

# Research *Rounds*

Accredited by UBC CPD



CONTINUING PROFESSIONAL DEVELOPMENT  
FACULTY OF MEDICINE

The Centre for Health Education Scholarship (CHES)  
invites you to Research Rounds with:

## Dr. Chris Watling

**Title – Cognition, culture, and  
credibility: Deconstructing feedback in  
medical education**

**Date:** Wednesday, April 16, 2014

**Time:** 12:00pm to 1:30pm  
(Lunch will be served at ECC)

**New Venue: Eye Care Centre 100 LT (Auditorium)**

*Please note that we will be hosting April Rounds  
at the Eye Care Centre (2550 Willow St., corner of West 10th Ave. and  
Willow St. — entrance on 10th) instead of the Diamond Health Care Centre.*

With videoconference to IRC 305, MSB 107, KGH 237,  
NHSC 9-374, FSJH 0715, Surrey Central City (Manning Rm)

*\*Please be aware that this session will be recorded and made  
available online to CHES members on a password-protected site.*



**Dr. Chris Watling**  
Associate Dean,  
Postgraduate Medical Education  
Schulich School of Medicine and Dentistry



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA



## Research Rounds

Speaker: Dr. Chris Watling

Title – Cognition, culture and credibility: Deconstructing feedback in medical education

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**ABSTRACT** Feedback sounds so simple: provide learners with information about their performance, highlighting strengths and areas for improvement, and they will move forward with enlightenment and a clear path for their development. The reality of feedback, though, is far from straightforward. Why does some feedback become profoundly influential for learners, while other feedback is discarded as meaningless? What can medicine learn about feedback from other fields, such as music, sports, and teacher training? An exploration of these questions leads to a richer understanding of how individuals and the environment in which they learn interact to shape feedback's impact. Necessary steps toward strengthening medicine's approach to feedback are proposed.

**ABOUT** Dr. Chris Watling is a Scientist at the Centre for Education Research and Innovation at the Schulich School of Medicine and Dentistry at Western University in London, Ontario, where he also holds an appointment as Associate Professor in the Departments of Clinical Neurological Sciences and Oncology. Since 2010, he has served as Associate Dean for Postgraduate Medical Education at Schulich. Dr. Watling graduated in medicine from Dalhousie University in Halifax, Nova Scotia in 1990, and then completed residency training in neurology at The University of Western Ontario in London, Ontario, in 1995 and fellowship training in cancer pain at The University of Texas M.D. Anderson Cancer Center in Houston, Texas. Dr. Watling completed a Master of Medical Education at the University of Dundee in 2009 and PhD in Health Professions Education at Maastricht University in 2014. His research interests include exploring the interaction of cognitive and sociocultural influences on learning, and challenging firmly held but sometimes poorly supported assumptions that underpin our approaches to medical education. He holds Associate of the Royal Conservatory of Toronto diplomas in piano and clarinet performance, and was the Royal Conservatory gold medalist for orchestral instruments in 1984. He is an enthusiastic runner who will run his second Boston Marathon the week following his visit to UBC.

**ACCREDITATION:** As an organization accredited to sponsor continuing medical education for physicians by the Committee on Accreditation of Continuing Medical Education (CACME), the UBC Division of Continuing Professional Development designates this educational program as meeting the accreditation criteria of the College of Family Physicians of Canada for up to 1.5 Mainpro-M1 credits. This program has been reviewed and approved by UBC Division of Continuing Professional Development. The CHES Research Rounds is a self-approved group learning activity (Section 1) as defined by the Maintenance of Certification program of the Royal College of Physicians and Surgeons of Canada. Each physician should claim only those credits he/she actually spent in the activity.

*The Centre for Health Education Scholarship (CHES) is committed to enhancing health education scholarship by building capacity for educational scholarship across the Faculty of Medicine through collaboration, team-building, mentorship of new faculty, successful funding applications, and other activities.*