

# Anne Baroffio

## List of Publications by Year in Descending Order

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The third column is the impact factor (IF) of the journal, and the fourth column is the number of citations of the article.

20  
papers

131  
citations

7  
h-index

11  
g-index

22  
ext. papers

186  
ext. citations

3.1  
avg, IF

2.9  
L-index

#	Paper	IF	Citations
20	Students' intentions to practice primary care are associated with their motives to become doctors: a longitudinal study.. <i>BMC Medical Education</i> , <b>2022</b> , 22, 30	3.3	0
19	Geneva medical students increasingly identify primary care physicians as role models after introduction of a compulsory clerkship. <i>European Journal of General Practice</i> , <b>2021</b> , 27, 326-330	2.8	
18	Trajectories of learning approaches during a full medical curriculum: impact on clinical learning outcomes. <i>BMC Medical Education</i> , <b>2021</b> , 21, 370	3.3	0
17	Patterns of Change in Approaches to Learning and Their Impact on Academic Performance Among Medical Students: Longitudinal Analysis. <i>Teaching and Learning in Medicine</i> , <b>2021</b> , 33, 173-183	3.4	6
16	Reforms in medical education: lessons learnt from Kyrgyzstan. <i>Global Health Action</i> , <b>2021</b> , 14, 1944480	3	1
15	Development and Cross-National Validation of a French Version of the Jefferson Scale of Empathy for Students. <i>Evaluation and the Health Professions</i> , <b>2021</b> , 1632787211033330	2.5	0
14	Motivational factors influencing student intentions to practise in underserved areas: Authors' reply. <i>Medical Education</i> , <b>2020</b> , 54, 965-966	3.7	
13	Empathy trajectories throughout medical school: relationships with personality and motives for studying medicine. <i>Advances in Health Sciences Education</i> , <b>2020</b> , 25, 1227-1242	3.7	7
12	Motivational factors influencing student intentions to practise in underserved areas. <i>Medical Education</i> , <b>2020</b> , 54, 356-363	3.7	2
11	Comment on: Does empathy change during undergraduate medical education?-A meta-analysis. <i>Medical Teacher</i> , <b>2020</b> , 42, 835-836	3	0
10	Construct and predictive validity of the Strength of Motivation for Medical School-Revised (SMMS-R) questionnaire: a French validation study. <i>Canadian Medical Education Journal</i> , <b>2019</b> , 10, e39-e48	1	1
9	Associations between motivational factors for studying medicine, learning approaches and empathy among medical school candidates. <i>Advances in Health Sciences Education</i> , <b>2019</b> , 24, 287-300	3.7	8
8	Integrated problem-based learning versus lectures: a path analysis modelling of the relationships between educational context and learning approaches. <i>Medical Education Online</i> , <b>2018</b> , 23, 1489690	4.4	12
7	Self-Observation and Peer Feedback as a Faculty Development Approach for Problem-Based Learning Tutors: A Program Evaluation. <i>Teaching and Learning in Medicine</i> , <b>2017</b> , 29, 313-325	3.4	20
6	Personal profile of medical students selected through a knowledge-based exam only: are we missing suitable students?. <i>Medical Education Online</i> , <b>2016</b> , 21, 29705	4.4	14
5	Helping medical students to acquire a deeper understanding of truth-telling. <i>Medical Education Online</i> , <b>2015</b> , 20, 28133	4.4	12
4	Telling the truth: medical students' progress with an ethical skill. <i>Medical Teacher</i> , <b>2014</b> , 36, 251-9	3	7

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| 3 | Evolutionary trends of problem-based learning practices throughout a two-year preclinical program: a comparison of students' and teachers' perceptions. <i>Advances in Health Sciences Education</i> , <b>2013</b> , 18, 673-85 | 3.7 | 6  |
| 2 | Tutor training, evaluation criteria and teaching environment influence students' ratings of tutor feedback in problem-based learning. <i>Advances in Health Sciences Education</i> , <b>2007</b> , 12, 427-39                   | 3.7 | 16 |
| 1 | Effect of teaching context and tutor workshop on tutorial skills. <i>Medical Teacher</i> , <b>2006</b> , 28, e112-9   | 3   | 19 |