

SCHULICH SCHOOL OF  
MEDICINE & DENTISTRY  
WESTERN UNIVERSITY

2021-2022

# TWO-YEAR REPORT

CENTRE FOR EDUCATION RESEARCH  
& INNOVATION





---

# QUESTIONS THAT MATTER

---



---

**ANSWERS THAT IMPACT**

---





## DIRECTOR'S MESSAGE

I am delighted to share this brief report highlighting some of CERI's key activities during 2021 and 2022.

### CERI's mission is threefold:

1. To lead in producing high-calibre, programmatic research in health professions education that contributes to the advancement of knowledge;
2. To build capacity for education research and scholarship among Schulich's clinical and basic science faculty and learners through consultation, collaboration, and mentorship; and
3. To develop and deliver research training in health professions education for learners both within and outside of Schulich.

I am immensely proud of our team of scientists and researchers who have enabled us to achieve these goals. And I am optimistic about the future: it is exciting to see the innovations and scholarship produced by the many faculty, educators, and learners who have engaged with us.

CERI is a special place – a supportive and multidisciplinary academic community that values intellectual curiosity, collaboration, and mentorship. These fundamentals ensure that CERI can continue to ask questions that matter and produce answers that impact the field of health professions education.

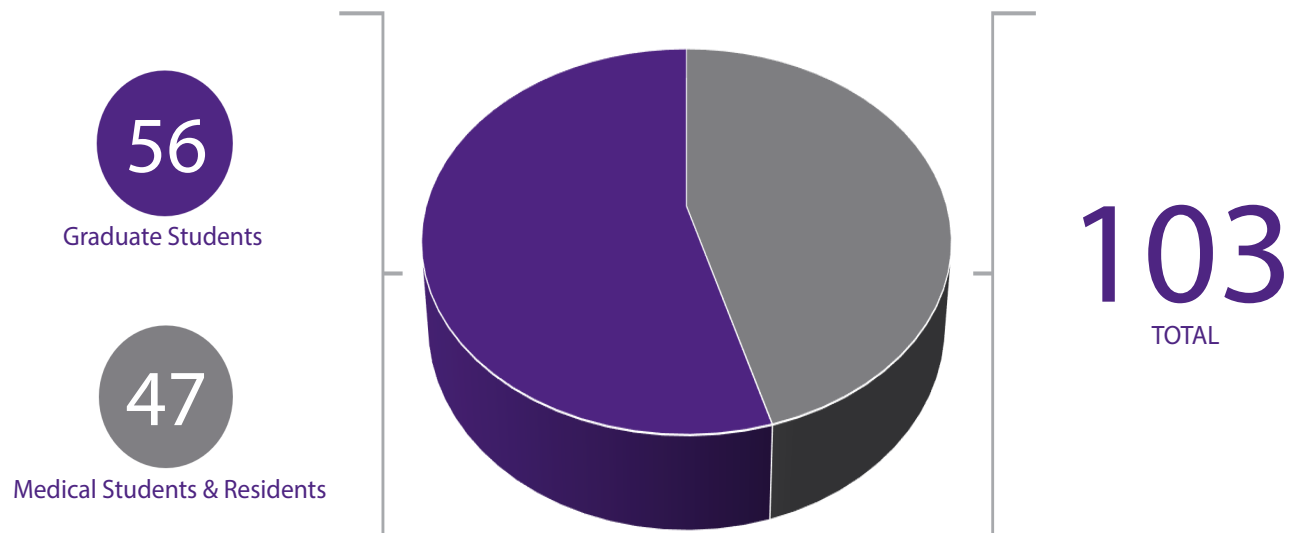


**Christopher J. Watling, MD, MMed, PhD, FRCPC**  
Director, Centre for Education Research & Innovation  
Schulich School of Medicine & Dentistry  
Western University

