

## **Christopher John Watling, MD, FRCPC, MMed, PhD**

Dr. Watling is currently vice dean (acting), Education Scholarship and Strategy, and director, Centre for Education Research and Innovation at the Schulich School of Medicine and Dentistry at Western University. He is a neurologist and was formerly the associate dean, Postgraduate Medical Education, and program director, Neurology Residency Program at the Schulich School of Medicine and Dentistry. Dr. Watling obtained his medical degree from Dalhousie University and completed his residency at the University of Western Ontario. He pursued additional education, obtaining a master's degree in medical education from the University of Dundee in the United Kingdom and a doctorate in health professions education from Maastricht University in the Netherlands. His doctoral thesis was entitled *Cognition, culture and credibility: Deconstructing feedback in medical education*.

Dr. Watling is an experienced leader and a medical education scholar. In his leadership roles at the Schulich School of Medicine and Dentistry, Dr. Watling led the faculty's strategic planning process and authored the resulting strategic plan for 2021-2026, *The Time is Now*. The strategic planning process involved 40 focus groups, dozens of interviews and over 500 individuals who were consulted throughout the plan's development. Following its launch in October 2021, Dr. Watling chaired the Strategic Planning Steering Committee to guide the strategic plan's implementation and evaluation process.

In his previous role as associate dean, Postgraduate Medical Education, Dr. Watling led the transition of curricula for the medical residency programs from traditional time-based to competency-based approaches. This transformative change involved extensive education and outreach to faculty, residents and staff. In this role, he also led Schulich's nearly 50 residency programs through two full accreditation site visits from the Royal College and the College of Family Physicians of Canada (2012 and 2019), between which Canada's accreditation standards and processes were completely changed, including the introduction of a new Institutional Status of Accreditation in 2019.

Furthering his engagement in accreditation, Dr. Watling is also chair of the Royal College's Residency Accreditation Committee and former deputy chair (2016-21). As chair, he has led the national conversation on reimagining accreditation as a continuous quality improvement exercise. He also contributed to ongoing efforts to revise and refresh standards to meet changing societal needs and to use accreditation to affect meaningful progress towards equity, diversity and inclusion within Canadian training programs.

Dr. Watling has previously held a myriad of provincial and national leadership roles, including chair, Accreditation Process Advisory Committee, the Canadian Residency Accreditation Consortium (2016-2020); vice chair, Royal College Neurology Specialty Committee (2010-15); member, Royal College Research Task Force, and co-chair, Medical

Education Research Working Group (2017-19); co-chair, Council of Ontario Faculties of Medicine Postgraduate Management Committee (2014-19); and chair, PG Planning Group, Council of Ontario Faculties of Medicine (2013-17).

Dr. Watling's current academic appointments include professor in the Departments of Oncology, Clinical Neurological Sciences, and Family Medicine at the Schulich School of Medicine and Dentistry, Western University (from 2017). He was formerly associate professor (2009-2017) and assistant professor (2000-2009) in the Departments of Clinical Neurological Sciences and Oncology at the Schulich School of Medicine and Dentistry.

The recipient of the Royal College's Duncan Graham Award for Outstanding Contribution to Medical Education in 2023, Dr. Watling is also a funded researcher who has participated in research that has been awarded close to \$1.2 million in grants over the course of his career.

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### **Selected Publications**

Lingard L, **Watling C**. The writer's voice repertoire: Exploring how health researchers accomplish a distinctive 'voice' in their writing. *Med Educ* 2024 Jan 17 (online ahead of print).

Lip A, **Watling CJ**, Ginsburg S. What does "timely" mean to residents? Challenging feedback assumptions in postgraduate education. *Perspect Med Educ* 2023;12(1):218-227.

Bearman M, Ajjawi R, Castanelli D, Denniston C, Molloy E, Ward N, **Watling C**. Meaning making about performance: a comparison of two specialty feedback cultures. *Med Educ* 2023;57(11):1010-1019.

