

# Rashmi A Kusrkar

## List of Publications by Year in descending order

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Version: 2024-02-01

95  
papers

3,049  
citations

257450

24  
h-index

182427

51  
g-index

98  
all docs

98  
docs citations

98  
times ranked

2334  
citing authors

#	ARTICLE	IF	CITATIONS
1	How self-determination theory can assist our understanding of the teaching and learning processes in medical education. AMEE Guide No. 59. Medical Teacher, 2011, 33, 961-973.	1.8	429
2	How motivation affects academic performance: a structural equation modelling analysis. Advances in Health Sciences Education, 2013, 18, 57-69.	3.3	311
3	Motivation as an independent and a dependent variable in medical education: A review of the literature. Medical Teacher, 2011, 33, e242-e262.	1.8	268
4	Twelve tips to stimulate intrinsic motivation in students through autonomy-supportive classroom teaching derived from Self-Determination Theory. Medical Teacher, 2011, 33, 978-982.	1.8	200
5	Motivational profiles of medical students: Association with study effort, academic performance and exhaustion. BMC Medical Education, 2013, 13, 87.	2.4	149
6	Have Motivation Theories Guided the Development and Reform of Medical Education Curricula? A Review of the Literature. Academic Medicine, 2012, 87, 735-743.	1.6	138
7	Perceptions of residents, medical and nursing students about Interprofessional education: a systematic review of the quantitative and qualitative literature. BMC Medical Education, 2017, 17, 77.	2.4	72
8	Effects of age, gender and educational background on strength of motivation for medical school. Advances in Health Sciences Education, 2010, 15, 303-313.	3.3	71
9	Autonomy support for autonomous motivation in medical education. Medical Education Online, 2015, 20, 27951.	2.6	69
10	Validity evidence for the measurement of the strength of motivation for medical school. Advances in Health Sciences Education, 2011, 16, 183-195.	3.3	58
11	Descriptors for unprofessional behaviours of medical students: a systematic review and categorisation. BMC Medical Education, 2017, 17, 164.	2.4	51
12	AM Last Page. Academic Medicine, 2013, 88, 904.	1.6	46
13	Motivation of Dutch high school students from various backgrounds for applying to study medicine: a qualitative study. BMJ Open, 2017, 7, e014779.	1.9	44
14	Factors Influencing Academic Motivation of Ethnic Minority Students: A Review. SAGE Open, 2018, 8, 215824401878541.	1.7	44
15	Motivation of medical students: selection by motivation or motivation by selection. BMC Medical Education, 2016, 16, 37.	2.4	43
16	Integrating the teaching role into one's identity: a qualitative study of beginning undergraduate medical teachers. Advances in Health Sciences Education, 2017, 22, 601-622.	3.3	40
17	Factors Influencing Participation in Continuing Professional Development: A Focus on Motivation Among Pharmacists. Journal of Continuing Education in the Health Professions, 2016, 36, 144-150.	1.3	34
18	Students' motivation for interprofessional collaboration after their experience on an IPE ward: A qualitative analysis framed by self-determination theory. Medical Teacher, 2019, 41, 44-52.	1.8	34