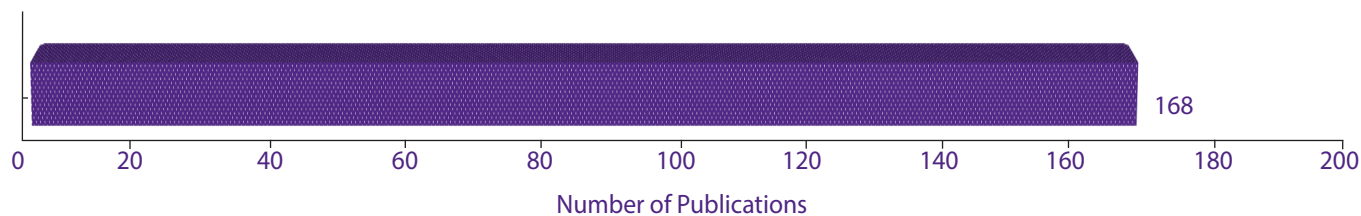


## IMPACT BY THE NUMBERS

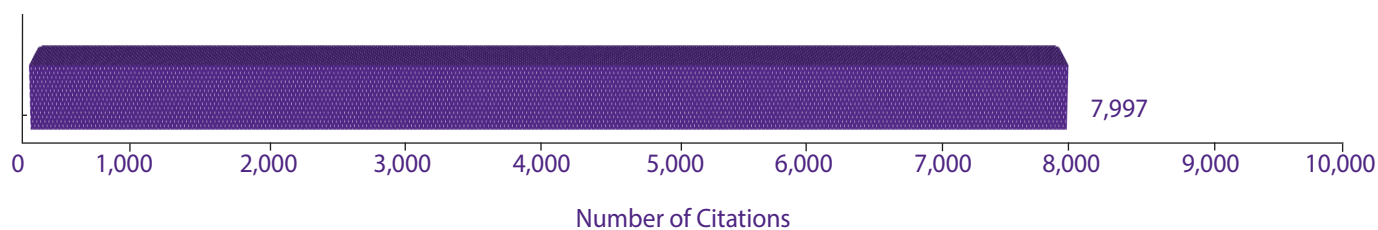
### SUPERVISION OF STUDENTS



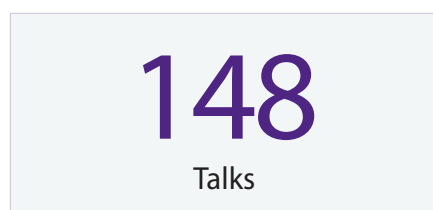
### PUBLICATIONS 2021-2022



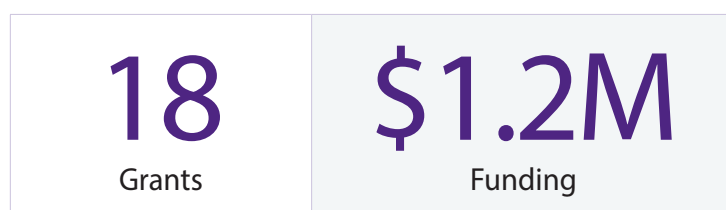
### CITATIONS 2021-2022



### CONFERENCE PRESENTATIONS



### GRANTS AWARDED





## OUR CORE TEAM

Scientists and Researchers are sustaining the advancement of CERl's vision.

### SCIENTISTS



**CHRISTOPHER WATLING**  
MD, MMed, PhD, FRCPC

- Dr. Watling was selected as a *Karolinska Institute Fellow* in 2022
- Dr. Watling was also awarded the *Early Career Medical Educator's Mentor Award* in 2021
- Dr. Jessica Trier, a MHPE student supervised by Dr. Watling, was awarded the 2021 *Robert Maudsley Fellowship* for study in medical education
- Dr. Tim Nguyen, a MHPE student supervised by Dr. Watling, secured a 2022 *Karen Mann Catalyst Grant* in medical education research

As a researcher, Dr. Watling studies why doctors can be difficult to coach, why feedback frequently misses the mark, and why professional culture so often undermines the best laid curriculum plans. His research brings a sociocultural lens to key challenges in medical education, shifting attention from this learner and that teacher to the educational culture within which they must operate. He explores how that culture shapes the relationships, the conversations, and the learning outcomes that are possible. By making culture visible, he hopes to enable us to better equip teachers and learners to navigate the tricky educational milieu of clinical medicine.