Burm S, Deagle S, **Watling CJ**, Wylie L, Alcock D. Navigating the burden of proof and responsibility: A narrative inquiry into Indigenous medical learners' experiences. *Med Educ* 2023;57(6):556-565.

Pardhan K, Jones L, **Watling C**. 'Maybe it's the first time somebody's been honest with you': Exploring how residents reconcile feedback variability. *Can J Emerg Med* 2023;25:143-149.

Burm A, Cristancho S, **Watling CJ**, LaDonna KA. Expanding the advocacy lens: Using photo-elicitation to capture patients' and physicians' perspectives about health advocacy. *Adv Health Sci Educ* 2023;28(2):411-426.

**Watling C**, Shaw J, Field E, Ginsburg S. 'For the most part it works': Exploring how authors navigate peer review feedback. *Med Educ* 2023;57(2):151-160.

Shepherd L, McConnell A, **Watling C**. Good for patients but not learners? Exploring faculty and learner virtual care integration. *Med Educ* 2022;56(12):1174-1183.

**Watling C.** On identity, agency, and (sub)culture. (invited commentary). *Med Educ* 2022;56(6):592-594.

Konopasky A, O'Brien BC, Artino AR, Driessen EW, **Watling CJ**, Maggio LA. *I, We, and They: A linguistic and narrative exploration of the authorship process.* *Med Educ* 2022;56(4):456-464.

Gingerich A, Sebok-Syer SS, Lingard L, **Watling CJ.** The shift from disbelieving underperformance to recognising failure: A tipping point model. *Med Educ* 2022;56(4):395-406.

Moniz T, Melro CM, Warren A, **Watling CJ.** Dual and dueling goals: Educators' views on reflective writing to remediate professionalism. *Med Educ* 2022;56(2):176-185.

Atkinson A, **Watling C**, Brand P. Feedback and coaching. *European Journal of Pediatrics* 2022;181(2):441-446.

Koopman WJ, LaDonna KA, Kinsella EA, Venance SL, **Watling CJ.** Getting airtime: Exploring how patients shape the stories they tell health practitioners. *Med Educ* 2021;55(10):1142-1151.

**Watling C**, Ginsburg S, Lingard L. Don't be reviewer 2! Reflections on writing effective peer review comments. *Perspect Med Educ* 2021;10(5):299-303.

Binnendyk J, Pack R, Field E, **Watling C.** Not wanted on the voyage: highlighting intrinsic CanMEDS gaps in Competence by Design curricula. *CMEJ* 2021;12(4):39-47.

**Watling C**, Ginsburg S, LaDonna K, Lingard L, Field E. Going against the grain: An exploration of agency in medical learning. *Med Educ* 2021;55(8):942-950.

Teunissen P, **Watling C**, Schrewe B, Asgarova S, Ellaway R, Myers K, Topps M, Bates J. Contextual competence: how residents develop competent performance in new settings. *Med Educ* 2021;55(9):1100-1109.

Ginsburg S, **Watling CJ**, Schumacher DJ, Gingerich A, Hatala R. Numbers encapsulate, words elaborate: Towards the best use of comments for assessment and feedback on entrustment ratings. *Acad Med* 2021;96(7s):S81-S86.

Moniz T, Pack R, Lingard L, **Watling, C.** Voices from the front lines: An analysis of physicians' reflective narratives about flaws with the "system." *Journal of Medical Humanities* 2021;42(4):737-752.

Bearman M, Mahoney P, Tai J, Castanelli D, **Watling C.** Invoking culture in medical education research: a critical review and metaphor analysis of the literature. *Med Educ* 2021;55(8):903-911.

Miles A, Ginsburg S, Sibbald M, Tavares W, **Watling C**, Stroud L. Feedback from health professionals in postgraduate medical education: influence of interprofessional relationship, identity, and power. *Med Educ* 2021;55(4):518-529.

