

Roger P Strasser

List of Publications by Year in descending order

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Version: 2024-02-01

78
papers

2,140
citations

304743

22
h-index

265206

42
g-index

80
all docs

80
docs citations

80
times ranked

1960
citing authors

#	ARTICLE	IF	CITATIONS
1	Rural health around the world: challenges and solutions*. Family Practice, 2003, 20, 457-463.	1.9	251
2	Rural Health Care Access and Policy in Developing Countries. Annual Review of Public Health, 2016, 37, 395-412.	17.4	160
3	A typology of longitudinal integrated clerkships. Medical Education, 2016, 50, 922-932.	2.1	129
4	Empirical evidence for symbiotic medical education: a comparative analysis of community and tertiary-based programmes. Medical Education, 2006, 40, 109-116.	2.1	127
5	Context counts: training health workers in and for rural and remote areas. Bulletin of the World Health Organization, 2010, 88, 777-782.	3.3	127
6	Transforming health professional education through social accountability: Canada's Northern Ontario School of Medicine. Medical Teacher, 2013, 35, 490-496.	1.8	94
7	Canada's New Medical School: The Northern Ontario School of Medicine: Social Accountability Through Distributed Community Engaged Learning. Academic Medicine, 2009, 84, 1459-1464.	1.6	91
8	Putting Communities in the Driver's Seat. Academic Medicine, 2015, 90, 1466-1470.	1.6	82
9	Why we should teach undergraduate medical students in rural communities. Medical Journal of Australia, 2000, 172, 615-617.	1.7	62
10	Rural longitudinal integrated clerkships: lessons from two programs on different continents. Rural and Remote Health, 0, , .	0.5	58
11	Is Australian Rural Practice Changing? Findings from the National Rural General Practice Study. Australian Journal of Rural Health, 2000, 8, 222-226.	1.5	45
12	Advances in rural medical education in three countries: Canada, the United States and Australia. Education for Health: Change in Learning and Practice, 2005, 18, 405-415.	0.3	45
13	Longitudinal integrated clerkships: transforming medical education worldwide?. Medical Education, 2011, 45, 436-437.	2.1	44
14	Transition processes through a longitudinal integrated clerkship: a qualitative study of medical students' experiences. Medical Education, 2015, 49, 1028-1037.	2.1	44
15	Training for impact: the socio-economic impact of a fit for purpose health workforce on communities. Human Resources for Health, 2016, 14, 49.	3.1	42
16	What does it take? The influence of rural upbringing and sense of rural background on medical students' intention to work in a rural environment. Rural and Remote Health, 0, , .	0.5	40
17	Community engagement: a key to successful rural clinical education. Rural and Remote Health, 0, , .	0.5	37
18	What do medical students actually do on clinical rotations?. Medical Teacher, 2004, 26, 594-598.	1.8	36

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19	Community engagement: A central feature of NOSM's socially accountable distributed medical education. Canadian Medical Education Journal, 2018, 9, e33-43.	0.4	33
20	Rural longitudinal integrated clerkships: lessons from two programs on different continents. Rural and Remote Health, 2011, 11, 1665.	0.5	30
21	Where to next for rural general practice policy and research in Australia?. Medical Journal of Australia, 2017, 207, 56-58.	1.7	29
22	The health service needs of small rural communities. Australian Journal of Rural Health, 1994, 2, 7-13.	1.5	28
23	Plan, recruit, retain: a framework for local healthcare organizations to achieve a stable remote rural workforce. Human Resources for Health, 2020, 18, 63.	3.1	28
24	How Can We Attract More Doctors to the Country?. Australian Journal of Rural Health, 1992, 1, 39-44.	1.5	27
25	Starting rural, staying rural: How can we strengthen the pathway from rural upbringing to rural practice?. Australian Journal of Rural Health, 2010, 18, 242-248.	1.5	27
26	Challenges and Rewards of Health Research in Northern, Rural, and Remote Communities. Annals of Epidemiology, 2008, 18, 507-514.	1.9	26
27	Interviewing <i>in situ</i> : employing the guided walk as a dynamic form of qualitative inquiry. Medical Education, 2014, 48, 1092-1100.	2.1	26
28	Education for rural practice in rural practice. Education for Primary Care, 2016, 27, 10-14.	0.6	25
29	Milestones on the social accountability journey: Family medicine practice locations of Northern Ontario School of Medicine graduates. Canadian Family Physician, 2016, 62, e138-45.	0.4	21
30	Delivering on Social Accountability: Canada's Northern Ontario School of Medicine. Asia Pacific Scholar, 2016, 1, 3-8.	0.4	19
31	Community engagement: a key to successful rural clinical education. Rural and Remote Health, 2010, 10, 1543.	0.5	19
32	Outcomes of the Northern Ontario School of Medicine's distributed medical education programmes: protocol for a longitudinal comparative multicohort study. BMJ Open, 2015, 5, e008246.	1.9	18
33	It takes a community to train a future physician: social support experienced by medical students during a community-engaged longitudinal integrated clerkship. Canadian Medical Education Journal, 2019, 10, e5-16.	0.4	16
34	Learning in context: education for remote rural health care. Rural and Remote Health, 2016, 16, 4033.	0.5	16
35	The economic contribution of the Northern Ontario School of Medicine to communities participating in distributed medical education. Canadian Journal of Rural Medicine: the Official Journal of the Society of Rural Physicians of Canada = Journal Canadien De La Médecine Rurale: Le Journal Officiel De La Société De Médecine Rurale Du Canada. 2015, 20, 25-32.	0.4	14
36	The SOMERS Index: A simple instrument designed to predict the likelihood of rural career choice. Australian Journal of Rural Health, 2011, 19, 75-80.	1.5	13