#	ARTICLE	IF	CITATIONS
19	Autonomous motivation in medical education. <i>Medical Teacher</i> , 2019, 41, 1083-1084.	1.8	31
20	How basic psychological needs and motivation affect vitality and lifelong learning adaptability of pharmacists: a structural equation model. <i>Advances in Health Sciences Education</i> , 2018, 23, 549-566.	3.3	30
21	A multi-site study on medical school selection, performance, motivation and engagement. <i>Advances in Health Sciences Education</i> , 2017, 22, 447-462.	3.3	29
22	How to identify, address and report students' unprofessional behaviour in medical school. <i>Medical Teacher</i> , 2020, 42, 372-379.	1.8	29
23	A qualitative analysis of statements on motivation of applicants for medical school. <i>BMC Medical Education</i> , 2014, 14, 200.	2.4	28
24	Burnout and engagement among PhD students in medicine: the BEeP study. <i>Perspectives on Medical Education</i> , 2022, 10, 110-117.	3.5	28
25	Distinguishing Three Unprofessional Behavior Profiles of Medical Students Using Latent Class Analysis. <i>Academic Medicine</i> , 2016, 91, 1276-1283.	1.6	26
26	Motivation and competence of participants in a learner-centered student-run clinic: an exploratory pilot study. <i>BMC Medical Education</i> , 2017, 17, 23.	2.4	25
27	“What kind of support do I need to be successful as an ethnic minority medical student?” A qualitative study. <i>BMC Medical Education</i> , 2021, 21, 6.	2.4	25
28	Redefining scholarship for health professions education: AMEE Guide No. 142. <i>Medical Teacher</i> , 2021, 43, 824-838.	1.8	24
29	Informal teacher communities enhancing the professional development of medical teachers: a qualitative study. <i>BMC Medical Education</i> , 2016, 16, 109.	2.4	23
30	Motivation in medical students: a PhD thesis report. <i>Perspectives on Medical Education</i> , 2022, 1, 155-157.	3.5	22
31	Implications of gender differences in motivation among medical students. <i>Medical Teacher</i> , 2013, 35, 173-174.	1.8	22
32	Motivational Profiles and Motivation for Lifelong Learning of Medical Specialists. <i>Journal of Continuing Education in the Health Professions</i> , 2018, 38, 171-178.	1.3	22
33	Investigating US medical students' motivation to respond to lapses in professionalism. <i>Medical Education</i> , 2018, 52, 838-850.	2.1	22
34	The Association of Readiness for Interprofessional Learning with empathy, motivation and professional identity development in medical students. <i>BMC Medical Education</i> , 2018, 18, 125.	2.4	22
35	“One size does not fit all”: The value of person-centred analysis in health professions education research. <i>Perspectives on Medical Education</i> , 2022, 10, 245-251.	3.5	22
36	A Road Map for Attending to Medical Students' Professionalism Lapses. <i>Academic Medicine</i> , 2019, 94, 570-578.	1.6	21

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37	The role of study strategy in motivation and academic performance of ethnic minority and majority students: a structural equation model. <i>Advances in Health Sciences Education</i> , 2018, 23, 921-935.	3.3	20
38	How we designed and implemented teaching, training, and assessment of professional behaviour at VUmc School of Medical Sciences Amsterdam. <i>Medical Teacher</i> , 2013, 35, 709-714.	1.8	19
39	Teachers'™ conceptions of learning and teaching in student-centred medical curricula: the impact of context and personal characteristics. <i>BMC Medical Education</i> , 2016, 16, 244.	2.4	19
40	Unraveling Motivational Profiles of Health Care Professionals for Continuing Education. <i>Journal of Continuing Education in the Health Professions</i> , 2016, 36, 46-54.	1.3	17
41	Science-writing in the blogosphere as a tool to promote autonomous motivation in education. <i>Internet and Higher Education</i> , 2017, 35, 48-62.	6.5	17
42	Motivation and academic performance of medical students from ethnic minorities and majority: a comparative study. <i>BMC Medical Education</i> , 2017, 17, 233.	2.4	17
43	Students'™ approaches to medical school choice: relationship with students'™ characteristics and motivation. <i>International Journal of Medical Education</i> , 2017, 8, 217-226.	1.2	17
44	The leaky pipeline of publications and knowledge generation in medical education. <i>Perspectives on Medical Education</i> , 2022, 11, 70-72.	3.5	17
45	Assessing professional behaviour: Overcoming teachers'™ reluctance to fail students. <i>BMC Research Notes</i> , 2014, 7, 368.	1.4	16
46	Exploring the situational motivation of medical specialists: a qualitative study. <i>International Journal of Medical Education</i> , 2018, 9, 56-63.	1.2	16
47	Medical specialists'™ basic psychological needs, and motivation for work and lifelong learning: a two-step factor score path analysis. <i>BMC Medical Education</i> , 2019, 19, 339.	2.4	15
48	Measurement invariance of the strength of motivation for medical school: a multi-group confirmatory factor analysis. <i>BMC Medical Education</i> , 2017, 17, 116.	2.4	14
49	Capturing the wisdom of the crowd: health professions'™ educators meet at a virtual world café. <i>Perspectives on Medical Education</i> , 2020, 9, 385-390.	3.5	14
50	Twelve tips for developing a global community of scholars in health professions education. <i>Medical Teacher</i> , 2021, 43, 966-971.	1.8	14
51	What difficulties do faculty members face when conducting workplace-based assessments in undergraduate clerkships?. <i>International Journal of Medical Education</i> , 2016, 7, 19-24.	1.2	14
52	How do undergraduate nursing students learn in the hospital setting? A scoping review of conceptualisations, operationalisations and learning activities. <i>BMJ Open</i> , 2019, 9, e029397.	1.9	13
53	From clinical educators to educational scholars and leaders: strategies for developing and advancing a career in health professions education. <i>Clinical Teacher</i> , 2020, 17, 477-482.	0.8	13
54	As an ethnic minority, you just have to work twice as hard. Experiences and motivation of ethnic minority students in medical education. <i>Perspectives on Medical Education</i> , 2022, 10, 272-278.	3.5	13