LaDonna KA, **Watling CJ**, Cristancho S, Burm S. Exploring patients' and physicians' perspectives about competent health advocacy. *Med Educ* 2021;55(4):486-495.

Gingerich A, Sebok-Syer S, Larstone R, **Watling C**, Lingard L. Seeing but not believing: Insights into the intractability of failure to fail. *Med Educ* 2020;54(12):1148-1158.

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**Watling C**, Ajjawi R, Bearman M. Approaching culture in medical education: three perspectives. *Medical Education* 2020;54(4):289-295.

Ginsburg S, Kogan J, Gingerich A, Lynch M, **Watling C**. Taken out of context: hazards in the interpretation of written assessment comments. *Acad Med* 2020;95(7):1082-1088.

Tavares W, Eppich W, Cheng A, Miller S, Teunissen P, **Watling C**, Sargeant J. Learning conversations: an analysis of theoretical roots and their manifestations in feedback and debriefing. *Acad Med* 2020;95(7):1020-1025.

Pack R, Lingard L, **Watling C**, Chahine S, Cristancho S. Some assembly required: tracing the interpretive work of clinical competency committees. *Med Educ* 2019;53(7):723-734.

**Watling C**, LaDonna K. Where philosophy meets culture: exploring how coaches conceptualize their roles. *Med Educ* 2019;53(5):467-476.

**Watling C**, Lingard L. Giving feedback on others' writing. *Perspect Med Educ* 2019;8(1):25-27.

Bates J, Schrewe B, Ellaway R, Teunissen P, **Watling C**. Embracing standardization and contextualization in medical education. *Med Educ* 2019;53(1):15-24.

**Watling C**, Ginsburg S. Assessment, feedback, and the alchemy of learning. *Med Educ* 2019;53(1):76-85.

LaDonna K, Ginsburg S, **Watling C**. Shifting and sharing: Academic physicians' strategies for navigating underperformance and failure. *Acad Med* 2018;93(11):1713-1718.

Sukhera J, Milne A, Teunissen P, Lingard L, **Watling C**. Adaptive reinventing: Implicit bias and the co-construction of social change. *Adv Health Sci Educ* 2018;23(3):587-599.

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LaDonna KA, Ginsburg S, **Watling C**. Rising to the level of your incompetence: Revealing the impact of the imposter syndrome in medical education. *Acad Med* 2018;93(5):763-768.

Moniz T, Lingard L, **Watling C**. Stories doctors tell. *JAMA* 2017;318(2):124-125.

Sukhera J, **Watling C**. A framework for integrating implicit bias recognition into medical education. *Acad Med* 2018;93(1):35-40.

LaDonna K, Hatala R, Lingard L, Voyer S, **Watling C**. Staging a performance: Learners' perceptions about direct observation during residency. *Med Educ* 2017;51(5):498-510.

**Watling C**, LaDonna K, Lingard L, Voyer S, Hatala R. 'Sometimes the work just needs to be done': Sociocultural influences on direct observation in medical training. *Med Educ* 2016;50(10):1054-64.

Lefroy J, **Watling C**, Teunissen PW, Brand P. Guidelines on feedback for clinical education: The dos, don'ts, and don't knows of feedback for clinical education. *Perspect Med Educ* 2015;4(6):284-99.

**Watling C**. When I say...learning culture. *Med Educ* 2015;49(6):556-7.

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**Watling C**, Driessen E, van der Vleuten C, Vanstone M, Lingard L. Music lessons: revealing medicine's learning culture through comparison with that of music. *Med Educ* 2013;47(8):842-50.

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**Watling C**, Lingard L. Grounded Theory in Medical Education Research: AMEE Guide No. 70. *Medical Teacher* 2012;34(1):850-61.

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## **Books**

Lingard L, **Watling C**. Story, Not Study: 30 brief lessons to inspire health researchers as writers. Springer Nature. ISBN 978-3-030-71362-1, 2021.