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37	Will Australia have a fit-for-purpose medical workforce in 2025?. Medical Journal of Australia, 2018, 208, 198-199.	1.7	12
38	Agricultural workers' return to work following spinal cord injury: a comparison with other industry workers. Disability and Rehabilitation, 2004, 26, 1013-1022.	1.8	11
39	Addressing rural and Indigenous health inequities in Canada through socially accountable health partnerships. BMJ Open, 2021, 11, e048053.	1.9	11
40	From the community to the classroom: the Aboriginal health curriculum at the Northern Ontario School of Medicine. Canadian Journal of Rural Medicine: the Official Journal of the Society of Rural Physicians of Canada = Journal Canadien De La Médecine Rurale: Le Journal Officiel De La Société De Médecine Rurale Du Canada, 2014, 19, 143-50.	0.4	11
41	UNRESOLVED HEALTHCARE ISSUES IN RURAL AND REMOTE AUSTRALIA: PRELIMINARY FINDINGS FROM A NATIONAL RURAL HEALTH UNIT SURVEY. Australian Journal of Rural Health, 1995, 3, 34-36.	1.5	10
42	Social accountability and the supply of physicians for remote rural Canada. Cmaj, 2015, 187, 791-792.	2.0	10
43	Challenges of Capacity and Development for Health System Sustainability. HealthcarePapers, 2018, 17, 18-27.	0.3	10
44	Retaining graduates of non-metropolitan medical schools for practice in the local area: the importance of locally based postgraduate training pathways in Australia and Canada. Rural and Remote Health, 2020, 20, 5835.	0.5	9
45	1. General practice " what is it? ". Medical Journal of Australia, 1991, 155, 533-534.	1.7	9
46	The Northern Ontario School of Medicine: a long-term strategy to enhance the rural medical workforce. Cahiers De Sociologie Et De Déomographie Médicales, 2007, 47, 469-89.	0.1	9
47	How underserved rural communities approach physician recruitment: changes following the opening of a socially accountable medical school in northern Ontario. Canadian Journal of Rural Medicine: the Official Journal of the Society of Rural Physicians of Canada = Journal Canadien De La Médecine Rurale: Le Journal Officiel De La Société De Médecine Rurale Du Canada, 2017, 22, 139-147.	0.4	9
48	Why are general practitioners ceasing obstetrics?. Medical Journal of Australia, 1997, 166, 276-277.	1.7	8
49	A "Simple" Evidence-Based Intervention to Improve Care Transitions for Frail Patients with Complex Health Conditions: Why Didn't It Work as Expected?. Healthcare Quarterly, 2016, 19, 67-72.	0.7	6
50	Recruiting and retaining a rural medical workforce: the value of active community participation. Medical Journal of Australia, 2017, 207, 152-153.	1.7	6
51	Distributed education enables distributed economic impact: the economic contribution of the Northern Ontario School of Medicine to communities in Canada. Health Economics Review, 2021, 11, 20.	2.0	6
52	Geographic variation in FP and GP scope of practice in Ontario: Comparative provincial study. Canadian Family Physician, 2018, 64, e274-e282.	0.4	6
53	It takes a community to train a future physician: social support experienced by medical students during a community-engaged longitudinal integrated clerkship. Canadian Medical Education Journal, 2019, 10, e5-e16.	0.4	6
54	The Northern Ontario School of Medicine: responding to the needs of the people and communities of Northern Ontario. Education for Health: Change in Learning and Practice, 2008, 21, 212.	0.3	6