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55	Electives support autonomy and autonomous motivation in undergraduate medical education. <i>Medical Teacher</i> , 2014, 36, 915-916.	1.8	12
56	Scaffolding Clinical Reasoning of Health Care Students: A Qualitative Exploration of Clinicians'™ Perceptions on an Interprofessional Obstetric Ward. <i>Journal of Medical Education and Curricular Development</i> , 2020, 7, 238212052090791.	1.5	12
57	Selection for health professions education leads to increased inequality of opportunity and decreased student diversity in The Netherlands, but lottery is no solution: A retrospective multi-cohort study. <i>Medical Teacher</i> , 2022, 44, 790-799.	1.8	11
58	Developing a two-dimensional model of unprofessional behaviour profiles in medical students. <i>Advances in Health Sciences Education</i> , 2019, 24, 215-232.	3.3	10
59	Conceptions of clinical learning among stakeholders involved in undergraduate nursing education: a phenomenographic study. <i>BMC Medical Education</i> , 2021, 21, 520.	2.4	10
60	Bridging the gap between CBME in theory and practice: the role of a teacher community. <i>Perspectives on Medical Education</i> , 2014, 3, 486-491.	3.5	9
61	Factors influencing autonomy supportive consultation: A realist review. <i>Patient Education and Counseling</i> , 2020, 103, 2069-2077.	2.2	9
62	Twelve tips for organising speed mentoring events for healthcare professionals at small or large-scale venues. <i>Medical Teacher</i> , 2020, 42, 1322-1329.	1.8	8
63	Appreciating small-group active learning: What do medical students want, and why? A Q-methodology study. <i>Medical Teacher</i> , 2021, 43, 411-420.	1.8	8
64	Validation of the professional identity questionnaire among medical students. <i>BMC Medical Education</i> , 2021, 21, 359.	2.4	8
65	Selection and lottery in medical school admissions: who gains and who loses?. <i>MedEdPublish</i> , 0, 7, 271.	0.3	8
66	A qualitative study on factors influencing the situational and contextual motivation of medical specialists. <i>International Journal of Medical Education</i> , 2020, 11, 111-119.	1.2	8
67	A Longitudinal Approach to Changes in the Motivation of Dutch Pharmacists in the Current Continuing Education System. <i>American Journal of Pharmaceutical Education</i> , 2018, 82, 6199.	2.1	7
68	An international study on teachers'™ conceptions of learning and teaching and corresponding teacher profiles. <i>Medical Teacher</i> , 2020, 42, 1000-1004.	1.8	7
69	Collaborative testing in physical examination skills training and the autonomous motivation of students: a qualitative study. <i>BMC Medical Education</i> , 2021, 21, 224.	2.4	7
70	Medical student engagement in small-group active learning: A stimulated recall study. <i>Medical Education</i> , 2022, 56, 432-443.	2.1	7
71	How does interprofessional education influence students'™ perceptions of collaboration in the clinical setting? A qualitative study. <i>BMC Medical Education</i> , 2022, 22, 325.	2.4	6
72	Self-Determination Theory and Scaffolding Applied to Medical Education as a Continuum. <i>Academic Medicine</i> , 2015, 90, 1431.	1.6	5

