2022, 11, 22-27.	1.8	9
3	What sparks a guide on the side? A qualitative study to explore motivations and approaches of mentors in health professions education. <i>Medical Teacher</i> , 2022, 44, 737-743.	1.0	2
4	Longitudinal integrated clerkships: Reframing assessment conventions. <i>Medical Education</i> , 2021, 55, 636-636.	1.1	0
5	Redefining scholarship for health professions education: AMEE Guide No. 142. <i>Medical Teacher</i> , 2021, 43, 824-838.	1.0	24
6	Re-imagining health professions education in the coronavirus disease 2019 era: Perspectives from South Africa. <i>African Journal of Primary Health Care and Family Medicine</i> , 2021, 13, e1-e5.	0.3	6
7	Decolonizing Global Health Education: Rethinking Institutional Partnerships and Approaches. <i>Academic Medicine</i> , 2021, 96, 329-335.	0.8	150
8	Twelve tips for distributed health professions training. <i>Medical Teacher</i> , 2020, 42, 30-35.	1.0	5
9	Identifying research priorities for health professions education research in sub-Saharan Africa using a modified Delphi method. <i>BMC Medical Education</i> , 2020, 20, 443.	1.0	7
10	Teaching clinical reasoning: a new playbook. <i>Clinical Teacher</i> , 2020, 17, 541-543.	0.4	0
11	Affordances of funding for enhancing scholarship of teaching and learning: gifts for growth?. <i>Teaching in Higher Education</i> , 2020, , 1-15.	1.7	0
12	A systematic analysis of doctoral publication trends in South Africa. <i>South African Journal of Science</i> , 2020, 116, .	0.3	3
13	A framework for distributed health professions training: using participatory action research to build consensus. <i>BMC Medical Education</i> , 2020, 20, 154.	1.0	7
14	Global perspectives on Covid-19 from the editorial board. <i>Clinical Teacher</i> , 2020, 17, 234-237.	0.4	4
15	Enhancing learning in longitudinal clinical placements in community primary care clinics: undergraduate medical students’ voices. <i>Education for Primary Care</i> , 2019, 30, 301-308.	0.2	2
16	Designing faculty development: lessons learnt from a qualitative interpretivist study exploring students’ expectations and experiences of clinical teaching. <i>BMC Medical Education</i> , 2019, 19, 49.	1.0	8
17	Perceived enablers and constraints of motivation to conduct undergraduate research in a Faculty of Medicine and Health Sciences: What role does choice play?. <i>PLoS ONE</i> , 2019, 14, e0212873.	1.1	16
18	Transformative learning as pedagogy for the health professions: a scoping review. <i>Medical Education</i> , 2019, 53, 547-558.	1.1	117

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19	Students shooting videos to learn pharmacology. <i>Clinical Teacher</i> , 2019, 16, 490-496.	0.4	3
20	A Comparison of the Expectations and Experiences of Medical Students From High-, Middle-, and Low-Income Countries Participating in Global Health Clinical Electives. <i>Teaching and Learning in Medicine</i> , 2018, 30, 45-56.	1.3	13
21	The learning environment in remediation: a review. <i>Clinical Teacher</i> , 2018, 15, 13-18.	0.4	26
22	“Going the extra mile”: Supervisors’ perspectives on what makes a “good” intern. <i>South African Medical Journal</i> , 2018, 108, 852.	0.2	5
23	Consequences, conditions and caveats: a qualitative exploration of the influence of undergraduate health professions students at distributed clinical training sites. <i>BMC Medical Education</i> , 2018, 18, 311.	1.0	10
24	Implications for faculty development for emerging clinical teachers at distributed sites: a qualitative interpretivist study. <i>Rural and Remote Health</i> , 2018, 18, 4482.	0.4	8
25	Teaching Medical Students in a New Rural Longitudinal Clerkship: Opportunities and Constraints. <i>Annals of Global Health</i> , 2018, 84, 58.	0.8	11
26	Best Evidence Medical Education (BEME) review process redesigned for methodological rigor, shorter timeline and author support. <i>Medical Teacher</i> , 2017, 39, 898-898.	1.0	3
27	Collaborative research in contexts of inequality: the role of social reflexivity. <i>Higher Education</i> , 2017, 74, 65-80.	2.8	6
28	Reframing undergraduate medical education in global health: Rationale and key principles from the Bellagio Global Health Education Initiative. <i>Medical Teacher</i> , 2017, 39, 639-645.	1.0	22
29	Medical Education in Decentralized Settings. <i>Academic Medicine</i> , 2017, 92, 1723-1732.	0.8	20
30	Quality of life in patients on chronic dialysis in South Africa: a comparative mixed methods study. <i>BMC Nephrology</i> , 2017, 18, 4.	0.8	45
31	Effective Research Mentorship for Residents: Meeting the Needs of Early Career Physicians. <i>Academic Psychiatry</i> , 2017, 41, 326-332.	0.4	9
32	Cognitive and Social Factors Influencing Students’ Response and Utilization of Facilitator Feedback in a Problem Based Learning Context. <i>Health Professions Education</i> , 2017, 3, 85-98.	1.4	6
33	Self-regulated learning: A key learning effect of feedback in a problem-based learning context. <i>African Journal of Health Professions Education</i> , 2017, 9, 34.	0.1	1
34	Decentralised training for medical students: Towards a South African consensus. <i>African Journal of Primary Health Care and Family Medicine</i> , 2017, 9, e1-e6.	0.3	13
35	Decentralised training for medical students: a scoping review. <i>BMC Medical Education</i> , 2017, 17, 196.	1.0	46
36	Research involvement among undergraduate health sciences students: a cross-sectional study. <i>BMC Medical Education</i> , 2017, 17, 186.	1.0	20

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37	Scholarship for Africa: Are we taking it seriously enough?. African Journal of Health Professions Education, 2017, 9, 161.	0.1	2
38	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
39	Home-based rehabilitation: Physiotherapy student and client perspectives. African Journal of Health Professions Education, 2016, 8, 59.	0.1	1
40	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
41	The operating room as a clinical learning environment: An exploratory study. Nurse Education in Practice, 2016, 18, 60-72.	1.0	15
42	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
43	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
44	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
45	Understanding rural clinical learning spaces: Being and becoming a doctor. Medical Teacher, 2015, 37, 589-594.	1.0	28
46	Reflections on professional learning: Choices, context and culture. Studies in Educational Evaluation, 2015, 46, 4-10.	1.2	31
47	Medical education departments: a study of four medical schools in Sub-Saharan Africa. BMC Medical Education, 2015, 15, 109.	1.0	16
48	Institutional context matters: the professional development of academics as teachers in South African higher education. Higher Education, 2015, 69, 315-330.	2.8	54
49	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
50	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
51	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
52	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
53	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
54	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

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55	Early assessment: using a university-wide student support initiative to effect real change. <i>Teaching in Higher Education</i> , 2010, 15, 299-310.	1.7	10
56	Acquiring academic literacy: a case of first-year extended degree programme students. <i>Southern African Linguistics and Applied Language Studies</i> , 2009, 27, 189-201.	0.2	16
57	Small victories over time: the impact of an academic development intervention at Stellenbosch University. <i>Education As Change</i> , 2006, 10, 149-169.	0.5	2
58	'Going rural': driving change through a rural medical education innovation. <i>Rural and Remote Health</i> , 0, , .	0.4	24