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55	When a community hospital becomes an academic health centre. Canadian Journal of Rural Medicine: the Official Journal of the Society of Rural Physicians of Canada = Journal Canadien De La Médecine Rurale: Le Journal Officiel De La Société De Médecine Rurale Du Canada, 2010, 15, 19-25.	0.4	6
56	Rural Health Research: Have we Turned the Corner?. Australian Journal of Rural Health, 2000, 8, 249-253.	1.5	5
57	Training and support program for pharmacists in rural Victoria. Australian Journal of Rural Health, 2001, 9, 7-11.	1.5	5
58	The National Conference of Rural Health Training Units. Australian Journal of Rural Health, 1993, 1, 3-6.	1.5	4
59	From Lancelot to Lapland: Implications of Engaged Rural Universities. Innovations in Higher Education Teaching and Learning, 2016, , 123-139.	0.2	4
60	Needs of the many: Northern Ontario School of Medicine students' experience of generalism and rural practice. Canadian Family Physician, 2018, 64, 449-455.	0.4	4
61	Students learning medicine in general practice in Canada and Australia. Australian Family Physician, 2016, 45, 22-5.	0.5	4
62	Australian Rural Health Research Institute: Serving rural and remote Australia through health information and research. Medical Journal of Australia, 1995, 162, 229-230.	1.7	3
63	Rehabilitation Following Spinal Cord Injury: The Facilitatory Impact of the Rural Social Setting. Journal of Family Studies, 2000, 6, 231-244.	1.5	3
64	Special issue on Rendez-Vous 2012 conference, Thunder Bay, Canada, October 9-14, 2012: Community participation in health professional education, research and service. Education for Health: Change in Learning and Practice, 2014, 27, 111.	0.3	2
65	Community engagement: A central feature of NOSM's socially accountable distributed medical education. Canadian Medical Education Journal, 2018, 9, e33-e43.	0.4	2
66	Rural health activism over two decades: the Wonca Working Party on Rural Practice 1992-2012. Rural and Remote Health, 2015, 15, 3245.	0.5	2
67	Rural medical education comes of age. Australian Journal of Rural Health, 2005, 13, 263-264.	1.5	1
68	Integrated clinical learning: team teaching and team learning in primary care. Education for Primary Care, 2021, 32, 130-134.	0.6	1
69	Moe After Hours Medical Service: 'pillars' of success. Australian Health Review, 2002, 25, 104.	1.1	1
70	A network of networks: 40 years of uniting global agendas toward universal health and equitable care. Education for Health: Change in Learning and Practice, 2019, 32, 36.	0.3	1
71	Beyond rural clinical schools to â€œby rural, in rural, for ruralâ€ immersive community engaged rural education and training pathways. Medical Journal of Australia, 2022, , .	1.7	1
72	RURAL HEALTH SUPPORT, EDUCATION AND TRAINING PROGRAM (RHSET): WHERE TO NOW?. Australian Journal of Rural Health, 1999, 7, 240-248.	1.5	0

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73	RURAL HEALTH SUPPORT, EDUCATION AND TRAINING PROGRAM (RHSET): WHERE TO NOW?. Australian Journal of Rural Health, 2008, 7, 240-248.	1.5	0
74	Accreditation Collaborative: a systems approach to institutional accountability. Medical Education, 2012, 46, 1123-1124.	2.1	0
75	GENERAL PRACTICE : THE CORNERSTONE OF HEALTH CARE IN THE THIRD MILLENIUM. Journal of the Nepal Medical Association, 2013, 40, 150-155.	0.4	0
76	Evaluation of the impact of various definitions of rurality on the prediction of prostate cancer progression. Diversity of Research in Health Journal, 0, 1, 1-16.	0.0	0
77	Tribute to David Heaney. Rural and Remote Health, 2020, 20, 6326.	0.5	0
78	The proposal for a third medical school in New Zealand: a community-engaged graduate entry medical program. New Zealand Medical Journal, 2017, 130, 63-70.	0.5	0