**LORELEI LINGARD**  
PhD

- Dr. Lingard was named *Honorary Fellow* of the Royal College of Physicians and Surgeons of Canada, June 2021.
- Dr. Jennifer Klasen, a PhD Candidate supervised by Dr. Lingard was the invited Keynote Address for the 2022 AAMC-Research in Medical Education Meeting: *"Unspoken pedagogy: Exploring how and why clinical supervisors allow failure for learning"*

Dr. Lingard continues to explore three key areas:

1. *Collective competence on healthcare teams, with particular attention to developing novel assessment approaches that can capture the individual trainee's contribution to team performance;*
2. *Clinical supervisory relationships and practices, with emphasis on understanding the role of struggle and failure in learning; and*
3. *Scientific writing, with a focus on challenging some tired conventions and articulating the rhetorical and linguistic features that support clarity, engagement and persuasion.*



**MARK GOLDSZMIDT**  
MD, MHPE, PhD, FRCPC

- Dr. Goldszmidt was appointed the Limited Term Research Chair in *Inpatient Medicine Continuous Quality Improvement* in 2022.
- Dr. Dillion Bower, a resident supervised by Dr. Goldszmidt, published *"Documentation as composing: How medical students and residents use writing to think and learn"* in *Advances in Health Sciences Education* in 2022. This paper was selected by John Hopkins medical school as a 'must read' paper for February 2023.

Dr. Goldszmidt's work combines active clinical practice, education research, and supervision, quality improvement and innovation and education leadership. His research and innovation work focuses on the complex relationship between clinical care and clinical education.



## OUR CORE TEAM

Scientists and Researchers are sustaining the advancement of CERI's vision.

### SCIENTISTS



**SAYRA CRISTANCHO**  
PhD

- Dr. Cristancho was invited to write about lessons learned from her research in the Harvard Business review in April 2021
- Dr. Mary Ott, a post-doctoral fellow supervised by Dr. Cristancho, was selected for the 2021 Top Research in Residency Education Award at the International Conference on Residency Education for her paper *"The most crushing thing: Understanding assessment burden for residents in CBME."*

*Dr. Cristancho's research program investigates how action teams navigate unexpected situations. To that end, she integrates qualitative research, sociobiology and systems engineering principles with insights from various industries, including healthcare, tactical, emergency response and business.*



**TARYN TAYLOR**  
MD, PhD, FRCSC

- Dr. Taylor was awarded a 2022 Royal College Medical Education Grant for her project *"(Re)learning how to listen and (re) defining speaking up: Using Simulation to explore how interprofessional teams navigate hierarchy."*
- Dr. Taylor was a featured expert on Simulcast episode 162: *"Advances in simulation: Exploring hierarchy through 'sociological fidelity'."*
- Trevor Hines Duncliffe, a PhD student supervised by Drs. Taylor and Watling, was selected for the 2021 CHRI Trainee Award.
- Nicole Wiebe, a medical student supervised by Dr. Taylor was awarded an Ontario Medical Students association Grant in 2021 for her paper *"Everything new is happening all at once: A qualitative study exploring early career obstetrician / gynaecologists"*

*Dr. Taylor is currently exploring novel applications of simulation for qualitative research that explores team performance and process. She is looking forward to expanding this program of research, for example, to explore how patients factor into our assumptions about functional team performance.*



**JACQUELINE TORTI**  
PhD

- Dr. Torti and her research team launched the Character-Based Leadership course in 2022 at Schulich. 31 residents have enrolled in the course and 8 faculty members have joined as mentors.

*Dr. Torti's research program explores the influence of a character-development program on the resiliency and well-being of medical trainees. Her innovative course uses a multipronged approach including mentorship, reflective-based learning, targeted workshops, small-group discussion and experiential learning to develop leadership skills informed by a character lens. A better understanding of the relationship between character and well-being will enable residency programs to better prepare their trainees to adhere to their morals and values while navigating the complexity of our healthcare system.*





## RESEARCHER SPOTLIGHT

### DR. LISA SHEPHERD

As CERl's first Translational Researcher in Education, Dr. Lisa Shepherd received an AMOSO Opportunities grant to study the integration of learners into virtual care. Her excellent work resulted in a publication in *Medical Education* in 2022: *Good for patients but not learners? Exploring faculty and learners virtual care integration* (Shepherd, McConnell, Watling).

Dr. Shepherd's other research focus is exploring learning from errors in clinical medicine. This work is supported by a prestigious 2021 Royal College Medical Education Research Grant. Dr. Shepherd's ability to bridge theory and practice ensures that her research has impact in real world clinical learning situations.