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73	E-learning on antibiotic prescribing – the role of autonomous motivation in participation: a prospective cohort study. <i>Journal of Antimicrobial Chemotherapy</i> , 2018, 73, 2247-2251.	3.0	5
74	Enhancing autonomous motivation of students should be an integral part of the educational philosophy of a medical school. <i>Medical Teacher</i> , 2019, 41, 969-969.	1.8	5
75	Protocol for a scoping review on the conceptualisation of learning in undergraduate clinical nursing practice. <i>BMJ Open</i> , 2019, 9, e024360.	1.9	5
76	Exploring the timing of medical student research internships: before or after clerkships?. <i>BMC Medical Education</i> , 2018, 18, 259.	2.4	4
77	Co-creating scholarship through collaborative writing in health professions education: AMEE Guide No. 143. <i>Medical Teacher</i> , 2022, 44, 342-352.	1.8	4
78	What stressors and energizers do PhD students in medicine identify for their work: A qualitative inquiry. <i>Medical Teacher</i> , 2022, 44, 559-563.	1.8	4
79	Learning in and across communities of practice: health professions education students' learning from boundary crossing. <i>Advances in Health Sciences Education</i> , 2022, 27, 1423-1441.	3.3	4
80	The Validation of Geriatric Cases for Interprofessional Education: A Consensus Method. <i>Journal of Medical Education and Curricular Development</i> , 2020, 7, 238212052095763.	1.5	3
81	Use of LATCHeS to communicate with elderly patients. <i>Special Care in Dentistry</i> , 2020, 40, 390-392.	0.8	3
82	Reforms in VUmc School of Medical Sciences Amsterdam: Student engagement, a Minor elective semester and stakeholder collaboration in improving the quality of assessments. <i>Medical Teacher</i> , 2018, 40, 501-505.	1.8	2
83	Bachelor completion and dropout rates of selected, rejected and lottery-admitted medical students in the Netherlands. <i>BMC Medical Education</i> , 2019, 19, 80.	2.4	2
84	Evaluation of a Multidisciplinary Bachelor Course on Pain with Autonomy-Supportive Teaching Strategies through the Lens of Self-Determination Theory. <i>Pharmacy (Basel, Switzerland)</i> , 2021, 9, 66.	1.6	2
85	Critical Synthesis Package: General Self-Efficacy Scale (GSE). <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	2
86	Critical Synthesis Package: Schwartz Value Survey (SVS). <i>MedEdPORTAL: the Journal of Teaching and Learning Resources</i> , 0, , .	1.2	2
87	Exploring Factors Associated With the Motivation of Clinical Pharmacists: A Focus on the South African Context. <i>Frontiers in Medicine</i> , 2021, 8, 747348.	2.6	2
88	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.	1.8	2
89	Reasoning like a doctor or like a nurse? An integrative review protocol. <i>BMJ Open</i> , 2021, 11, e049862.	1.9	1
90	Twelve tips on how to motivate healthcare professions students and their supervisors for Interprofessional Education. <i>MedEdPublish</i> , 2020, 9, .	0.3	1

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91	Do medical specialists cope with stressors through fulfillment of basic psychological needs of self-determination theory. International Journal of Medical Education, 2021, 12, 245-256.	1.2	1
92	In Reply to Bynum. Academic Medicine, 2017, 92, 424-425.	1.6	0
93	In reply to Purohit & Walsh. Medical Teacher, 2019, 41, 1332-1333.	1.8	0
94	Inclusion of gerodontology in dental curriculum: An urgent case for India. Gerontology and Geriatrics Education, 2022, 43, 468-481.	0.8	0
95	What will happen after withdrawal of the candy from the lecture?. Education for Health: Change in Learning and Practice, 2018, 31, 184.	0.3	0