### DR. SARAH BLISSETT

Since joining CERl as a Centre Researcher in 2020, Dr Sarah Blissett has focused on applying educational theory to improve workplace learning in Cardiology contexts. Supported by a 2021 Royal College Medical Education Research Grant, Sarah led a national study exploring how postgraduate trainees balance competing goals when selecting tasks in an echocardiography workplace learning environment. This work was presented at ICRE 2023, and informed recommendations in the revised *Canadian Training Standards for Echocardiography* that will be published in late 2023. Sarah also received an AMOSO Opportunities grant in 2022 to lead a national study to design innovative virtual instructional formats for multidisciplinary Cardio-Obstetrics education. This study intends to respond to urgent calls to enhance provider knowledge of Cardio-Obstetrics to improve clinical outcomes of pregnant patients with heart disease.





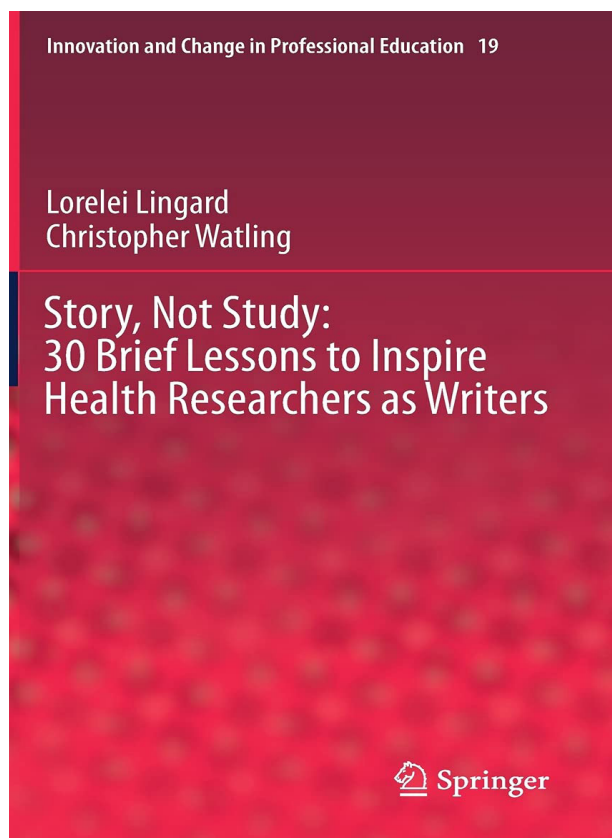
# SCIENTIFIC WRITING



CERI continues to be a leader in the craft of scientific writing. In 2021, Drs. Lingard and Watling published a book on the subject – *Story, Not Study: 30 Brief Lessons to Inspire Health Researchers as Writers* (Springer). The book has 6.8K downloads and a 4.9/5.0 rating on Amazon.ca, and has become required reading within many graduate training programs.

In addition, the Writer's Craft series of articles in *Perspectives on Medical Education* that was created by Dr. Lingard continues to thrive. Four new articles were published in this series in 2021-22, including *Don't be reviewer 2! Reflections on writing effective peer review comments*. (Watling C, Ginsburg S, Lingard L), which received the journal's "Article Impact Award" for 2021 with 5000 downloads.

CERI scientists remain active as coaches of scientific writing, conducting master classes and workshops locally, nationally, and internationally.



[Home](#) > [Perspectives on Medic...](#) > [Article](#)

The Writer's Craft | [Open Access](#) |  
Published: 11 June 2021

## Don't be reviewer 2! Reflections on writing effective peer review comments

[Chris Watling](#) , [Shiphra Ginsburg](#) & [Lorelei Lingard](#)

[Perspectives on Medical Education](#) **10**, 299–303  
(2021) | [Cite this article](#)

**14k** Accesses | **7** Citations | **131** Altmetric |  
[Metrics](#)

SCHULICH SCHOOL OF MEDICINE & DENTISTRY  
WESTERN UNIVERSITY  
RM. 3700, DR. DON RIX CLINICAL SKILLS LEARNING BLDG.  
LONDON, ON CANADA N6A 5C1

[schulich.uwo.ca/ceri](http://schulich.uwo.ca/ceri)

